



**University of South Florida
Center for Autism and Related Disabilities
Final Report and Year End Summary**

2019-2020

Submitted By

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Executive Director

University of South Florida (USF)
Center for Autism and Related Disabilities (CARD)
Final Report and Year End Summary
2019-2020

CARD-USF Current Registry

	Registry Data as of June 30, 2020	Comparative Data from June 30,2019
Registry Total	7788	7561
Constituents on Registry by County		
Charlotte	104	105
Collier	174	176
Desoto	27	24
Glades	0	0
Hardee	41	42
Hendry	28	28
Highlands	188	191
Hillsborough	3531	3393
Lee	396	390
Manatee	221	214
Pasco	930	899
Pinellas	1153	1149
Polk	724	682
Sarasota	271	268
Constituents on Registry by Age		
0-2	22	31
3-4	206	216
5-15	3554	3529
16-21	1907	1815
22+	2099	1970
Annual New Referrals/Intakes	491	614
Annual Registry Losses	76	12
Annual Web Hits	3,475,633 (226,504 visitors)	4,823,899 (318,973 visitors)

*Registry total includes 7490 constituents with autism spectrum disorders (ASDs) and 71 with related disabilities (RDs). ASDs include autistic disorder, Asperger's disorder, pervasive developmental disorders—not otherwise specified, Rett's disorder and childhood disintegrative disorder, and RDs include dual sensory impairments or sensory impairments with other disabling conditions.

In accordance with section 1004.55, Florida Statutes (F.S.), and Rule 6A-7.0335, Florida Administrative Code (F.A.C.), CARD-USF provided non-residential resource and training services for persons of all ages and levels of intellectual functioning with a documented diagnosis of autism, a pervasive developmental disorder not otherwise specified, an autistic-like disability, a dual sensory impairment or a sensory impairment with other disabling conditions. Services were coordinated with local and state agencies and school districts in an effort to not duplicate services. CARD-USF worked closely with its partner agencies across the state of Florida to ensure high quality and equitable local, regional and statewide service provision in accordance with Rule 6A-7.0335, F.A.C., and consistent with the longstanding mission and values of the Florida CARD, a Florida Department of Education (FDOE) program since 1993. CARD-USF primarily provided services within its 14-county catchment area, but also collaborated with other CARD centers and state agencies/projects on regional (e.g., regional trainings, Partnership for Effective Programs for Students with Autism (PEPSA program) and statewide initiatives (e.g., annual CARD conference, development of online training content, support of statewide performance plan indicators, support for the reading initiative). Service delivery was consistent with the other six statewide CARD centers and was coordinated in the collective development of our projects' annual service plans and via phone conferences with CARD directors and FDOE's CARD liaison.

Outlined in this report is a summary of activities engaged in by the CARD-USF during the period of July 1, 2019, through June 30, 2020. An abbreviated quantitative summary of center constituent registry and service activities is also presented, which reflects our activities across all relevant variables specified in our grant award agreement with FDOE. Detailed programmatic activity and constituent contact data can be found in the project tracking system (PTS) database.

We have met our quarterly benchmarks for the Florida Department of Education and completed our deliverables as defined in our annual RFA. Our team has expanded the number of onsite and online trainings we offer and have done more outreach across our counties through social media efforts. CARD-USF has become an integral part of many county wide workgroups, systems of care and partners with our nationally known transition program for young adults with ASD.

In accordance with Rule 6A-7.0335, F.A.C., CARD-USF implemented a plan that included the following:

- 1. A staffing plan with, at minimum, individuals with expertise in autism or autistic-like behaviors and individuals with expertise in sensory impairments.**

CARD-USF prides itself on having a highly qualified multidisciplinary staff with impressive longevity in terms of years of service to the project.

Our project staff members are professionals with expertise in the following discipline areas: psychology, behavior analysis, special education, and social work. Our director has been with the project since 2004. This continuity of leadership has contributed a high level of expertise and administrative stability to our project, which has certainly served to enhance our project performance and outcomes. Our executive director participates in service grant writing, fundraising, publications and presentations, and is recognized locally and nationally as an expert in the field.

2. A direct service plan that must address individual and family assistance in the home, community and school. The project shall not supplant responsibilities of other state and local agencies.

CARD-USF provided individual and direct family assistance (IDFA) across contexts (home, school, and community) in fiscal year (FY) 19-20. IDFA is defined by the CARD centers as any contact with any individual and/or family in reference to a specific CARD constituent. Families are advised of the range of services provided by CARD-USF and how to access those services when needed. Detailed information on how to access CARD-USF services is also available on our website (<http://card-usf.fmhi.usf.edu/>). The CARD-USF resource office staff responds to all initial inquiries for answering questions and initiating intake information. All new families who require services are assigned to a CARD-USF staff consultant where the constituent and family needs are assessed and a service plan developed. The CARD-USF consultant with whom the family meets is assigned to the family for ongoing individual and direct family assistance and all related future contacts. IDFA contact data are collected regularly, entered into CARD’s Filemaker reporting database, summarized quarterly and entered into the PTS for quarterly and annual reporting.

Summary of Annual IDFA Data

Total IDFA contacts delivered annually	7,205
Total unique (unduplicated) individuals served annually	3,721
Total people served annually*	15,082

**This number may include some duplication*

3. A technical assistance (TA) and consultation services plan for providing specific intervention and assistance, utilizing all available community resources, to clients of the project, the clients’ family, school districts, and other service agencies and individuals as appropriate.

CARD-USF provided Technical Assistance (TA) services throughout our community in FY 2019-20. TA is defined by the CARD centers as assistance requested by an agency or program that is not related to a specific CARD constituent. Agencies requesting such services are directed to a TA request form on our website (<http://card-usf.fmhi.usf.edu/services/request/technical-request.html>).

Once a completed form is received by our central office, a CARD consultant with expertise relevant to the TA request is assigned to contact the agency, assess need and determine a plan of action.

TA contact data are collected regularly, entered into CARD's Filemaker reporting database, summarized quarterly and entered into the PTS for quarterly and annual reporting.

Within our technical assistance services, CARD-USF partnered with PEPSA to support individual teachers to implement effective educational practices through a teacher partnership program. Teachers, FCIC staff and state-wide CARD staff collaborate to develop classroom innovations.

CARD-USF continues to pair a CARD staff member with a selected educator to improve the classroom experience for students with ASD.

CARD-USF had 2 teacher partners during this reporting period. Outcomes are shared statewide through PEPSA's website and teacher day of the annual statewide CARD conference.

CARD-USF early childhood team and executive director have continued our multiyear partnership with HIPPO to bring their home instruction program to 37 children with ASD in Hillsborough County during 2019-2020. This is more than twice the amount from the previous year. CARD-USF has provided direction and training to home visitors to build capacity to serve this population successfully.

Summary of Annual TA Data

Total TA contacts delivered annually	4,404
Total unique (unduplicated) individuals served annually	1,632
Total people served annually*	10,433

**This number may include some duplication*

4. A professional training program plan that includes developing, providing and evaluating pre-service and in-service training in state-of-the-art practices for personnel who work with the populations served by the project and their families.

CARD-USF provided extensive local trainings for professionals in FY 2019-2020 in an attempt to ensure that all professionals working with CARD constituents are trained in state-of-the-art "best practices" and are highly qualified. All CARD-USF trainings are open to all interested parties in the community, including family members, at no cost. Agencies requesting training are directed to a training request form on our website (<http://card-usf.fmhi.usf.edu/services/request/training-request.html>). Once a completed form is received by our central office, a CARD-USF consultant with expertise relevant to the training request is assigned to contact the agency, assess need and determine a plan of action. We continue to expand the array of online training content each year.

Training data, including participant demographic information, and participant evaluations are collected regularly and entered directly into the PTS for quarterly and annual reporting.

The statewide CARD centers were charged by FDOE to develop an online training module to address the topic of preventing seclusion and restraint of students diagnosed with ASD.

CARD-USF is the lead for all CARD Centers on managing the data for the FDOE priority of preventing seclusion and restraint through the online module we created. During this reporting period, 61 school district personnel across Florida completed the module. In addition to the variety of larger scale trainings, CARD-USF also offers a variety of professional online trainings, local and regional trainings on topics related to ASD.

CARD-USF assisted with the 27th Annual CARD Statewide Conference in Orlando, FL in January, 2020. The conference was attended by 963 families and professionals. This conference offered 2.5 days of nationally known and local experts on ASD and related disabilities. The presenters gave current and valuable information to teachers, families, professionals and individuals with ASD. It provided access to evidence based information that promotes best practices in education, early intervention and quality community based life-styles for individuals with ASD and related disabilities. It also offered a separate track for ADOS II training.

In our ongoing partnership with districts, we offered our annual Autism Summer Institute for teachers which were attended by teachers and related school personnel. We had a turnout of 363 for day one and 331 for day two (*duplicated numbers). This event continues to draw new interest as we showcase nationally known presenters and local experts.

Each year, CARD-USF has been involved in the planning of other educational events that seek to improve the supports and inclusion of students with ASD. CARD-USF secured a regional training in our rural district for “Strategies for Classroom Teachers” in Highlands County.

In addition to the variety of larger scale trainings, CARD-USF also offers a variety of professional online trainings, local and regional trainings on topics related to ASD. During this year, we added to our schedule of deliverables a specific online training: Reading Comprehension Strategies for Students with ASD to the collection of online trainings on CARD-USF’s website.

CARD-USF is actively engaged annually in developing and disseminating new materials to build the capacity of educators. We produced new materials, tools, and/or training modules this year. CARD-USF continues to work closely with the public and private school districts to provide trainings and follow-up materials and technical assistance.

Another important way that CARD-USF distributes materials, training content and resources is through our website that is maintained and updated regularly to include evidence-based educational approaches for students with DD. Our website showcases online trainings for educators, resources and materials for administrators.

CARD-USF has been working with law enforcement across our region to provide training and technical assistance to ensure positive interactions occur with individuals diagnosed with ASD. We provided several trainings throughout the year to CPI officers as well as police and sheriff’s departments. During this reporting period, CARD-USF provided 26 trainings for 1431 law enforcement or First Responders.

5. Summary of Annual Training Data

Total number of onsite local trainings/workshops	164
Total number of in-person participants	4,277
Total number of virtual trainings/workshops	77
Total number of online attendees	7,286
Total number of visitors for online training page	8,553
Autism Summer Institute, regional training	2

6. A public education plan to increase awareness of the public about autism, autistic-like disabilities of communication and behavior, pervasive developmental disorders, dual sensory impairments, and sensory impairments with other disabling conditions.

CARD-USF hosted or participated in numerous public education and awareness events throughout our catchment areas in FY 2019-20, including regional community resource and health fairs, autism awareness events with professional sporting franchises (e.g.Tampa Bay Rays) and others. Specific events and related data can be found in PTS.

Summary of Annual Public Education/Awareness Data

Total number of annual general public education presentations	76
Total number of participants	18,291

7. Description of how the project will interface with the medical community to ensure the appropriate use of medical consultation in the provision of services.

CARD-USF maintained collaborations with the local medical community, specifically consulting with hospital employees and adaptive care members to problem solve issues related for patients with autism. We continued dispersing an emergency information packet called Medipal for families to use on a child's seatbelt or backpack with medical information in an emergency; expanded the medical provider information in the CARD-USF Filemaker database. A resource and referral database of medical providers by discipline has also been maintained.

8. Description of its working relationship with and support of the constituency board, as defined in s. 1004.55, F.S.

CARD-USF continued its close collaborative relationship with its constituency board. The board has maintained its membership of people who represent several CARD-USF counties. The constituency board reviewed annual program budget and goals, and hosted quarterly meetings with CARD-USF staff to review programmatic and budgetary priorities. The constituency board operated in accordance with approved by-laws, and proposed constituency board members' names were submitted to the presidents of USF and the Autism Society of Florida, as specified in statute. Constituency board members participate actively in fundraising events to help support CARD-USF operations. Finally, board members participate in relevant trainings related to their own and their family's needs and interests throughout the year, including the annual CARD conference.

9. Dissemination of Appropriate Nutritional Information.

CARD-USF disseminated appropriate nutritional information to constituents in various formats. We continue to provide nutritional information to constituents and collaborate with the College of Public Health at USF including approved research inquiries that recruit families with ASD and may be beneficial for those we serve.

Summary of Supplemental Activities in Support of Program Objectives

The CARD-USF executive director has been engaged in working collaboratively with other entities within and outside of USF in supporting the ever-expanding scope of our project and our growing community needs.

CARD-USF continues to strengthen its program through the cultivation of strategic community partnerships.

This past year, we continued building on the close relationships with our 14 school districts, continued our collaboration with the medical and diagnostician community through trainings and resource dissemination, and enhanced our community outreach efforts through numerous public awareness efforts, in collaboration with local schools/agencies.

Our team continues to offer regularly distributed substantive and informative newsletters. The CARD Connector is a brief monthly newsletter that clinicians from around our communities may contribute to as well as our constituency board chair along with announcements. The CARD Community Connection newsletter is a full edition that comes out two times a year. They are both on our website archives.

CARD-USF continues our autism friendly business initiative which has become known across the United States. During this reporting period, we added 5 new businesses. For this reporting period, CARD-USF provided 21 Autism Friendly trainings for 323 individuals. CARD-USF continues to develop and purchase materials to create “Distract Paks” for individuals with ASD for new and existing businesses. Despite the disruption of COVID-19, our autism business initiative was able to conduct valuable, virtual activities with and for our business partners. Our goal was to create an opportunity to connect our autism partners for idea-sharing, and remind them that while CARD-USF consultants are still working from home, we are virtually available to support their efforts. To that end, we have created new social experience stories that are COVID-19 specific, to address mask-wearing and social distancing at certain venues. We have also provided guidance for making online content accessible to individuals with autism (e.g. virtual tours, educational programming, etc.). Designated CARD staff continue to serve on the Mayor’s Advisory Committee to continue expanding and monitoring the “Autism Friendly City of Tampa” initiative.

CARD-USF facilitated three ESE District Workgroup meetings. The agendas included CARD-USF information, updates from the districts, and an opportunity to discuss varying topics regarding building continued success for their schools.

Safety concerns within the autism population have been addressed by CARD-USF in multiple formats. We have been involved with the Josh the Otter Water Safety Initiative and curriculum. CARD-USF continues to provide safety kits to families in need of support in this area. CARD-USF facilitated a workshop at the 13th Annual YES! Family Abilities Information Rally in October, 2019 on Safety Considerations for Individuals with ASD. CARD-USF continues to participate on committees below.

Current safety committee participation

Safe Kids Florida

Safe Kids Suncoast: Pasco, Pinellas, Manatee, Polk and Sarasota (includes drowning prevention committees)

Safe Kids Southwest: Collier, Charlotte, and Lee

Safe Kids Tampa (includes water safety committee)

WaterSmart FL

Additions for our Spanish-speaking families

CARD-USF created a Spanish section on our website. Also, many of our existing public information materials have been translated into Spanish. A Facebook live weekly training program called “La Hora del Cafecito” is hosted by our bilingual CARD-USF staff with occasional guests. In this training program, we discuss topics of interest to parents and caregivers regarding Autism awareness, professional resources, special education, IEPs, evidenced based strategies, and how to address issues related to the COVID-19.

The Learning Academy (TLA)/Employment Services (TLAES) (Sister Project to CARD-USF)

The Learning Academy at the University of South Florida (TLA) is a customized transition program that assists in preparing young adults diagnosed with Autism Spectrum Disorder for employment. The Learning Academy provides services, supports and experiential opportunities that develop and enhance each student's independence in meeting personal career goals. Our students engage in self-discovery and career exploration through real-life experiences such as internships and peer mentoring which allows generalization of learned skills. The Learning Academy program is offered to 15 students with I/DD yearly.

During the 2019-2020 FY, TLA advised Drexel University on partial program replication. Drexel received TLA's 30-week curriculum and remote technical assistance from TLA staff for several months.

This year TLA staff created parent and student “Welcome Packets” with resources and information to best prepare for the school year and the college experience. Staff also created TLA's first comprehensive outcomes report which compiled eight cohort's worth of survey data with a 35% return rate. Highlights from the report include: (1) a 74% employment rate among all graduates; (2) a 95% graduation rate; (3) the average hourly pay of graduates was \$10.54; which puts them over Florida's minimum wage and; (4) the average job retention of graduates is 24.2 months. Moving forward, this report will be updated every five years with new data and an infographic will be created yearly to highlight annual progress.

Due to the Covid-19 pandemic, TLA staff transitioned all classes, mentoring, and to whatever extent possible, applied learning experiences into a virtual format. Students graduated successfully and still met all program requirements. Curriculum was adapted or developed that allows for virtual learning should it be required in the future.

The Learning Academy Employment Services (TLAES) offers customized employment supports for individuals on the autism spectrum and related disabilities.

We are a certified vendor with the Department of Vocational Rehabilitation to provide employment services, supported employment services, Discovery, Customized Employment, CBTAC and OJT.

TLAES also provides consultation, training and technical assistance to small and large businesses with the goal of building capacity to hire and retain individuals with ASD, I/DD.

During the Covid-19 pandemic, TLAES successfully transitioned to offering all services virtually including employment services, Automation and Work Readiness trainings. TLA staff also continued with ASD/DD, transition and employment trainings/technical assistance to school districts, businesses, universities, APD and other organizations but through virtual means.

TLAES has exceeded the goal of providing technical assistance to five employers this year. Our team provided technical assistance and training to 15 employers. We offer this to all internship and job sites to ensure successful experiences for our students, job seekers and also for businesses. TLAES has not directly surveyed employers for information pertaining to increasing their capacity to support individuals with ASD, I/DD. We've created new surveys for the 2020-2021 reporting year to address this. We have anecdotal information that indicates positive responses from employers about our assistance and support and the resulting impact. Once placed, the majority of jobseekers continue their employment and we consider this a direct result of our preparing employers to be good natural supports.

This year TLAES served 60 job seekers; all were supported in seeking or have been placed in their preferred careers. Discovery and Customized Employment supports were provided to eight job seekers; all have been supported in seeking employment in their preferred career fields.

TLAES launched a new program, to better serve the need of individuals with ASD, I/DD. TLAES now offers a Robotics Process Automation certification course that develops high level Automation skills using best practices in educating and supporting adults with autism. Curriculum is comprised of and delivered via discussion, PowerPoints, videos, hands on activities and handouts. The program is currently finishing up its pilot course. TLAES also developed curriculum for Vocational Rehabilitation's Work Readiness Training program for in-school youth with ASD and related disabilities. This training is taught by TLA staff and is currently a virtual service during the pandemic.

This survey year, TLAES entered into a collaborative partnership with local non-profit, MacDonald Training Center, through combining two program components (Automation and IC3 training) into one project called Tech2Work.

Tech2Work is a training program designed to apply best practices for learning technology skills within an environment set up for teaching persons with ASD, I/DD.

Through this collaborative effort, we have developed a structured program with a curriculum that is specifically designed to meet the learning styles and needs of individuals with autism spectrum disorder as well as support employers to be natural supports. Students leave the program with industry recognized certifications in some of the most sought-after software programs in the industry and receive employment supports.

The goal of the partnership is to support individuals with autism in securing higher wages jobs with benefits to encourage independence. The program is still in its planning stages and is currently seeking funding.

CARD-USF/TLA Response to COVID-19

COVID-19 and its resulting quarantine have provided many challenges and opportunities for us all. The CARD-USF staff is working from the safety of their homes, and we continue to provide all of our service and support activities, albeit in virtual formats. Dozens of activities were cancelled due to COVID-19. Home visits, school visits, in person trainings and technical assistance, community partner meetings, conference presentations and public awareness events, as well as our annual fundraising events were all cancelled. Similarly, many activities were postponed, several of which were ultimately cancelled. Despite the myriad of cancellations, our focus on creatively providing all of our services and supports remotely yielded not only our succeeding in meeting all of our quarterly deliverables and our mandated fundraising goal for this year, but also creating new activities procedures, and programs that will likely endure beyond our time of quarantine.

The CARD-USF staff smoothly and rapidly transitioned to remote work. Meetings were reformatted as virtual events, including community alliance meetings, IEP participation, technical assistance to schools and businesses, safety events and activities, public awareness events live on Facebook (“Welcome to the CARD Table”). We increased our communication with our constituents through virtual means, such as telephone “check in” calls, increased email promotion of events, phone and email communication with our Board and donors, and a greatly increased use of our social media platforms. Trainings and technical assistance typically completed in person were transformed into the virtual realm through the use of Zoom, Microsoft teams, and Facebook live.

At the onset of quarantine, we reached out immediately to school districts, our Board, our business partners, and our constituents, to determine needs that had arisen specifically due to the pandemic and related changes in daily life. In response, we have participated in and developed many new offerings to meet those needs.

This is not an exhaustive list, as new offerings are developed every day, but this list captures the breadth and essence of our COVID-related work:

SAFETY:

- Developed virtual safety series to address increased risk of wandering and drowning in our population, in response to over 100% increase in drownings across the state of Florida during COVID-19
- Provided ASD & Water Safety Bookmarks (1800) to community organizations for their distribution
- Provided technical assistance and actively participated in 6-part series: [CONVERGE NSF Evacuation and Sheltering of Vulnerable Populations in a Hurricane-Pandemic Working Group](#) ; A working group created to address hurricane preparedness for individuals with disabilities during COVID-19.
- Collaborating with Florida Poison Information Center-Tampa to create ASD related resources and strategies for poison prevention. In response to COVID-19 related poisonings continuing to emerge.

COVID-SPECIFIC AND GENERAL WELLNESS:

- Maintaining an externally accessible, constantly updated COVID Resources Roundup page: <https://usf.box.com/s/i6jceatubqvx2n17ynsedoy16npp1iuq>
 - Created COVID-19 explanation social story

[Coronavirus Social Narrative](#)

[Flu & Virus Germs Social Narrative](#)

- Co-wrote and produced online training on ASD and “Anxiety for families and individuals with ASD: Finding Calm in the age of Coronavirus”
<https://zoom.us/rec/share/ptd3Aa3K8mFOUp336R7yB4AhGgruX6a8gyUc-vcFzEvJ1IJXApIGrA7YWOSPE1ov>
- Created two short videos for CBCS Mental Health Minute Series to address stress during lockdown.
- Created and presented a public awareness table on Autism and Co-Occurring Mental Health issues online /Facebook live. Distributed CARD website material/virtual info pamphlets through links to website and pdf.
- Two of our CARD-USF consultants co-created and presented a live webinar on anxiety and ASD – especially as it relates to Coronavirus. There are elements of the training that address academic work and cognitive behavioral support while students adjust to the shift in roles that parents must make to become co-educators with their children’s teachers.
- Collaborated with USF Health students to present wellness workshops
- Created a playful home activity to share with constituents to share on Facebook live/YouTube Let's Get Clayful! "making antibuddies" for the CORONAVIRUS

SUPPORT FOR YOUNG ADULTS AND ADULTS

- The Learning Academy (TLA) successfully transitioned all of their classes, mentoring, and to whatever extent possible, applied learning experiences into a virtual format. The class successfully completed their learning year in May, and a full class is slated for the Fall.

- The Learning Academy Employment Services has also transitioned all of their activities into remote methods. They also added a virtual training course on Automation, and a new Work Readiness Program.
- CARD-USF and TLA presented online workshops on transition and other relevant topics
- CARD-USF is collaborating with TLA on trainings for the Pinellas County School District entitled “Therapeutic Strategies for Adults and Learners,” “Mental Health in the Workplace,” and “Autism and Mental Health.”

PARENT/FAMILY SUPPORT

- For families desiring increased support for issues related to online school and behavioral issues, we increased telephonic and virtual direct support “visits” with our consultants
- Presented a webinar from a Board Member who is a parent with a Special Education degree on the challenges of at-home schooling and return-to-school
- Co-wrote and produced online training on ASD and “Anxiety for families and individuals with ASD: Finding Calm in the age of Coronavirus”
<https://zoom.us/rec/share/ptd3Aa3K8mFOUp336R7yB4AhGgruX6a8gyUc-vcFzEvJ1IJXAplGrA7YWOSPE1ov>
- Created and presented a behavior series of for parents (5 trainings via Zoom)

SUPPORT FOR COMMUNITY/EDUCATION

- Created social stories created for autism friendly businesses listing new requirements for staff and patrons due to COVID19 regulations
- Participating in weekly COVID Disability Services Working group and weekly ADA Coordinators meeting
- Presented Training entitled: *Autism Spectrum Disorder, the ADA and COVID-19*
- Director participated in Virtual Town Hall Meeting with the City of Tampa and Dept. of Education regarding coping with pandemic and quarantine.
- Presented virtual (online) Public awareness table on ASD in the Hospital Setting during COVID Pandemic
- Organized and videotaped interview with three Child Life Specialists to discuss the current procedures, preparations and strategies for hospitals during COVID 19 restrictions and the processes for being admitted and tested for COVID 19.
- Co-hosted an autism friendly forum online to discuss how businesses are planning for reopening and what kinds of issues they are facing/considering as they plan for families to return. Offered additional support for COVID related social stories, signage, and visual supports.
- Hosting 4 meetings to offer a platform for educators to share plans and address questions about how to provide quality instruction and support for students with autism spectrum disorder during the COVID-19 pandemic. This forum is open to all educators and district support staff.

Fundraising FY 2019-2020 (July 2019-June 2020)

CARD is responsible for fundraising 2% of its annual budget, per statutes. Since many of our events were canceled due to COVID-19, we were still able to rely on our donors and sponsors to exceed our statutory requirement.

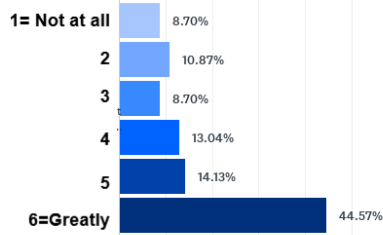
Autism Services Fund, Learning Academy Success Fund, Autism Endowment Fund, and the newly created Karen A. Berkman Innovation & Autism Fund: \$48,089

This year, we had the following activities and monies raised:

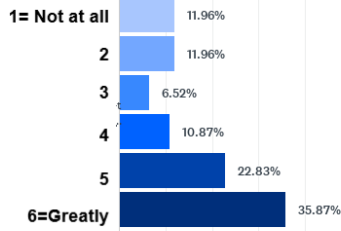
- 15th Annual Fiesta by the Bay- Cancelled; Held virtual event: \$5,409
- Major Donors-\$23,000
- 3rd Party fundraisers-\$14,782
- USF Faculty Staff campaign-\$2090
- Private & corporate donors-\$2808

2019-2020 CARD Annual Caregiver Satisfaction Survey

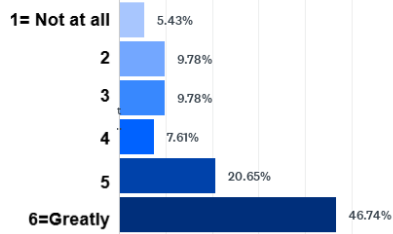
To what extent are you satisfied with the knowledge and skills gained from CARD services (suggestions, resources, training, special events, or direct assistance)?



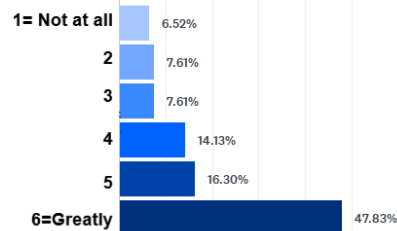
To what extent did CARD's suggestions, resources, training, direct assistance, or other services accomplish what you had hoped to accomplish?



To what extent will you recommend CARD's services to others?



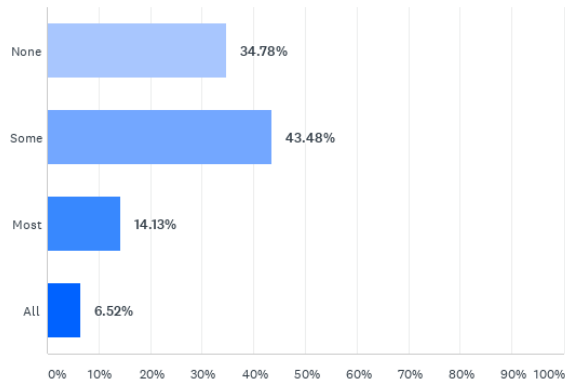
To what extent will you seek CARD services (suggestions, resources, training, or direct assistance) again?



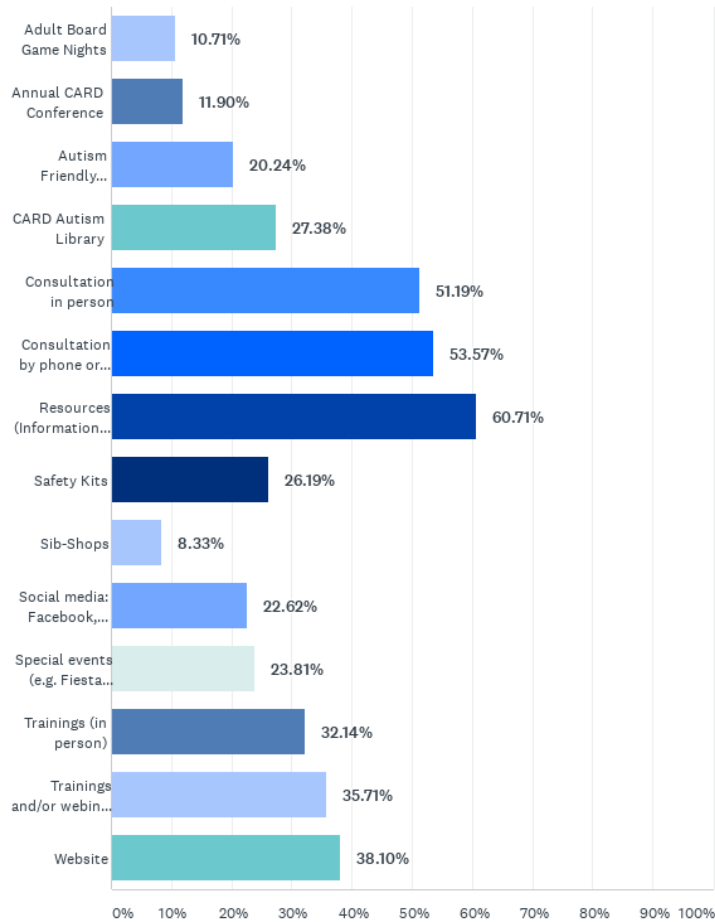
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

1 = Not at all 2 3 4 5 6 = Greatly

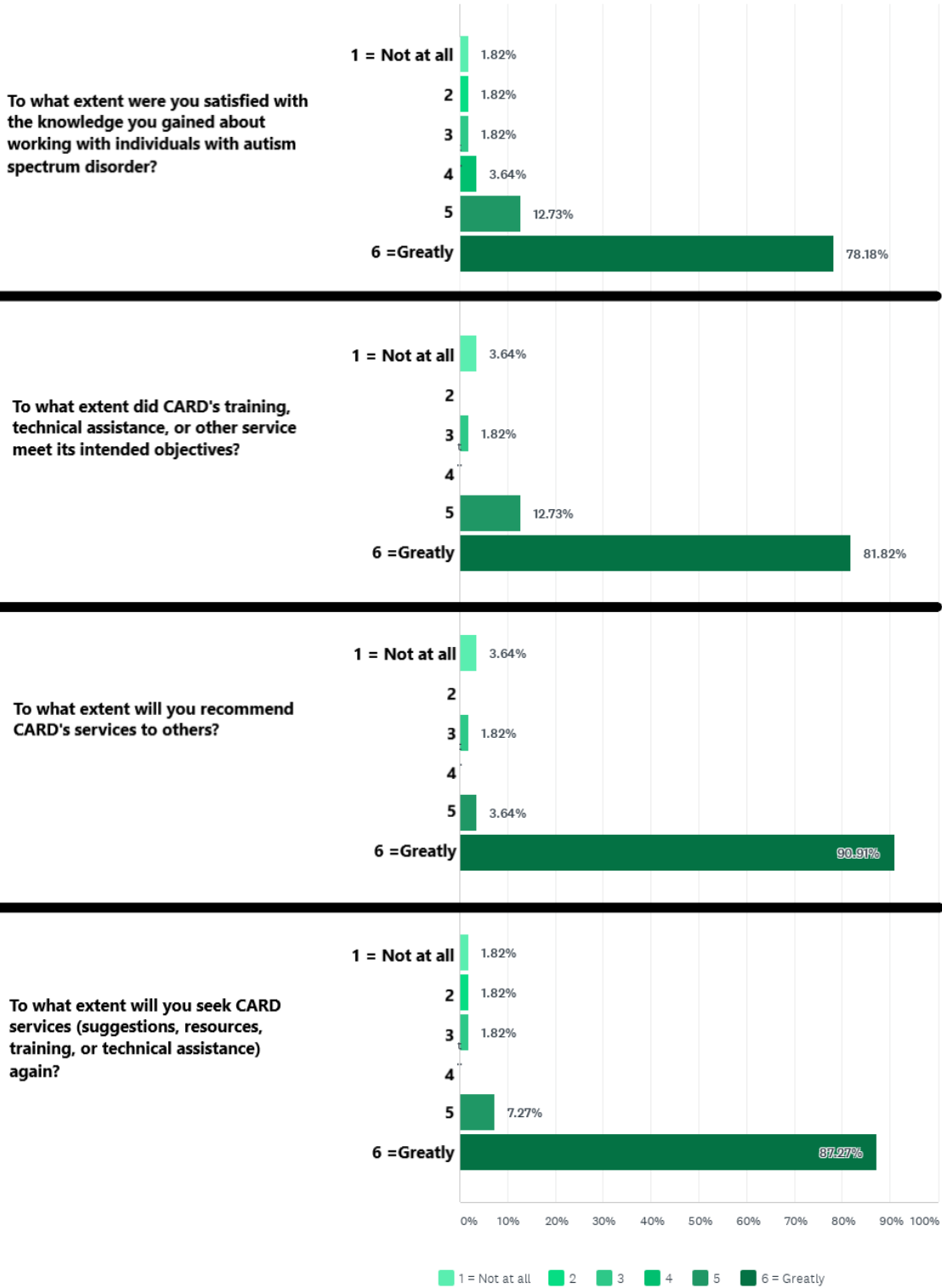
Q4 During the past 3 months how many of the suggestions, training, and/or resources that CARD provided did you use?



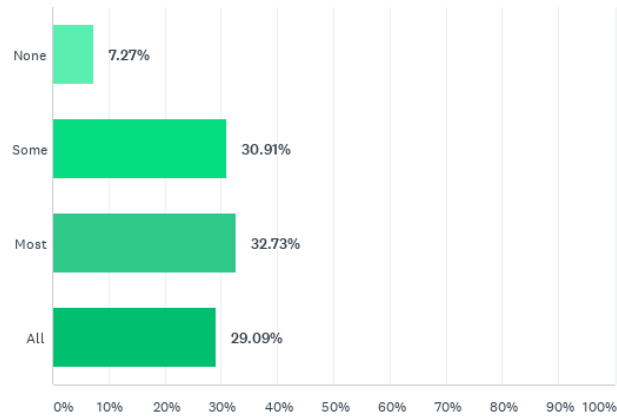
Q5 Which services that CARD currently offers are most meaningful for you?



2019-2020 CARD Satisfaction Survey for Technical Assistance



Q4 During the past 3 months how many of the suggestions, training, and/or resources that CARD provided did you use?



Q5 Which services that CARD currently offers are most meaningful for you?

