CADES IMPACT REPORT

INSIDE

A Letter from our CEO
Julie Alleman

Our Latest Progress
on our Strategic Plan Goals

Individual Impact
Jean Goodwin

CADES
Building Hope, Transforming Lives.
A LETTER FROM OUR CEO JULIE ALLEMAN

The work of CADES mission is empowering people to achieve their highest potential. In our new strategic plan, our purpose remains constant while we continually improve the ways we achieve the practices and qualities which make CADES the unique and extraordinary community it has become.

Every day, over 350 children and adults learn, play, socialize, work, live and grow with CADES. With a team that is 425 employees, 25 volunteers and 300 families strong, we create environments where we can fearlessly try new things and push the overall expectation to do better every day.

We are excited. We are optimistic. We believe that meaningful growth is possible every day when we combine our most important assets, the people we serve, the people who serve them, and the families and volunteers who support us.

This is our first triannual impact report. While it will provide details about the individual impact of strategic projects, our goal is to weave a strong thread connecting our story together, the story of everyday success at CADES.

Julie Alleman, CEO

CADES MISSION
CADES is a nonprofit human services organization dedicated to improving the lives of children and adults with intellectual and physical disabilities, using a family-centered approach to care.

CADES VISION
At CADES, we aspire to transform every life we touch so it is filled with meaning, dignity, and happiness.

CADES STRATEGIC PLAN

ENHANCE THE EMPLOYEE EXPERIENCE
We will continually invest in workforce solutions that empower professionals to deliver exceptional services and contribute to a positive workplace environment.

AMPLIFY QUALITY SERVICES
We will amplify our position as a provider of choice by advancing programming that exceeds stakeholder satisfaction.

EXPAND TECHNOLOGY ACCESS AND INNOVATION
We will expand new pathways of access for the individuals we serve and the staff who serve them.

GROW AND DIVERSIFY SERVICES
We will expand our brand recognition and core services that advance our mission and align with the priorities of the community.

EMBED DEVELOPMENT AS CORE TO OUR IDENTITY
We will cultivate relationships built on strong emotional connections with our staff, board, families, and community.

 CONTRIBUTE
Jon-Paul (JP) Pedergnana, M.Ed.
Director of Communications
610-328-5955 x1133
jon-paul.pedergnana@cades.org

This report will focus on initiatives aimed at the entire organization as well as progress within our four programs.
LEARNING CORNER

What is Augmentative and Alternative Communication (AAC)?
Whenever a student cannot rely on speech for all of their communication needs they may need to augment or use an alternative form of communication. Augmentative and Alternative Communication, or AAC includes all forms of communication that are not speech.

Preferred/Most Efficient Form of Communication for CADES students at George Crothers Memorial School

- High-Tech 38.6%
- Mid-Tech 26.6%
- Light-Tech 11.0%
- Unaided AAC 4.7%
- Speech Users 19.1%

How we use AAC at CADES
Every student at CADES uses a combination of high, mid, and light-tech communication. This data only indicates their preferred or most efficient form of communication. For example, most of our students that are primarily speech users will also rely on light-tech visuals, like a visual schedule, to support their receptive language. And high-tech communication users will often have access to mid-tech supports (like voice output switches) or low-tech supports (like eye gaze boards) that they can use when their device isn’t available.
ENHANCE THE EMPLOYEE EXPERIENCE

CADES provides a foundational Diversity, Equity, and Inclusion (DEI) training - Welcoming Diversity - based on the work of the National Coalition Building Institute. Staff comes together from across all programs to share their stories, their identities, and their experiences, contributing to a positive company culture rooted in our core values: respect, trust, and growth.

Since its inception, the workshop has grown in popularity and attendance, and has inspired a desire to continue learning about DEI, the forming of our DEI committee, and the creation of our Assistant Director of Culture Enhancement position.

Responses from Welcoming Diversity Post-Workshop Survey

“I will absolutely think about the interactions I have with colleagues, when I may need to tap someone as support, and to remain open-minded when I offend someone who is taking the time to educate me.”

“Be curious, open-minded, pause, listen, and continue to learn more about other cultures.”

“I will try to get to know my coworkers on a more personal level in order to build relationships.”

AMPLIFY QUALITY SERVICES

Our CADES at Aston Adult Program has developed a dynamic curriculum that is structured around the goals, interests, and desires of our participants while offering a wealth of opportunities to grow independent and pre-vocational skills.

CADES at Aston has developed a synergy between their curriculum and their growing number of community partners, where our participants have real-life opportunities to use their learned skills to make an impact in their community.

These partnerships include:
- City Team
- Lasagna Love
- DELCO Food Project
- Teacher’s Teammates
- Arbor Terrace Nursing Home
- The Samaritan’s Purse Project
- St. Alban’s Church

Sample CADES at Aston Curriculum Unit

<table>
<thead>
<tr>
<th>CORE SKILL BUILDING: INDEPENDENT LIVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Units</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Finances</td>
</tr>
<tr>
<td>Civics</td>
</tr>
<tr>
<td>Wellness</td>
</tr>
<tr>
<td>Specific Concepts</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Budgets Literacy</td>
</tr>
<tr>
<td>Voting Community</td>
</tr>
<tr>
<td>Meal Prep Safety</td>
</tr>
<tr>
<td>Safety</td>
</tr>
</tbody>
</table>

320 Hours spent in the community with only 2 transport vans
EXPAND TECHNOLOGY ACCESS AND INNOVATION

Recently, the GCMS Therapy Department found a new combination: eye-gaze communication with power wheelchair mobility—the eye-gaze power wheelchair.

As the name implies, eight students who currently use eye-gaze technology as part of their multimodal communication were given an opportunity to use those same skills to feel what it is like to be independently mobile by moving a power wheelchair with their eyes. The impact was tangible, and has us now exploring ways we could fund this for our students.

Over 50% of our students use some form of wheeled mobility and are dependent on caregivers for their mobility within their school and community. Being independently mobile plays a powerful role in a child’s development. For our students who rely on caregivers for mobility and/or cannot independently operate a power wheelchair with their appendages, an eye-gaze power wheelchair would be life-changing in accessing the world around them.

- Introducing power mobility at an early age has proven positive impacts on development of communication, cognition, perception, motor skills, play skills, social skills, and it can increase participation for children with motor delays.
- Parents have reported that power mobility promotes inclusion by providing their children with the opportunity to engage in meaningful age-appropriate activities with their siblings and same-age peers.

GROW AND DIVERSIFY SERVICES

This year, George Crothers Memorial School has expanded its Community Based Instruction (CBI) to unprecedented levels, partnering with a number of local businesses.

The Task Masters, which provides students with critical foundational skills needed to procure meaningful employment and/or volunteer opportunities, have developed relationships with the Park Avenue Community Center in Swarthmore, Teacher’s Teammates, the Media Food Bank, and more to put their learned skills into practice.

CADES Achievers, which works to provide opportunities for students to practice vocational, social, and leisure skills, engaged in a number of recreational and volunteer activities, including attending Zumba classes and interactive book clubs, preparing meals for residents of our Community Living Arrangements (CLAs), and using assistive technology for a Veteran’s Day fundraiser to raise money to support veterans in getting to their medical appointments.

“Students shift their gaze to a square on the tablet that represents a direction. The tablet reads this and activates the power wheelchair to move in that direction.”

Scan the QR code or visit our YouTube page to see students using the eye-gaze power wheelchair.

“We are thrilled to have CADES students volunteering with us. Their help and enthusiasm are invaluable to our operations.”

Rosemary Fox, Executive Director, PAC

8  Local businesses supported by the Taskmasters.
12  Taskmaster visits per week into the community to work.
205  Community visits by CADES Achievers in the first quarter of the year.
EMBED DEVELOPMENT AS CORE TO OUR IDENTITY

CADES is growing its external partnerships every day, including creating bonds between GCMS and our local school districts, like Wallingford-Swarthmore School District (WSSD), in offering inclusive learning opportunities that create impact for everyone involved.

INDIVIDUAL IMPACT

This past quarter, after almost two years, Jean Goodwin got her new power wheelchair. Jean and Adult Day Director Cindi Clark worked tirelessly through multiple appointments, exhaustive paperwork, difficult insurance regulations, and a number of setbacks to finally return Jean to her independence. Because of stories like these that are all too common for individuals we serve, CADES is excited about the legislation being developed by State Senator Tim Kearney that will improve this process and provide greater insurance coverage for wheelchair repairs and replacements.

SPECIAL THANKS

Special thanks to the following staff members who contributed their time and effort to this impact report.

• Sarah Ridilia, GCMS Physical Therapist
• Lizzie Volmer, GCMS Speech Language Pathologist
• Wendy Levin, OT and Transition Coordinator
• Alpha Barrie, Assistant Director of Culture Enhancement
• Bridget Finn, Assistant Director of Programming for ADP
• Claire Shallow, Assistant Director of Secondary Education
• Stephen Wagner, Chief Learning Officer