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Cover and inside front cover photos: J. Pemberton, Pivot Media, J. Spirakis, and T. Hirst
A Message from Clarke’s President and Board Chair

It is our pleasure to present you with Clarke’s 2009 Annual Report. The past year was a challenging and exciting time for us. We worked strategically and frugally to expand many programs, launch exciting new initiatives and serve more students and families more effectively than ever before.

As a pioneer in the field of auditory/oral education, Clarke continues to meet the changing needs of our children and families. Thanks to advances in technology—most notably, newborn hearing screening, sophisticated hearing aids, and cochlear implants—there is a tremendous emphasis on working with children as early as infancy.

Clarke programs adapted to that change early on, and today most of our on-site school programs are focused on very young children. In fact, over two-thirds of the children we serve across our five campuses are under six years old.

As children are diagnosed and mainstreamed at increasingly younger ages, Clarke professionals are in high demand. This year we launched our new Itinerant Teaching Program, which enables students, families and teachers to leverage Clarke’s expertise in their own communities. Through this program, Clarke provides direct teaching services to deaf and hard of hearing students in mainstream classrooms. We also assist the classroom teacher and the school in creating an optimal learning environment for each child.

This past year, we also launched a strategic planning process during which we explored new directions for the organization and for heightening visibility. In that regard, I’m pleased to announce that we have changed our name to the Clarke Schools for Hearing and Speech. We believe that this name more accurately reflects our distinct mission and multiple locations, and highlights our expertise in the field of oral deaf education.

Our new logo is a vibrant mark celebrating the growth and success of Clarke children. Each day, we watch and listen to them as they blossom—gaining confidence and acquiring the ability to reach their full potential.

While Clarke has a new name and a new look, our mission remains unchanged: Clarke provides children who are deaf and hard of hearing with the listening, learning and spoken language skills they need to succeed.

Each day we see achievements that just a few short years ago would not have been possible. The future for deaf and hard of hearing children has never been brighter. Thank you for helping us to strengthen and expand our work. We couldn’t do it without you.

William J. Corwin
PRESIDENT

Harley M. Sacks
CHAIR OF THE BOARD OF TRUSTEES
At Clarke, we take a unique approach to fulfilling our mission so that every child is given the opportunity to flourish.

Clarke transforms lives—not only the lives of children who are deaf and hard of hearing—but those of their families too.

On the following pages you’ll meet five families who will share their Clarke experiences and continuing journeys of success.
Unlocking a
World of Possibility
for Clarke children

When Azaryah reached five months of age, her family became concerned because she was not responding to her name. At first, her mother Tia thought it just wasn’t her time to begin speaking. However, both Tia and Azaryah’s father, Starling, knew their daughter should at least be responding to sound. When Azaryah was eventually diagnosed with profound hearing loss, her parents worried about their daughter’s future. Tia remembered thinking, “How is her life going to turn out?” She wondered if she’d ever be able to have a conversation with her bright-eyed, precious little girl.

After Azaryah enrolled at Clarke’s Jacksonville campus, Tia and Starling’s fears disappeared as they learned that the future was still bright for their daughter. Azaryah blossomed as she learned how to listen and speak, and her parents felt comforted and confident that their daughter would be able to one day thrive in the speaking world.

“She has learned so much throughout her time at Clarke and her speech is improving every day. Clarke helps parents to have a conversation with your deaf child, which was once something I thought was not possible,” said Tia.

Azaryah, now age four, is a social butterfly who loves to chat with her classmates, share stories about her school day with her family, laugh, and perform songs that she’s learned in the classroom. Her parents have changed, too. They are thrilled knowing Azaryah has every opportunity to become the person she was meant to be, and are excited about the promising future that awaits their child.

Azaryah Lanier is all smiles while learning to listen and talk at Clarke’s Jacksonville campus.

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“We couldn’t be happier with Clarke,” say Michelle and Patrick Kennedy, of Milton, Massachusetts. Their sons Tyler (age 5) and Braden (age 2), both wear bilateral hearing aids and received Birth to 3 services at Clarke’s Boston campus.

Thanks to the early support services Tyler received at Clarke, he was ready to attend his neighborhood school by the age of three, and enrolled in the Milton School’s integrated preschool program. This past year Clarke provided Tyler with speech and language services, as well as consultation services to his public school teachers, to ensure he would reach his full potential in his mainstream school environment.

“It has been great to have Clarke there to point out the services that our child needs,” said Michelle. “The mainstream services Clarke offers has allowed Tyler’s mainstream preschool teachers to become better educated on the various ways they can help Tyler learn and thrive in the classroom.”

In order to stay informed as parents, Michelle and Patrick have attended parent advocacy trainings, as well as other workshops and seminars. They always share resources with other parents, and, most recently, the Kennedys attended Clarke’s Family Weekend at Clarke’s Northampton campus to connect with others who face similar challenges.

“From the moment we went to Clarke to visit, we knew this is where we wanted to be. It just felt like the right decision for us, and it was,” said Michelle. “Everyone has always been so supportive and informative. Clarke’s staff members are always available to us for questions. I don’t know where we would be without them.”
“Ashley’s work on the sensory motor gym will help her focus, so she can think about how she’s moving on the equipment, stay safe, and communicate all at the same time.”
—Meghan Condron, PHYSICAL THERAPIST

Ashley Doonan shown “hanging around” at Clarke’s New York campus.

Helping Children Thrive Socially, Academically, and Physically

The lower level of Clarke’s New York campus is a place any child would love to visit. Equipped with a rock climbing wall, a swing, play equipment, and plush, comfy mats, the area looks like a paradise for play—and it is.

But the gym, purchased and installed thanks to a generous grant from Ronald McDonald House Charities of the New York Tri-State area, is much more than a play area for Clarke children. It is a sensory motor gym which helps them develop critical gross and fine motor skills, giving them physical strength and self-confidence to thrive alongside their hearing peers. All developmental domains—cognition, communication, social-emotional, and motor—are interrelated and none are overlooked by Clarke’s professionals. Clarke provides the optimum environment for each child so they can use their intellect, talents, and energy to their full potential.

Ashley Doonan is one student who reaped the benefits of the sensory motor gym. This equipment enabled Physical Therapist, Meghan Condron, to teach this fearless four-year-old how to play safely, improve her balance, and increase her strength. Ashley also learned communication skills and how to perform dual tasks, like keeping her balance while playing a game.

“She’s done amazingly well,” said Meghan. “Her work on the sensory motor gym will help her do every day things like playing with her friends at the park. This has helped her focus so she can think about how she’s moving on the equipment, stay safe, and communicate at the same time.”

Whether in the gym at Clarke’s New York Campus, on soccer fields in Northampton, in music classes at Clarke’s Boston and Pennsylvania campuses, or on the playground at Clarke’s Jacksonville campus, Clarke’s whole-child approach is ensuring that deaf and hard of hearing children are getting a well-rounded education that will help them develop into curious, successful students, who enjoy learning and exploring all their interests.
Martha and Christofer deHahn first visited Clarke 16 years ago, when their son Patrick was diagnosed with a profound hearing loss at nine months old. Patrick was one of the 95% of children with hearing loss whose parents both have typical hearing. Not surprisingly, Martha and Christofer had a lot of questions.

Their quest for information took them from their Central Massachusetts home to Clarke’s Family Weekend in Northampton—an event recommended by Patrick’s audiologist. That weekend began a 16 year relationship with Clarke that remains strong today.

“We immediately felt like we were home,” said Martha about that first visit to Clarke. “Patrick was so happy to see children talking and laughing. We knew that Clarke would be good for him.”

Patrick thrived in Clarke’s preschool and when the deHahns second child, Catherine, was born five years later and diagnosed with profound hearing loss at four days old, she began receiving Clarke services almost immediately. “Having Clarke as a resource for both our children was very comforting,” said Martha.

When Catherine and Patrick entered mainstream schools, Catherine after first grade and Patrick as a freshman in high school, both were guided each step of the way by Clarke’s Mainstream Services.

“When our kids were ready to leave Clarke, the Mainstream Services consultants were invaluable in helping us before, during, and after team meetings. They ensured that the classroom environment met our children’s needs, and always provided help when needed, even if it was just for moral support,” said Christofer.

“Clarke helped me self-advocate for the services I need,” said Patrick, now a senior in a mainstream high school. “I took that knowledge with me to high school, and I wouldn’t have done as well in high school without those services.”

Today, both Catherine and Patrick are honor roll students in mainstream schools. Both participate in numerous extracurricular activities and are contributing members of their school community. Thanks to Clarke’s comprehensive network of integrated services, the deHahn family has never felt alone in their child’s journey, even when that journey took them away from Clarke and into the mainstream.

“Clarke fully prepared me for mainstream school and gave me the confidence to fully succeed. If it wasn’t for Clarke’s support, I wouldn’t be where I am today.”

—Catherine deHahn
Clarke made an impact on more than 3,400 people through our academic programs, services, workshops, and outreach efforts.

815 children were served through educational and early childhood programs, audiological services and mainstream services at five locations.

As more and more deaf and hard of hearing children enter mainstream schools at earlier ages than ever before, the need for mainstream support has grown.

Answering a call for our expertise, Clarke's campuses are expanding Mainstream Services. Our Northampton-based Mainstream program recently introduced an itinerant teaching model that offers direct instruction by Clarke staff to deaf and hard of hearing children in neighborhood schools. Our Mainstream staff also equips educators in public and private schools with instructional techniques, information about hearing technology like cochlear implants, and an understanding of the impact of deafness on everyday living, so that they are better equipped to help deaf and hard of hearing children achieve success in their classrooms.

Clarke students who left our schools in 2009 to join their hearing peers in their neighborhood schools represent a wide range of ages, from three to fifteen. Each has a unique and inspiring story, as most began their lives with very limited access to sound and are now able to communicate effectively both in and out of the classroom.

Jennifer Akiva, who served as the 2009 student speaker for Clarke's commencement exercises last June, came to Clarke in 2001 as a shy seven year old. When she arrived, her speech was very limited—it was very difficult for her peers and her teachers to understand her. Thanks to Clarke's transformative programs, Jennifer has developed into a young woman who is confident in her daily life and is currently attending a mainstream high school.

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Clarke graduates Ben and Cal Davis are also attending mainstream schools. They are known as the “comic duo” at Clarke’s Jacksonville campus. The twin brothers love to share jokes and are convinced they will star in their own sitcom some day. Ben and Cal have come a long way since they enrolled at Clarke in 2003 at the age of two. Life had been a challenge for the boys up until that point. They struggled to communicate with their parents, and became so frustrated that they spent most of their time crying. Tears have now been replaced with laughter, and their mother, Angela, is thrilled with their success.

“They’ve done awesome,” said Angela. “They’re talking, they have personalities, they’re funny, and they are getting what they need. I just think that Clarke is a wonderful place—Clarke staff has the ultimate knowledge and the ultimate skills to be teaching children how to listen and speak.”

Clarke’s 2009 Graduates Entering Mainstream Schools

BOSTON
Eric Barreiro, 5
Alicia Chang, 6
Joseph Morel, 7

JACKSONVILLE
Courtney Charpiat, 4
Ben Davis, 7
Cal Davis, 7
Christian Feipel, 7
Clayton McKeever, 4
Gabriel Rechdan, 6
Jack Tonello, 8

NEW YORK
Aniyah Bulgar, 5
Ashley Doonan, 4
Aquetzalli Rodriguez, 4
Jonesy Strell, 5
Kevin Zarate-Ramos, 4

NORTHAMPTON
Middle School
Abdullatif Ebrahim Alsalem, 16
Jennifer Lillian Akiva, 15
David P. Bach, 16
Caitlin Nicole Lissauer, 16
Kelon Joshua Phillips, 15

YOUNG GRADUATES
Tamar Feinland, 3
Jack Arnold, 5
John Phillip Patton, 8

PHILADELPHIA
Ryan Budka, 5
Ellie Perry, 5
Joe Perry, 5
Sammy Perry, 5
Shelby Sinkowski, 6

As of June 2009, 1,477 teachers trained through the Smith College/Clarke Graduate Program in Teacher Education have impacted the lives of thousands of deaf and hard of hearing children in all 50 states and 34 nations.
July 1, 2008–June 30, 2009

Assets
Cash and Equivalents ................................................................... 2,043,924
Accounts Receivable, Net .......................................................... 380,698
Contributions Receivable, Net ...................................................... 2,066,187
Fixed Assets, Net .......................................................................... 10,877,466
Investments .................................................................................. 14,752,628
Other Assets ................................................................................... 540,611
TOTAL ASSETS ............................................................................. 30,661,514

Liabilities
Accounts Payable and Accrued Expenses .................................... 868,955
Annuity and Unitrust Payable ....................................................... 404,054
Deferred Revenues ...................................................................... 75,433
Other Liabilities ............................................................................ 8,737
TOTAL LIABILITIES ...................................................................... 1,357,179

Net Assets
Unrestricted Net Assets .............................................................. 11,404,396
Temporarily Restricted Net Assets ............................................... 3,338,822
Permanently Restricted Net Assets .............................................. 14,561,115
TOTAL NET ASSETS ................................................................... 29,304,335

TOTAL LIABILITIES AND NET ASSETS .................................... 30,661,514

*Total new gifts and pledges for the year were $5,011,885
A complete copy of financial statements audited by McGladrey & Pullen LLP is available upon request.
The Board of Trustees, Staff and Families of Clarke Thank You!

We were proud to receive just over 5 million in gifts and pledges during Fiscal Year 2009. Even in a down economy, 1,772 of our supporters showed their commitment to Clarke’s mission this past year by making charitable contributions to Clarke. While overall fundraising revenues were down this past year because of the difficult economic climate, the increase in Clarke donors from the previous fiscal year bodes very well for the future.

A Lasting Legacy

Our dear friends Mildred O’Neal, Eleanor Garlock, Colburn Bailey, Charles G. Blumenauer, Helen and Joseph Dyer, Edith Frankel, Louise Jostedt, Roma Fineberg Kaufman and Florence Linde all remembered Clarke in their wills. We are proud to honor the lives of all these men and women by using their generous bequests to strengthen the services and programs at Clarke.

Your Gift had Twice the Impact

Our long-standing partnership with the Oberkotter Foundation continues. Their leadership and investment in Clarke’s five campuses ensure we are reaching the most children and families possible. Their challenge grants help provide double the support to our schools, and serve as a tremendous source of inspiration to our donors.

Members of our Board of Trustees helped to inspire our donors through a matching gift challenge, which is a powerful testament to the commitment of our Board to further Clarke’s mission. Clarke is fortunate to benefit from the generosity and vision of such a committed group of volunteer leaders.

Clarke Volunteers Make a Difference

Our local Steering Committee members and other committed volunteers worked hard to ensure special events at all five Clarke campuses brought in new friends, publicity about our work and $175,000 in gifts and pledges.

Thank you again to all our generous supporters who ensure Clarke children with hearing loss receive access to the services they need to lead fully engaged lives.
Clarke thanks the following individuals, groups, corporations and foundations for their gifts and pledges to Clarke between July 1, 2008 and June 30, 2009.
Build Your Legacy at Clarke

You have helped to shape the lives of many children over the years. Please consider joining others by investing in future generations of children and families who will turn to Clarke for hope and promise. All you need to do is add Clarke to your will.

This is a gift that will cost you nothing, but can give you the joy and satisfaction of knowing that your lifelong commitment to deaf and hard of hearing children will continue. You might also consider working with us in establishing a planned gift—some that will provide you with income during your lifetime as well as additional tax benefits.

Either way, you can continue to transform the lives of children at Clarke for years to come. We will be honored to add you to our Legacy Society for Clarke Children. For more information, contact us at develop@clarkeschools.org.
Hears to You – The National Discount Battery Service
Send Us Your Email Addresses!

Staying in touch via email allows Clarke to save postage and paper costs. It also enables us to direct more resources toward our programs and schools. Clarke emails will keep you posted on exciting school highlights, upcoming events and media attention. Currently, we are in the process of building a Clarke email database, and we need your help.

To jump-start this important initiative, we will send a brand new Clarke tote bag to the first 50 individuals who email us their name, address and phone number to develop@clarkeschools.org by March 31, 2010.

Thank you for your support. SEE YOU ONLINE!
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