

# **Autism Grant Program: Annual Progress Report**

**July 2020**

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## Texas Higher Education Coordinating Board



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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 Coordinating Board'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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## The Austin Grant Program

In 2015 and 2017, the 84th and 85th Texas Legislatures appropriated \$8.1 million to the Texas Higher Education Coordinating Board (THECB or Coordinating Board) to make competitive grant awards to Texas public and private general academic institutions (GAIs) that conduct research and/or provide treatment to children with Autism Spectrum Disorder (ASD). In 2019, the 86th Texas Legislature, Regular Session, continued support for the program and expanded eligibility by authorizing the participation of Texas health-related institutions and independent universities. The General Appropriations Act, House Bill 1, Article III, Rider 48, directed the THECB to offer the following three categories of funding to eligible institutions:

- **Parent-directed Treatment** –\$2,250,000 total available in each fiscal year for research centers serving a combined total of at least 750 children with ASD annually through parent-directed treatment methods.
- **Board-certified Behavior Analyst Training for Teachers/Paraprofessionals** – \$950,000 total available in each fiscal year to autism research centers that serve a combined total of at least 2,547 children with ASD per year by training teachers and/or paraprofessionals. Teachers and paraprofessionals may be in public or private institutions, teaching prekindergarten through 12th grade.
- **Research, Development, and Evaluation of Innovative Autism Treatment Models** – \$700,000 total available in each fiscal years to one or more autism research centers to research, develop, and evaluate innovative autism treatment models that provide treatment to the greatest number of children with ASD.

The THECB administers the Autism Grant Program (AGP) through a competitive grant application process. Grant recipients provide treatments through multiple approaches: conventional treatments (behavioral analysis), innovative treatments, treatments in the public school system, and treatments at home with parents and caregivers.

Since the inception of this program in 2015, the AGP grants have served a total of 16,188 children over five rounds of grant awards. Over this time, the AGP has undertaken the following activities:

- The initial ASD grant awards were made in all three funding categories in FY 2016. As of May 2020, grant recipients have treated 17,229 children with ASD in the first grant cycle (2016-18), which ended in June 2018.
- A second round of awards was made to support Parent-directed Treatment in FY 2017. The initial AGP grants ended in June 2018, and the second set of grant awards for the Parent-directed Treatment ended in June 2019. An additional 917 children with ASD were treated during this second grant period (2017-19).
- The third round of ASD grant awards was made in all three funding categories in FY 2018, and a fourth round of awards was made to support Parent-directed Treatment in FY 2019. The third round of AGP grants ended in June 2020. This third grant cycle (2018-20) allowed for the treatment of an additional 8,392 children with ASD.
- The fourth-round AGP grant awards for the Parent-directed Treatment will end in December 2020. This fourth round served 5,231 additional children with ASD for a combined total of 31,769 children with ASD served since the program began in 2016.

- A fifth round of ASD grant awards was made in all three funding categories in FY 2020, ending June 2022. Individual grants may have received no-cost extensions of various lengths, depending on the circumstances and unexpended grant funding.

**Table 1. Autism Grant Program Categories and Service for May 2019 through May 2020**

| <b>Autism Grant Program Category</b>                     | <b>Amount Awarded</b> | <b>Children Served</b> | <b>Teachers/ Paraprofessionals</b> |
|--|-----------------------|------------------------|------------------------------------|
| Parent-directed Treatment                                | \$4,500,000           | 7,925                  | n/a                                |
| Behavior Analyst Training for Teachers/Paraprofessionals | \$1,900,000           | 23,160                 | 2,552                              |
| Innovative Autism Treatment Models                       | \$1,400,000           | 662                    | n/a                                |

Source: THECB AGP grantees required reports

The AGP has a target for its recipients to serve 8,094 children with ASD for grants awarded in FY 2019 and 2020, or 16,188 children since the program began in 2016. The program is currently exceeding its targets for the Parent-directed Treatment and Behavior Analyst Training for Teachers/Paraprofessionals.

The AGP also included \$150,000 per fiscal year for administrative costs, which the THECB uses to support staff salaries, external reviewers, and other related administrative costs.

## **Program Development**

Rules for the AGP were established using the THECB’s negotiated rulemaking process with input from stakeholders, including representatives from Texas public universities, the Texas Autism Research and Resource Center, the Texas Health and Human Services Commission (HHSC), and the Texas Council on Autism and Pervasive Developmental Disorders. Following the negotiated rulemaking process, the THECB adopted rules for the program in April 2016. Rules are codified in Texas Administrative Code, Title 19, Chapter 6, Subchapter K. The THECB webpage for the Autism Grant Program is [www.highered.texas.gov/AGP](http://www.highered.texas.gov/AGP).

## **Review, Assessment, and Selection Process**

The AGP is a competitive grant and applications are reviewed by THECB staff and external expert reviewers. To assist in the selection process, the THECB contracted with two external reviewers, one with primary expertise in parent-based treatment, and one with primary expertise in teacher/paraprofessional training. Another external reviewer with expertise in ASD grant projects volunteered from the HHSC and participated in the review process.

Each application was reviewed by a three-member team comprised of the THECB grant administrator, an additional THECB staff member, and an external content expert reviewer.

Proposals were assessed based on criteria described in the Request for Applications (RFA), including the projected number of children with ASD to be served, feasibility of the timeline, attainability of the goals, long-term influence of the project past the grant period, management structure, plans for evaluation, sufficiency and economy of the budget, and qualifications of the directors and key staff. The THECB staff compiled the assessment results and made recommendations for funding to the Commissioner of Higher Education. The commissioner reviewed the information and made the final award selection for funding.

## Fiscal Years 2017-2019 Autism Grant Program Awards

In FY 2017, \$2,499,050 was available to make awards under the Parent-directed Treatment category. An RFA was issued in April 2017. Eight applications were received for Parent-directed Treatment, and six were recommended and selected for awards.

### Parent-directed Treatment

In the Parent-directed Treatment category, the THECB funded the following six applications:

**Texas A&M University, Center of Disability and Development.** The project offered training to parents and community partners (including teachers and librarians) to help children with ASD learn to read and increase literacy rates.

Continuous enrollment modification allowed the project to serve more families than anticipated. Numerous project presentations and publications were well-received.

Total award: \$450,668  
Expenditures: \$402,862.36  
Parent/children pairs projected to be served: 45  
Parent/children pairs served: 46

**Texas State University, Clinic for Autism Research, Evaluation, and Support (CARES).** The project trained 40 parents in role-play and modeling of intervention procedures. The project offered a choice between in-person service delivery and telehealth services to reach beyond the immediate geographic region to serve parents who might not otherwise have access.

Parents indicated that project services had resulted in positive outcomes for their child.

Total award: \$142,877  
Expenditures: \$129,474.50  
Parent/children pairs projected to be served: 40  
Parent/children pairs served: 35

**University of Houston-Clear Lake (UHCL), Center for Autism and Developmental Disabilities.** The project offered communication and behavior management assessment training to Houston-area caregivers of individuals diagnosed with autism, with six components to the program: 1) Behavior over Breakfast, 2) Connecting the Dots, 3) Verbal Behavior Clinic, 4) Severe Behavior Disorders Research Clinic, 5) Texas Children’s Hospital Behavior Analysis Program, and 6) UHCL Verbal Behavior Clinic Telehealth. The project won the 2017-18 Star Award from the Clear Creek Independent School District’s Special Education Parent Teacher Organization.

The feedback from families of project participants has been overwhelmingly positive, including references to the professionalism, empathetic responses, ongoing communication, and positive outcomes from the project.

Total award: \$393,751  
Expenditures: \$352,006.08  
Parent/children pairs projected to be served: 72  
Parent/children pairs served: 58

**University of North Texas, Kristin Farmer Autism Center.** The project offered school readiness training to parents via home visits to low-income and underserved populations. The project exceeded its original target number of children served before the end of the two-year grant period.

The center recently completed the A+HIPPIY Training Manual (Home Instruction for Parents of Preschool Youngsters) and is working on translating the document into Spanish.

Total award: \$447,550  
Expenditures: \$387,289.21  
Parent/children pairs projected to be served: 100  
Parent/children pairs served: 206

**The University of Texas at Austin, Center for Disability Studies.** The project provided training to parents/caregivers of children with autism on two topics: (1) Applied Behavior Analysis with a focus on self-determined learning and (2) Transition to Adulthood.

Project participants were offered virtual and online options due to the impacts of COVID-19.

Total award: \$439,531  
Expenditures to date: \$394,531  
Parent/children pairs projected to be served: 460  
Parent/children pairs served to date: 334

**The University of Texas Health Science Center at Houston, Department of Pediatrics.** The project provided the groundwork for an extensive study of how probiotics and improvements in children’s gastrointestinal health can reduce ASD-related behavior problems.

The project exceeded its original target number of children served before the end of the two-year grant period.

Increased public interest in the project resulted in significant increased recruitment.

Total award: \$375,618

Expenditures: \$374,281.27

Parent/children pairs projected to be served: 24

Parent/children pairs served: 38

## Fiscal Years 2018-2020 Autism Grant Program Awards

A FY 2018 RFA with funding available for all three categories of the grant program was released in May 2018 and the following projects were selected for funding by category. Due to the impacts of the COVID-19 pandemic, 10 of the 12 awards were granted a no-cost extension of various lengths according to their activities and unspent money, to continue grant activities up to one year past the original grant end date.

### Parent-directed Treatment

In the Parent-directed Treatment category, the THECB funded the following six projects:

**Baylor College of Medicine, Baylor College of Medicine/Texas Children's Hospital Autism Center.** The project offers implementation of a parent-led, flexible, individually tailored cognitive-behavioral treatment intervention for children with autism and anxiety and examines the effectiveness of Stepped-Care Behavioral Interventions for Anxiety in Children with Autism.

Multiple families have shown interest in the study as a result of strong recommendations from currently enrolled families. Project accommodations include conducting baseline assessments remotely to allow families to enroll without increasing their risk of COVID-19 exposure.

Total award: \$500,000

Expenditures to date: \$146,440.66

Parent/children pairs projected to be served: 120

Parent/children pairs served to date: 56

**Baylor University, Baylor Center for Developmental Disabilities.** The project provides high-quality parent training in evidence-based practices to rural families through a six-week program, for a total of 12 visits and 18 hours consisting of frequent visits with a parent coach.

Project progress was presented at the Baylor Center for Developmental Disabilities Consortium in January 2020, the Association for Behavior Analysis International Autism Conference in February 2020, and at the Texas Association of Behavior Analysis Regional Conference in April 2020. The project continues to receive tremendous community support. Numerous partnerships with service providers have been facilitated by project leaders to assist with family recruitment.

Total award: \$278,456  
Expenditures to date: \$183,203.80  
Parent/children pairs projected to be served: 100  
Parent/children pairs served to date: 50

**Texas A&M University (TAMU), Center of Disability and Development.** The project offers a program in homes and online to train parents in communication strategies for their children with ASD. The program expanded its reach to recruit and prioritize families from low socioeconomic status backgrounds, rural areas, and children with severe autism spectrum disorder.

The project has thus far serviced families in 42 Texas counties. Recruiting initiatives include flyers in Spanish and updated virtual recruitment materials via social media as well as distribution to independent school districts (ISDs), organizations, parent/family support groups, Early Childhood Intervention Services programs, and ASD service providers throughout Texas to recruit more widely across the state. Recruiting efforts have included an emphasis on rural and border areas that may not otherwise have access to high-quality services.

Total award: \$500,000  
Expenditures to date: \$319,567.25  
Parent/children pairs projected to be served: 168  
Parent/children pairs served to date: 151

**University of Houston-Clear Lake (UHCL), Center for Autism and Developmental Disabilities.** The project builds upon a prior THECB autism grant and offers communication and behavior management assessment training to Houston-area caregivers of individuals diagnosed with ASD with six components to the program: 1) Behavior over Breakfast, 2) Connecting the Dots, 3) Verbal Behavior Clinic, 4) Severe Behavior Disorders Research Clinic, 5) Texas Children's Hospital Behavior Analysis Program, and 6) UHCL Verbal Behavior Clinic Telehealth.

Project leaders are developing a handbook and research programs as a result of the project's success. Family participant feedback has been overwhelmingly positive, citing the knowledge, friendliness, and understanding nature of project representatives.

Total award: \$497,996  
Expenditures to date: \$ 404,607.51  
Parent/children pairs projected to be served: 165  
Parent/children pairs served to date: 169

**The University of Texas at Dallas, Development of Social Cognition Laboratory, School of Behavioral and Brain Sciences.** The project investigates two mechanisms of social impairment in older adolescents with autism that current psychosocial programs fail to address: 1) exclusionary social environments and 2) underactive neural responses in the "social brain."

The goal is to address these mechanisms to assist with real-world future functioning to secure and maintain employment, succeed in college, and develop satisfying personal and professional relationships.

In December 2019, a research report detailing the above project was published in the journal *Autism*, a leading academic journal for autism research. The University of Texas at Dallas (UTD) news story about this paper was the most highly accessed UTD research story in five years: <https://www.utdallas.edu/news/health-medicine/autism-social-interactions-2020/>. The project is receiving significant favorable feedback from participants, demonstrating anecdotal progress.

Total award: \$305,130  
Expenditures to date: \$155,229.27  
Parent/children pairs projected to be served: 154  
Parent/children pairs served to date: 84

**The University of Texas at Rio Grande Valley, College of Education Special Education Research Consortium.** The project delivers evidence-based training to help develop parent capacities (including Individualized Education Program knowledge), connections, cognition, and confidence to generate an autism community of resources and support.

The project was accepted for a prestigious opportunity to present at the Center for Applied Special Technology, which has long been recognized as the center for accessible learning. Parent participants have reported that they felt the project participation helped to prepare them for the effects of the pandemic. Parent participants also cited the importance of project representative support in helping to improve the transition to shelter-in-place orders.

Total award: \$500,000  
Expenditures to date: \$299,008.26  
Parent/children projected to be served: 190  
Parent/children served to date: 265

## Teacher/Paraprofessional Training

In the Teacher/Paraprofessional Training Category, the Coordinating Board funded four applications:

**Sam Houston State University, Low Incidence Disabilities and Autism Program.** The project offers a training model for educators who work with children with autism and who are interested in learning to write and implement a behavior intervention plan derived from the results of a functional behavior assessment to avoid non-prescriptive, blanket treatments that result in costly, improper interventions that delay or prevent positive outcomes.

Project representatives are in the process of training representatives from each of the 20 Education Service Centers (ESCs) across the state.

A “Trainer of Trainers” model is being utilized to allow ESC representatives to train educators in their respective regional public school districts. Training materials are continuously revised as continued feedback is obtained from ESC specialists in the field.

Total award: \$305,366  
Expenditures to date: \$111,591.44  
Children projected to be served: 4,200  
Children served to date: 680  
Teachers projected to be served: 820  
Teacher served to date: 68

**Texas A&M University, Center on Disability and Development.** The project provides an introductory online learning management training and will develop intermediate and advanced training for Texas professionals in private and public educational institutions who provide services to children with autism.

Project representatives are placing additional targeted ads on Facebook and Instagram to expand project reach to underserved areas. Training materials are in the process of being translated into Spanish. Various email and social media platform outreach efforts have resulted in reaching over 12,600 people, namely educators, including 33 school districts to date.

Total award: \$475,000  
Expenditures to date: \$200,947.32  
Children projected to be served: 2,935  
Children served to date: 1,528  
Teachers projected to be served: 308  
Teachers served to date: 171

**Texas Tech University (TTU), Burkhart Center for Autism Education and Research.** The project offers initial training of multiple education service center Autism Specialists in the state as part of a Trainer of Trainers program during a three-day, intensive workshop to learn skills specific to training teachers alongside TTU faculty and staff.

To date, representatives from 18 of the state’s 20 ESCs were scheduled to attend a workshop by the summer of 2020. Efforts to accommodate the schedule of the remaining three ESCs are in progress. Past project teacher participants shared their intent to increase their knowledge regarding behavior analysis and addressing problem behavior in the classroom and have applied to graduate programs for an advanced degree.

Total award: \$475,000  
Expenditures to date: \$270,563.42  
Children projected to be served: 8,000  
Children served to date: 4,825  
Teachers projected to be served: 400  
Teachers served to date: 263

### **University of Houston-Clear Lake, Center for Autism and Developmental Disabilities.**

The project is an extension and modification of a 2016 THECB autism grant that offers teachers and paraprofessionals training and classroom consultation services on effective practices for students with autism, with a particular focus on understanding and managing problem behavior.

Satisfaction surveys indicate participants are highly satisfied with the trainings and overall program. Data indicate all participants demonstrate training learning objectives with high integrity (i.e., at least 90% accuracy), increasing the likelihood of correctly implementing these procedures and effectively managing problem behavior in their classrooms.

Total award: \$173,300  
Expenditures to date: \$160,750  
Children projected to be served: 450  
Children served to date: 487  
Teachers projected to be served: 100  
Teachers served to date: 93

### **Innovative Treatment Models**

In the Innovative Treatment category, the THECB provided funding for two awards:

#### **The University of Texas at Dallas/Callier Autism Treatment Research Center.**

The project offers research on the effectiveness of visual-based early intervention strategies to improve social interaction, attention, and play skills in economically/culturally diverse children, younger than age 5 up to preschool.

The project reports strong results with students' measurable improvement in eye contact, social engagement, and verbal reciprocity. Project data was accepted to the Symposium for Research in Child Language Disorders and was submitted to the American Speech and Hearing Annual Convention.

Total award: \$882,261  
Expenditures to date: \$667,145.669  
Children projected to be served: 400  
Children served to date: 425

#### **The University of Texas at San Antonio, Psychological Assessment and Consultation Center (San Antonio Applied Behavior Analysis Research Consortium).**

The purpose of the project is to pilot an innovative evaluation and treatment procedure to facilitate early identification and intervention of infants (0-18 months) and toddlers (18-36 months) "at-risk" for autism.

As a result of robust enthusiasm for the project, a second site was opened to allow all project participants to be centrally located. The original site was also relocated to allow for an additional treatment room, larger research workspace, and a caregiver training room in a newly renovated university building.

Total award: \$1,251,063  
Expenditures to date: \$ 756,942

Children projected to be served: 75  
Children served to date: 88

## Fiscal Years 2019-2020 Autism Grant Program Awards

In FY 2019, \$1,787,269 was available to make additional awards under the Parent-directed Treatment category. A second RFA was issued in December 2018. Ten applications were received for Parent-directed Treatment, and seven were recommended and selected for awards.

### Parent-directed Treatment

In the Parent-directed Treatment category, the THECB funded the following seven applications:

**Baylor College of Medicine, Center of Disability and Development.** The project aims to improve access to anxiety-focused Parent-Led Therapist-Assisted (PLTA) cognitive behavioral therapy for parents of youth with ASD. Key goals include evaluating the effectiveness of two models of telehealth PLTA treatment delivery, determining for whom each treatment option works best, understanding parental treatment preferences, and examining cost-effectiveness of the interventions.

Project representatives have received significant program interest from continued recruitment efforts.

Total award: \$300,000  
Expenditures to date: \$72,218.00  
Parent/children pairs projected to be served: 190  
Parent/children pairs served to date: 8

**Baylor University, Center for Developmental Disabilities.** The project provides parent coaching in evidence-based interventions to families using telehealth technology. A key goal is to recruit families living in rural areas (at least 75% of total participants).

Project representatives report elevated interest among graduate students to serve on the project as graduate research assistants, receiving more applications than expected for those positions.

Total award: \$212,409  
Expenditures to date: \$51,323.31  
Parent/children pairs projected to be served: 80  
Parent/children pairs served to date: 12

**Texas A&M University, Center of Disability and Development.** The project serves Spanish-speaking families, trains community service providers serving Spanish-speaking families, improves parent emotional well-being, and increases language and literacy skills of Spanish-speaking children with the ASD.

The project utilizes evidence-based strategies of story-based instruction, augmentative and alternative communication, conversation expansion, and positive behavior supports.

Enhanced social media recruitment resulted in several families contacting project representatives directly to receive services. Project representatives also report success in recruiting community partners to participate, and/or to host, parent training.

Total award: \$191,161  
Expenditures to date: \$60,318.25  
Parent/children pairs projected to be served: 115  
Parent/children pairs served to date: 152

**Texas Tech University, The Burkhart Center for Autism Education and Research.** The project is a mobile outreach unit, allowing service to parents across all areas of West Texas, with a specific focus on rural and migrant families, as well as families who do not have the resources available to receive services (low socioeconomic, children in foster care, etc.).

The project has exceeded projections by four times the original amount. The project has attracted statewide and national recognition. Project representatives were featured in the May 2019 issue of Texas Monthly and a spring edition of the Texas Tribune to highlight the objectives and services of the project. The project was also featured in a nationally known podcast in the field of behavior analysis.

Total award: \$300,000  
Expenditures to date: \$71,293.69  
Parent/children pairs projected to be served: 1,100  
Parent/children pairs served to date: 4,804

**University of Houston-Clear Lake (UHCL), Center for Autism and Developmental Disabilities.** The project builds upon a prior THECB autism grant to provide communication and behavior management assessment and training to caregivers of individuals diagnosed with ASD with two components to the proposed program: 1) Behavior over Breakfast and 2) Connecting the Dots.

Project representatives were invited by Houston ISD, the largest school district in Texas, to their "World Autism Day" in April 2020 as a speaker and resource to highlight the project. The continually growing waiting list includes parents referred by other parents, highlighting the value of the project to the community.

Total award: \$252,525  
Expenditures to date: \$43,916.82  
Parent/children pairs projected to be served: 158  
Parent/children pairs served to date: 33

**University of North Texas, Kristin Farmer Autism Center.** The project is an implementation of an evidence-based training program to increase the knowledge and skills of parents of children with ASD in a statewide school readiness collaboration.

The project includes a partnership with the Texas Home Instruction for Parents of Preschool Youngsters (HIPPO) to expand and improve effective in-home training and support to families with a child with ASD.

Total award: \$217,022  
Expenditures to date: \$77,218.04  
Parent/children pairs projected to be served: 80  
Parent/children pairs served to date: 54

**The University of Texas at Austin, Center for Disability Studies.** The project provides evidence-based parent training to caregivers of children with ASD across five semesters of training in evidence-based intervention for enhancing language skills in young children with ASD. Socioeconomically, culturally, and linguistically diverse families will be offered a cultural adaptation to meet their needs.

The project receives multiple referrals through various agencies in Austin. In addition, families across Texas continue to self-refer by contacting project representatives with training availability inquiries.

Total award: \$299,903  
Expenditures to date: \$111,097  
Parent/children pairs projected to be served: 510  
Parent/children pairs served to date: 168

## **Fiscal Years 2020-2021 Autism Grant Program Awards**

A FY 2020 RFA with funding available for all three categories of the grant program was published January 31, 2020. Eight applications were received for Parent-Directed Treatment, and seven were awarded. Eight applications were received for Teacher/Paraprofessional Training, and six were awarded. Six applications were received for Innovative Treatment models, and four were awarded.

### **Parent-directed Treatment**

In the Parent-directed Treatment category, the THECB funded the following seven applications:

- Texas A&M University, Center on Disability and Development: \$499,861
- Texas Tech University, Burkhart Center for Autism Education and Research: \$456,000
- Texas Woman's University, Speech and Language Clinic: \$291,847
- The University of Texas at Austin, Speech and Hearing Center: \$399,044
- The University of Texas at Rio Grande Valley, Department of Human Development & School Services: \$499,265
- Baylor University, Baylor Center for Developmental Disabilities: \$369,699
- University of Houston-Clear Lake, Center for Autism and Developmental Disabilities: \$366,811

## **Teacher/Paraprofessional Training**

The Coordinating Board awarded six grants in the Board-certified Behavior Analyst Training for the Teachers/Paraprofessionals category:

- Baylor University, Center for Developmental Disabilities: \$474,843
- Texas A&M University, Center on Disability and Development: \$471,662
- Texas State University, Clinic for Autism Research, Evaluation, and Support: \$286,701
- Texas Tech University, Burkhart Center for Autism Education and Research: \$460,000
- The University of Texas at San Antonio, Educational Psychology: \$474,921
- University of Houston-Clear Lake, Center for Autism and Developmental Disabilities: \$466,593

## **Innovative Treatment Models**

The Coordinating Board awarded four grants in the Research, Development, and Evaluation of Innovative Autism Treatment Models category:

- Baylor College of Medicine with Texas Children's Hospital Neurological Research Institute: \$690,963
- Baylor University, Baylor Speech, Language, and Hearing Clinic: \$599,209
- Texas Woman's University, School of Occupational Therapy: \$267,477
- The University of Texas at Dallas, Callier Autism Treatment Research Center: \$863,926

The THECB maintains information about the AGP online at [www.highered.texas.gov/agp](http://www.highered.texas.gov/agp).



This document is available on the Texas Higher Education Coordinating Board website:  
<http://highered.texas.gov>.

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