



New York State  
**Disability Services Council**

**NYS Higher Education Plan 2012-2020**  
**Pg 44-45**

**The NYS Higher Education State Plan on college and career readiness:**

Forty percent of the state's high school graduates are unprepared or under prepared for college-level work. Only 37 percent of high school graduates have the skills needed to succeed in credit bearing college courses or entry level career opportunities. Further, we have significant gaps among students with disabilities, English language learners, Black and Hispanic students.

According to the US Department of Education, the need for remediation translates into lower degree completion: only 17% of high school graduates who require at least one remedial reading course and 27% who require at least one remedial math course earn a bachelor's degree. Further, data from the NYSED Office of Research and Information Systems June 2012 (draft Higher Education Plan pages 64-65) indicate that each remedial course a student requires lowers their likelihood of program completion.

Data from the Heath Resource Center at George Washington University indicate that enrollment of students with disabilities is steadily increasing and that 50% of those students are enrolled at public community colleges. Enrollment of students with disabilities in NYS colleges and universities has increased 36% between 2000 (33,759) and 2010 (45,978) according to data from the NYSED Office of Research and Information Systems. The NYS Higher Education Plan 2012-2020 (draft) highlights the College and Career Readiness of June 2012 graduates. ***Only 44.6 % of NYS all high school students with disabilities graduate and of those only 4.4% (the lowest rate of all at-risk populations) were considered to be college and career ready.***

Granting local diplomas to students with passing grades of 45-64 on Regents exams other than English and Math which still require a minimum grade of 55 will increase the number of NYS residents with high school diplomas and make more students eligible for full opportunity college admission but will not make them college ready. Students with local diplomas will require intense levels of tutoring and remediation. Each course that requires remediation extends a student's time to complete a degree. Completion of remedial coursework is often required prior to beginning core courses.

SUNY has reported that grades of 75 on the English Regents and 80 on the Math Regents exams are necessary to demonstrate readiness for college degree course work. Students earning local diplomas with grades ranging between 45 and 65 may require multiple courses of intensive remediation in order to acquire minimal college level competence. Each developmental or remedial course extends the time required for program completion and decreases the student's likelihood of program completion. In addition, funding is complicated by changes to Title IV funding (Pell grants, work study and student loans) that went into effect in July 2012, limiting lifetime eligibility for Pell to 12 semesters as compared to the previous limit of 18 semesters.

Students will again face the dilemma of the 1980s where their financial aid is exhausted before they can complete their academic programs. Others will face academic dismissal or simply drop out due to their inability to compete. None of these changes support the Higher Education Plan to address the gaps in college and career readiness for students with disabilities.

US Census data indicate that the majority of children with disabilities come from lower income families. These families will not have the resources to help support the student's pursuit of a college education and many students will apply for student loans to help fill the financial gap. Failure to complete their academic programs to prepare them to earn competitive incomes increases the potential for default on student loans and significantly reduces their lifetime earning potential and their ability to add to the economic vitality of the state.