



THE HEARING AND SPEECH AGENCY

Improving Lives Through Communication

FACT SHEET

Organization	The Hearing and Speech Agency of Metropolitan Baltimore (HASA)
Status	Non-profit 501 (c) (3)
Founded	1926
Key Staff	Susan Glasgow, M.A., CCC-SLP, Executive Director Jill Berie, M.S., Educational Director, Gateway School Donna E. Roberts, Chief Financial Officer Helen N. Snyder, Director of Development Olga Polites, M.S. CCC-SLP, Clinical Director Marguerite Montgomery, Program Director/Centralized Interpreter Referral Service John Sloan, M.S., CCC-Fellow, Clinical Program Specialist
Location	Headquarters: 5900 Metro Drive Baltimore, Md. 21215
Employees	HASA employs 89 full- and part-time employees as well as 150 contractual sign language and oral interpreters.
Mission	HASA is a private, non-profit organization dedicated to meeting the speech, language, and hearing needs of Maryland's children and adults. The agency is a direct service provider, an information resource center, and an advocate for people of all ages who are deaf, hard of hearing, or who have speech-language disabilities.
Services	HASA offers a number of comprehensive programs and individualized services, including Centralized Interpreter Referral Services, Clinical Services, and the Gateway School for children ages 3-12. HASA's state-of-the-art facility – The Harry and Jeanette Weinberg Building – encompasses classrooms, audiology testing booths, therapy suites, resource centers, and numerous other therapeutic amenities to improve lives through more effective communication.
Clients	Serving more than 4,000 clients and students annually, HASA works with people of all ages and income levels throughout Maryland, including the following counties: Anne Arundel County, Baltimore City, Baltimore County, Carroll County, Harford County, and Howard County.

Service Statistics

Centralized Interpreter Referral Services	2003	2004	2005
Deaf Individuals Served	1,593	2,337	2,416
Hours of Interpreting Provided	48,663	50,217	55,888
Students of American Sign Language Classes	157	79	94

Residences of clients: Anne Arundel County 4%; Baltimore City 11%; Baltimore County 22%; Carroll County 1%; Harford County 7%; Howard County 1%; Unknown 54%

Gateway School	2003	2004	2005
Enrollment	46	51	57
Speech-Language Therapy Sessions	6,340	7,830	9,020
Occupational Therapy Sessions	2,296	2,860	1,620
Physical Therapy Sessions	236	260	360
Counseling Sessions	410	545	580

Residence of students: Baltimore City 91%; Baltimore County 9%

Clinical Services	2003	2004	2005
Clients Served	1,346	1,864	1,989
Audiology Evaluations/Fittings	916	1,348	1,505
Occupational Therapy Evaluations		10	26
Occupational Therapy Sessions	63	265	653
Speech-Language Evaluations	644	929	946
Speech-Language Therapy Sessions	4,686	7,778	8,392

Residences of clients: Anne Arundel County <1%; Baltimore City 66%; Baltimore County 25%; Carroll County <1%; Harford County 1%; Howard County 1%, Unknown 6%

Client ages: 0-3 years 576; 4-18 years 1,109; 19-59 years 211; 60+ years 183

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PROGRAMS AND SERVICES

Since 1926, the legacy of The Hearing and Speech Agency (HASA) has been one of hard work, innovative solutions and an unwavering commitment to meeting the speech, language and hearing needs of children and adults throughout Maryland. A private, non-profit organization located in Baltimore City, HASA leads the way as a direct service provider, information resource center, and advocate for people of all ages. HASA is dedicated to helping children and adults fulfill their potential and explore every opportunity to enjoy a happy and rewarding future.

Centralized Interpreter Referral Services

Interpreter situations occur where and when clear, accurate communication needs to take place between a deaf or hard-of-hearing person and a hearing person. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act requires most employers, schools, government entities, and places of public accommodation to provide qualified interpreters or auxiliary aids to ensure effective communication. HASA provides around-the-clock interpreter services for a number of situations, including education, counseling, employment, medical care, mass media, legal/court rooms, religious settings, law enforcement, and recreation among many others. Direct interpreter referral services offered by HASA, include:

- Sign language and oral interpreters
- American sign language classes
- Deaf awareness workshops
- VISion (Video Interpreting Service)

Gateway School

The Gateway School is a program tailored to the unique needs of HASA's students, ages 3-12, whose disabilities are often complex and multifaceted, and may be medically complicated. HASA provides small, contained classrooms that offer an intensive and integrated program of special education and related services. Gateway promotes open communication with parents and outside professionals through its open-door observation policy, an active parent-teacher organization, ongoing parent support groups, and continuing education workshops and lectures. Gateway, an 11-month, full day educational and therapeutic program, is approved by the Maryland State Department of Education and meets the criteria for non-public tuition assistance. HASA also accepts private pay students. Gateway is designated for children with disabilities related to:

- Speech/language impairment
- Hearing impairment
- Autistic spectrum disorders
- Other health impairment

Clinical Services

HASA's Clinical Services program provides speech-language pathology, occupational therapy, and audiology to infants, toddlers, school-age children and adults who need on-site, home or community-based services. HASA offers a sliding fee scale for clients who qualify. The agency also participates in *Hear Now*, a national program that provides hearing aids to individuals at or near the poverty level.

Speech-Language Pathology

HASA provides screenings, evaluations and therapy for speech-language disorders, including: speech/articulation, oral motor, language, auditory-processing, phonological awareness, stuttering, voice, language learning disabilities, language-based reading difficulties, and oral-education therapy related to cochlear implants/hearing loss.

Audiology

HASA provides the following audiology services for infants, children and adults:

- Comprehensive hearing testing, including middle ear testing
- Hearing aid evaluation and selection (standard analog devices to the latest digital technology)
- Fitting of custom earmolds, hearing protectors and swim plugs
- Simple hearing aid repairs
- Hearing aid batteries and accessories
- Cerumen (earwax) removal prior to testing

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KEY PERSONNEL

Susan H. Glasgow, M.A., CCC-SLP, Executive Director

Joining The Hearing and Speech Agency in April 1994 Susan Glasgow is the non-profit organization's executive director. She is responsible for the overall administration and management of HASA, including an annual budget of more than \$7 million and a staff of approximately 89 full- and part-time employees and 150 contractual sign language and oral interpreters.

Susan reports to the board of directors and is an ex officio member of the board and board committees. She has chaired and served on national, state and local committees dedicated to agency partnership, strategic planning and legislative advocacy for people who are deaf or hard of hearing or who have speech and language disorders.

Susan has a master's degree in speech-language pathology from the University of Tennessee and a bachelor's degree from West Virginia University. She is a certified, licensed speech-language pathologist.

Jill Berie, M.S., Educational Director, Gateway School

As a special educator and administrator with more than 20 years of experience, Jill Berie has worked in varied settings with special needs children, preschool through 21 years of education. Her professional experience includes curriculum development and instruction, program development and staff training, and diagnosis and assessment. As educational director, Jill oversees all aspects of the day-to-day operations of Gateway School – an approved Maryland State Department of Education nonpublic, special education program for children, ages 3-12, with severe speech, language or communication disabilities.

Jill received her master's in special education from Bank Street College of Education in New York City and an undergraduate degree in elementary education from Simmons College in Boston, Massachusetts. She also holds advanced professional certificates in special education, infant – grade 3, special education principal/supervisor and reading specialist – grades K-12.

Donna E. Roberts, Chief Financial Officer

As chief financial officer, Donna Roberts is responsible for the management and direction of the financial operations of The Hearing and Speech Agency that include the design, implementation and maintenance of the accounting systems, client billing and collection, and the payroll operation. Joining the agency in 1995, she has seen the budget increase from \$2.7 million to \$6.1 million in eight years.

Donna previously served as the director of administration and real estate for The Disabled American Veterans and continued employment on a contractual basis until February 2001.

Donna is a graduate of Towson University where she earned a bachelor's degree in accounting.

Helen N. Snyder, Director of Development

In collaboration with The Hearing and Speech Agency's board of directors and staff, Helen Snyder oversees all aspects of the agency's \$7.6 million capital campaign, annual fundraising efforts and related events. Prior to joining The Hearing and Speech Agency, Helen managed an annual campaign that raised \$5.3 million dollars for a human services organization and she served as director of major gifts for the American Lung Association where she reestablished, expanded and organized all aspects of the corporate and foundation support.

From 1999-2002, Helen served as the corporate and foundation gifts manager for the Baltimore Opera Company. She was responsible for all the identification, cultivation, solicitation and administration of the activities related to public, corporate and foundation funding sources that totaled more than \$1 million in support of annual operations and campaign goals. Her additional professional experience includes organizational consulting for a non-profit cultural organization where she assisted in all aspects of the development and implementation of a capital campaign and event planning.

Helen received her bachelor's degree in elementary education at the University of Maryland, College Park. Completing her degree, she taught in elementary schools in Baltimore City and Baltimore County and substituted in several independent schools.

Olga Polites, M.S., CCC-SLP, Clinical Director

Olga Polites began her career at The Hearing and Speech Agency working fulltime at the Gateway School. In 1987 she transferred to the clinical department and worked at the agency's satellite center, the Hilgenberg Scottish Rite Center for Childhood Language Disorders. In 1994, Olga became coordinator of the Scottish Rite Center. Since then, she was promoted to director of speech and language services in 2000 and to clinical director in 2002.

Olga enjoys working with pre-school and school-aged children who have difficulties with reading and phonological awareness skills. She was one of the first professionals certified in Maryland to administer FastForWord programs.

Olga attended Loyola College where she earned her bachelor's degree in speech pathology and audiology and her master's degree in speech pathology. Prior to joining The Hearing and Speech Agency in 1983, she worked in the Baltimore City Public Schools.

Marguerite Montgomery, Program Director/Centralized Interpreter Referral Service

A native of Jacksonville, Illinois, Marguerite Montgomery moved to Baltimore, Maryland in 1963. She came to The Hearing and Speech Agency in an administrative support position in 1986 as the agency opened its newest program at the time, The Centralized Interpreter Referral Service (CIRS). Marguerite brought to the position her knowledge of deafness, sign language, and administrative skills along with a desire to help deaf consumers receive appropriate services by providing qualified interpreters and educating the Baltimore business community about the need to provide equal access to the deaf.

CIRS, the first interpreter service in Baltimore City, quickly grew as the community became aware of the interpreting services, advocacy and educational information available. CIRS was the first program to offer 24-hour emergency services in Baltimore.

In 1994, Marguerite became the program director of CIRS. With the support of a knowledgeable, enthusiastic staff, Marguerite led CIRS to its current annual revenue of more than \$2 million. In addition to providing qualified sign language and oral interpreters, the program offers American Sign Language courses, an internship to further develop novice interpreters, deaf awareness programs, and advocacy in the community.

John Sloan, M.S., CCC-Fellow, Clinical Program Specialist

John Sloan is a speech-language pathologist with 30 years professional experience in public school, university and clinical settings. John is a fellow of the American Speech-Language Hearing Association and a board certified specialist in the treatment of stuttering. He has presented more than 100 professional workshops and has taught college level courses in speech-language pathology and special education at Loyola and Villa Julie.

John has extensive experience in the development of electronic resources for use in educating clients, families and professionals. Most recently he was involved in the development of both distance learning and online learning courses as a cooperative grant between Loyola College and The Maryland State Department of Education. During the summer of 2003, John developed and administered an online course entitled *Introduction to Exceptionality*. John has used Blackboard and iCourse technologies in linking students and clients to the resources available on the Internet.



SPEECH, LANGUAGE AND HEARING FACTS

General Facts

Communication disorders affect approximately 46 million Americans. Of these, 28 million have hearing loss and 14 million have a speech or language disorder.

-- American Speech-Language-Hearing Association

Communication disorders cost the U.S. between \$30 and \$154 billion for lost productivity, special education, and medical care annually.

-- The National Institute on Deafness and Other Communication Disorders

While the median income of all families in 2000 was \$50,046, the median income of families with members with a sensory disability was \$38,775.

-- U.S. Census Bureau

State and federal education departments spend about \$36 billion each year on special education programs for individuals with developmental disabilities who are 3-21 years old.

-- National Center on Birth Defects and Developmental Disabilities

In 2002, the total spending to educate the average student with a disability amounts to \$12,639.

-- U.S. Department of Education

An estimated 15 to 25 percent of young children have some type of communication disorder.

-- American Speech-Language-Hearing Association

More than 12,000 babies are born each year with significant hearing loss, which can affect their speech and language development.

-- The National Institute on Deafness and Other Communication Disorders

A new case of autism is diagnosed nearly every 20 minutes.

-- Autism Speaks

The estimated annual cost of autism will increase to \$200-400 billion by 2013.

-- Autism Society of America

Speech Facts

Approximately one percent of the general population stutters.

-- American Speech-Language-Hearing Association

Approximately 7.5 million people in the U.S. have trouble using their voices.

-- National Institute on Deafness and Other Communication Disorders

People with severe speech disabilities are more often found to be unemployed or in a lower economic class than people with hearing loss or other disabilities.

-- National Institute on Deafness and Other Communication Disorders

Eight out of 10 adults who stutter say that stuttering interferes with their performance at work or at school. Nearly four out of 10 report being denied a job or promotion because of their stuttering.

-- American Speech-Language-Hearing Association

An estimated 10 percent of children entering first grade have moderate to severe speech disorders, ranging from substituted and missing sounds to serious impairments that make their speech almost impossible to understand.

-- National Institute on Deafness and Other Communication Disorders

Between 28 to 60 percent of children with a speech and language deficit have a sibling and/or parent who is also affected.

-- National Institute on Deafness and Other Communication Disorders

85 percent of adults who had undergone speech therapy had two or more different treatment experiences and 31 percent had five or more.

-- American Speech-Language-Hearing Association

Boys are three to four times as likely to experience speech disorders as girls.

-- National Institute on Deafness and Other Communication Disorders

Language Facts

Between six and eight million people in the U.S. have some form of language impairment.

-- American Speech-Language-Hearing Association

In 2001, there was a 30 fold increase in the number of children with speech and language disorders in the past ten years.

-- US Department of Education

About one million persons in the U.S. have aphasia (partial or complete impairment of language comprehension and expression caused by brain damage, most often from stroke).

-- National Institute on Deafness and Other Communication Disorders

It is estimated that approximately 80,000 individuals acquire aphasia each year.

-- National Institute on Deafness and Other Communication Disorders

Most people have acquired up to 85 percent of their adult capacity for language by the time they are five years old.

-- Alternatives in Education for the Hearing Impaired

Research indicates that 17 to 20 percent of children in the U.S. experience substantial difficulties in learning to read, and that more than a third of students in fourth grade read below the basic level. Children who are not fluent readers by fourth grade are likely to continue struggling with reading into adulthood, which makes early identification and intervention of reading problems essential to a child's success in school and society.

-- American Speech-Language-Hearing Association

About eight percent of American school children have difficulty developing and using language. These difficulties create problems not just with speaking but also with reading and writing.

-- National Institute on Deafness and Other Communication Disorders

A majority of all poor readers have an early history of spoken-language deficits.

-- American Speech-Language-Hearing Association

Hearing Facts

As of 2005, more than 31.5 million Americans found it difficult to hear without a hearing aid, an increase of nearly 10 percent since 2002.

-- Better Hearing Institute

For the 24 million Americans with untreated hearing loss, the impact of doing nothing about this problem equates to at least \$100 billion in lost income per year.

-- Better Hearing Institute

Average lifetime costs per person are estimated at \$417,000 for persons with hearing loss.

-- Centers for Disease Control and Prevention

One in six baby boomers have a hearing problem; one in 14 Generation Xers already have hearing loss; at least 1.4 million kids have hearing problems. Despite the rising incidence of hearing loss, only about 1 out of 4 people with this problem use a hearing instrument. More than one million children with hearing problems are not being treated.

-- Better Hearing Institute

Projections on the hearing loss population through the year 2050 indicate that the hearing loss population will increase to almost 53 million and that the figure will surpass 40 million by 2025.

-- Better Hearing Institute

Only 17,000 people worldwide had cochlear devices implanted last year. Yet, in the U.S. alone, some 900,000 people are believed to be deaf or near-deaf.

-- *Business Week*, 14 November 2005

Each year, there are about 50,000 to 100,000 people worldwide who become deaf in one ear.

-- *Business Week*, 7 December 2005

Only 1 out of 5 people who could benefit from a hearing aid actually wears one.

-- National Institute on Deafness and Other Communication Disorders

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