



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

2021-2022

ANNUAL REPORT

Submitted By
Beth Boone, PhD, BCBA
CARD-USF Executive Director

CARD-USF 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 support efforts undertaken by CARD-USF.
- 4) Coordinate planning and implementation of annual fundraising events such as Fiesta by the Bay, 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 2021-2022.

9/30/2022

Matias Ramirez, CARD-USF Constituency Board Chair

Date

CARD-USF Current Registry

	Registry Data as of June 30, 2022	Comparative Data from June 30,2021
Registry Total	8527	8017
Constituents on Registry by County		
Charlotte	114	105
Collier	182	173
Desoto	29	27
Glades	0	0
Hardee	44	41
Hendry	28	28
Highlands	196	191
Hillsborough	3873	3645
Lee	416	403
Manatee	234	228
Pasco	1057	970
Pinellas	1244	1177
Polk	817	751
Sarasota	293	278
Constituents on Registry by Age		
0-2	25	11
3-4	161	147
5-15	3424	3398
16-21	2197	2073
22+	2720	2388
Annual New Referrals/Intakes	542	251
Annual Registry Losses	28	25
Annual Web Hits	2,727,042 (173,876 visitors)	3,099,695 (193,519 visitors)

*Registry total includes 8470 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 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 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) 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). 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/video conferences with CARD directors and FDOE's CARD liaison.

Outlined in this report is a summary of activities engaged in by CARD-USF during the period of July 1, 2021 through June 30, 2022. 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. This past year, CARD-USF integrated a new database server to accommodate the growing need for additional information and flexibility of data entry and analysis.

During 2021-2022, 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 despite the lingering impact of COVID-19 during this reporting period.

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 and Board-Certified Behavior Analyst with over 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. 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.

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) 2021-2022. 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 an 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-USF's Filemaker reporting database, summarized quarterly and entered into the Project Tracking System (PTS) for quarterly and annual reporting.

Summary of Annual IDFA Data

Total IDFA contacts delivered annually	8,141
Total unique (unduplicated) individuals served annually	3,847
Total people served annually*	16,216

**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 2021-22. 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-USF consultant is assigned to contact the agency, assess need and determine a plan of action. TA contact data are collected regularly, entered into CARD-USF's Filemaker reporting database, summarized quarterly and entered into the PTS for quarterly and annual reporting.

CARD-USF continues to work closely with The Partnership for Effective Programs for Students with Autism (PEPSA) to support individual teachers to implement effective educational practices through a teacher partnership program. CARD-USF continues to pair a 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 worked with one partner this year, who may apply for a second year in the program.

The CARD-USF early childhood team has continued our multiyear partnership with Home Instruction for Parents of Preschool Youngsters (HIPPI) to serve children with ASD in Hillsborough County during 2021-2022.

Summary of Annual TA Data

Total TA contacts delivered	4,464
Total unique (unduplicated) individuals served	2,833
Total people served*	17,535

**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 2021-2022 in an attempt to ensure that all professionals working with CARD-USF constituents are trained in state-of-the-art “best practices.” 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 was attended by teachers and related school personnel. We had a turnout of 585 for day 1 and 563 for day 2. 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.

In the past year, we made progress in updating online training covering restraint and seclusion, which had become outdated with new education legislation banning the practice of seclusion. CARD directors have assigned staff to redesign the module entitled "Preventing Challenging Behavior for Students with Autism Spectrum Disorders" during the 2021-22 school year. The revised module training objectives are: 1- To understand the principles of behavior change to decrease problem classroom behaviors (modules 1 & 3) and 2- To introduce proactive strategies to use in the classroom to decrease educator intervention time responding to unsafe, challenging behaviors (module 2) The overall goal is to reduce the course of action of restraint as that last resort to protect individuals' health and safety when exhibiting dangerous behaviors. As each module is completed, the revision committee has presented the material to a select group of administrators from Sarasota, Manatee, Hillsborough, Pinellas and Pasco County School districts for feedback. Module One: Behavior Principles was presented on 12/14/21. Module Two: Proactive Classroom Strategies was presented on 3/29/22. The third module on behavior de-escalation will be reviewed in July of 2022.

CARD-USF is actively engaged annually in developing and disseminating new materials to build the capacity of educators. We continued 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, which is maintained and updated regularly to include evidence-based educational approaches for students with ASD. Our website showcases online trainings for educators, resources for families, and materials for administrators.

CARD-USF has been working with law enforcement and agencies associated to provide training and technical assistance to ensure positive interactions occur with individuals diagnosed with ASD. During this reporting period, CARD-USF provided 6 such trainings for 219 attendees. Of those, 4 trainings were for Child Protection Investigators and Child Protective Services providers (114 attendees).

Summary of Annual Training Data

Total number of onsite local trainings/workshops	73
Total number of in-person participants	1,230
Total number of virtual trainings/workshops	119
Total number of online attendees	1,976
Total number of visitors for online training page	2,288

Autism Summer Institute, regional training	1
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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 2021-2022, 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	56
Total number of in-person participants	32,997
Total number of online/virtual general public education presentations	13
Total number of online/virtual participants	2,259

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. During this reporting period, we have collaborated with Advent Health and Baycare hospitals.

We have also increased our mental health and ASD collaborations since the community has indicated this is a greatly needed priority. Mental health collaborations have been ongoing with the Autism Subcommittee of the Pinellas County Systems of Behavioral Health Care. We are currently working on a training tool that when complete, will be offered to all mental health service providers in the Pinellas County systems of care. The partners in the Autism subcommittee include professionals from: Personal Enrichment through Mental Health Services (PEMHS), Suncoast Center, Pinellas County Public Schools Student Support Services, Agency for Persons with Disabilities (APD), Evara Health, Baycare Behavioral Health, and CARD-USF. The Autism Subcommittee includes individuals who are both on the autism spectrum and licensed clinicians. In addition, talks have begun with the Hillsborough County Student Support Services (Psychologists, Social Workers, and School Counselors) who are interested in a comprehensive in-service mental health and ASD training for all staff in the start of the new school year. Additionally, CARD-USF staff have collaborated with and presented trainings at the Mental Health Task Force meeting through CARD-FAU and collaborate monthly with the Females and ASD group (also from CARD-FAU and surrounding counties) in order to develop and disseminate trainings specifically addressing issues faced by females on the spectrum for PEPSA series throughout the year.

CARD-USF staff supervised two graduate students from the School of Social Work at USF, providing clinical supervision on a weekly basis and oversaw their activities, which included mentorship of a young adult on the autism spectrum, engaging a group of young adults on the autism spectrum in mindfulness practice to support mental wellbeing, and holding a weekly support group for parents of young adults who are beginning their transition into more independent lifestyles. Other community partnerships related to mental health include the Children’s Committee and Local Planning Team of Hillsborough County where CARD-USF attends monthly meetings to provide technical support and training as needed on the topic of mental health and ASD.

CARD-USF presented training at the 2022 International Conference on Autism, Intellectual Disability and Developmental Disabilities (D.A.D.D.). CARD-USF's training entitled "Autism Spectrum and Mental Health: An Unexpected Journey" provided participants online and in person with an overview of ASD and commonly co-occurring physical and mental health conditions, contributing factors to challenges in diagnosis and treatment, best practices for engagement, enhancing and clarifying communication, assessing safety and lethality, and determining treatment modalities to fit the clients' needs. CARD-USF was also a co-presenter at the 2022 ATIA (Assistive Technology Industry Association) Conference in which we exhibited and demonstrated an interactive computer program and poster entitled "Using Virtual Hospital Rooms to Decrease Patient Anxiety." CARD-USF collaborated with a PHD candidate from UCF Orlando to create an interactive visual support (virtual hospital room with clickable links embedded in the images/objects) that allows users to learn about and virtually experience various items and aspects of the hospital experience through links to informative videos, social narratives, informational website pages, and audio sound clips. The interactive use of the virtual hospital room prior to becoming a patient provides a multi-modal priming experience allowing individuals to become aware and prepare for the sensory and communication elements that are commonly present in hospitals. This preliminary work-up of the technology may be explored in more depth in the future, with next steps being to conduct research.

CARD-USF collaborated with local licensed mental health clinicians, a representative from the Agency for Persons with Disabilities (APD), and a Baker Act Specialist/Mental Health Liaison from Pinellas County Public Schools as part of an Autism Mental Health Subcommittee meeting of the Pinellas County Systems of Care Committee. CARD-USF provided an overview of CARD trainings on the topics of mental health as well as ASD & hospital visits in order to gather insights and collaborate on the development of a collaborative training to be shared with the Mental Health Service Providers and Baker Act receiving facilities in Pinellas County. The goal of the subcommittee is to have every mental health provider and staff person in the major systems of mental health care that serve Pinellas County be educated about ASD and mental health challenges, best practices for diagnosis and treatment, and ethical, humane treatment of individuals with ASD in crisis.

As a result of collaborative efforts between members of the Autism Mental Health Task Force (hosted by CARD-FAU), CARD-USF and CARD-FAU Consultants, a comprehensive mental health training was developed to address the needs of females on the autism spectrum with co-occurring mental health struggles. The training was shared live to the Autism Mental Health Task Force and received such positive feedback that we then presented the training through PEPASA as an on-demand webinar during late March and carrying on through the month of April to reach a broader audience. The training entitled "Behind the Mask: Supporting Girls and Women with ASD and Mental Health Struggles" is intended for individuals on the autism spectrum, families, educators, guidance counselors, medical health providers, mental health providers, and other helping professions.

CARD-USF regularly collaborates with Child Life Specialists at AdventHealth to meet the needs of families of children with ASD who are in the hospital. CARD-USF provided consultation and sent resources to be shared with families.

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, which operated in accordance with approved by-laws, and has maintained a membership of people who represent several CARD-USF counties. We continue to be proactive in recruiting members with ASD (self-advocates), which adds their valuable input and perspective to our activities. We currently have 2 members on the Board, who are self-advocates (one of which is our Vice-Chair) 1 who was admitted after this reporting period and 2 in the process of becoming members of the Board. Proposed constituency board members' names were submitted to the presidents of USF and the Autism Society of Florida, as specified in statute. Our constituency board continues to make connections and increase membership in this area. Constituency board members reviewed annual program budget and goals, hosted quarterly meetings with CARD-USF staff to review programmatic and budgetary

priorities, and participated actively in public awareness events and 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. During this reporting period, we added the following to our CARD-USF website as required: Social Story Template to Help Hesitant Eaters Try New Foods; The Essential Role of Nutrition for Children of Autism; 3 Connections Between Autism, Diet, and Behavior; and Icing on the Cake by Haley Moss.

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, we added 5 new businesses, and provided 22 Autism Friendly trainings for 361 individuals. CARD-USF continues to develop and purchase materials to create "Distract Packs" for individuals with ASD for new and existing businesses. Despite the disruption of COVID-19, we were able to conduct valuable, virtual activities with and for our business partners. We have provided guidance for making online content accessible to individuals with autism (e.g., virtual tours, educational programming, etc.).

Designated CARD-USF staff continue to serve on the Mayor's Advisory Committee to continue expanding and monitoring the "Autism Friendly City of Tampa" initiative. Dr. Boone was also invited to become a member of the newly formed President's Advisory Council on Accessibility (PACA) at USF.

CARD-USF assisted with the 29th Annual CARD Statewide virtual conference-that occurred January 14-16, 2022. The conference was attended by 301 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 lifestyles for individuals with ASD and related disabilities. It also offered a separate track for ADOS 2 training.

Safety

Safety initiatives, collaborations, and materials continue to be a priority. CARD-USF shared safety resources with families, K-12 Students, Professionals, First Responders, Museums, Theme Parks, and early learning facilities. CARD-USF partnered with agencies to promote and learn more about keeping our CARD-USF Constituents safer in the community. Baby Bulls and Autism Baby Navigator trainings covered important safety topics for families and Josh the Otter and safety materials were distributed to participating families. CARD-USF continues to share and provide funding for new enrollees with

wandering prevention strategies and safety tracking resources throughout our counties. CARD-USF hosted its 2022 Virtual Safety Scavenger Hunt for families.

CARD-USF provided information with national state and local safety committees. This included: WaterSmart Florida, Safe Kids Florida, Safe Kids Suncoast Southwest, and Tampa (Pasco, Pinellas, Manatee, Polk, Sarasota, Collier, Charlotte, Lee, and Hillsborough). Also included were Pinellas Emergency Management, Voluntary Organizations Active in Disaster (VOAD), Florida Injury, Safety, and Violence meetings to inform State Health Improvement Plan (SHIP) for inclusion of children with autism. Additionally was Prepared4ALL, a national workgroup for emergency preparedness, CIP Drowning Prevention Polk (Florida Dept of Health), Injury Prevention in Pinellas (John Hopkins), and Joint Alliance Emergency Preparedness. We continue to be a member of the YES! Of America United Fair Safety Street planning committee.

CARD-USF provided the following training or public awareness events with a focus on safety: Lincoln Park Aquatics Grand Opening, Safe Kids Day at University Town Center in Tampa Safe Kids Day Tampa at Westshore Plaza, Autism awareness and water safety with Josh the Otter in collaboration with Sarasota County Government, and Josh the Otter and water safety outreach with and Water Safety Day with Glazer Children's Museum. Josh the Otter and CARD-USF's ASD & Water Safety materials were shared with Lopez Exceptional Center in Tampa, Children's First Venice, Children's First Manatee, Sarasota Health Dept, East Lake Fire Rescue, World's Largest Swim Lesson Tampa, Dunedin Parks and Recreation, St. Pete Beach Hurricane Expo and the Palm Harbor YMCA. Provided ASD Red Flags training to Manatee, Hillsborough, and Pasco County Child Protection Investigators.

Social Media & Website:

CARD-USF promoted posts on hurricane, water, poison and CPR safety, and bike and helmet safety with a Star Wars theme. CARD-USF also shared community events related to safety including, I Can Bike, Surfers for Autism, and a life jacket giveaway.

CARD-USF made updates to our website for safety resources and program. This included Project Life Saver and Safety Net and sharing the registries and resources available for various counties. Versions of Hurricane, Bike Safety and Water Pledge were translated into Spanish and uploaded to the website and printed for community distribution. Our Protect and Serve Trifold was revised, printed, and uploaded to the CARD-USF website in English and Spanish, and an updated Swim Lesson listing was posted to the website and provided to families upon request.

During this reporting period, CARD-USF developed an internal workgroup to identify wandering safety devices, digital applications, and update the CARD-USF's protocol. A workgroup was also developed including CARD-USF staff, Board members, and stakeholders to create a Good Day Planner to assist individuals to plan for emergencies and include safety planning.

Professional Development and Technical Assistance:

This reporting year, CARD-USF attended and provided technical assistance and links to CARD resources to the "Communicating with the Cognitively Impaired during a Disaster" webinar and the "Autism in Black" virtual conference.

CARD-USF provided technical assistance in the All4Health FL initiatives in active counties. The Tampa Bay Health Collaborative conducted prioritization events for children and adults in Pinellas, Pasco, Polk, Hillsborough, and Sarasota Counties, prioritizing the data and strategies for the top four survey areas of concern. The 2022 Community Needs Assessment (CHNA) Prioritization sessions are viewable at <https://www.all4healthfl.org/> and <https://bay.floridahealth.gov/programs-and-services/community-health-planning-and-statistics/data/index.html>

THE LEARNING ACADEMY (TLA)/EMPLOYMENT SERVICES (TLA-ES)
(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 and post-secondary success. TLA has been operating since 2009. 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 Applied Learning Experiences (ALE), support groups and peer mentoring which allows generalization of learned skills. TLA program is offered to 15 students with I/DD yearly.

During the 2021-2022 school year, 15 students were enrolled in TLA with a 100% graduation rate. Three students were employed at the time of graduation due to their ALE placement and all students will be pursuing higher education and/or employment after graduation.

Many students are referred post-graduation for Employment Services with TLA-ES. At time of referral, students will have identified a preferred career and gained some experience through an ALE during TLA. As indicated by the student's Vocational Rehabilitation Individual Plan for Employment, TLA-ES expects 50% of the 2021-2022 class to 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.

Learning Academy Services continues to develop innovative programming and promote community collaboration. During the 2021-2022 school year, LAS piloted Tech2Work; another post-secondary option created through collaboration with LAS and local not for profit, MacDonald Training Center.

Tech2Work, like TLA, offers a soft skills curriculum, but takes it a step further with technology credentials in IC3 and Robotics Process Automation (RPA). All five students in the cohort graduated and are currently pursuing employment. Four of the five graduates are pursuing employment services with LAS-ES. This program is offered at least once a year. We have already welcomed another cohort of five students that begun the IC3 portion of the program in April 2022. With Tampa becoming a tech hub, LAS saw the opportunity to train and graduate students who have DD/ID with industry recognized technology credentials and necessary workforce development skills to meet the demand for qualified tech talent in the area.

Across both programs, LAS staff provided 4320 hours of classroom instruction, not including one-on-one support to students outside of class.

With COVID-19 cases declining and vaccination rate increasing, TLA staff offered the program virtually and in-person. 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.

The Learning Academy Employment Services (TLA-ES) offers customized employment supports for individuals on the autism spectrum and with related disabilities. TLA-ES is a certified vendor with the Department of Vocational Rehabilitation to provide employment services, supported employment services, Discovery, Customized Employment, CBTAC, PPT and OJT. TLA-ES 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.

With COVID-19 cases declining and vaccination rate increasing, TLA-ES staff offered all services virtually and in-person. TLA-ES 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.

This year TLA-ES served 47 job seekers; all were supported in seeking or have been placed in their preferred careers. TLA-ES provided technical assistance to 19 employers. We received positive feedback on the quality of support provided by the LAS-ES team. Professionals felt increased confidence in their ability to be a natural support to students and job seekers participating in on site or remote 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.

TLA provided 12 trainings, 9 TA activities to educators, and over 30 TA activities to families and youth. Finally, the LAS team provided a total of seven trainings to employers, families, and job seekers. Despite sharing surveys after every training and TA interaction, survey data was difficult to collect this year. We saw more success with verbal feedback immediately after a training or TA.

In an effort to further expand our programming to meet the ever-increasing demand for services in the community, LAS submitted a letter of intent for United Way's Community Investment grant but were not invited to submit a full proposal. LAS will continue to seek out research and other grant opportunities that benefit people with I/DD in meeting their employment goals.

LAS is pleased to highlight the following successful data from this past survey year. Despite the challenges faced by Covid-19, the LAS team continued to offer high quality, innovative, evidence-based programs and services to students and job seekers with I/DD.

- 94% TLA graduation rate over the past 13 years -TLA
- 100% Tech2Work graduation rate - LAS
- 4320 hours of direct instructional time to TLA and Tech2Work students - TLA
- Over 820 hours of direct employment services to job seekers -TLA-ES
- Over 280 individuals in the community (Professionals, Students/Job Seekers and Caregivers) attended training - LAS
- 34% of 47 job seekers served this year have been placed in their career of choice in 15 different companies and 16 different roles. Nine of the 47 were referred for services between April and June.
- Almost 73 hours of TA to 19 different employers through Employment Services. - TLA-ES.

CARD-USF COVID-19 RESPONSE

During this reporting period, COVID-19 has still provided many challenges and opportunities for us all. 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 still impacted. Despite any interruptions, our focus on creatively providing all of our services and supports remotely or in person 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 Diversity and Inclusion Activities

During this reporting period, we continue to engage in activities 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. Activities this past year included:

- Our four internal workgroups (Access, Promotions, Disparities, Accountability) made up of staff and Board members continued to provide valuable assistance in this area, and are currently combining where priorities overlap, in order to refresh and reinvigorate specific and actionable goals. We continue to follow USF guidelines and requirements of hiring practices in this area.
- Researching and procuring more titles by autistic persons of color and other intersectional populations for our E-library.
- In an effort to address disparities in identification and diagnosis for individuals of color and low SES status, CARD-USF provided ADOS-2 kits, to Pasco (2), Manatee (2) and Sarasota (1) in hopes that these districts may be able to address such disparities. These districts may also request technical assistance or other resources from us as they move forward. Two Pinellas County community agencies in minority areas have been approached to offer space for free ADOS testing for community members. Training and technical assistance are being offered. One community member of St. Pete was also supported to attend the Autism in Black Conference in June of 2022.
- A weekly parent training webinar was created for English and Spanish speaking families called the “Baby Bulls Training Series for Families.” It covered many topics including challenging behavior, improving social communication and parent support.
- Further additions for our Spanish-speaking families:
 - During this reporting period, CARD-USF continued our Facebook live weekly training program called “La Hora del Cafecito,” which is hosted by our bilingual CARD-USF staff with occasional guests and Board members. In this training program, we discuss topics of interest to parents and caregivers regarding Autism awareness, professional resources, and evidenced based strategies. Also, participation in International (8 countries) and National (Boston and NY) TV & Radio Station speaking about self-esteem and people with ASD. Participation in several Hispanic Community events disseminating information about services provided by CARD-USF.
 - Podcast/YouTube presentation about CARD-USF Services with the Family Resources and Consultation Services – community program in Tampa Bay area.
 - Member of the Healthy St. Pete foundation & Strategic Group and raising awareness about the needs of Hispanic families with loved ones with ASD.
 - Panelist at a community conversation about “The Immigrant Experience” in English and Spanish speaking about the needs of immigrant families with children with ASD. The event was presented live on FB with over 150 views with SRQ Strong, Sarasota.
 - Interviewed by “Madre Fajona,” a support group for parents with children with ASD.
 - Training and partnership with Children’s Board Family Resource Center about CARD-USF services and ASD.
 - Connecting with community programs in Sarasota such as “Parent Café” to continue educating about CARD-USF services and the needs of children with ASD.

FUNDRAISING FY 2022 (JULY 2021-JUNE 2022)

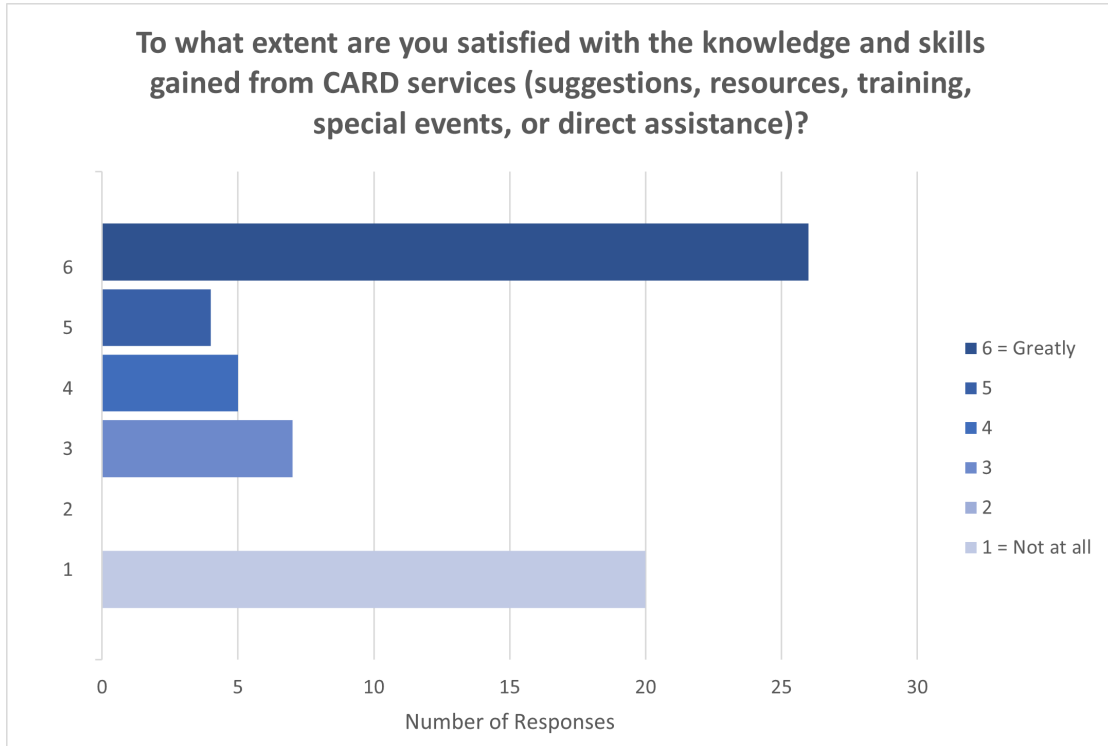
CARD-USF is responsible for fundraising 2% of its annual budget, per statute. Even though our signature fundraising events were canceled due to COVID-19, we were still able to access and motivate outside donors and exceeded our statutory requirement. Our current accounts include the Autism Services Fund, the Learning Academy Success Fund, the Autism Endowment Fund, and the Karen A. Berkman Innovation & Autism Fund (FY 22 \$44,165). This year, we had the following monies raised:

- Major Donors \$38,950
- USF Faculty Staff campaign\$1,421
- United Way-\$650
- Private & corporate donors-\$2,101
- Endowment-\$1,042

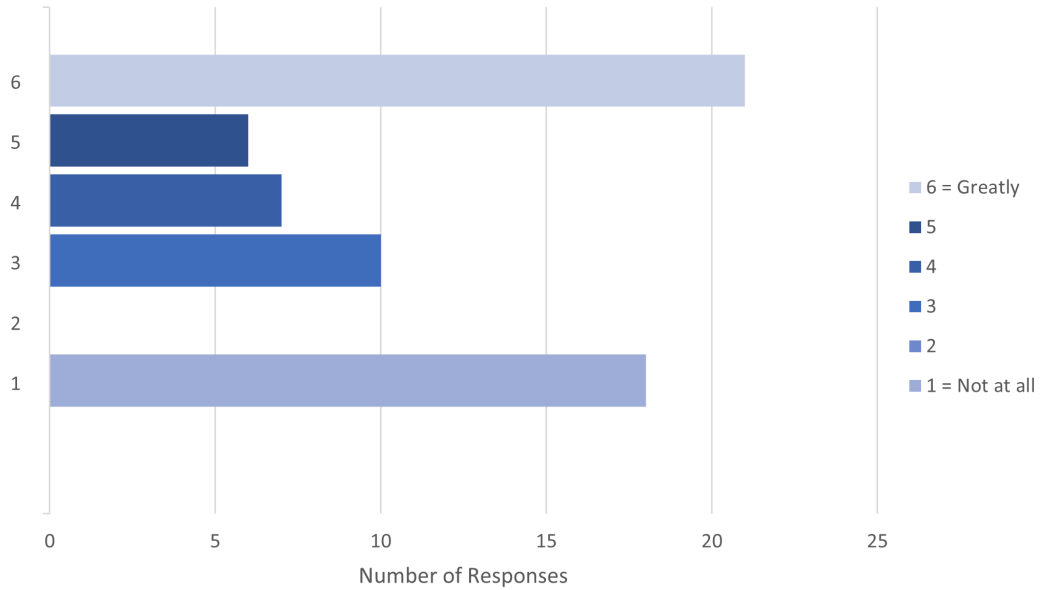
2021-2022 CARD-USF Annual Caregiver Satisfaction Survey

(Note: Remote/virtual responses to the survey this reporting period were uncharacteristically low and may not reflect the full range of client experiences. We are working on strategies to ensure that data is more representative of our constituent experiences)

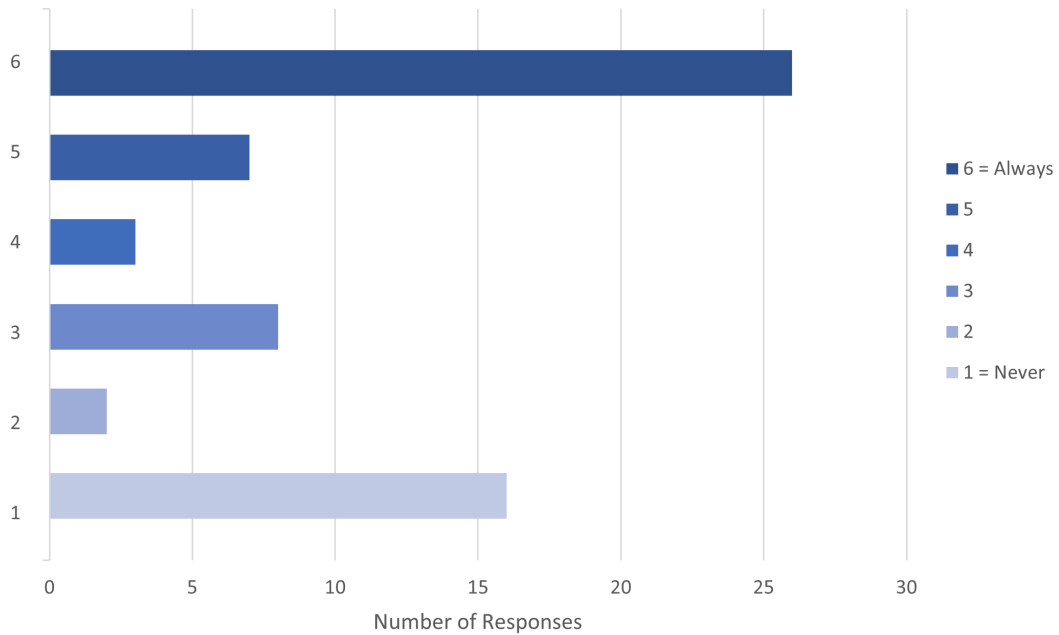
# of Surveys Sent	331	# of Responses Received	92
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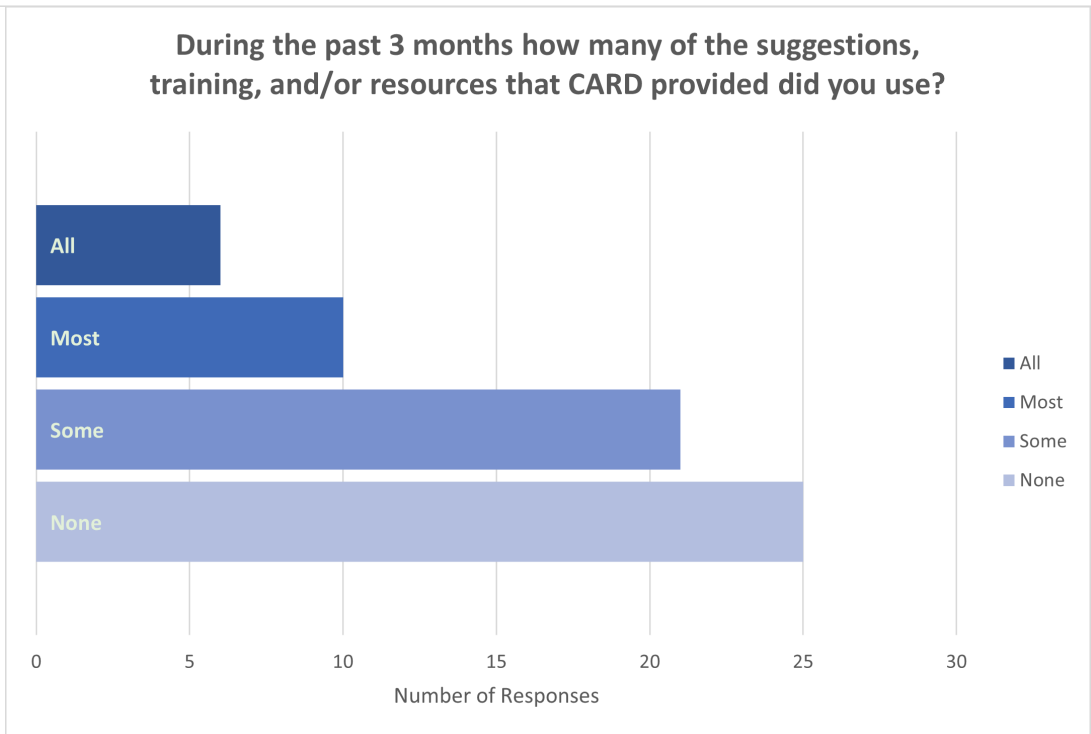
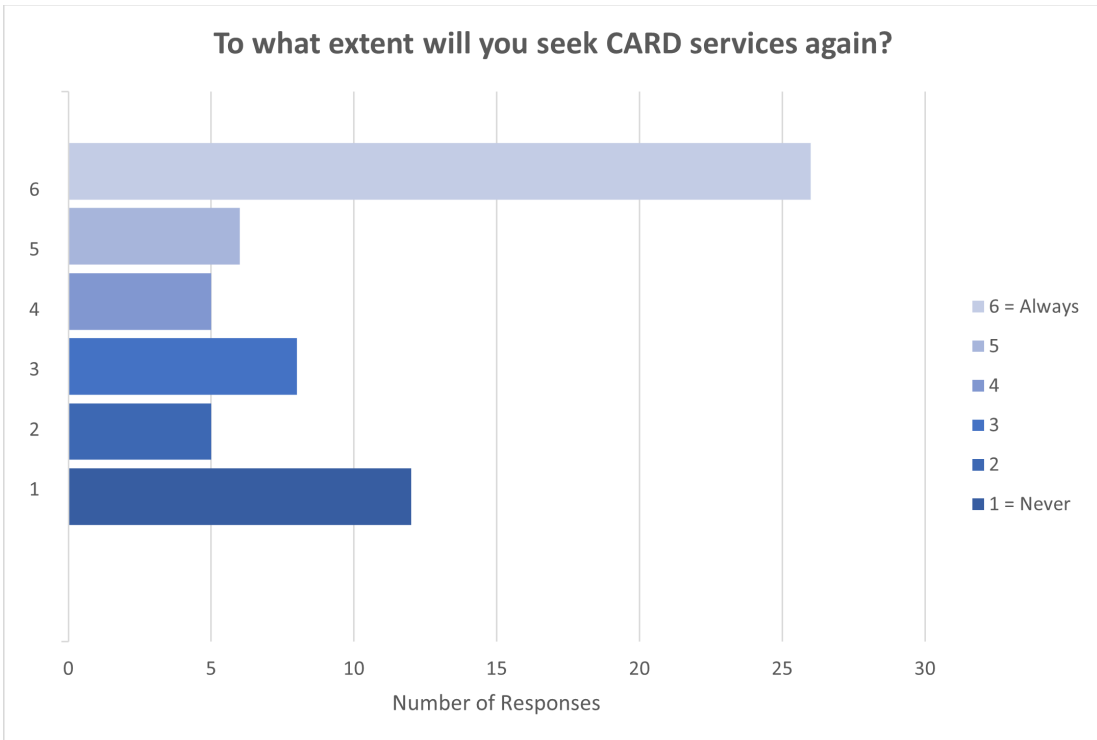


To what extent did CARD's suggestions, resources, training, direct assistance, or other services accomplish what you had hoped to accomplish?

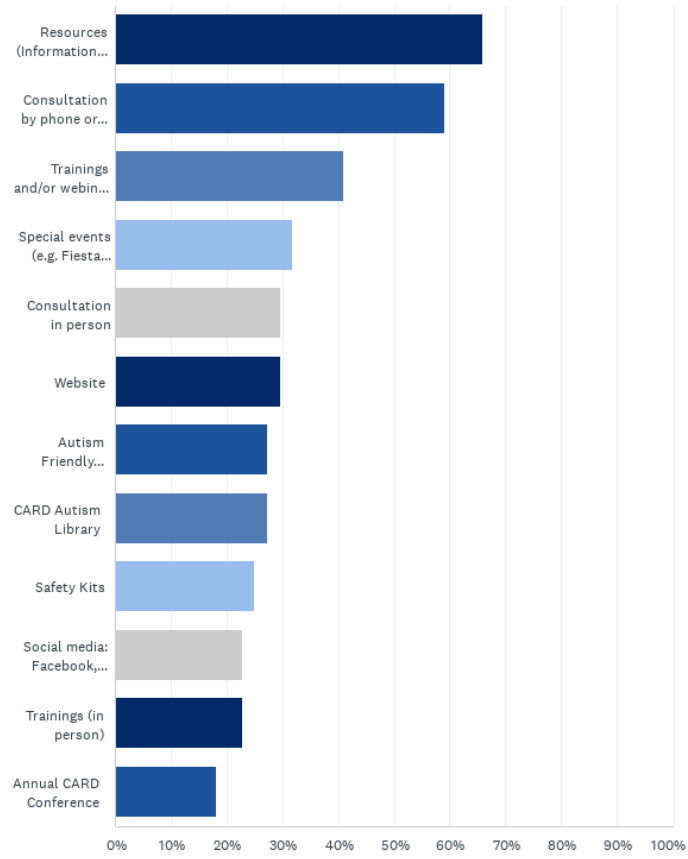


To what extent will you recommend CARD's services to others?



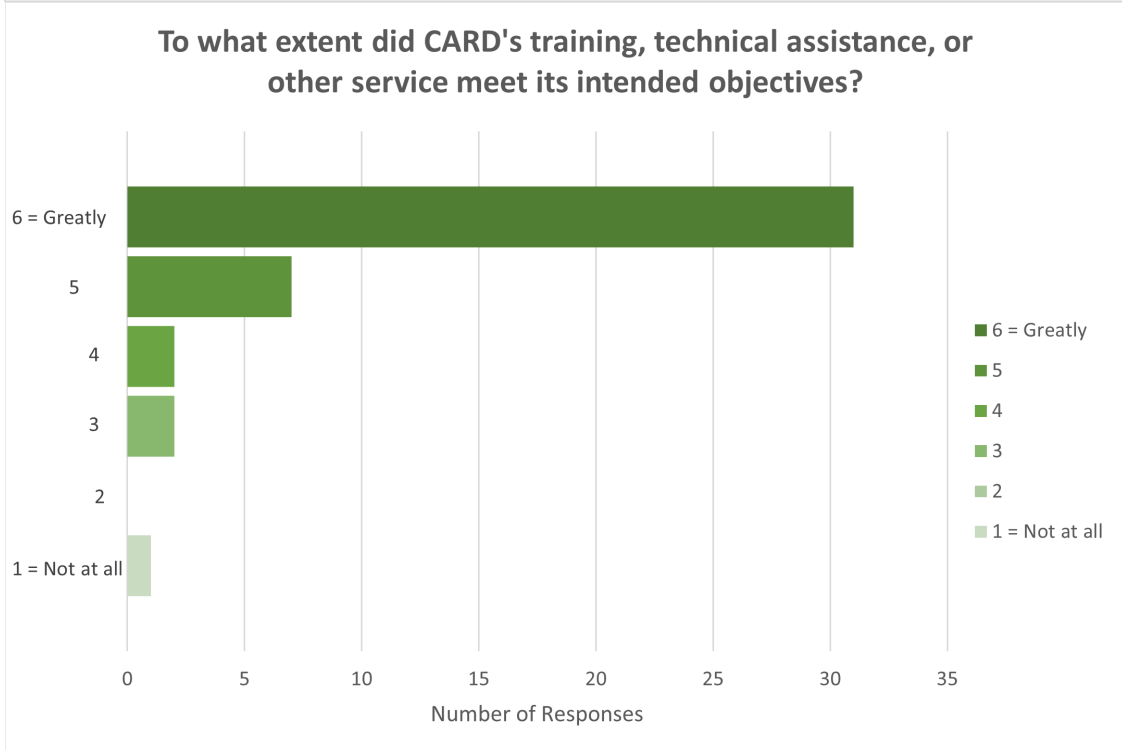
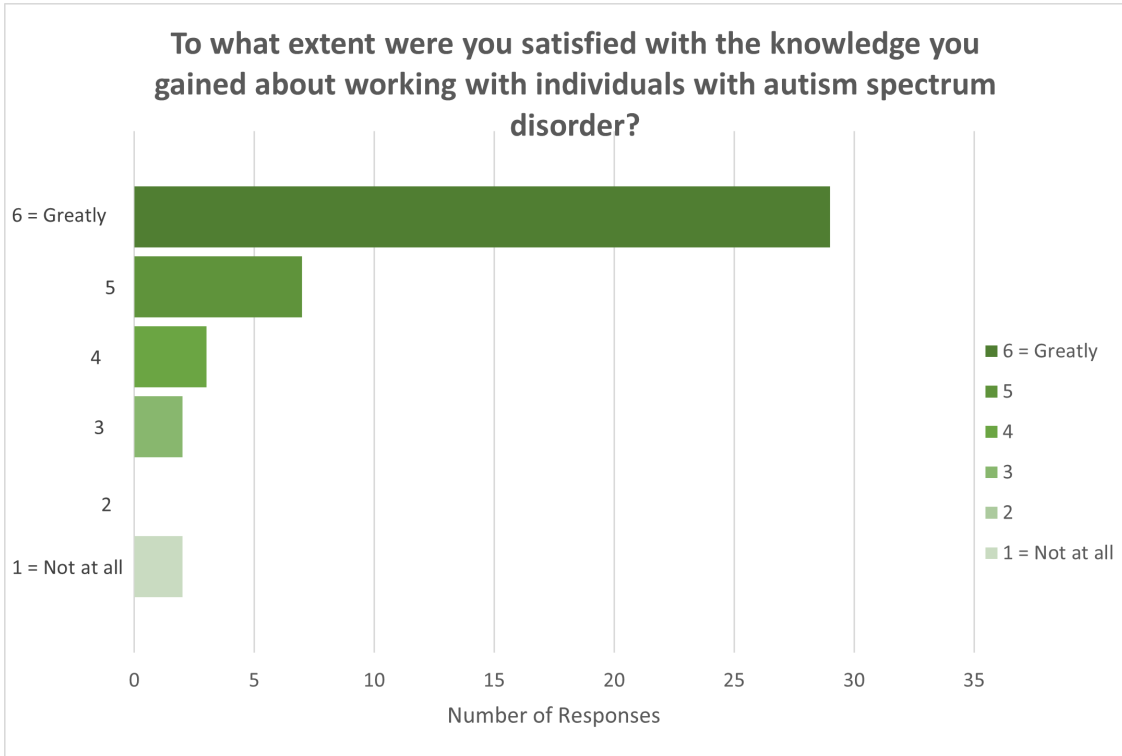


Q5 Which services that CARD currently offers are most meaningful for you?

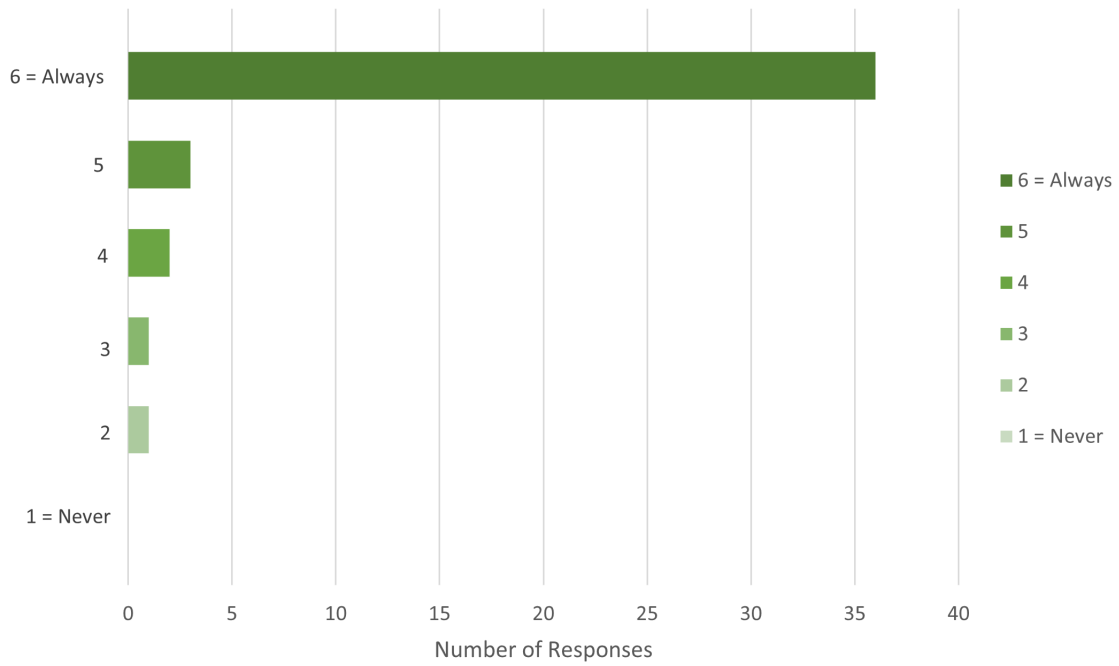


2021-2022 CARD-USF Satisfaction Survey for Technical Assistance

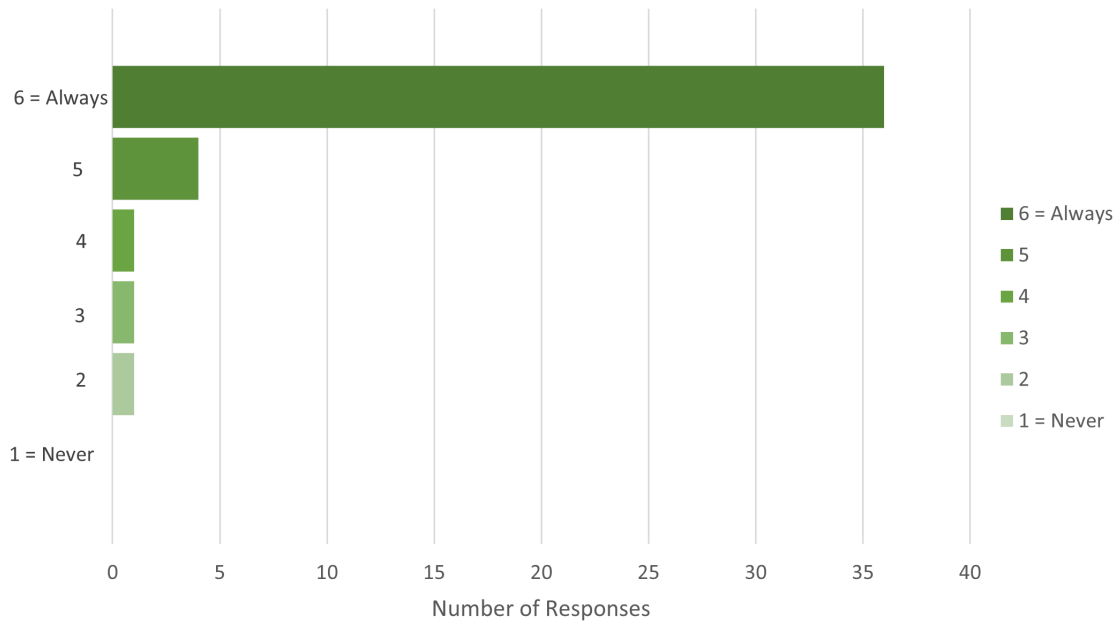
# of Surveys Sent	512	# of Responses Received	43
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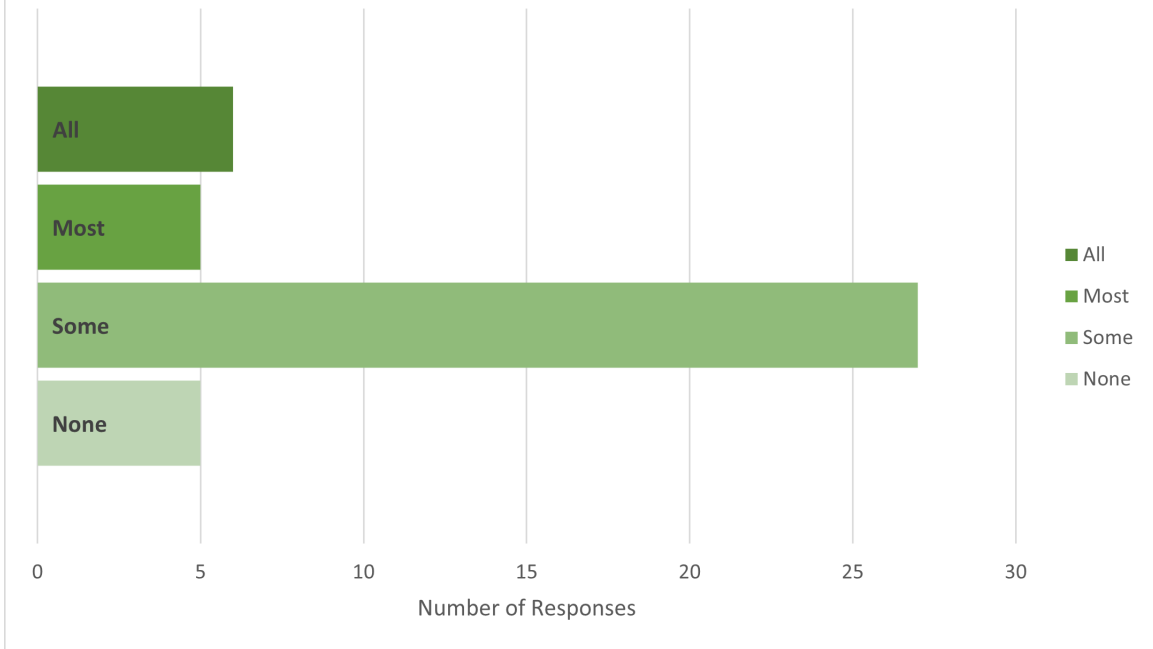
To what extent will you recommend CARD's services to others?



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



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?

