

2025 ANNUAL REPORT

little listeners

CID CENTRAL INSTITUTE FOR THE DEAF

It all starts with access to sound.



Educators and speech-language pathologists in the CID family center and school help children catch up socially and academically so they can thrive in their neighborhood schools.

Most children learn by listening. CID audiologists optimize hearing as early as possible to improve outcomes for those with hearing loss.

Because of our generous community, every child with hearing loss attends CID tuition-free.

September 1, 2024–August 31, 2025

WHO WE SERVED

3,332 professionals ↑ 11.5%

- early intervention providers
- teachers of the deaf
- speech-language pathologists
- pediatric audiologists
- school districts
- general educators

- 50 U.S. states
- Washington, DC
- Guam
- Puerto Rico
- 41 other countries

297 children ↑ 12%

288 caregivers ↑ 8.5%

18 Illinois counties
21 Missouri counties and St. Louis + Kansas City and India

46% birth–age 3
54% age 3–18

25% of CID families lived below the federal poverty level

64% white **16%** black **9%** multi-racial **5%** Asian **4%** Hispanic **2%** other

Our littlest listeners

For more than a century, listening has been at the heart of CID's work—and its importance has never been clearer. For a child who is deaf or hard of hearing, access to sound isn't just about hearing—it's about developing language, making meaning and, ultimately, building the foundation for literacy. At CID, we begin with our littlest listeners, partnering with families from diagnosis through device fitting to ensure sound reaches babies' brains. These early moments matter. They shape neural pathways, support language acquisition and set the stage for lifelong learning.



From first sounds to full sentences, our listening and spoken language programs are designed to grow with each child. In our classrooms, children learn to listen, speak, achieve and engage with the world around them. As they move into their local schools, we continue to support them through audiology, enrichment and alumni connections programs, ensuring progress is sustained and success is shared. Across every stage, our work is grounded in the understanding that strong listening skills are tied directly to later literacy outcomes. With the right support, children who are deaf and hard of hearing can thrive alongside their hearing peers.

Just as important as what we do is how we know it's working. CID is deeply committed to measuring outcomes, evaluating programs and using data to continuously improve. From tracking language and literacy growth to assessing long-term student success, our data enables us to refine our strategies, strengthen our impact and operate more efficiently. This commitment ensures that we deliver high-quality services today while building a model that will serve more children, even more effectively, in the years ahead.

CID is also committed to training and supporting professionals, including educators, audiologists and other specialists who carry this knowledge into classrooms and clinics across the world. By working alongside them, we expand the reach of effective listening and spoken language practices and help more children succeed.

Without the collective commitment of our community, none of this would be possible. The services we provide—most at no cost to families—require meaningful investment. We're deeply grateful to our board members, staff and generous donors whose support is vital to this work. Because of you, each of our littlest listeners, tallest talkers and every child in between has access to sound, language and support that open doors to opportunity. **Thank you.**

Heather Grantham, PhD
Executive Director
Central Institute for the Deaf

Martha E. Jones Pediatric Audiology Center

BIRTH–AGE 18

↑ 12%

264 children

↑ 15%

364 hearing devices managed

200	digital hearing aids	**86%**
107	cochlear implants	**90%**
57	bone-anchored hearing aids*	**100%**

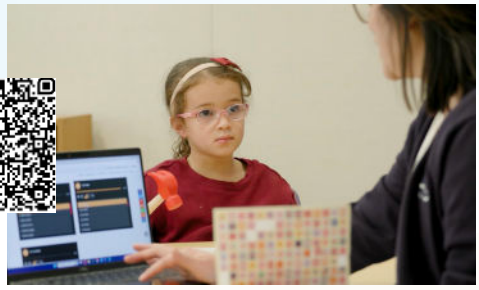
met prescriptive targets and aided audibility goals across evaluation appointments

✓ 80% GOAL

1,560 scheduled diagnostic sessions
417 same-day troubleshooting services
14,593 loaner device days
8 school district contracts for educational audiology

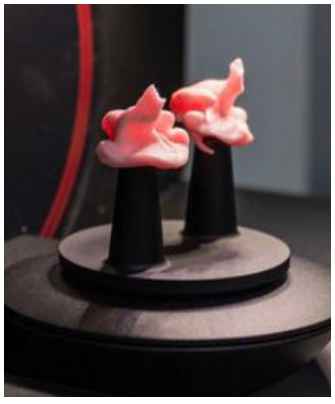
includes consultations, trainings, classroom listening evaluations and assistive technology management

Learn more.



CID 3D-PRINT EARMOLD LAB

Well-crafted earmolds keep hearing aids snug and are essential for the devices to work. 2024–2025 was the first full year of operation of CID's innovative 3D-print earmold lab. In total, our audiologists successfully produced and fit:



231 custom earmolds

average days to make earmolds **6**

adding a possible

17,000 words heard per day*

for each of **74** children

**estimated average 24 days of access to sound gained per child*

100% of caregivers surveyed agreed or strongly agreed:

"I trust my child's audiologist."

ADVANCING AUDIOLOGY

In 2024–2025, CID audiologists studying students with single-sided hearing loss contributed best practices to their field, potentially improving aural habilitation for thousands. Their results showed that feeding our digitally recorded CID *SPICE* stimuli directly into a child's hearing device yielded more accurate speech perception scores than using the industry standard "plug-and-muff" live-voice training method (wearing an earplug and an earmuff on the other ear to block ambient sound).

Our team is an early adopter of applying the Speech Intelligibility Index (SII) to measure softband bone conduction pediatric fittings, contributing knowledge where standards don't yet exist.

100% of CID school graduates continued audiology care at CID after graduating.

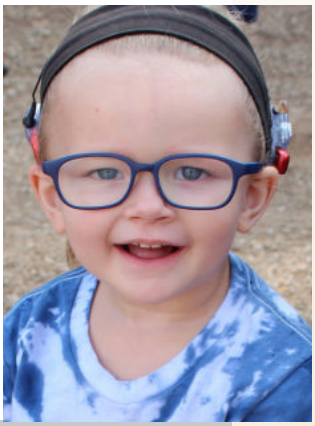


CID audiologists are *both* clinical and educational audiologists.

A clinical audiologist identifies and diagnoses hearing loss, conducts ongoing hearing evaluations and fits, programs and maintains hearing devices, including keeping up with new and upgraded technology.

CID audiologists serve children through age 18 and collaborate with local and rural schools to provide educational audiology for students with hearing loss. These programs are designed to support children throughout their educational journeys.





An educational audiologist evaluates the impact of hearing loss on access to instruction and curricula in educational settings and advocates for appropriate classroom supports.

10 students in general education schools **1** Illinois **9** Missouri

↑ **25**%

Joanne Parrish Knight Family Center

BIRTH–AGE 3



128 children
200 caregivers

includes families who moved into or out of the program mid-year



1,124
in-person caregiver coaching visits

- **917** in the child's home
- **193** in a community setting
- **14** at CID

283
telecoaching sessions

TODDLER OUTCOMES

FUNCTIONAL LANGUAGE

Within each semester, all toddler class children used spontaneous words in one or more new functional language categories* or maintained the ability to use words in all categories.

✓ 80% GOAL

100% FALL 2024 **100%** SPRING 2025

100% of toddlers who aged out of the class in 2024–2025 moved from gestures and vocalizations to unprompted word use in all 8 categories.

**MacArthur Bates Communicative Development Inventory: requests objects, comments, requests actions, answers/responds (>5 words), gets attention, protests, greets/says goodbye, says guardians' names*

SERVING MORE FULLY

40 general educators

NEW! ***READY, SET, GO!*** **FOR TODDLERS**

9 families of 3-year-olds participated in a new offering for toddlers based on our longstanding program preparing older students for their next educational settings. After learning from last year's pilot project, on top of already specialized coaching for families we added inservices for the children's new teachers. Our presenter discussed the child's hearing loss, device/s and auditory, vocabulary and language skills, talked about potential challenges and shared strategies and accommodations to help the child learn.

"Everyone has been so welcoming and kind. They're invested in not only my daughter's success but also in my well being as I navigate this diagnosis. They want her to thrive just as much as I do, and I have felt how genuine and supportive everyone is."

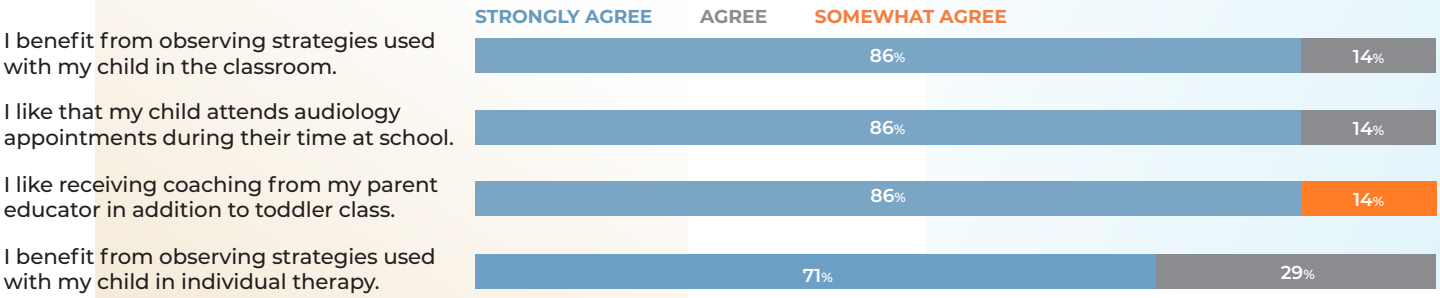




152
toddler class days

886
one-on-one therapy sessions = **26,990** minutes of direct service

TODDLER CLASS CAREGIVER SURVEY 7 respondents





100% of respondents strongly agreed:

Since the beginning of toddler class, I have seen growth in my child's:

- social skills
- vocabulary
- communication skills

Anabeth and John Weil Early Childhood Center (ECC)

AGES 3–5

41 children

includes 9 peers with typical hearing and children who moved into or out of the program mid-year

OUTCOMES N=32

Percentages of returning students who met or exceeded expected annual growth or maintained average scores on tests standardized for children with typical hearing

100% RECEPTIVE VOCABULARY
92% RECEPTIVE LANGUAGE
100% EXPRESSIVE VOCABULARY
100% EXPRESSIVE LANGUAGE
100% OVERALL LANGUAGE
92% EARLY LITERACY

✓ 80% GOAL

READY, SET, GO! In May of 2025, **8** children with hearing loss were ready at ages 4 and 5 to join their peers in their local general education preschools and kindergartens. They and their families participated in our program designed to prepare students for their next educational setting.

CID's administrators, audiologists and family support specialist provided guidance on school placement options, educational law, educational resources and advocacy. We supported the families' social-emotional needs and collaborated with both parents and receiving schools to develop Individualized Education Plans (IEPs) and inservices for teachers and staff, helping to ensure smooth transitions.



2025 ECC GRADUATES

FRONT ROW
Emersyn Blondeaux
Kianna Waters
Phoenix Tran
Henry Milunski
Easton Schuler
Mila Temiz

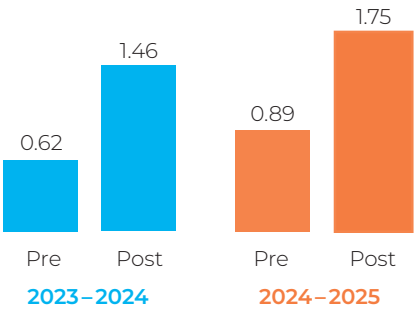
BACK ROW
Rue Meister ✧
Grace McCalip
Charlotte Hamacher ✧
Iyahnah Futrell
Benjamin Sanger ✧
Theodore Sanger ✧

✧ *peers with typical hearing*

ECC OUTCOMES **SOCIAL AND EMOTIONAL LEARNING**

2024–2025 was the second year of routine teaching of the *Second Step* social-emotional learning curriculum to ECC children.

100% of students demonstrated learning after each year in the program.



Delivered 2–3 times weekly, lessons built a progression of skills, from making friendly greetings and following directions to naming feelings and engaging in self-calming techniques like belly breathing. Children also practiced social problem-solving such as turn-taking and generating solutions.

Aggregated skill ratings: 0=not present 2=mastered







CID's play-based ECC program is adapted from nationally recognized general education preschool curricula emphasizing language, early literacy, pre-academic, social and motor skills.



Virginia J. Browning Primary School

AGES 5–12



Virginia J. Browning

Sadly, in February 2025, we lost our devoted friend and benefactor. Mrs. Browning's kindness lives on in the hearts of CID students, alumni, staff and fellow board members.

22 children

includes children who moved into or out of the program mid-year

OUTCOMES

Percentages of returning primary students who made a year's worth of progress in a year's time as measured by standardized tests normed on children with typical hearing

92% RECEPTIVE VOCABULARY

92% RECEPTIVE LANGUAGE

92% OVERALL LANGUAGE

100% TOTAL READING

100% EXPRESSIVE VOCABULARY

85% EXPRESSIVE LANGUAGE

100% BASIC READING

100% READING COMPREHENSION

✓ **80% GOAL**

READY, SET, GO!

CID primary school graduates and their families participated in our *Ready, Set, Go!* program designed to ease their transition to the next educational setting.

Preparing school-aged students who are deaf and hard of hearing for general education includes teaching them to study and complete homework on their own, helping them build organization and planning skills for new classes and routines and providing experience working and learning with other students. At CID, we also offer parent meetings and school inservices so families and future teachers feel informed, prepared and confident supporting the students in their new elementary and middle schools.



2025 PRIMARY SCHOOL GRADUATES

FRONT ROW

Zeke Davis

Alyvia Heath

BACK ROW

Hattie Nielsen

Delaney Boys

Zade Howard

Quentin Allen

Ariyah Grubb

LISTENING, LANGUAGE AND ACADEMICS

CID kindergarten and primary students learn through small-group lessons and hands-on projects. Daily subjects include language, speech and listening, reading, writing, math and social studies. Our experienced, master's level teachers of the deaf follow Missouri grade level academic standards.





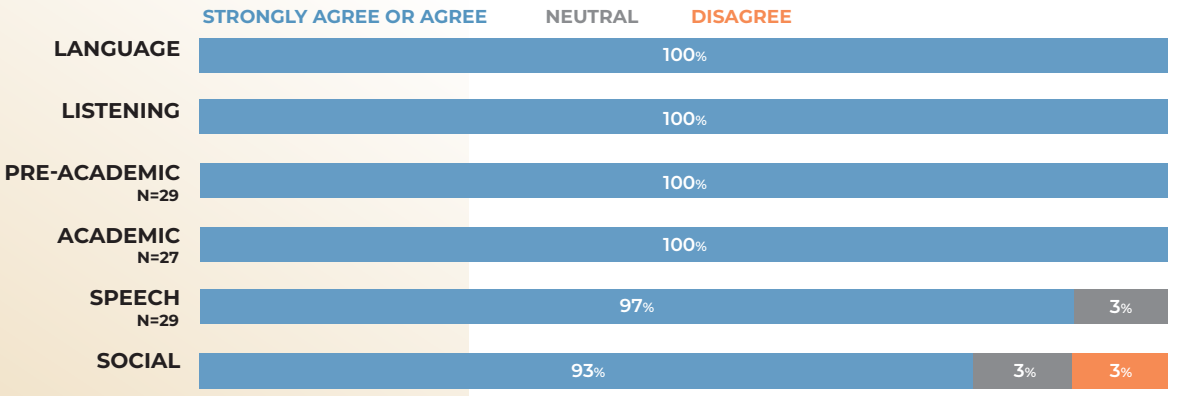
A 4–1 student–teacher ratio enables teachers to teach to each child's needs based on his or her Individual Education Plan, test scores and lesson reflections.

Art, music, gym, computer lab, Train Your Brain sessions, social skills classes and educational field trips round out the CID primary experience.



ECC AND PRIMARY CAREGIVER SURVEY 30 respondents

CID effectively teaches key skill areas:





SERVING MORE FULLY

Summer programs

AGES 2–12

Designed to help prevent loss of skills over the summer, CID's four-week extended school year (ESY) stretched our students' learning in engaging ways.

In addition, three CID enrichment camp weeks brought together graduates and others with hearing loss from general education schools. Our campers had fun completing theme-related projects that encouraged thinking, teamwork, confidence and social development.

CID enrichment camp weeks provide valuable opportunities for the children to renew friendships and make new friends.

35 ESY students *includes 2 peers with typical hearing*
20 enrichment campers

100%
SCHOLARSHIP SUPPORT





Afternoon field trips brought morning classroom lessons to life for the ESY students.

"Our daughter notices when people around her do or do not have hearing aids like her. She is much more comfortable with other deaf/hh kiddos around, which is less now than when she was at CID. ... We love to come back every year and keep in touch with our CID community!"

81% of CID students* continued their learning through the extended school year.

Survey results showed that their families prioritized listening and spoken language support and social enrichment when considering summer enrollment.

**does not include peers and graduates*



CID summer programs foster lifelong friendships.



The enrichment camp groups sometimes joined the ESY students on their adventures.

NEW! Teen Connections Camp

7 children

AGES 13–16

100% SCHOLARSHIP SUPPORT



Hudson Nielsen, Eddy Davis, Jason Smith, Molly Voszler, Serenity Phillips, Cornelius Stallings and Jocelyn Westerfeld (not shown) participated in our first CID Teen Connections Camp in July of 2025.

As children move into their teens, their social needs evolve. In 2025, CID hosted a pilot Teen Connections camp week in response to requests from parents of 13- to 16-year-olds who continued to seek connections after aging out of the summer enrichment program.

The teens engaged in team-building activities and designed activities for the students in the extended school year program. They underwent leadership training so they could help supervise younger students during activities and field trips. They shared their experiences with one another and spoke with college students and deaf adults before serving as their own panel for younger children. They were excited to spend time with same-age peers with hearing loss.

Survey results about the experience were overwhelmingly positive. Participants welcomed opportunities to reunite with their CID classmates and make new friends. We plan to continue the program to help meet our strategic goal of continuing to serve our students as they approach adulthood.

CID alumni data collection project

Generous funding from a donor enabled our team to continue this project, improving measures and methods based on last year's pilot.

Parents of children who leave CID may later request an evaluation designed to inform them about their progress and recommend support services to meet their needs.

We recently expanded this program to reach out to more alumni, both to serve them more fully and to collect longitudinal data that will inform CID educational programs.

In 2024–2025, CID professionals performed comprehensive evaluations with **26** alumni and added their records to the data pool.



SERVING MORE

Emerson Center for Professional Development

3,332 professionals ↑ 11.5% from **42** countries

2,734 DOWNLOADED A FREE COURSE OR RESOURCE
610 PURCHASED A PUBLICATION, CURRICULUM OR ONLINE COURSE
222 PARTICIPATED IN A WORKSHOP, CONSULTATION OR INSERVICE

- United States, including all 50 states + DC, Guam and Puerto Rico

- Algeria
- Argentina
- Australia
- Belgium
- Brazil
- Canada
- Cayman Islands
- China
- Costa Rica
- Croatia
- Czech Republic
- Estonia
- France
- Germany
- India
- Indonesia
- Iran
- Ireland
- Israel
- Italy
- Japan
- Jordan
- Kenya
- Malaysia
- Mexico
- Netherlands
- New Zealand
- Nigeria
- Oman
- Pakistan
- Philippines
- Poland
- Saudi Arabia
- Singapore
- South Africa
- Spain
- Taiwan
- Thailand
- Ukraine
- United Arab Emirates
- United Kingdom

2,969 online course views

Online courses and presentations are short, mostly free and available on demand for the convenience of working professionals.

SURVEY RESULTS **567** respondents

90% INCREASED MY UNDERSTANDING OF TRAINING CONTENT*
90% WOULD RECOMMEND TO A COLLEAGUE

✓ 80% GOAL

*of respondents who started with very low, low or moderate understanding of the topics

25,171 blog views **23,613** quick tip video views **680** educational tools/curricula sold



CID STAFF PRESENTATIONS

C. Soete & A. Knackstedt How to Support Children with Hearing Loss in Early Intervention. Conference of the Young Years, Osage Beach, MO, March 2025.

A. Osman Establishing a Program Evaluation Framework. OPTION Schools membership program evaluation webinar series, Virtual, March 2025.

H. Grantham The Littlest Linguists. TEDxWUSTL presentation, Washington University in St. Louis, April 2025.

H. Grantham Data Systems as Bloom Boosters: Growing Staff Impact and Efficiency. OPTION Schools meeting, Seattle, WA, April 2025.

J. Lowell, B. Wuebbles & A. Wells Auditory Training for Single-Sided Deafness and Unilateral Hearing Loss. American Cochlear Implant Alliance (ACIA) Conference, Boston, MA, May 2025.

H. Grantham & B. Brooks Asking the Right Questions: Measuring What Matters. OPTION Schools membership program evaluation webinar series. Virtual, May 2025.

12 workshops **SURVEY RESULTS** **122** participants

includes 3 synchronous workshops held at a school, university or CID and 9 pre-recorded, asynchronous workshops offered for limited-time, on-demand access

✓ **80% GOAL**

Foundational Auditory Training with *SPICE*[*] 55 respondents

92% INCREASED MY UNDERSTANDING OF LEARNING OBJECTIVES

96% WOULD RECOMMEND TO A COLLEAGUE

Real-World Auditory Training with *SPICE for Life*[**] 37 respondents

94% INCREASED MY UNDERSTANDING OF LEARNING OBJECTIVES

97% WOULD RECOMMEND TO A COLLEAGUE

[*] *The CID* Speech Perception Instructional Curriculum and Evaluation (SPICE) *is used throughout the world to help children who are deaf and hard of hearing learn to listen.*

[**] *CID* SPICE for Life *is a specialized curriculum designed to help children navigate sounds and related experiences in daily life.*

NEW! Where Do I Start? Vocabulary, Language and Speech Development 12 respondents

92% INCREASED MY UNDERSTANDING OF LEARNING OBJECTIVES

92% WOULD RECOMMEND TO A COLLEAGUE

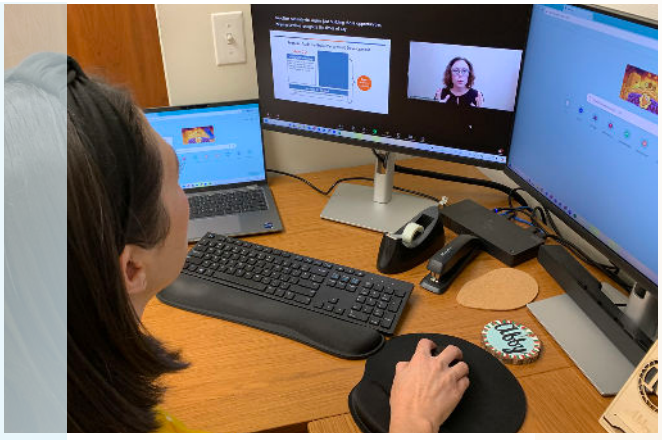
In 2023, to accommodate the scheduling needs of groups of professionals, we recorded CID's popular auditory training workshops.[*]

In FY 2024–2025, **8** programs shared our asynchronous workshops with their teachers, speech-language pathologists and clinicians.



[*] SPICE *(5.5 hours) and* SPICE for Life *(5 hours)*

Learn more at https://professionals.cid.edu



7 PROFESSIONAL CONFERENCES

- American Speech-Language-Hearing Association (ASHA)
- Illinois Academy of Audiology
- Illinois Association of Administrators of Special Education
- Conference of the Young Years (CYY)
- Missouri Speech and Hearing Association (MSHA)
- American Cochlear Implant Academy (ACIA)
- Missouri Coalition of Deaf and Hard of Hearing

8 GRADUATE STUDENTS

completed a student teaching or clinical audiology practicum rotation at CID.

SERVING MORE FULLY

CID family services

CID's dedicated family support specialist tailors guidance, comfort, education and resources to meet families' needs—at the start and as their journeys unfold.

CONNECTIONS

19 social events*
57 children
77 caregivers

SUPPORT

124 families
474 meetings
8,080 minutes of direct support
100+ types of resources and support



*5 *Hearing from the Heart*
2 *Toddler Class Connections*
2 *Ready, Set, Go! groups*
7 *Morning Mingles*
1 *Music and Movement play date*
2 *Young Alumni Club outings*

"The connections we've made have helped us grow as parents. It's been very helpful meeting others with similar experiences to our own."

NEW! FAMILY NAVIGATION PILOT

29 families participated in a project designed to create protocols for serving families new to CID. Soon after diagnosis and enrollment, our family support specialist met with each to clarify support team roles, assess needs, provide resources for basic services and make a plan to stay in touch.

Staff gained insights into families' current needs. Caregivers reported high satisfaction with CID family support services.

The pilot proved especially meaningful for families with newly diagnosed children.**



"When you walk in the door, you feel warmth radiating from all the staff. ... They provide data, research and test results to inform the conversation, but I never feel like they are telling me what to do. This family-centered care is what drew us to CID and why we sing your praises to everyone we know."

100% of survey respondents strongly agreed or agreed:
"I belong to the CID community."

**For comprehensive survey results, contact Andrea Osman, aosman@cid.edu.*

NEW! CID playground

In late 2024, we put the finishing touches on our new playground, including a new surface, ample shaded areas and a variety of creative play stations and swinging, climbing and sliding equipment. Unexpectedly warm winter days inspired some excited children to try it out. We're grateful to a generous CID alumnus for this truly special gift.

In the spring, we celebrated with a bubble fest, sending clusters of bubbles over the heads of the delighted children, who ran from rollicking in the bubble storm to exploring the new equipment to playing games on the lawn.





NEW! CID patio

The Arenberg Gardens also received a wonderful upgrade in 2025 when a pledge from the Ann and Paul Arenberg Family enabled us to add a paved patio with sharp landscaping and cafe-style tables. We are thankful for the contributions of this amazing family.





Thinking of leaving a legacy gift to CID? Discover an option that meets your needs.

Contact Ann Holmes: 314.977.0159

Or visit: https://cid.planningyourlegacy.org

CID LEGACY SOCIETY 8/31/25

We are grateful for a growing number of forward-thinking friends who have demonstrated their abiding commitment to the children, families and professionals by including CID in their wills and estate plans.

Mr. Russell H. Almond, III
Anonymous (6)
Mrs. Mariquita L. Barbieri
Ms. Shelia D. Boyd
Ms. Eleanor Lucy Christman
Mr. C. Baker Cunningham & Ms. Doris A. Drewry
Mrs. Joan Esserman
Mr. John R.P. French, III
Mrs. Leslie H. & Mr. Roderick P. Garvin
Mr. Jeffrey P. Grow
Mrs. Martha Guenther & Mr. Gery Weichman
Ms. Robin A. Hattori & Mr. Michael Kimzey
Mr. J. Michael & Mrs. Laura L. Herring
Mr. Thomas R. Jayne
Ms. Antonnette M. Jackson
Ms. Susan A. Jenkins
Mr. William H. Jr. & Mrs. Mary Jordan
Ms. Karen S. Kalish
Mrs. Lisa D. & Mr. Robert W. McLaughlin
Ms. Laurie Wolff Miller
Mrs. Elin C. & Mr. Anthony F. Nozewski
Mr. Michael L. Owen
Ms. Donna Raymon
Mr. Thomas E. Rollins
Mrs. Cathy C. & Mr. Michael G. Sarli
Mrs. Meredith A. Stewart Schmidt
Dr. James W. & Mrs. Judith Seeser
Mr. William Bixby Sheldon '54
Mr. Jeffrey R. Tucker
Mrs. Katie M. & Mr. Andrew A. Westerfeld
Mr. Hans J. & Mrs. Marguerite A. Wiemann
Ms. Diane M. Woepke
Mr. Timothy L. Work
Mr. Keith M. Yankovich
Ms. Lexia L. Yankovich

$250,000+ raised



150 guests inspected historic motorcycles and participated in auctions and a scholarship paddle raise at The Moto Museum in St. Louis. Heather Grantham kicked off the event, chaired once again by Jeff Kapfer, Karen and Terry Leebolt and Shelby and Charles Reneski. St. Louis Blues alumnus Reed Low was the auctioneer.









Special thanks to young Wyatt Kraft and his family for sharing their story.

◀ WATCH THE VIDEO

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Department of Otolaryngology – Head & Neck Surgery

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Woodlake Podiatry, LLC





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D.A. Watson & Company

BEST DRESSED
Hy-Tech Transmissions

RULES OF THE GAME
Christi Alexander

50/50 RAFFLE
CID Parents Organization
County Tire & Auto Service

SCOREBOARD
Commerce Bank

INTERMISSION
Community Seed & Feed

ROUNDS
Breihan Malecek
Petersen & James
McCarthy
USA Cyber
Wish Upon a Star with Us
Travel — Seana Beard
Diane Woepke

ANNUAL SUPPORT 9/1/24–8/31/25

1914 SOCIETY give share inspire

GOLDSTEIN CIRCLE $50,000+
Anonymous (4)
Estate of Virginia J. Browning
Mr. J. Michael & Mrs. Laura L. Herring
Mrs. Joanne P. Knight
John & Maureen O'Donnell Charitable Trust
Mr. Rodger O. & Mrs. Paula Riney
United Way of Greater St. Louis

PLATINUM $25,000–$49,999
Anonymous (3)
Ann & Paul Arenberg Family
Emerson Charitable Trust
Mr. Stephen W. & Mrs. Parker B. McMillan
PwC Charitable Foundation
Mr. David J. & Mrs. Carol A. Schepers

GOLD $10,000–$24,999
American Endowment Foundation
Anonymous
Gertrude & William A. Bernoudy Foundation
Mr. Robert R. Jr. & Mrs. Christine M. Campbell
The Chicago Community Trust
Mrs. Jo Ann Collins
Mr. Alexander M. III & Mrs. Ellen A. Cornwell
Mr. C. Baker Cunningham & Ms. Doris A. Drewry
Mrs. Maria K. & Mr. George T. Desloge
Victor & Selene deLiniere Charitable Foundation
eCW Giving Foundation, Inc.
E. Reuben & Gladys Flora Grant Charitable Trust
The Four Leaf Clover Foundation
Mr. F. Scott Galt
Mr. Martin E. III & Mrs. Marianne E. Galt
John R. Goodall Charitable Trust, Bank of America, N.A., Trustee
Interco Charitable Trust
Jackes Foundation
The Antonnette M. Jackson Fund
Mr. William H. Jr. & Mrs. Mary Jordan Kay Kelley Kiernan
Mrs. Karen S. & Mr. Terry J. Leebolt
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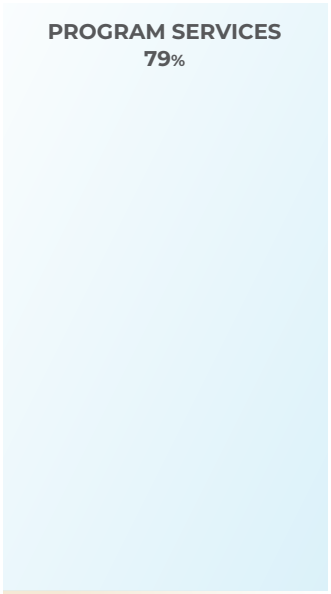
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CID

FINANCIAL INFORMATION 9/1/24–8/31/25

Expenses



Platinum Transparency 2025 Candid.

Charity Navigator FOUR-STAR

Operating activities

PROGRAM REVENUES		
Program service fees and miscellaneous revenue		$1,291,605
EXPENSES		
Program services	78.8%	6,136,912
Management	14.6%	1,141,123
Fundraising	6.6%	514,294
TOTAL EXPENSES	**100.0%**	**7,792,329**
EXPENSES IN EXCESS OF PROGRAM REVENUES		**(6,500,724)**
PUBLIC SUPPORT		
Investment income designated for operations		3,953,892
Contributions (excluding United Way and special events)		2,168,586
Special events (net of expenses)		333,625
United Way		194,904
TOTAL PUBLIC SUPPORT		6,651,007
CHANGE IN UNRESTRICTED NET ASSETS BEFORE NON-OPERATING ACTIVITIES		$150,283

Statement of net assets AUGUST 31, 2025

Without donor restrictions		
Undesignated		$1,948,080
Property and equipment, net		1,719,344
Designated for capital asset acquisition		61,300
Board-restricted endowment		46,552,386
Total without donor restrictions	41.4%	50,281,110
With donor restrictions		
Purpose and time restrictions	13.1%	15,916,426
Perpetual in nature	45.5%	55,143,689
TOTAL NET ASSETS	**100.0%**	$121,341,225

To view CID's complete audited financial statements, please visit https://cid.edu/about us/#financials.

2023–2026 CID STRATEGIC PLAN 9/1/24–8/31/25

SERVE MORE
Increase the numbers of children, families and professionals served

SERVE FULLY
Target programming to meet the needs of children, families and professionals where they are

SERVE LONGER
Support children, families and professionals throughout their educational journeys

SERVE RESPONSIBLY
Ensure all activities are aligned with our mission and financially sustainable

Highlights



The second year of our three-year strategic plan was a period of discovery and growth.

SERVE MORE
- served **12% more** children and their caregivers than previous year
- continued systematic outreach to Missouri and Illinois early intervention service coordinators
- served **30% more** professionals via our free online learning resources

SERVE FULLY
- launched a family navigation pilot as part of family support services
- expanded our *Ready, Set, Go!* program to toddlers
- used SPICE digital audio to enhance the aural rehabilitation of children with single-sided deafness

SERVE LONGER
- held our first CID Teen Connections Camp for kids ages 13–17
- served 12 CID graduates and others in their local schools through educational audiology and direct teaching

SERVE RESPONSIBLY
- overhauled the registration process for easier use by families and staff
- continued the alumni evaluation and data collection project
- continued to refine our data management and evaluation system for ongoing operating efficiencies*

*Data solutions project OPERATING EFFICIENCIES

With the support of some visionary donors, CID has been building on a legacy of innovation and excellence by investing in robust data systems and analytics, positioning us as a nimble, responsive organization that adapts to emerging needs, measures impact and implements real-time improvements to individual services. Accomplishments in 2024–2025 include:

- caseload tracking and scheduling efficiencies that free parent educator time
- customized teacher dashboards with useful, real-time data on each child, from tracking skills to gaining instant access to updated contact information
- automated emails to teachers and providers—ex: flagging children who will soon change programs
- family navigation dashboard showing all services, goals, types and pace of support
- automated audiology reports showing billing and insurance data plus detailed case histories, making it easy to share information with families and educators
- time/materials/project analyses to optimize earmold production
- new child enrollment process—ex: parents no longer need to re-enter information every year
- automated professional education dashboard to analyze curricula and training sales
- advanced options for data exploration and analyses in finance and development

"CID empowered our son to find his voice, build confidence and thrive. The compassion, dedication and expertise of the staff helped shape not only his learning but his caring and outgoing spirit."





CID's mission is to teach children who are deaf and hard of hearing to listen, talk, read and succeed. We partner with families and collaborate with universities, educators and other professionals worldwide to help children communicate to achieve their fullest potential.

CID

listen talk read succeed

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