



Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Public Institutions of Higher Education in Texas

**(Senate Bill 37, 84th Texas Legislature,
Regular Session)**

DRAFT

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Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Public Institutions of Higher Education in Texas

The Texas Education Code (TEC), Section 61.0664, authorized through the passage of Senate Bill (SB) 37, 84th Legislature, Regular Session, requires the Texas Higher Education Coordinating Board (THECB) to conduct an ongoing study on the college recruitment of persons with intellectual and developmental disabilities (IDD). According to the statute, the study is to “identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment” for this population (TEC, Section 61.0664(c)). Reports are to be submitted to the governor and members of the Legislature by November 1 of each even-numbered year.

The THECB staff, with the assistance of stakeholders from public institutions of higher education (IHEs) and the community, developed a survey instrument for collecting recruitment-related data. On August 3, 2018, the THECB distributed a memorandum to university and college presidents and community college liaisons with instructions for accessing the survey and a request that responses be submitted by August 31, 2018.

Eighty-one institutions responded to the recruitment report. Of that number, 21 reported they engaged in some sort of recruitment activity targeting students with IDD. Among these 21 institutions, 11 specifically recruited to a special program for students with IDD, while 14 recruited students with IDD into their general academic population. Four institutions recruited to both. The 81 institutions responded to the survey as follows regarding their general recruitment of students with IDD:

- Present information at secondary schools (85.7%)
- Participate in career or transition fairs (81.0%)
- Distribute materials about programs and services for students with IDD (76.2%)
- Include information for potential students with IDD in general college materials (76.2%)
- Collaborate with the Texas Workforce Commission – Vocational Rehabilitation Services (TWC-VR) to connect with populations that may benefit from these programs (10.0%)

The most successful recruitment activities mentioned by institutions were connections with K-12 partners and TWC-VR. The commonly cited limitations to recruiting students with IDD to institutions of higher education included:

- Having insufficient time and staff to address appropriately the needs for these recruitment efforts
- Inability of students with IDD to attend recruitment activities due to unavailability of transportation
- Lack of financial aid for students enrolling in certain types of transitional programs for students with IDD

The recruitment activities and overall percentages were consistent with those stated in the 2016 report.

A copy of the recruitment questions is provided as Appendix A.

To meet the SB 37 requirement to conduct an ongoing study on recruitment of persons with IDD, the THECB will continue to update and distribute the survey in the summer of even-numbered years and provide updated information to the governor and members of the Legislature.

In addition to the study on recruitment, SB 37 requires that the THECB collect administrative data on students with IDD enrolled in public IHEs. Through collaboration with stakeholders, a rule was drafted and approved by the THECB’s board (Texas Administrative Code, Section 4.12) that requires all IHEs to indicate whether an enrolled student is identified as having an IDD, which allows the agency to track their academic success.

Table 1 lists the number of students with IDD enrolled in credit-bearing courses. Currently, there aren’t enough students to track outcomes. Because of the small number of students being reported with this IDD indicator, analysis of academic outcomes for this group results in cells too small to be published while complying with FERPA. The THECB expects that as more institutions update their data systems to allow this information to be captured from their Office of Disability Services, the number of students being reported with this indicator will increase and allow for future analysis of these students. Also, with more years of data, several years of cohorts could be grouped, which would allow large enough cell sizes for analysis of outcomes.

Table 1. Number of Students with IDD Enrolled in Credit-Bearing Courses

SEMESTER	TOTAL	ENROLLED IN PROGRAMS FOR STUDENTS WITH IDD
Spring 2017	2,657	104
Summer 2017	698	34
Fall 2017	2,424	101
Spring 2018	2,878	128

Appendix A

Survey Questions regarding Recruitment of Persons with Intellectual and/or Developmental Disabilities August 2018

Within the past year, has your institution taken steps to specifically recruit students with intellectual and/or developmental disabilities (IDD)? Check all that apply.

- Yes – Into a Postsecondary Program for Students with IDD
- Yes – Into general academic courses at the institution
- No

Which of the following actions have you taken to recruit persons with IDD? Only select if the recruitment activity was specifically targeted for individuals with IDD. Check all that apply.

- Post program or service information on third-party website (example: thinkcollege.net)
- Operate a website for postsecondary transition programs for students with IDD
- Distribute materials about programs and services
- Present information at secondary schools
- Present at parent advocacy and support groups
- Include information in general college materials, such as websites, orientation sessions
- Participate in career fairs or transition fairs
- Offer campus or program tours for students with IDD
- Prepare recruitment counselors to include information about recruiting special populations
- None

List other recruitment activities you have undertaken for students with IDD that were not included in the list above.

List approaches have been successful for your institution in recruiting students with IDD.

List issues have that you have found that limit your ability to recruit students with IDD and how have you addressed them.

If applicable, please provide additional information about your institution's goals, efforts or future plans to recruit students with IDD.



This document is available on the [Texas Higher Education Coordinating Board website](#).

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