



University of South Florida
Center for Autism and Related Disabilities

2020-2021

ANNUAL REPORT

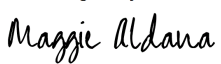
Submitted By

Dr. Beth Boone
CARD Executive Director

CARD Constituency Board Objectives

- 1) Continue to meet on at least a quarterly basis.
- 2) Submit a final report of annual board activities to USF president, Dr. Rhea Law.
- 3) Review activities and outcomes of specific support efforts undertaken by CARD.
- 4) Coordinate planning and implementation of annual fundraising events such as Fiesta by the Bay for Autism as well as participation in other regional events.
- 5) Support workgroup activities in areas such as fundraising, community outreach, education, and diversity.

I have reviewed this document and on behalf of the constituency board of CARD-USF, approve the final report for the year 2020-2021.

DocuSigned by:

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 Maggie Aldana, Constituency Board Chair

9/30/2021

 Date

Reviewed by:
 Dr. Mario Hernandez, CFS Chair/USF

initials: 

Dr. Julianne Serovich, CBCS Dean/USF

initials: 

CARD-USF Current Registry

	Registry Data as of June 30, 2021	Comparative Data from June 30, 2020
Registry Total	8017	7788
Constituents on Registry by County		
Charlotte	105	104
Collier	173	174
Desoto	27	27
Glades	0	0
Hardee	41	41
Hendry	28	28
Highlands	191	188
Hillsborough	3645	3531
Lee	403	396
Manatee	228	221
Pasco	970	930
Pinellas	1177	1153
Polk	751	724
Sarasota	278	271
Constituents on Registry by Age		
0-2	11	22
3-4	147	206
5-15	3398	3554
16-21	2073	1907
22+	2388	2099
Annual New Referrals/Intakes	251	491
Annual Registry Losses	25	76
Annual Web Hits	3,099,695 (193,519 visitors)	3,475,633 (226,504 visitors)

*Registry total includes 7960 constituents with autism spectrum disorders (ASDs) and 57 with related disabilities (RDs). ASDs include autistic disorder, Asperger's disorder, and 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 provides 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 are coordinated with local and state agencies and school districts in an effort to not duplicate services. CARD-USF has worked closely with its partner agencies across the state of Florida to ensure high quality and equitable local, regional and statewide service, consistent with the longstanding mission and values of the Florida CARD, a Florida Department of Education (FDOE) discretionary program since 1993. CARD-USF primarily provides services within its 14-county catchment area, but also collaborates 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). Service delivery is consistent with the other six statewide CARD centers and is coordinated in the collective development of our projects' annual service plans and via phone/video 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, 2020 through June 30, 2021. 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.

During 2020-2021, CARD-USF consistently met or exceeded its quarterly benchmarks for FDOE and completed its deliverables as defined in the annual Request for Application (RFA). This was accomplished while pivoting to remote services due to the pandemic.

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 Executive Director is a licensed clinical psychologist with 20 years' experience in assessment, intervention, teaching and leadership in neurodevelopmental disabilities. Our Director has a master's degree in varying exceptionalities and 23 years' experience in ASD, which she uses to guide our staff, families and community through

supervision, trainings, direct, and technical assistance. She 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.

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) 2020-2021. 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/>), including a new electronic registration form. 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	6,372
Total unique (unduplicated) individuals served annually	3,428
Total people served annually*	12,280

**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 2020-21. 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 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.

CARD-USF continues to partner with (PEPSA) to support individual teachers to implement effective educational practices through a teacher partnership program. CARD-USF continues to pair a CARD staff member with a selected educator to improve the classroom experience for students with ASD when accepted into the program through an application for approval. CARD-USF did not have any partners during this reporting period due to COVID and school closings but did offer assistance to teachers during this period.

CARD-USF early childhood team have continued our multiyear partnership with Home Instruction for Parents of Preschool Youngsters (HIPPY) to serve children with ASD in Hillsborough County during 2020-2021.

Summary of Annual TA Data

	7/1/20- 6/30/21	Extension 7/1/21- 8/31/21
Total TA contacts delivered	4,578	4
Total unique (unduplicated) individuals served	1,700	6
Total people served*	22,687	13

**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 local trainings for professionals in FY 2020-2021 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, a CARD-USF staff member contacts and arranges the training. 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.

In our ongoing partnership with school districts, we offered a virtual annual Autism Summer Institute for teachers which were attended by teachers and related school

personnel. We had a turnout of 831 for this event. 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. During this year, we added to our schedule of deliverables specific online trainings, including: Executive Functioning for Students with ASD-Strategies for educational staff to improve classroom performance including memory, planning, flexibility and time management, as well as Neurodiversity in Transitioning to College or Employment-a training for educators and/or families regarding transitioning to postsecondary environments. CARD-USF is actively engaged annually in developing and disseminating new materials to build the capacity of educators. We continue to produce new materials 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 ASD. 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 10 trainings for 231 law enforcement personnel or First Responders.

Summary of Annual Training Data

	7/1/20-6/30/21	Extension 7/1/21-8/31/21
Total number of onsite local trainings/workshops	2	N/A
Total number of in-person participants	78	N/A
Total number of virtual trainings/workshops	182	6
Total number of online attendees	7,364	18

Total number of visitors for online training page	3,124	N/A
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Autism Summer Institute, regional training	2	N/A
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5. 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 2020-2021, including regional community resource and health fairs, autism and awareness events. Specific events and related data can be found in PTS.

Summary of Annual Public Education/Awareness Data

Total number of in-person general public education presentations	8
Total number of in-person participants	900
Total number of online/virtual general public education presentations	51
Total number of online/virtual participants	3564

6. 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. CARD-USF staff worked with Advent Health and BayCare including St. Joseph's Hospital. The items created include a radiology oncology social story for patients with ASD, and a "How to Help Me" form for patients. We created an online training for medical providers and staff in hospital settings. CARD-USF met and collaborated with Pinellas County Mental Health Systems of Care group with hospitals, mental health crisis centers, Sheriff's Department mobile crisis teams and other mental health community service providers in order to provide consultation to support the needs of people with ASD in mental healthcare and crisis/emergency mental health service units. CARD also provided guidance and information regarding sensory calming and sensory engagement items and activities for hospital settings to a Child Life Specialist consultant from Shands Hospital, Orlando. A resource and referral database of medical providers by discipline has also been maintained.

7. 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.

8. 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 other agencies as needed.

Summary of Supplemental Activities in Support of Program Objectives

CARD-USF 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, and enhanced our community outreach efforts through numerous public awareness efforts, in collaboration with local schools/agencies.

CARD-USF 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, CARD-USF provided 26 trainings for 1519 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 have been safely working from home, we are virtually available to support their efforts.

We have provided guidance for making online content accessible to individuals with autism (e.g., virtual tours, educational programming, etc.). Designated CARD staff continues to serve on the Mayor’s Advisory Committee to continue expanding and monitoring the “Autism Friendly City of Tampa” initiative. We also partnered with Autism Friendly Tampa and Kulture City, an NFL partner, for a sensory friendly space at the 2021 Superbowl Experience.

CARD-USF assisted with the 28th Annual CARD Statewide virtual conference in January, 2021. The conference was attended by 11 families and professionals from CARD-USF among the statewide participants. 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 also offered a separate track for ADOS II training.

Safety initiatives and collaborations continue to be a priority. During this reporting period, CARD-USF was involved in safety series with collaborating partners from Safe Kids, drowning prevention, Pedestrian/Bicycle Safety, Fire Safety to media such as local radio station Magic 94.9 on water safety and tips regarding individuals with ASD and produced articles for the Tampa Bay Parenting Magazine and SWFL Parents Magazine promoting CARD’s services and activities. CARD-USF shared safety resources with families, K12 Students, professionals and first responders including virtual safety lessons to elementary students in St. Petersburg. CARD-USF continues to promote safety on their social media posts, trainings and public awareness events. All items are available on our quarterly ROI reports and safety materials and resources are included on our website. CARD-USF continues to participate on committees below:

Safe Kids Florida

Safe Kids Suncoast: Pasco, Pinellas, Manatee, Polk and Sarasota (CIP Drowning Prevention Polk (Florida Dept of Health), Injury Prevention Pinellas (John Hopkins) Joint Alliance Emergency Preparedness Committee)

Safe Kids Southwest: Collier, Charlotte, and Lee

Safe Kids Tampa (includes water safety committee)

WaterSmart FL

Additions for our Spanish-speaking families

During this reporting period, CARD-USF updated a Spanish section on our website. 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, evidenced based strategies, and how to address issues related to COVID-19. CARD-USF also provided an overview about ASD and the importance of early intervention by participating in 2 Podcasts with the Puerto Rico Psychology Association. Both podcasts were shared on CARD-USF Spanish Facebook

page. CARD also participated on a radio interview in MAS 100.7FM explaining CARD services, ASD Overview, Dating & Hacking. CARD-USF participated in monthly interviews with D'Latinos-Univision Ft. Myers providing information to the Hispanic Community about services provided by CARD-USF to families ASD and Hispanic Adults as well as strategies to assist families and people with autism to navigate the holidays. CARD-USF provided information and resources to Hispanic families about the importance of Mental Health and ASD including suicide prevention by participating on an interview with Univision Orlando as well as presentations on Facebook live. We provided educational information to Hispanic adults with ASD by presenting an adult series in topics such as: day care centers, diploma options and sexual education. CARD-USF provided educational information/trainings about safety and ASD in Spanish. We also participated in local a TV show for Polk County to provide information about CARD Services and ASD. We have also provided technical assistance to RCMA teachers as well as trainings to about self-care and suggestions to address challenging behaviors in children with ASD. In addition, we provided training to Teachers from Pinellas County in regards to self-care, and to Achieve Plant City about CARD services and ASD overview. CARD-USF is also participating in the Hispanic Achievement Committee in an attempt to raise awareness among teachers, school leaders and community programs about the needs of Hispanic children with ASD.

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 Employment Services (TLAES), offers customized employment supports for individuals on the autism spectrum and with related disabilities. We are a certified vendor with the Department of Vocational Rehabilitation to provide employment services, supported employment services, Discovery, Customized Employment, CBTAC, PPT 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 and other intellectual and developmental disabilities (I/DD).

We are excited to highlight the following successful data from this past survey year. Despite the challenges faced by COVID-19, we continued to offer high quality, evidence-based programs and services to students and job seekers with I/DD.

- 74% of students obtained employment after graduating, over 2x national average. - TLA
- Over 95% graduation rate - TLA

- 51% of graduates attend post-secondary - TLA
- Grads employed for an average of 23 months at current job - TLA
- 6300 hours of direct instructional time to TLA students - TLA
- Over 800 hours of direct employment services to job seekers - TLAES
- Over 338 individuals in the community (Professionals and Caregivers) attended of over 13 hours of training - TLAES
- Majority of all ES placements work 25 or more hours per week. 37% of placements are classified as full-time working 30+ hours weekly. - TLAES

During the 2020-2021 school year, 18 students were enrolled in TLA. A total of 17 students graduated. One student secured employment during the program and one student was hired through our TLAES program within two months of graduating TLA. Students are referred post-graduation for Employment Services with TLAES. By that time, students will have identified a preferred career and gained some experience through an applied learning experience (ALE) during TLA. As indicated by the student's Vocational Rehabilitation Individual Plan for Employment, TLAES expects 50% of the class will be referred for services post-graduation.

TLA also continues to share best practice materials with colleges and universities. Five colleges received best practices/informational materials this year via virtual means.

During the Covid-19 pandemic, TLA staff continued to offer the program virtually and will return to in-person classes for the 2021-2022 school year. Students still met all program requirements and graduated. Curriculum and program components were adapted to allow for virtual learning and participation. Should virtual or hybrid participation be required again in the future, TLA staff are prepared to execute the program.

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-I/DD, transition and employment related trainings/technical assistance to school districts, businesses, universities, and other organizations via virtual means.

Under the TLAES umbrella, we now have two new technology training programs offered to students with I/DD and other disabilities annually. Students can receive a certification in Robotics Process Automation alone through our Automation program or IC3 and Robotics Process Automation certifications through our Tech2Work program. Both programs also teach workforce development and soft skills to promote success in a career in technology. We graduated our first Automation program cohort in August 2020. Our pilot Tech2Work cohort started on June 1, 2021.

TLAES has exceeded the goal of providing trainings and technical assistance to five employers, job seekers or families this year. Our team provided 13 trainings virtually. TLAES provided technical assistance to 14 employers. We received positive feedback on the quality of support provided by the TLA-ES team. Professionals reported

increased confidence in their ability to be a natural support to students and job seekers participating in employment, internships or volunteer roles. We offer this to all internship and job sites to ensure successful experiences for our students, job seekers and businesses. We created new surveys for the 2020-2021 reporting year and shared the survey after trainings and technical assistance. The response rate on the surveys were poor but we received a lot of verbal feedback immediately after training or providing TA.

This year TLAES served 44 job seekers; all were supported in seeking or have been placed in their preferred careers. The successful employment outcomes of our job seekers are due in part to TLAES' ability to educate the community on employment and postsecondary topics via group or individual training and technical assistance. Between TLA and CARD, a total of five trainings and 20 technical assistance activities were provided to schools, families, educators, and youth on effective supports that lead to employment or post-secondary education opportunities within inclusive settings.

CARD-COVID-19 RESPONSE

COVID-19 and its resulting quarantine has provided many challenges and opportunities for us all. Many 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 impacted. 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.

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.

CARD supported families and professionals by participating in a town hall panel with WEDU-PBS, entitled "Autism: Breakthrough to Hope: Coping with Crisis." This program focused on the challenges that individuals with autism and other intellectual/developmental disabilities are experiencing during the pandemic. We also created a Virtual library which is free for registered constituents, their families and community partners: <http://card-usf.fmhi.usf.edu/resources/library.html>, an ongoing COVID-19 Resource Roundup page: <https://usf.box.com/s/i6jceatubqvx2n17ynsedoy16npp1iuq>, and an online registration form <http://card-usf.fmhi.usf.edu/Form.html>.

CARD Diversity and Inclusion Activities

In 2020, CARD developed several initiatives to enhance our efforts to connect with diverse communities. We know that words are not enough in times like these and have committed to actions in celebrating the intersection between neurodiversity and race, ethnicity, language of origin, and other cultural aspects. We formed four internal workgroups made up of staff and Board members.

Examples of Action Steps from Diversity Workgroups

Access Workgroup

- Creation of online registration form
- Simplified language on materials and access points, readability of materials
- How to engage the people we are not serving at this time but who are stakeholders.
- Creating a guide creation of trainings and materials for distribution in order to make sure they meet accessibility guidelines.
- Attending/having a table at cultural events that don't necessarily have a focus on education or disability, in communities where we have not traditionally had an information table

Promotions Workgroup

- Using pictures with more diverse subjects, reflecting culture and not just language or race.
- Using subtitles for videos- subtext and descriptions of images underneath
- Identifying and removing stigmatizing language in our materials
- Use scenarios to demonstrate what CARD does. Create a video/interview with constituents and organizations. Use FAQ and our responses.
- Working on a diversity section on the CARD webpage
- Video/webinar platforms offer the most accessibility, captioning, translation, transcripts, voice overs, ASL, TTY for phone line
- Translation of our most popular brochures into Spanish, Creole, Korean, etc. -
- Add alt text to all new powerpoint slides with images and keep using the same images for future presentations. Training on slide accessibility from USF

Disparities Workgroup

- What demographic data can be used from CARD-USF database
- Insurance coverage issues, urban vs. rural
- Summaries for the preliminary ethnic/religious/language groups identified
- Look at existing literature re: disparities
- Look at how Autism Friendly initiative and our technical assistance efforts with mental health + other medical providers are addressing disparities.

Accountability Group

- Members of the accountability group were assigned a diversity group; the purpose is for each member of the accountability group to provide support to their assigned group, request for their assigned group to provide an "action plan"
- Power point presentations to include 1 or 2 slides about race disparity in diagnosis and the possible causes for those disparities in an attempt to raise awareness.
- More titles by autistic persons of color for E-library

In addition to these workgroups, our CARD staff completed implicit bias training. We contracted with autistic self-advocate Morenike Giwa Onaiwu (<https://morenikego.com/>) for a review of internal systems and conducting strategic planning sessions with staff and Board members related to diversity, bias, and inclusion. Dr. Onaiwu then gave a public presentation on autism and diversity, followed by a listening session with our constituents.

Other Diversity and Inclusion-related activities/events include:

- Inclusive statements on webpage and Facebook regarding marginalized communities, and CARD's commitment to inclusion.
- Numerous trainings and events presented in English and Spanish
- Spanish language weekly live program on Facebook: La Hora del Cafecito
- Several conference presentations on disparities and diagnostics for Hispanic individuals on the autism spectrum
- Two staff members honored with USF Hispanic Heritage awards for significant contributions to the Hispanic/Latino community
- Sponsored staff and board members for the [2021 National Latino Leadership Conference](#)
- Created resource pages and E-library collections for various populations
- Several staff completed a certificate course on Diversity, Equity and Inclusion in the Workplace.
- Creation of a Diversity and Anti-Racism resource page: <https://usf.box.com/s/e4yhewvcdbnbh0y451caufp3259tkytg>

Fundraising FY 2020-2021

CARD is responsible for fundraising 2% of its annual budget, per statutes. While 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. Currently, the Autism Services Fund, Learning Academy Success Fund, Autism Endowment Fund, and Karen A. Berkman Innovation & Autism Fund total: **\$66,002**

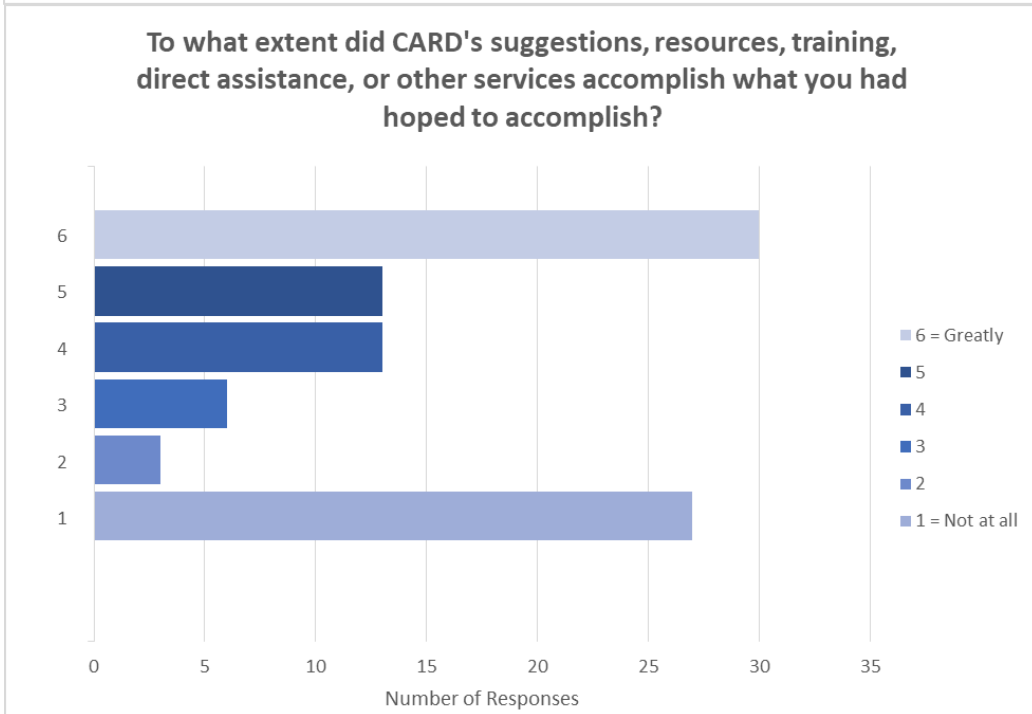
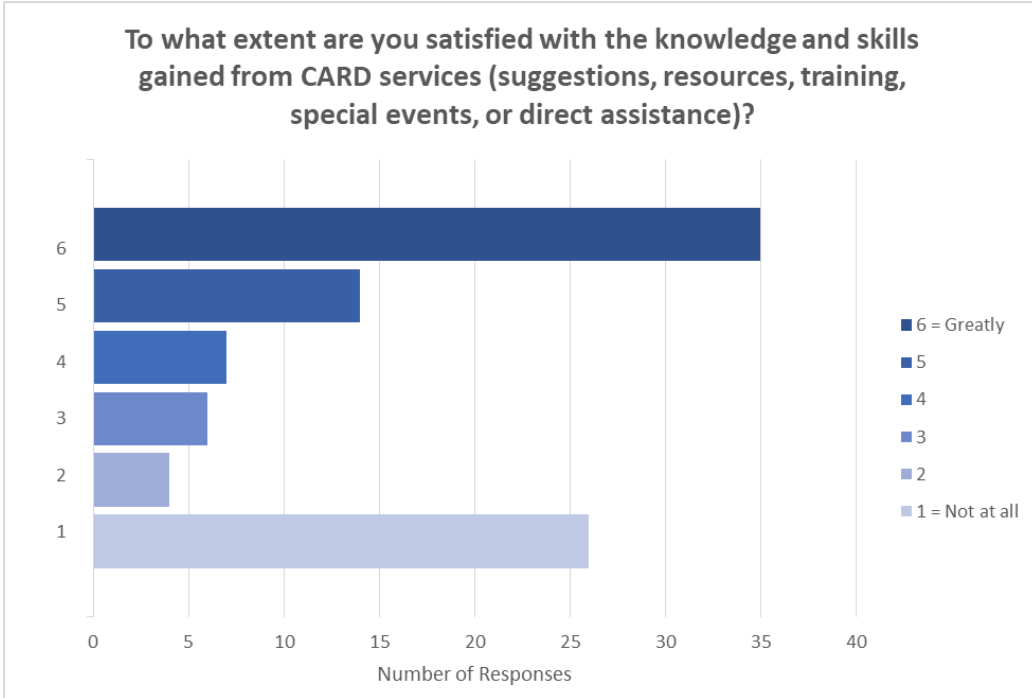
This year, we had the following activities and monies raised:

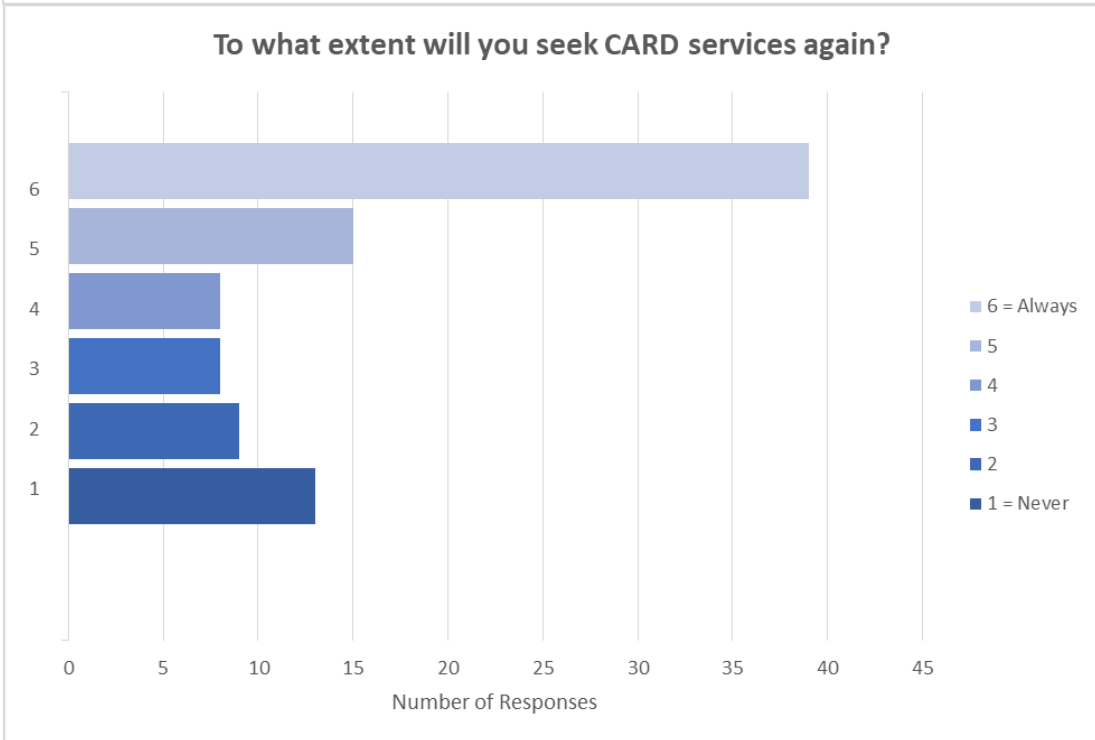
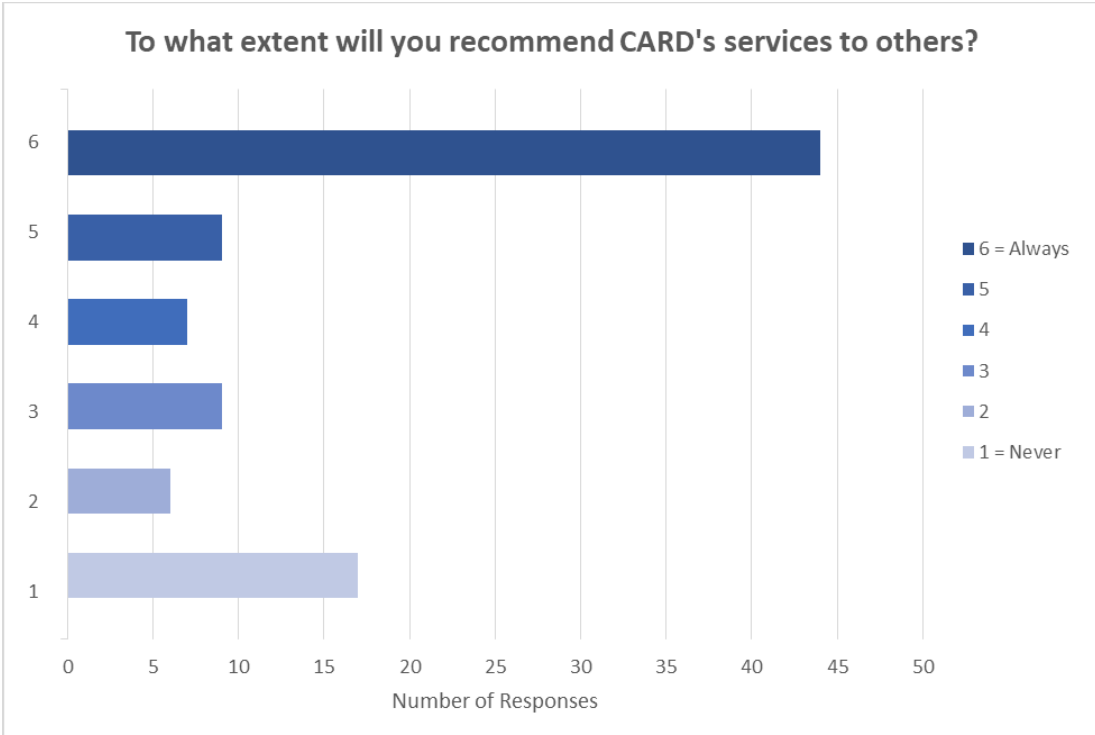
- Major Donors-\$27,550
- USF Faculty Staff campaign-\$2,094
- United Way-\$332
- Private & corporate donors-\$6,026
- Lightning Community Hero Award: \$30,000

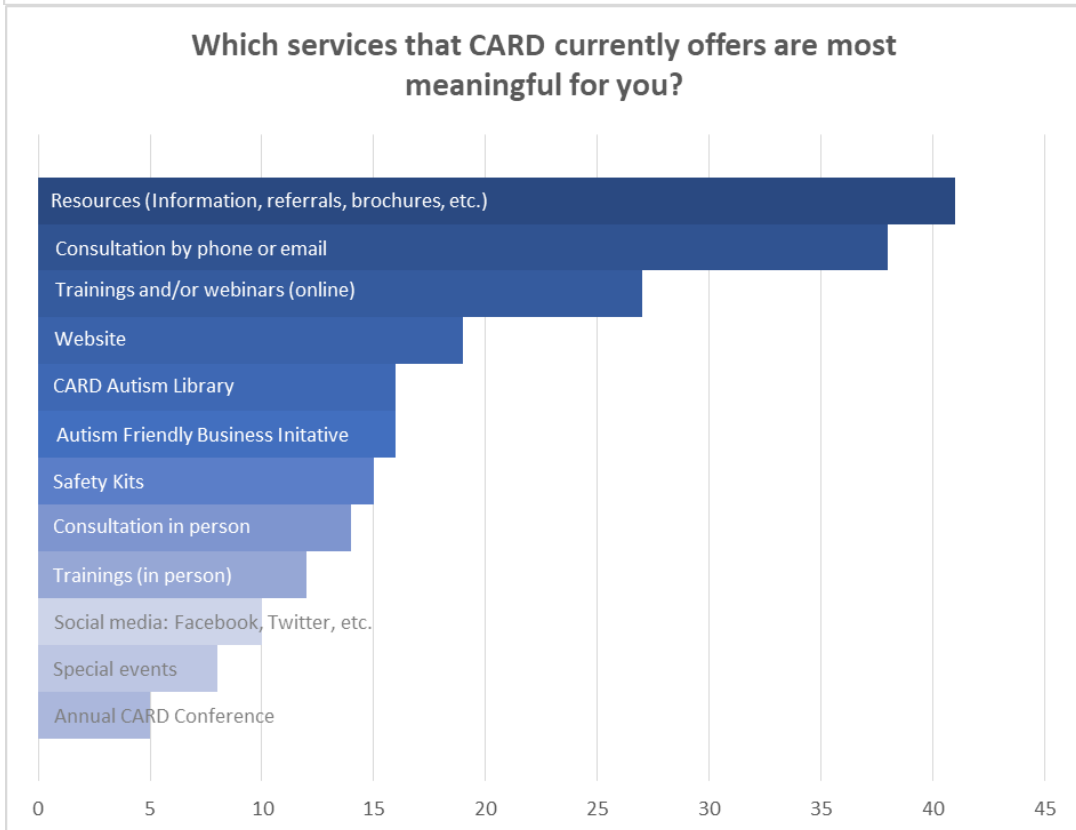
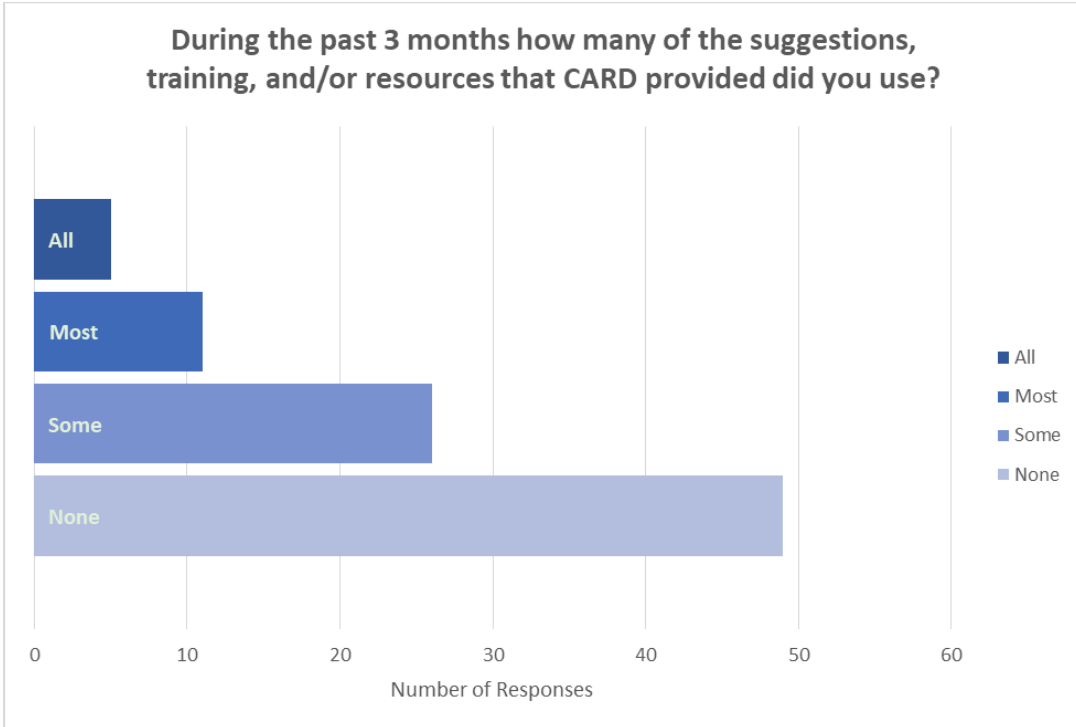
2020-2021 CARD Annual Caregiver Satisfaction Survey

(Note: remote/virtual responses to the survey this reporting period were uncharacteristically low and may not reflect the full range of client experiences)

# of Surveys Sent	859	# of Responses Received	92
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2020-2021 CARD Satisfaction Survey for Technical Assistance

# of Surveys Sent	422	# of Responses Received	64
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