The Unique Hadley Community

Although Hadley is a distance education school, it is also a community—consisting of a diverse group of people from all walks of life. In this issue of Connection, you will learn about some of the students, instructors and staff who help to make Hadley such a special organization.

On May 10, we hosted six distinguished blinded veterans who will serve as Ambassadors, representing Hadley in their various communities—spreading the word about the school and recruiting new students. These veterans share their inspiring stories in a video that brings to life the mission of our recently launched Blinded Veterans Initiative. View the video at www.hadley.edu/veterans. On June 7, Hadley High School graduate Kayleigh Holt visited us as the 2011-2012 class representative and spoke to our Board of Trustees. Kayleigh’s story is symbolic of our students’ determination and commitment to lifelong learning.

In this issue, you will also meet veteran, student and donor Terry Kebbel, as well as several Family Education students who are learning braille to communicate with their visually impaired family members. They exemplify just a few of the many accomplishments of our students.

Thank you for being a part of the Hadley community. I wish you continued success in your studies.

Best regards,

Charles E. Young, President
Partnerships with Veterans Flourish

On May 10, 2012, The Hadley School for the Blind hosted a coffee reception for six distinguished blinded veterans as part of the school’s annual Ambassador Training. In addition to participating in the training, which educates blindness professionals in “all things Hadley” so that they may better support their clients, the veterans shared their experiences with Hadley staff, donors and community members.

The veterans also took part in a focus group to help Hadley staff prioritize curriculum development and marketing and outreach efforts for its new Blinded Veterans Initiative. The goal of this initiative is to educate and inspire blind or visually impaired veterans to pursue their personal and professional goals and help support their families. Visually impaired veterans, through Hadley’s Adult Continuing Education Program, and their family members, through the Family Education Program, can enroll in the school’s distance education courses tuition-free, thanks to generous support from Goldman Sachs Gives, Adam Street Partners, American Airlines, Hadley donors Charlie and Teresa Cannon, the Disabled American Veterans Charitable Service Trust and the Helen Brach Foundation.

(see Veterans, next page)

Blinded Veterans Share their Stories

**Steve Baskis** was 22 and a Private First Class in the U.S. Army when a roadside bomb north of Baghdad hit his vehicle. The blast caused nerve damage to Steve’s eyes, leaving him blind, and severed an artery and nerves, disabling his right leg and left arm. Despite it all, Steve amazed his doctors with his attitude and recovery. He has since climbed several mountains, including Kilimanjaro, and is working to join the national Paralympics cycling team with the goal of entering the 2016 games.

**Steve Beres** served in the U.S. Army as a special operations officer, including numerous combat tours in the Middle East, until a traumatic injury to his face in 2002 left him blind. He most recently worked for the Department of Veterans Affairs at the Visual Impairment Services Outpatient Clinic in Battle Creek, Michigan. He is a Hadley student and past regional president of the Blinded Veterans Association.

**Sharon Giovinazzo**, a Hadley Ambassador and former Hadley student, served in the military for seven years and went on to work in the medical field. She was planning to become a nurse when she lost her sight 11 years ago to multiple sclerosis. Sharon is vice president of Programs and Services at a North Carolina-based textile manufacturer and business services provider where 75 percent of employees are blind.

**Richard Hunter** was diagnosed with retinitis pigmentosa in 1989, shortly after being commissioned as a 2nd Lt. in the United
Challenge Records 111,000 Pages Read

Hadley’s first “Spring into Braille” reading challenge was a success! Fifty-nine students participated, reading a total of more than 111,000 pages. New and experienced braille readers who read by touch or by sight entered the drawing and read novels, cookbooks, word puzzles and magazine articles. Many students also enjoyed reading children’s books aloud to their children, grandchildren and even guide dogs!

Students enthusiastically reported that their braille reading skills improved, with increased comprehension, reading speed and accuracy. Some were especially proud to exceed their personal goals. Others enjoyed the experience so much that they are now motivated to read braille every day.

GRAND PRIZE WINNER: Debbie Rozear received a Louis Braille Uncirculated Commemorative Bicentennial Silver Dollar Coin and a $50 American Express gift card.

ADDITIONAL WINNERS each received a $50 American Express gift card:

- Tara Annis
- Bryan Propp
- Wayne Van Duinen
- Rita Weyler

Watch for announcements for next year’s “Spring into Braille” reading challenge.

Congratulations to all who participated!

Veterans

Continued from previous page

Hadley also signed a formal partnership agreement with the Blinded Veterans Association (BVA) through 2015. The two organizations will promote each other as strategic partners and work to publicize each other’s services to their respective audiences.

“We are pleased to formally partner with the BVA,” says Hadley President Chuck Young. “The BVA has been a great friend to Hadley, and we both are strongly committed to serving veterans who are blind or visually impaired and their families. I know that we will expand the influence of our Blinded Veterans Initiative with its support.”

Blinded Veterans Share their Stories

States Marine Corp. He was a school psychologist and a part-time lecturer at California State University. He started the United States Association of Blind Athletes National VI Marathon Championships and serves as an athlete liaison. He is the second athlete with a visual impairment to finish an ironman distance triathlon in under 12 hours and is the 3rd fastest VI triathlete in North America at the half ironman distance.

Urban Miyares, a nationally-recognized entrepreneur, blinded Vietnam veteran and world-class sailor, is president of the Disabled Businesspersons Association and co-founder and director of “Challenged America,” a leader in the field of adaptive sailing as a rehabilitation activity. Urban also is a content expert for Hadley’s Forsythe Center for Entrepreneurship and the school’s veterans outreach specialist.

Tom Zampieri, Ph.D., is the director of Government Relations for the Blinded Veterans Association. He provides congressional testimony; develops legislative briefings on health care and benefits for disabled veterans; and procures research and rehabilitation program support for the Department of Defense and the Department of Veterans Affairs. Tom served active duty for three years as an army medic and 22 years as an aeromedical physician assistant in the Army National Guard, retiring as a Major. He also worked 19 years for the Department of Veterans Affairs.

To view a video of these veterans sharing their stories, visit www.hadley.edu/veterans.
Knowledge: I’ll take that to go!

By Dawn E. Turco, Senior Vice President

Most of us grew up in an educational system that “immobilized” us. We sat in tight rows for long periods of time and raised our hands, all while paying strict attention to the teacher. Mobile learning—or mLearning—changes how, when and where we learn. Today, learning takes place “on the go, on demand.”

Today’s mobile technologies are the game changers. While mobile communications can be traced back to World War I, mobile learning was waiting on the hand-held “smallness” of present day devices.

One of the first definitions of “mobile learning” came from computer learning consultant Clark Quinn. He described mLearning as “... the intersection of mobile computing and eLearning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning and performance-based assessment ... eLearning independent of location, time and space.”

While definitions vary, we have come to understand that in mobile learning, the learner is mobile, allowing the student, using any number of digital devices, to study in a flexible place at a flexible time. This is appealing to many employers as they work to keep employees trained and able to access information “just in time.” This is also appealing to many of us with busy schedules who similarly want to continue learning.

So, why not take your learning to go? Consider listening to an archived Seminars@Hadley while commuting to work, reading the next section in your course while sitting poolside or emailing your next assignment while waiting to board your flight. Study on the go, on demand! Go mobile with Hadley!

mLearning: And the Survey says ... !

Earlier this year, Hadley distributed a 15-question survey to our students and colleagues asking about their use of mobile technologies. We thank the more than 700 people who responded to this survey, as the feedback provided is so very useful to our future planning. Survey highlights follow:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
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<tr>
<td>Yes</td>
<td>63.9%</td>
<td>450</td>
</tr>
<tr>
<td>No</td>
<td>36.1%</td>
<td>254</td>
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Do you own or have access to a mobile device (such as smartphone, tablet or ebook reader)?

<table>
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<tr>
<th>Response</th>
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</thead>
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<tr>
<td>Smartphone</td>
<td>75.5%</td>
<td>335</td>
</tr>
<tr>
<td>Tablet</td>
<td>25.9%</td>
<td>115</td>
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<tr>
<td>eBook Reader</td>
<td>36.7%</td>
<td>163</td>
</tr>
</tbody>
</table>

Please indicate which of the following mobile devices you use. (Check all that apply.)

If you use a smartphone or a tablet, please indicate the operating system:

- iOS (iPhone/iPad) | 57.7% | 224 |
- Android | 22.4% | 87  |
- Windows Mobile 6.5 or earlier | 4.4% | 17  |
- Windows Phone 7 | 2.1% | 8   |
- Symbian | 13.4% | 52  |

Does your mobile device have Internet access for Web browsing?

- Yes | 78.8% | 427 |
- No | 21.2% | 115 |
Kayleigh Holt shares Hadley experience

Hadley High School graduates Linda Bourgeois, Richard Draper, Mark Griffin, Kayleigh Holt, Stephanie Leason and Enoch Saylor were recognized at the school’s Semiannual Meeting of the Hadley Board of Trustees on June 7, 2012. During the evening, Kayleigh Holt shared her Hadley experience with Trustees, donors and staff.

Kayleigh was diagnosed at age 3 with retinitis pigmentosa, an inherited disease that damages the retina and leads to progressive vision loss. Her vision began to deteriorate more seriously by the time she entered third grade, and she struggled in school. Kayleigh enrolled in the Florida School for the Deaf and Blind in sixth grade and began taking Hadley courses in 2010 to earn her high school diploma.

Kayleigh appreciated that she could take Hadley courses at her own pace and that her instructors promptly graded her assignments and sent feedback. She enjoyed that she could study subjects of personal interest through Hadley, including history and science. Kayleigh also took Hadley’s “Diabetes” course and learned strategies for helping a family member and a close friend who live with the condition.

Kayleigh credits her Hadley instructors with keeping her motivated. “An instructor that stands out for me is Julie Kay; she always emailed me with additional information that would help with my coursework. It seemed as though I was in a face-to-face classroom with her, even though I was taking the course online. I feel like I know her personally,” Kayleigh says.

Kayleigh plans to continue her education and eventually attend a university in Texas or New York to become a palm signing interpreter for individuals who are deafblind.

“Knowing that my diploma was on the horizon was like the pot of gold at the end of the rainbow,” Kayleigh says. “Receiving it has allowed me to take placement testing at my local community college, and I am now enrolled in two online classes. I could not have pursued my dreams of higher education without Hadley.”

Congratulations to the Hadley High School Class of 2011-2012:

Linda Bourgeois, Alabama
Richard Draper, Wisconsin
Mark Griffin, California
Kayleigh Holt, Florida
Stephanie Leason, Florida
Enoch Saylor, Indiana

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If you have a mobile device, in which of the following ways do you use it? (Check all that apply.)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to audio</td>
<td>65.8%</td>
<td>315</td>
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<tr>
<td>Email access</td>
<td>74.3%</td>
<td>356</td>
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<tr>
<td>Web browsing</td>
<td>69.7%</td>
<td>334</td>
</tr>
<tr>
<td>Reading books/periodicals</td>
<td>58.9%</td>
<td>282</td>
</tr>
<tr>
<td>Note taking</td>
<td>48.4%</td>
<td>232</td>
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</table>

Would you be interested in taking Hadley courses on your mobile device?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
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<tbody>
<tr>
<td>Already use mobile device for Hadley courses</td>
<td>3.4%</td>
<td>21</td>
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<tr>
<td>Yes</td>
<td>53.9%</td>
<td>331</td>
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<tr>
<td>No</td>
<td>42.7%</td>
<td>262</td>
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</table>

Did you know that you can access most eHadley courses using a Web-enabled mobile device (i.e., smartphone or tablet)?

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<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
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<td>Yes</td>
<td>22.3%</td>
<td>142</td>
</tr>
<tr>
<td>No</td>
<td>77.7%</td>
<td>496</td>
</tr>
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</table>
Forsythe Center for Entrepreneurship Modules Relevant for Everyone

You don’t have to be an entrepreneur to benefit from the Forsythe Center for Entrepreneurship (FCE) modules available from Hadley. Anyone with an interest in expanding his or her influence, learning useful technology or navigating through the maze of federal benefits can learn from numerous FCE modules.

Whether you are a business owner, a valued employee or someone who wants to advocate effectively, Networking Skills (FCE 220/227) will help you learn how to develop a personal networking strategy that works. The module explains how to build new relationships, expand existing ones and maintain established relationships. By the time you complete this one-lesson course, you’ll have the tools needed to grow your circle of friends and colleagues.

Two modules present instructions on the social networking site, LinkedIn, and the popular PowerPoint presentation program developed by Microsoft. Networking with LinkedIn (FCE 280/287) teaches you how to open a LinkedIn account, create a personal profile and add connections. This program offers you the opportunity to meet people from all over the world. It is ideal for beginning or advancing your career, and it enables anyone to practice advocacy strategies on the World Wide Web.

Using PowerPoint 2010 (FCE 290/297) provides a solid introduction to the program and walks you through a hands-on exercise in preparing a slide show presentation. In addition to the obvious business uses of PowerPoint, this application also is essential for student homework, club activities and even family events. These three modules can help anyone enlarge his or her circle of influence and demonstrate knowledge of 21st Century technology.

Two more FCE modules are available for those who want to learn more about United States government programs available for individuals with visual impairments. It is important that those who apply to any government-run program become familiar with the eligibility requirements and how the programs work. Federal Government Benefits (FCE 180/187) explores the federal government benefits programs available to individuals who are visually impaired. The module includes information on monetary, insurance and work incentive programs.

Hadley is proud to count many military veterans with visual disabilities among its student body. In conjunction with the Blinded Veterans Initiative, we are offering the Veterans Benefits (FCE 170/177) module, which explains the basic services available to individuals with a visual disability who have served in the United States military. In this module, you will learn about the U.S. Department of Veterans Affairs (VA) and how to file a claim for benefits.

These five FCE modules have a broad appeal. If you would like to make money as an entrepreneur, succeed at your current job, gain the skills required to find a job or simply make sure that you are getting all of the benefits to which you are entitled, Hadley has one-lesson modules designed to provide the vital information you need—just in time!

If these FCE modules or any of our courses interest you, please visit www.hadley.edu or contact Student Services at 800-526-9909 to enroll.
New Features for eHadley Online Courses

We are happy to announce that students taking eHadley online courses are now able to take advantage of two new features:

- Continuing Where You Left Off
- Saving Assignments

These features work across multiple devices, so you can, for example, start working on your assignment using your iPhone, then finish and submit it on your computer. Similarly, if you were accessing the course at work, once you return home, you can continue on the same page where you left off.

**Continuing Where You Left Off**

After you exit an online course and log back in at a later time, you can return to the last page you visited by selecting the link at the beginning of the “Overview: Online Instructions” page. A prompt at the top of this page welcomes you back to the course and provides you with a link to return to the page you were on when you last logged out of the course.

**Saving Assignments**

You may also save your assignments-in-progress before submitting them, which allows you to take a break from your studies and continue later without losing your work. If you are taking an eHadley course with an assignment that is too long to finish in one sitting, this new feature gives you the flexibility to finish the assignment at a later time.

Before you exit the assignment page, simply select the “Save without Submitting” button at the end of the assignment page to save the answers you have entered. Upon logging back into the course, return to the assignment page. At the top, a new prompt informs you that you previously saved the assignment. To retrieve your stored answers and continue, select the “Load Stored Answers” button. Once you activate this button, another pop-up box will confirm that your saved answers have been loaded. Select “OK” to return to the assignment to continue.

We hope these two new features will provide you with an enhanced level of functionality when completing eHadley online courses. If you have any questions regarding how to use these new features, feel free to contact the Hadley Help Desk by sending an email to helpdesk@hadley.edu or by calling 847-446-8111, Ext. 6690.

Thank you! Thanks to all the Hadley students who generously gave during our spring fundraising campaign. There is still time to make a gift to Hadley. Donate online today at our secure Web site, www.hadley.edu/donate or call 800-323-4238.
Are you considering learning braille to better communicate with a family member? We encourage you to do so and offer tuition-free Hadley courses to get you started. Still thinking about it? Here are a few reasons from those who have decided to share a new kind of literacy:

“I now write short notes to my 5½-year-old granddaughter, and she is thrilled to be getting mail. I feel as though we have our own secret code for communicating, and that is so special between us. Thank you for your help with my learning.”

—a Hadley Grandmother, “Introduction to Braille”

“I was so afraid of braille at first. Once I started learning it, I realized it was not so bad. It is still challenging and does make you use your brain, but I am glad I learned it so I could help my daughter with her school work.”

—Dayna, “Contracted Braille”

Family members now have the opportunity and resources to be proactive and learn skills to support their blind child, brother, sister or partner right in the comfort of their own home. Don’t hesitate to check out Hadley’s Family Education course listings and braille resource pages to take advantage of all the free resources to help you master a new way to read and write:

Family members now have the opportunity and resources to be proactive and learn skills to support their blind child, brother, sister or partner right in the comfort of their own home. Check out Hadley’s Family Education (FE) course listings at www.hadley.edu/fe.asp. In addition, Hadley instructors work to stay current with new braille apps, online games and other resources. We’ve listed several helpful braille resources for you at www.hadley.edu/AdditionalCourseMaterials.asp. If you want to know more, ask your braille instructor for recommendations.
When did you begin working at Hadley and what is your professional background?

I began working at the Hadley School in September 1998. Prior to joining Hadley, I worked at Northwestern University with a team creating middle school curricula for materials science. My first supervisor at Hadley, Marlene Lowry, trained me in writing and designing distance education curriculum. I then received a certificate in distance education design and development from the University of Washington. I have a bachelor’s degree from Tel Aviv University in music and a master’s degree from Northwestern University in liberal studies.

Many of the courses you have designed are about braille. How did you become interested in braille?

From the moment I started working at Hadley, the braille code fascinated me. Before long, I enrolled in “Binder’s Beautiful Braille,” which was compiled for Hadley staff and taught by the late Joan Binder, a longtime Hadley instructor. After completing that course, I enrolled in the full transcriber’s course through the Library of Congress (LOC) and earned my literary transcriber’s certification in 2004.

Music is one of my life passions. I have played piano and cello since I was young, and I continue to play cello for my own enjoyment. So, it was a natural next step for me to learn the braille music code. It was no easy task, but I completed the LOC braille music transcriber’s course in 2009.

Tell us about the courses you have designed in the braille curriculum.

While learning literary braille, I designed “Introduction to Braille” and “Contracted Braille” for the Family Education Program and the School of Professional Studies. I also worked on the courses in the “Braille Literacy Series” in the Adult Continuing Education Program.

In addition, I designed the Hadley courses “Basic Nemeth Code” and the “Essentials of the Nemeth Code.” As I am not certified as a Nemeth code transcriber, I am fortunate to have worked with Joan Binder, Nafisa Keels, Pam Winters and others who provided the content and reviewed my work.

Since the new Hadley music courses were approved for development, I have been able to marry my love for music with my career as a course designer and braille transcriber. I’m having the time of my life combining my musical abilities with braille and writing. And I’m thrilled to be working with braille music readers and musicians Karen Gearreald, the LOC braille music transcriber’s course instructor and a former Hadley instructor, and Linn Sorge, who teaches Hadley’s music courses.

What other aspects of your role at Hadley would you like to share?

Another of my favorite pastimes is technology, so being on the Technology Solutions Group and designing many of Hadley’s technology courses has given me great satisfaction.

While braille, music and technology are my main subject areas, I have had such a variety of courses on which to work during my many years at Hadley, it is hard to list them all. Some courses that I particularly enjoyed designing are “Chess,” “Guide Dogs,” “Elements of Poetry” and “Art of Ancient Egypt.”

What’s next for you at Hadley?

The music courses will continue to be the focus of my workload for the next year or so. After that, I am looking forward to implementing new ways of delivering instructional materials, such as on eBook readers and other mobile devices. I also hope to contribute to streamlining the course development process and, in between, I will continue to design exciting new courses.
How many assignments can I submit at one time to my instructor for grading?

Some students misunderstand and think we expect only one assignment per month. That is not the case. Although we do require students to submit at least one assignment per month, some courses lend themselves to the submission of more than one assignment at once, or more than one assignment per month. Talk to your instructor if you need clarification.

How do I know if I can use Hadley’s Telephone Assignment Submission Line to send assignments to my instructor?

Advance instructor approval to use the Telephone Assignment Submission Line is required, as not all course assignments lend themselves to this delivery type. Talk to your instructor to obtain details.

Who are Hadley Ambassadors?

Hadley Ambassadors are blindness professionals located throughout the United States and Canada. They collaborate with Hadley and spread the word about our services to their clients and co-workers.

If I am enrolled in the Family Education Program, am I able to enroll in Hadley’s Forsythe Center for Entrepreneurship (FCE) for people who are visually impaired?

Absolutely! If you plan to work with a blind or visually impaired family member to start a business, you are welcome to enroll in the FCE.

Whom do I contact if I cannot find information on the Hadley Web site?

We have added a new “Search” feature to our Web site. Many times you will find what you need by entering the key words in the search box. In addition, we have added a “How can we help you?” section on the home page. It includes a drop down menu that lists some common areas of interest. Note: Student Services is always available to assist if you are unable to find the information you seek.

Hadley’s 2012 Ambassadors

Hadley’s 2012 Ambassadors, left to right, front row: Urban Miyares, Hadley School; Kathy Smith, Jamie Ogarek and Debbie Dean, Hines VA; Karen McDonald, OR/CA Commission for the Blind; Sharon Giovinazzo, Raleigh Lion Clinic for the Blind; Dr. Tom Zampieri, Blinded Veterans Association. Back row: Janet Griffey, Raleigh Lions Clinic for the Blind; Judith Castellini, Hadley School; Doug Anzlovar, Hadley School; Steve Beres, veteran; Gwen White, NC Lions; Doug Walker, Hadley School; Sylvia Perez, Port Richey Lighthouse for the Blind; Len Baker, CNIB; Richard Hunter, veteran; Melody Bettenhausen, Ensight Skills Center; Mike McGowan, NOAH; Steve Baskis, veteran; Megan Sofilka, Susquehanna Foundation for the Blind; Dawn Turco, Hadley School
In 2002, Vietnam veteran Terry Kebbel suffered a stroke in his optic nerve, which led to the loss of his sight. He heard about Hadley through the Cleveland Sight Center. Learning at a distance was a perfect fit for him. His first Hadley course, “Independent Living,” taught him strategies for relying on his hearing and other senses for getting around and adjusting to blindness. About a year after he lost his sight, Kebbel completed mobility training at the Central Blind Rehabilitation Center (CBRC) at Hines VA Hospital, where he was also introduced to braille. He was able to continue his braille education through Hadley.

Kebbel says Hadley’s online courses have made an impact. He served a two-year term on the Americans with Disabilities (ADA) board and currently serves as vice president of his local Blinded Veterans Association (BVA) chapter and vice president of the Hines Alumni Association. He credits Hadley courses, such as “Business Communications” and “Screen Readers: Formatting Skills,” with teaching him needed skills in his work for these groups, such as how to create effective PowerPoint presentations.

“Hadley is a great option for blinded veterans to continue their education after rehabilitation and to fill in the gaps on skills they might not have been able to focus on while in rehab,” says Kebbel of Hadley’s newly-launched Blinded Veterans Initiative.

In addition to being a Hadley student, Kebbel is also a Hadley donor. “My donation is my way of saying thank you for the great, free service Hadley provides,” he says.

Friends of Hadley Support Seminars@Hadley

The Friends of Hadley, the “fairy godmothers of Hadley School,” met for breakfast at Hadley this spring. Senior Vice President Dawn Turco brought the group up-to-date about the school’s Seminars@Hadley and how the virtual meetings take place. The Friends enjoy giving toward a specific Hadley purpose or program, and were so impressed with what Seminars@Hadley offers to students that they have designated their annual gift to fund honoraria for speakers who contribute to the seminars.
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Fax: 847-446-0855
www.hadley.edu
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Change Service Requested

Our mission: To promote independent living through lifelong, distance education programs for people who are blind or visually impaired, their families and blindness service providers