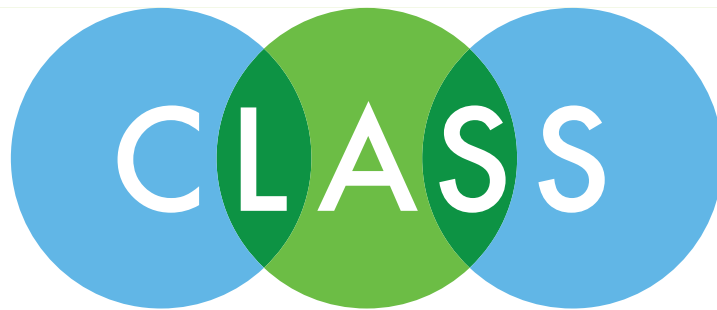


*“All the flowers of tomorrow  
are the seeds of yesterday.”  
-Proverb*



Community Living  
And Support Services

# ANNUAL REPORT 2014

Dear Friends,

Annual Reports are important documents because they provide the community with a snapshot of organizations. These reports are prepared for stakeholders who are interested in the organization's yearly accomplishments.

One way most annual reports capture these annual successes is through stories and numbers. The stories put a human face to the organization allowing the reader to understand that agencies are about people; the people who matter most. The CLASS 2014 Annual Report showcases how CLASS's programs and services support individuals to "grow" personally to be active members of our community.

This year's Annual Report is full of stories of relationships that people have built and how this social capital is helping them get to their goals. Our report also displays the numbers, which quantify our success. To get you started, consider the numbers below which begin to show CLASS's impact in 2014:

63

The number of years that CLASS has been serving Allegheny County and the surrounding community.

398

The number of direct employees associated with CLASS.

608

The number of individuals CLASS directly serves each year.

551,738

The number of hours of service provided by CLASS staff.

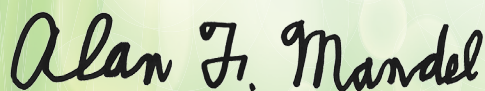
\$12,000,000

The number of dollars that passed through the CLASS budget this year.

Through CLASS's services, we are helping to plant the seeds of tomorrow, that will grow into well-formed networks and relationships allowing for individuals to build their social capital (the relationships in our lives) and broaden their opportunities in the community. In this Annual Report, you will find an opportunity to become a part of CLASS's successful legacy by making a donation to our Giving Tree Campaign, allowing CLASS to continue to grow our programs and services for years to come.

Thank you for reviewing this annual report. We hope your knowledge of CLASS will continue to grow.

Sincerely,



Alan Mandel  
President  
CLASS Board



Al Condeluci  
Chief Executive Officer  
CLASS

# Who is CLASS?

Community Living And Support Services, more commonly referred to as CLASS, has been dedicated to men, women and children with disabilities and their families in Pittsburgh and the surrounding communities since 1951. Originally chartered as United Cerebral Palsy of Pittsburgh and then becoming UCP/CLASS in 2008, CLASS became independent from the UCP affiliation in the summer of 2013. In fact, CLASS serves all people with disabilities, who aspire to live, work, and play in the communities of their choice.

While CLASS stands for Community Living And Support Services, it also stands for so much more.

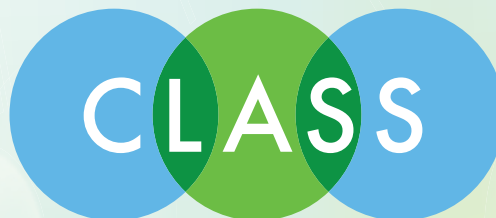
CLASS stands for a long legacy of serving the disability community and striving for inclusivity of all people.

CLASS stands for innovative ways to provide individualized and holistic approaches to services.  
CLASS works with individuals to achieve their personal goals.

CLASS stands for an organization that is determined to bring people together based on their similarities, not their differences.

And perhaps most importantly,  
CLASS stands for an organization that strives daily to meet its mission of  
Working Toward A Community Where Each Belongs.

The stories found throughout the 2014 Annual Report will show how each program or service represents the true meaning of CLASS.



## Community Living And Support Services

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# Cuts, Colors, and Curls Inspire Future Cosmetologist

**The CLASS Kids Programs were made possible by a generous grant from The Pittsburgh Foundation. CLASS has received 42 referrals for the Family Partnership and Vocational Ventures Program.**

**There are 15 children and teens enrolled in an inclusive social activity or volunteer position that aligns with their interests.**

As with most fifteen year old girls, Amber loves to style her hair and paint her nails. Amber dreams of one day becoming a cosmetologist and would love to style hair and give manicures in her own professional salon. When Amber's mother heard about CLASS's Vocational Ventures Program, she knew it was the perfect program to set the stage for Amber's dream to become a reality.

When entering the program, Amber was assigned a Family Partner. The role of the Family Partner is to identify Amber's interests and to help Amber develop the skills needed to be successful in a volunteer position that aligns with her interests. Amber and her family worked with the Family Partner to identify Amber's goals, to increase her social and job readiness skills, and locate a position in her community to volunteer based on her cosmetology interests. Chrissy's Cuts, Colors, and Curls is the perfect volunteer placement for Amber.

The employees at Chrissy's, Cuts, Colors, and Curls were eager to have Amber start working with them. The Family Partner discussed possible challenges for both Amber and the salon and helped both implement strategies so the placement would be successful. Amber's Activity Analysis determined that a checklist of tasks would be helpful for Amber, so she could work as independently and successfully as possible. The task sheet is updated weekly by the salon owner, based on the needs of the salon that week.

The task list has been an effective tool for Amber, by not only completing her daily tasks, but also allowing her to learn the day-to-day responsibilities of running and maintaining a salon. She begins her shift by dusting and organizing products and taking inventory of the shelves. When that is completed, she sweeps for the stylists and performs any additional tasks as requested. She even helps the stylists by washing customers' hair.

After several shifts, Amber met with her Family Partner to discuss her experiences at her job, which are captured in her journal. Journaling is an important part of the Vocational Ventures process. Amber's journal will allow her to learn more about what she will encounter in the workplace such as networking with coworkers, advocating for herself as an employee, how she performs certain tasks, identifying her strengths, and building strategies to become a successful employee.

Throughout the program, the Family Partner will work with Amber to create a resume outlining her work history. This resume can be used in the future when searching for new opportunities.

Through Vocational Ventures, Amber has gained valuable experience that encourages her to continue to work toward her goal of becoming a cosmetologist. In addition to volunteering at Chrissy's, Cuts, Colors and Curls, Amber plans to attend a vocational school to become a cosmetologist.

For more information about CLASS Kids, contact Char Raynovich at 412.683.7100 extension 2245.



*Amber at the salon.*



# Taking The Next Step With Residential Services



*Mike, Shannon, and Don at the Highmark Walk for a Healthy Community.*

When you enter his home, it is likely that you will see Donald Petrus, Jr. at the stove helping to prepare a meal with staff. There is an old adage that good things happen when people gather around the kitchen table, and that is certainly true for Donald.

Donald followed the path through human services, receiving support for the challenges he faced as the result of a traumatic brain injury. After his initial hospital stay, followed by rehabilitation services in a rehabilitation center, Donald moved to his family home. One major challenge Donald faced was his short term memory retention, but did not want to rely on his family for support. Wanting to increase his independence, Donald moved into one of CLASS's residential sites in Monroeville in April 2014.

As with most transitions, the beginning was a bit rocky. Donald had some difficulty getting acquainted with this new environment and two new roommates. As time went by, Donald began to engage in conversations with his roommates. As a chef who owned his own café prior to his injury, Donald began to help staff in developing meal plans and preparing meals for himself and his roommates.

Donald continues to work on strengthening his memory as well as completing household tasks. Donald's staff has helped him to develop a daily task sheet to help remind him of household chores to be completed each day. To help Donald keep track of medical and therapy appointments and other important information, he carries a small notebook to reference for reminders. Donald also hopes to take advantage of more volunteer opportunities and become more involved in different social events in his community.

Donald has made great strides toward achieving his goals since he moved to CLASS' Residential Services. His growth became evident when a new roommate moved in late November. Without hesitation, Donald assumed a leadership role and assisted his new roommate to get acclimated to his new living space.

While Donald is still working toward achieving his goals, his passion for cooking and preparing meals has not only helped him to adapt to a new situations, but has brought his household together and him one step closer to his goal: independence.

## Residential Services:

- Provided 177,462 hours of support at 14 homes and 12 apartments throughout Allegheny County
- Supported 53 individuals to work toward their independent living goals

For more information about Residential Services, contact Darla Lynn at 412.683.7100 extension 2220.

# Save the Date!

2015

## Event Schedule

Highmark Walk  
For A Healthy  
Community  
May 16, 2015  
Stage AE

South Side  
Summer Open  
June 13, 2015  
South Side

9th Annual  
Alby Oxenreiter  
Golf Classic  
August 3, 2015  
Chartiers Country Club

23rd Annual  
Community Heroes  
Awards Dinner  
October 14, 2015  
Circuit Center and Ballroom

Contact Shannon McCarty,  
Development Director, at  
412.683.7100 ext. 2158  
to learn more about how  
you can support, sponsor, or  
attend these great events.



# The Accessible South Side Project

MC served her community for over 22 years as a local police officer, retiring in 1999. While on duty, MC was injured in a car accident, which broke her foot and injured cartilage in her knee. In addition to the lasting effects of this injury, MC is a diabetic, experiences hypertension and arthritis in her ankles, knees, and back, and has been diagnosed with osteopenia, or bone density that is well below average levels. As a result, MC has difficulty navigating her two-story home safely.

To improve her mobility, MC has placed a second handrail inside her staircase and removed carpet to prevent possible falls from tripping. She also purchased a u-shaped grab bar for the bathtub. However, MC still faced barriers that kept her from safely living in her home.

As a referral to the Accessible South Side Project funded by the Birmingham Foundation, CLASS's Home Modification Construction Officer, Kevin, met with MC and evaluated what barriers needed to be addressed, so MC could continue to safely live in her home of over 40 years. Kevin identified that MC had difficulty using the main staircase in the home to access her bathroom. She also had difficulty getting in and out of the tub safely, as well as standing from a seated position. To address these issues, Kevin recommended installing a stairglide that would allow MC to use the existing staircase to access her bathroom on a different floor. To address the barriers in her bathroom, Kevin recommended installing a grab-bar on the side of the tub that would allow MC to safely get in and out of the tub. Installation of toilet safety rails would aid MC to easily stand from a seated position.

With MC's approval, Kevin began to coordinate the new repairs. He sent information to local companies to receive bids for each modification. Based on the bids, Kevin worked with MC to establish funding for the assistive technology. Once funding was in

place, the modifications to the home could begin. Kevin supported MC throughout the installation, working with the contractors and addressing any of her concerns. Once installation was complete, Kevin arranged training from the companies that installed the equipment to train MC on how to safely use her new stairglide and grab bars. Once the vendors trained MC, Kevin completed the final inspection to ensure the contractor's work was complete, identify that MC knew how to properly use the equipment installed, and distribute a satisfaction survey about her experience with the support she received.



*MC's stairglide allowed her to access the second floor of her home*

Regarding the project, MC stated, "I wanted to let you know how pleased and happy I am with the improvements to my quality of life. The service technician who installed my stair lift was most helpful and did a fine job not only with the installation and instruction on use, but he also cleaned up once installation was complete."

CLASS has assisted sixteen individuals with needs similar to MC's to make their homes in the South Side safe and accessible through the Accessible South Side Project.

## **The Home Modification Officer:**

**Provided 16 home assessments for the Accessible South Side Project, 36 assessments for the Home Modifications and Construction Project, and 6 assessments for Self Determination Housing Project (SDHP).**

# Plant The Seeds Of Tomorrow For CLASS Today

*"Someone is sitting in the shade today because someone planted a tree long ago."  
- Warren Buffet*

Established in 1951, Community Living and Support Services (CLASS) has filled the roles of caregiver, supporter, advocate, and friend in the lives of many men, women, and children with disabilities throughout the years. With great determination, CLASS has worked tirelessly so that all people, regardless of ability, can lead fulfilling lives as active members of their community.

It is through the supporters of the organization that CLASS can continue to play such valuable roles in the lives of the individuals we support. CLASS invites you to make a donation to "The Giving Tree" Campaign, receiving a leaf or a dove to recognize your family's role within the organization. Donations for leaves or doves can be made in honor or memory of loved ones.

Can we count on you to continue supporting CLASS's mission of Working Toward A Community Where Each Belongs? Your gift will enable individuals to receive care in their homes, the opportunity to participate in the community, support volunteer and vocational efforts, and provide affordable, accessible housing.

*We hope you will join us in leaving your legacy, so that we can continue ours.*

## Sample Tree



Each legacy gift will be prominently displayed on CLASS's Giving Tree that will be located on the top floor, outside the elevator.

Your legacy gift will be recognized in the following ways:

- \$1,000 - Soaring Dove
- \$500 - Gold Leaf
- \$250 - Silver Leaf
- \$100 - Bronze Leaf





# Sample Leaf



Each leaf comes with four lines of text. Spaces count as one letter. Doves have only three lines of text. Contact Shannon McCarty for more information at 412.683.7100 ext. 2158.

Line 1: 26 Characters  
Line 2: 19 Characters  
(Should Contain Name)  
Line 3: 27 Characters  
Line 4: 17 Characters

Desired message on leaf. Please print clearly to avoid typos on your leaf.

Line 1:

Line 2:

Line 3:

Line 4:

## Leave Your Legacy

Please fill out this page and return to CLASS using the envelope provided in this Annual Report.

## Billing Information

Name:

Address Line 1:

Address Line 2:

City, State, ZIP Code

Phone Number:

Type of Payment:

☐ Visa ☐ Master Card ☐ AMEX  
☐ Discover ☐ Check # \_\_\_\_\_ ☐ Cash

Credit Card Number:

Expiration Date:

CSC #:

Signature:

## Questions?

Contact Shannon McCarty,  
Development Director, at  
412.683.7100 extension 2158.

# Strategies For Transition: Understanding Individual Needs

Michael can best be described as one of the happiest people you will meet. He is outgoing, friendly, always energetic, and eager to please. For many young adults, leaving high school is a big transition often confronted with choices about furthering their education, obtaining employment, or moving out on their own. For Michael and his family, the important piece of his transition was to have consistency, as consistency is important for people diagnosed with Autism Spectrum Disorder.



*Michael with his mother and sister*

at CLASS. Michael's family determined that following a family vacation, his one-to-one support staff would be removed, allowing him to adjust to attending program on his own.

During the first few weeks, Michael's mother came with him during the morning to help him transition to his new surroundings. Michael was met every morning by staff to help familiarize him with his schedule and was escorted to each of his classes.

CLASS met Michael when he was still in high school and his mother was exploring possibilities for him to attend CLASS's Centre Services after graduation. Centre Services is CLASS's adult education program where individuals enroll in classes to learn and enhance their independent living and vocational skills. Individuals can choose from 60 different courses based on their own interests and goals. Michael's parents were concerned about his transition to a new program. To ensure a smooth transition to CLASS, some strategies were put in place.

As part of the extended school year, Michael attended CLASS during the summer accompanied by his aide from high school, making the transition more successful for Michael. Michael's mother came to the program to meet with staff who would work directly with him, review Michael's interests and goals and develop strategies for supporting him. A photo book was created that included pictures of all of his instructors and supervisory staff to familiarize Michael with the people who he would soon be working with

Before long, Michael was interacting with staff and other individuals supported in the program. He was familiar with his environment and even began to get items for his lunch independently. This was a clear indication that Michael felt comfortable in his new environment.

Michael continues to successfully attend the Centre Services program. The effective transition is a result of communication between staff and Michael's family, particularly his mother, and staff's willingness to learn about the individual needs each person with a disability presents. Michael's story is typical of many families who experience the transition from high school to adult services. Thanks to his supportive family, and the committed staff at CLASS, Michael's transition was successful. Most importantly, Michael is to be commended for his willingness to accept change, his interest in meeting new people, and our favorite characteristic- Michael's compassion for others, regardless of their differences.

**In 2014, Centre Services provided  
51,173 hours of Skill Building services and  
375 hours of case management to 89 individuals.**

**To learn more about Centre Services,  
contact Courtney Walker at  
412.683.7100 extension 2153.**



# CLASS Prepares Attendants For More Than Daily Care

On average, staff from CLASS's Attendant Care Program, referred to as direct-care workers, spend more time with participants than any other support workers including, nurses, physicians, and case workers/service coordinators. Although Direct Care Workers provide non-medical assistance, one of the direct-care worker's most important responsibilities is carefully observing changes in the consumer's condition or environment.

On March 9, 2014, Sandra, a direct-care worker from CLASS, arrived at Mr. Johnson's home and noticed that he was slurring his words and having trouble moving his arm. Sandra immediately recognized that Mr. Johnson was showing signs of a stroke. Sandra immediately called 911 and then alerted CLASS to report her observation regarding Mr. Johnson's condition. EMTs arrived and immediately transported Mr. Johnson to the hospital. Doctors did determine that Mr. Johnson had experienced a stroke. Sandra's thorough observations and quick actions enabled Mr. Johnson to get treatment before the stroke caused permanent impairment.

While it is important to note that CLASS does not provide medical care, CLASS takes great pride to ensure that direct care workers receive valuable training to promote the well-being and overall health of individuals receiving supports through the Attendant Care Program. Sandra completed the CLASS PHI Direct Care Worker Training. Throughout the training Direct Care Workers were reminded of the importance of Observing, Recording, and Reporting (ORR) changes in a participant's physical condition. A portion of the training focused on body systems and common diseases, with the goal that direct care workers would gain a basic understanding of how the body works in order to better understand health, diseases, and the role of the direct-care worker in supporting the health and wellness of participants they serve.

Through a grant from the United Way of Allegheny County, CLASS offered the PHI Direct Care Worker Training from 2011-2014 to any direct-care worker, not just CLASS staff. The project provided over 40 hours of training to more than 300 direct-care workers from ten different organizations. The training consisted

of 21 different modules centered around topics for personal care workers. Several topics include concepts of direct care, body mechanics, common diseases, communication skills, respecting differences, how to assist people with activities for daily living using a person-centered approach, abuse and neglect, time and stress management, and more.

Although the project concluded, CLASS has incorporated much of the training into new staff orientation and annual training in hopes that direct-care workers like Sandra continue to have the skills necessary to provide a high quality of care to participants in CLASS's Attendant Care Program.

For more information about the Attendant Care Program, contact Rebecca Miklos at 412.683.7100 extension 2170.



**CLASS's Attendant Care Program provided 318,603 hours of support to 287 individuals.**





# Partnerships Build Communities: Mark's Story

Mark advocate for himself, and the college agreed to terminate his contract.

## In 2014, Community Partners:

- **Provided 3,313 hours of support to 54 individuals**
- **Accepted 12 new referrals to the program**

Not knowing where to turn for help, Mark was referred to the Community Partners Program by a friend. Mark was struggling at his job and experiencing financial stress.

At work Mark had difficulty completing the tasks of his job thoroughly because of miscommunications with his employer. Mark's employer was unaware of his needs, so were not sure how to help Mark complete his tasks. Because of the challenges he was facing, Mark was not motivated to go to work anymore which led to other concerns with tardiness and call offs. Mark's lack of communication added to the complications and began to affect his overall job performance. At home, Mark's challenges with communication continued. Living with his sister and her family, Mark struggled to communicate with his family in a positive way, which led to many conflicts, including some regarding his finances.

Community Partners met with Mark and assisted him with assessing and prioritizing his needs. Mark had determined that most of his immediate needs were with handling his finances. Prior to working with Community Partners, Mark had signed a contract to attend a local college, but did not fully understand the terms of contract. Community Partners assisted Mark with understanding his obligations under the terms of the contract, which Mark realized he was not comfortable with. Community Partners helped

Mark, with assistance from his Community Partner, met with his supervisor to discuss the challenges he was facing at work. As a result, strategies and tools were put in place to help Mark become more successful at work. After some time, Mark and his employer agreed that the job was not the best fit for him. Community Partners assisted Mark with applying for Unemployment Compensation and Social Security Disability Benefits for which he was approved.

To help Mark communicate his needs with his family, Mark's Community Partner encouraged him to schedule regular meetings with his family so he could be more comfortable and open with his family. His Community Partner helps him develop plans for the meetings, so he is prepared to discuss his feelings and concerns.

To ensure Mark's continued success with meeting his goals, Community Partners referred him to the Office of Intellectual Disabilities. Assistance was provided to gather all of the necessary information and paperwork to complete the intake process for services. He was assigned a Supports Coordinator, who works closely with Mark and his family to locate housing and long-term formal support in the community of his choice.

While Mark has enrolled for formal support, Community Partners continues to assist Mark with his doctors' appointments and medical information, as well as organizing and responding to the mail he receives. Mark continues to be an active member of The Seekers, a peer support and networking group for participants in the Community Partners Program.

For more information about the Community Partners Program, contact Char Raynovich at 412.683.7100 extension 2245.

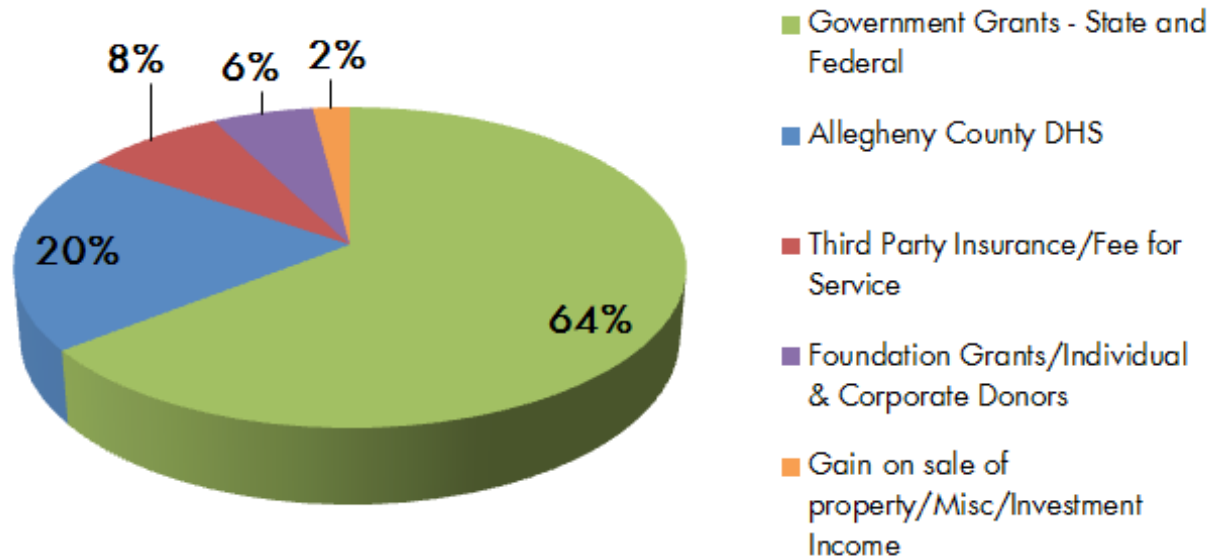


*Mark visiting his Community Partner*



# Financials

## Income Totals



## Expense Totals

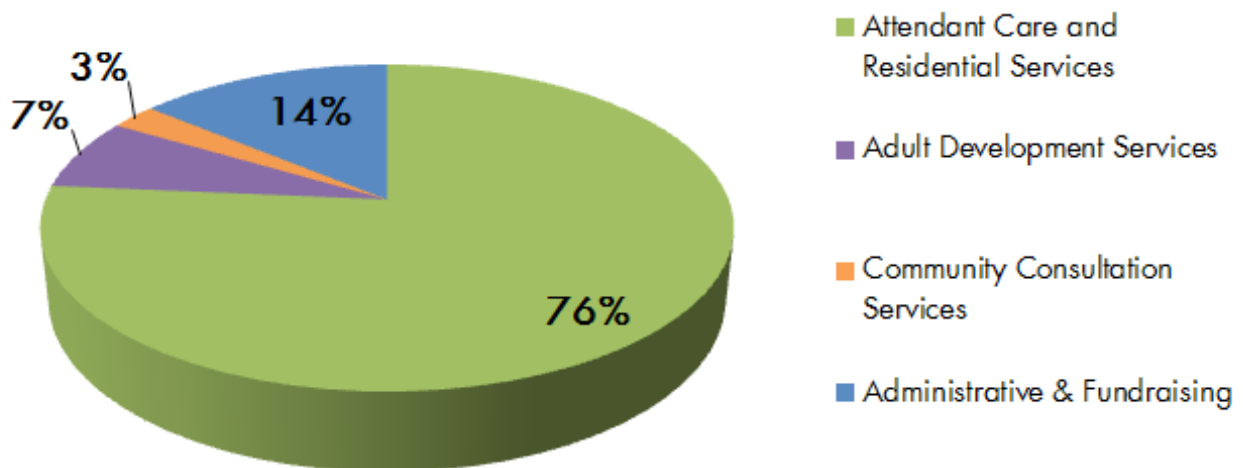


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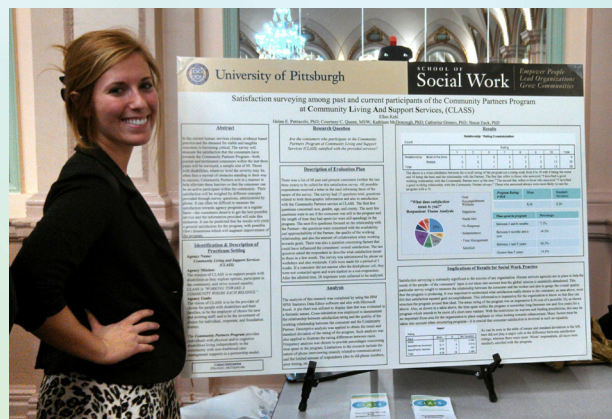
## Alliance For Community Respite Care

The Alliance for Community Respite Care (ACRC) of CLASS provides support and relief through respite care for caregivers. ACRC is committed to helping families access quality respite care. Respite refers to short-term, temporary care. It is typically provided for people with special needs so that caregivers, family members, foster parents, or friends can take a break from the daily routine of care giving.

In 2014, the ACRC of CLASS provided mini-grants to 46 families, totaling 1,998 hours of respite care.



*Mary Jo and Donna from ACRC*



*Ellen presenting her CLASS internship at Pitt*

Did you know CLASS hosts many student volunteers throughout the year? In 2014, CLASS mentored 11 students in BA and MSW Programs, providing more than 3,154 volunteer hours to CLASS. Students represented the University of Pittsburgh School of Social Work Program, School of Public Health, School of Pharmacy, and the Occupational Therapy Department of the School of Health and Rehabilitation Sciences, as well as Chatham University Counseling Education Program, Penn State Master of Education Program, and California University of Pennsylvania Accounting.

## Volunteers With CLASS

Interested in completing an internship or volunteering with CLASS?

Contact Melva Gooden-Ledbetter at  
412.683.7100 x2126.



Chris loves spending time with her family and is thankful to be strong enough to do so. As a participant in the Multiple Sclerosis Exercise and Support (MSES) Program at CLASS, Chris has learned exercises that have both reduced her symptoms of MS, and have helped her to maintain her strength, so that she may continue to play an active role in her family as well as her community.

Diagnosed with MS in 1986 at age 25, Chris overlooked her initial symptoms caused by MS which included numbness and tingling in her legs, as well as blurry vision. Chris was referred to a neurologist by her family doctor to find out more information about MS and how it would affect her. At the time of her diagnosis, Chris was employed as a unit clerk at Forbes Metro Hospital in Wilksburg, but had to retire as the symptoms caused by MS worsened.

In the spring of 2014, Chris began to search for different options that would assist her in building her strength. She experiences spasms in her legs and is only able to stand for short periods of time with assistance. An in-home wellness and maintenance program such as the MSES Program was a perfect fit for Chris.

The MSES Program Coordinator visits Chris twice per month. During each visit Chris stretches and exercises to build and strengthen her legs. In addition to the wellness program, the MSES Program Coordinator has helped Chris and her family learn more about MS and what resources are available to her.

Chris finds the program to be extremely helpful. The exercises have helped to decrease the spasms in her legs and have improved her muscle control. Because of the information and resources she has received through the MSES Program Coordinator, Chris is now more aware of her symptoms and strategies of how to lessen them, which has improved her overall quality of life. By improving both her strength and spirit, Chris has more confidence in her own ability complete her day-to-day activities.

For more information regarding the MSES Program and CLASS's other MS Services, contact Char Raynovich at 412.683.7100 extension 2245.

## MSES Program: Building Strength And Spirit



*Chris and Friends*


**MSSS provided  
812 visits to  
38 individuals  
supported  
by the MSES  
program.**

**MSSS  
supported  
8 social and  
support  
groups  
around the  
Pittsburgh  
area.**

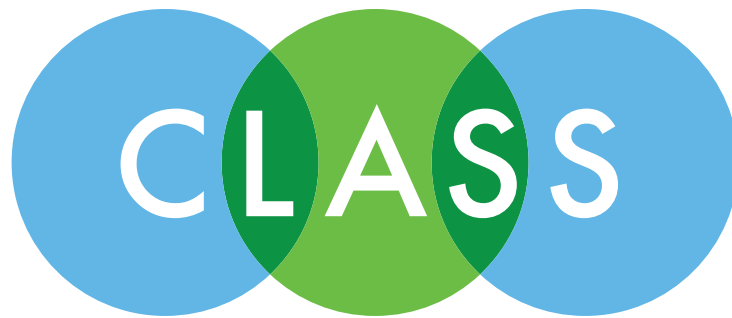
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The CLASS Board of Directors  
volunteered over 335 hours of their time and  
expertise through meetings, committees,  
and events in 2014.



Community Living  
And Support Services

1400 South Braddock Avenue  
Pittsburgh, PA 15218  
412.683.7100

For more information about CLASS, visit  
[www.classcommunity.org](http://www.classcommunity.org)