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**North Dakota Vision Services/
School for the Blind**



Biennial Report

2019-2021



NDVS/SB is a Division of the ND Department of Public Instruction

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Superintendent

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NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND (NDVS/SB) AGENCY FUNCTIONS AND ORGANIZATION

OUR MISSION

We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.



OUR VISION

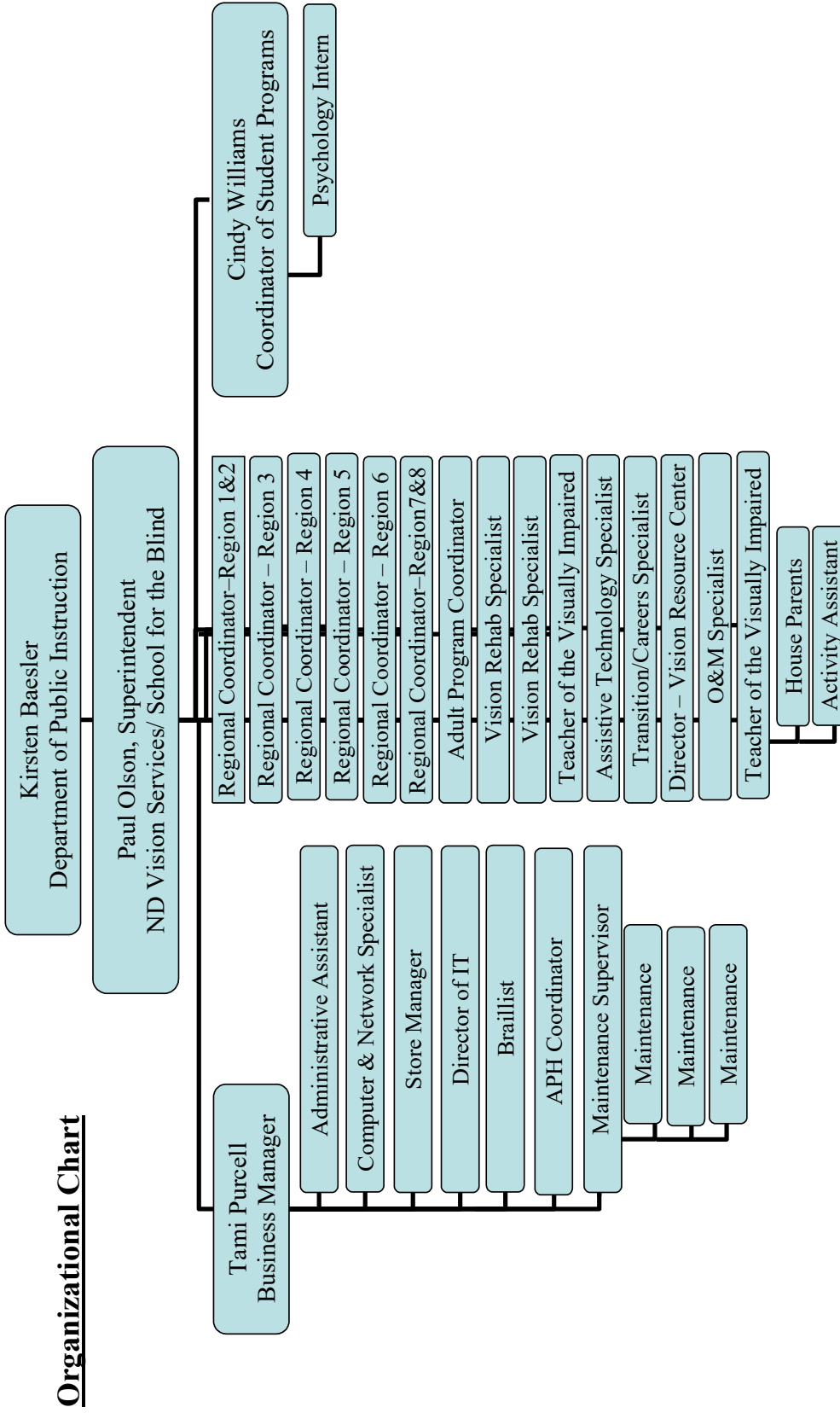
To inspire hope and the desire to achieve in our students as we strive to be leaders in the field of visual impairment.

History

- **1908** The North Dakota Asylum for the Blind opened in Bathgate, ND.
- **1941** Significant improvements to the building were made by the Works Progress Administration during the war.
- **1961** The school moved to Grand Forks to enable better transportation, medical services, and a more modern facility.
- **1975** Historic legislation The Education for All Handicapped Act further strengthened special education in public schools and led to fewer students in residential settings.
- **1995** The residential program was discontinued and a new model of short-term programs and outreach for children was established.
- **2001** Name change to North Dakota Vision Services/School for the Blind coincided with clarification of the mission to serve all ages.
- **2008** Celebration of the 100 years included former students and staff, Lions Clubs, legislators and the publication of the book “Recollections of 100 Years of Excellence.”
- **2014** Major renovation of West wing to modernize classrooms for the Grand Forks Public Schools alternative high school.
- **2020** The Covid-19 pandemic suspended short-term programs for students and adults from April through May of 2021. Outreach services were reduced due to the high risk associated with the disease and virtual services emerged to a greater degree than before.



ORGANIZATIONAL CHART



STATUTORY/CONSTITUTIONAL RESPONSIBILITIES

CHAPTER 25-06—EDUCATION OF BLIND PERSONS



25-06-01. North Dakota Vision Services/School for the Blind – Maintained –

Location. There must be maintained at Grand Forks, in Grand Forks County, a statewide service, resource, and referral center for the education and training of all residents of this state who are blind or have a visual impairment which must be known as the North Dakota Vision Services - School for the Blind.

25-06-01.1. Definitions. For purposes of this chapter, an individual who is blind means an individual who is totally blind or whose central visual acuity does not exceed twenty/two hundred in the better eye with corrective lenses, or the widest diameter of the visual field is no greater than twenty degrees; and an individual with a visual impairment means an individual with an impairment in vision which, even with correction, adversely affects the individual's functional ability.

25-06-02. Duties and responsibilities of North Dakota Vision Services/School for the Blind. Within the limits of legislative appropriation, North Dakota Vision Services/School for the Blind shall:

1. Provide vision-specific services that include consultations, evaluations, information, training, and educational services, including instruction in orientation, mobility, braille, braille music, daily living skills, technology, vocational training and recreation.
2. Collect and distribute information on vision services and resources available in the state.
3. Coordinate loans of adaptive devices, equipment, and materials.
4. Maintain a data base of residents who are blind or have a visual impairment.
5. Facilitate collaboration with agencies and programs providing services to individuals who are blind or have a visual impairment.
6. Assist residents to access appropriate services, including services available from the vocational rehabilitation division, independent living centers, infant development programs, developmental disabilities programs, the state library, local education programs, and advocacy programs.

25-06-02.1. North Dakota Vision Services/School for the Blind – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the North Dakota Vision Services / School for the Blind is appointed by and reports to the superintendent of public instruction. The North Dakota Vision Services/School for the Blind must have a separate budget and separate staff from the department of public instruction.

25-06-02.2. Superintendent – Special duties. The superintendent of the North Dakota Vision Services/School for the Blind may also be the superintendent of the School for the Deaf.

25-06-03. Superintendent to possess certain qualifications. The superintendent of the North Dakota Vision Services/School for the Blind must possess those qualifications, educational and otherwise, as in the opinion of the superintendent of public instruction may qualify that person to instruct and minister to the needs of the blind persons.

25-06-04. Qualifications for admission to School for the Blind – Residents of state entitled to free education.
Repealed by S.L. 2001, Ch. 257, § 5.

25-06-05. Services to nonresidents. Individuals who are blind or have a visual impairment who are not residents of this state may receive services from North Dakota Vision Services/School for the Blind if the individuals pay the cost of the services as determined by the superintendent of public instruction. Nonresidents may not receive services to the exclusion of residents of this state.

25-06-06. Transportation of indigent persons. Repealed by S.L. 1979, Ch. 336, §3.

25-06-07. Instruction at School for the Blind. Repealed by S.L. 2001, Ch.257, § 5.

25-06-08. Accounts for clothing – How collected. Repealed by S.L. 1997, Ch. 244, §4.

25-06-09. Blind person – Duty to report.

Repealed by S.L. 2001, Ch. 257, § 5.

25-06-10. Purchase and resale of vision-specific adaptive aids, devices, and appliances – Revolving fund – Continuing appropriation. A revolving vision aids, devices, and appliances fund is hereby established in the state treasury to be used by the North Dakota Vision Services/School for the Blind to purchase and resell vision-specific adaptive aids, devices, and appliances to be used by blind and visually impaired persons resident in this state. The North Dakota Vision Services/School for the Blind may apply service charges when needed to cover the cost of purchasing, invoicing, and shipping, and all revenue from the sale of aids, appliances, devices, and shipping and postage fees must be deposited in the fund. The North Dakota Vision Services/School for the Blind may receive gifts, grants, and donations for deposit in and use by the fund. All moneys in the revolving fund are hereby appropriated to the North Dakota Vision Services/School for the Blind on a continuing basis for expenditure for the purposes of this section.



MAJOR PROGRAMS AND ACTIVITIES

The Covid-19 Pandemic- Impact Statement

The impact that the pandemic had on the people served by NDVS/SB as well as employees and the overall operation of the agency is difficult to measure and put into words. Throughout this document that attempts to capture the activities and status of the agency for the 2019-2021 biennial period, commentary will reference both the challenges as well as the solutions that resulted as NDVS/SB continued to carry out its statewide mission.



(Image: Edible eyes were created virtually by our elementary students, as Zoom became our primary meeting spot. Hands-on learning was still happening!)

MAJOR PROGRAMS AND ACTIVITIES

Vision Resource Center

Covid Impact: The importance of providing media that is of both high quality and relevance was increased during the Covid-19 Pandemic. Constituents throughout the state were homebound. Reliance on special materials provided much needed support for individuals who were isolated and unable to get materials in alternative formats elsewhere.

The Vision Resource Center at NDVS/SB serves patrons from ages birth through end of life. This includes but is not limited to students, teachers, vision professionals, parents, and people with visual impairments or blindness. We manage and ad-

minister materials obtained through federal and state funding as well as grant funding sources. We strive to offer the latest in both professional and practical information for individuals whose lives are touched by visual impairment or blindness. We provide standard materials in non-standard formats, educate patrons in information literacy, and support the rights of all to the freedom of access to information.

The Vision Resource Center is committed to the state-wide accessibility of its collection through Online Dakota Information Network (ODIN) and to a working partnership with the North Dakota State Library in providing all patrons within the state access to information despite physical or geographical limitations. Public awareness activities and education are, therefore, an important component of our mission. Requests for materials are taken over the telephone, by mail, via email, etc.

Partnership with the American Printing House for the Blind: The Ex Officio Trustee at NDVS/SB administers the American Printing House for the Blind (APH) Program for all legally blind students and eligible adults in the state. The system through



(Image: Our students enjoyed “The Great Space Escape” program collaborated with the ND Space Grant Consortium)

which these specialized materials are distributed is known as the Federal Quota Program. Through it, textbooks and educational aids are provided free to eligible students in educational settings ranging from early intervention programs for visually impaired infants to rehabilitation for elders who have age-related vision loss, from center-based and residential school programs to the regular classroom. A wide variety of specially designed and adapted materials are available from APH, such as core curriculum materials for teaching reading, social studies, mathematics, and science. Also available are materials for assessing and improving the use of low vision aids and expanded core curriculum materials for cultivating emergent literacy and concept development. These materials are also useful for facilitating sensory, motor, and perceptual development, and for developing self-help and pre-vocational skills.

Educational tools include adapted audio recording equipment, braille curriculum, devices for writing braille, and talking computer hardware. Special supplies such as braille and bold-line papers, special binders and notebooks, and other consumable materials used in the classroom are also available.

Large Print and Braille Textbook Repository: In response to requests from local teachers and/or special education directors, NDVS/SB staff locate and obtain textbooks in alternative formats and loan them to students for the school year. If a textbook is not available in the NDVS/SB collection or through the APH Louis Database, another option is to search the National Instructional Materials Access Center (NIMAC).

NIMAS: NDVS/SB has been designated as the provider of NIMAS materials for eligible students in North Dakota. The Individuals with Disabilities Education Act (IDEA) mandated the establishment of the National In-

structional Materials Access Center (NIMAC) as a national repository for publisher source filesets of textbooks and related core printed materials that are created according to the technical specification included in the National Instructional Materials Accessibility Standard, commonly known by the acronym NIMAS. The NIMAC has been established by the American Printing House for the Blind, Inc. (APH) in Louisville, Kentucky.



(Image: Students learning how to play musical instruments during a programming week.)

When a publisher creates a NIMAS fileset for a textbook or other print material and deposits the fileset in the NIMAC, that fileset can be converted into student-ready specialized formats, such as braille, large print, audio, or digital text by an accessible media producer that has been authorized by NDVS/SB. NDVS/SB staff can search the NIMAC database for availability of materials or a request may be made to have a fileset created. This part of the process is done free of charge, but it is important to note that the cost of creating large print or braille materials that are properly formatted may cost the local education agency/school to have it produced. NDVS/SB can help local agencies/schools identify appropriate accessible media producers when materials need to be created.

Professional Collection: This collection provides time-tested references as well as current resources for vision professionals, families, and other educators who need to research particular topics. New curriculums, journals, and textbooks cover a wide range of topics. It is essential that this collection reflect the most current research in this ever-changing field. These materials are particularly important given the fast pace of changing technology, educational trends, and medical treatment for visual impairment. The VRC also houses the professional collection of the Deaf-Blind Project, which includes books and other materials about topics related specifically to dual sensory loss. This collection is maintained and funded by the North Dakota Dual Sensory Project.

Fiction and Non-Fiction Books: A consumer library of fiction and non-fiction books in braille and large print is maintained. In addition, the library stocks numerous titles with tactile adaptations for the pre-braille reader.



(Image: First official in-person program in June 2021 in the Bottineau area in collaboration with Annie's House.)

3D Model Collection: Our 3D model collection is growing and currently includes over a dozen tactile models focusing on science, math, and social studies topics. These models allow students and clients to

engage tactually with structures and figures that they are learning about. Models can also be printed on request.

Sensory Education Library: This collection allows teachers and other service providers to borrow educationally stimulating toys, switches, and other sensory learning equipment. Items in this collection are checked out via recommendations from vision professionals.

Vision Assessments Collection: Assessments are provided to vision professionals to use when evaluating visual acuity and functioning. These charts, kits, and other items may be needed for a Learning Media Assessment, Functional Vision Evaluation, or other vision or intelligence testing.

The Store: The purpose of The Store is to provide persons who are blind or visually impaired direct access to a sampling of low-vision aids that they may need for daily living and enjoyment. The hope is to bridge that difficult first step in selecting low-vision aids. Some examples of items for sale are canes and tips, labeling and writing supplies, magnifiers, sewing and measuring aids, talking clocks, and a wide variety of recreational games. Print catalogs are available as well as a virtual catalog on the NDVS/SB website ndvisionservices.com. Individuals are encouraged to access the catalog on-line to read product descriptions and view pictures of products. Whether someone is shopping for themselves or for a loved one, this catalog will help customers select the best product. Phone orders are welcome and staff is happy to answer questions. An additional benefit to North Dakota customers is that we do not charge shipping or handling fees.

Braille Access Center: The mission of the Braille Access Center is to provide equal access to print materials for persons who are blind or visually impaired. Materials are made available in braille and large print. Items prepared include agendas, pro-

grams, catalogs, flyers, brochures, reports, menus, tactile concept books, greeting cards, conference handouts, and correspondence. Customized braille materials are provided on a fee for service basis. A limited number of textbooks for students are produced annually upon request.

Technology Center

The purpose of the Technology Center is to provide demonstrations of and information about assistive technology to persons who are blind or visually impaired.

A collection of technology items is housed in the Technology Center for short and long-term loan. This collection includes video magnifiers both desktop and portable, talking devices such as calculators, tape measures, and labeling systems, computer software for magnification, and with braille and synthetic speech output, and free-standing devices to provide text to speech without the use of a computer.

Services offered by the Technology Center include:

- On site hardware and software demonstrations for consumers and professionals.
- Information on regional and national vendors of assistive technology
- Hardware and software loans of APH items to eligible students.
- Hardware or software loans to qualified consumers for a specified amount of time.
- Select equipment can be loaned to individuals for short-term trial use in their home, school, or work site.
- Computer training for professionals and persons with a visual impairment; may include workshops, set-up and installation of equipment, and individualized training at either NDVS/SB or local setting.
- Training on the use of mobile devices using VoiceOver, TalkBack and magni-

fication options.

- Referrals to and collaboration with ND Assistive which is the comprehensive, state assistive technology organization.



(Image: Our Adult Clients receiving their Certificates for completing Adult Week.)

Regional Outreach Services:

Covid Impact: When schools completely closed in the spring of 2020, NDVS/SB outreach services to children in homes and schools were suspended for over two months which brought us to the end of the 2019-2020 school year. Throughout the summer and into the fall, staff slowly resumed face to face visits with students and adult clients wearing personal protective equipment and taking significant precautions to avoid spread of the disease

In providing a full range of services throughout the state, it is very important to sustain regional offices with highly trained teachers of the visually impaired. These teachers consult with local schools and other service agencies in the following areas: classroom adaptations, functional vision evaluation, orientation & mobility, technology, braille, vocational education, recreation, physical education, daily living skills and music. Regionally based teachers (coordinators) provide consultation and limited direct service. Case management is the responsibility of the local school, how-

ever, the NDVS/SB teacher works alongside the local educator as part of the IEP team. The regional teacher also works to coordinate consultation provided by other staff at NDVS/SB that specializes in areas of instruction like orientation and mobility and technology. The key to success in this model of service delivery is teamwork. Family and home based service is also typical. Home visits to observe and work with infants and preschoolers are frequent. The goal during home visits and through regular communication with parents is to provide needed support and vital information.

Adult Services

Covid Impact: As we would have expected there was much fear about both contracting Covid-19 as well as passing it on to others. Direct services were suspended for a time in the spring of 2020 but individual staff began to do select direct services while taking great care for the safety of the client as well as themselves. The number of individuals requesting direct services was reduced significantly with a slow rise in requests and referrals beginning early in 2021.



(Image: One of our Adult Clients working on Orientation & Mobility Training.)

NDVS/SB provides vision specific services to adults which may include evaluations,

consultations, and instruction in the following areas:

- Access to Community Resources
- Adaptive Technology
- Communication (i.e., braille, large print)
- Daily Living/Self Care Skills
- Functional Vision Evaluation
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure Activities
- Vocational/Career Exploration

It is the goal of NDVS/SB to assist individuals in reaching their personal and professional goals through the process of assessment and training. The process involves educating the consumer about available resources, determining training needs, evaluating the individual's ability level, delivering instruction, and providing follow-up services as needed. Referrals may occur through self-referral or through the Division of Vocational Rehabilitation, which pays a fee for vocational related services for those consumers who are eligible. Services are provided at NDVS/SB and in local communities.

NDVS/SB employs two regionally based rehabilitation vision specialists. These professionals are available to consult with individuals in their homes. Some individuals need minimal adaptation to regain independence while others can benefit from instruction over a longer period of time to meet their personal goals. When intensive instruction is recommended, individuals often choose to participate in the adult training weeks that are scheduled periodically throughout the year at NDVS/SB.

Summer Programs for Students

Covid Impact: On-site summer programs for students and adults were suspended in 2020 over fear of exposure as well as the overall shutdown of many community resources that would have normally been available. The Medora work experience

for students was not available because the tourist venue was not open. It was also not possible to host the typical student cohorts at NDVS/SB because guidance from the Center for Disease Control as well as the ND State Health Department advised against gatherings of any size. After the 2021 schools year the circumstances had improved greatly. This allowed for two summer programs to be conducted in June bringing students back together for hands-on learning.



(Image: Student practicing cane skills at Lake Mitigoshe Summer Program.)

The primary goal of summer programs is to provide students with visual impairments additional experiences relating to skills that are unique to the visually impaired but that are not included in the academic programs of the school year.

Teen Career Exploration is held in June and provides students opportunity for building friendships with peers who also have a visual impairment. Together they learn about various careers, practice daily living skills, orientation and mobility skills, leisure recreation, community awareness and personal development.

Elementary Literacy Weeks are held in August with a focus on the theme adopt-

ed by the ND State Library Reading Program. The activities are wide ranging but they revolve around building literacy (braille or large print), orientation and mobility activities, daily living activities, team games, craft projects, music games and lessons, and special guest visitors from the community. Friendship skills are developed as they play with peers who understand what it is like having a visual impairment.

Recreational Activities Recreation and leisure skills may include traditional and adapted physical education activities as well as a host of other hobbies and pastimes that are enjoyed by the general public. However, a person with a visual impairment may need help in identifying the array of choices available. In addition, many of these activities require a degree of adaptation in order to make them accessible for participants with vision impairments.

There are activities specifically designed with visual impairments in mind. Goalball, Beep Baseball and Power Showdown are games designed for both entertainment value and competition for people with visual impairment. The list of other activities that are encouraged is limitless. Most board games, crafts, music activities, etc., can be made accessible. The goal of any programming in this area is to promote a wide range of interests to enhance the individual's quality of life. How can NDVS/SB help an individual in this area?

Short-term Programming for Students

Covid Impact: During the pandemic, instruction was adjusted to meet the needs of students of all ages by providing virtual sessions. This included live Zoom sessions during our programs consisting of about six hours of live time where students learned through lessons with materials sent out to them prior to the session

or through materials they had accessible to them at home including technology. Guest speakers were also a part of our distance learning program including teens and adults with visual impairments sharing their story and successes and the UND Space Grant Consortium collaborating with us to create a sensory escape room for our students. A virtual book club was also enjoyed by our middle school aged students. Through distance learning, we were able to serve some students via virtual programs who hadn't taken part in or had minimally taken part in our center base programs. The silver lining is the pandemic has provided the opportunity to learn, grow, and serve students in a different way.

The primary purpose of short-term programs is to provide high quality instruction and experiences to students to facilitate independence in the expanded core curriculum and provide a foundation for overall academic achievement.

Short-Term Programs --Academic Year

- Teen/Career Short-Term Programs (10th—12th grade)
- Middle School Short-Term Programs (6th—9th grade)
- Elementary Short-Term Programs (1st—5/6th grade)
- Summer Programs (Elementary, Middle School & High School)

Short-term student program sessions consist of sessions throughout the school year that are either four or five days in length. These sessions allow for instruction in vision specific areas known nationally as the Expanded Core Curriculum (ECC). The sessions allow students in specific age groups to spend time periodically at NDVS/SB and in the community to enhance skills and receive one-on-one instruction in the expanded core curriculum areas. Lessons are taught based on input from parents/guardians and teach-

ers, utilizing various checklists, and incorporating input from informal and/or formal assessments in various ECC areas. The daily schedule has time devoted for specialized instruction from Teachers of the Visually Impaired, personal development, study skills and social activities. Selected weeks may have a particular instructional focus.

After each session, a written report was compiled and disseminated to parents and the local school and/or other pertinent parties who are part of the educational team. If an on-site or home visit is desired, that can be arranged through our staff. If parents or educational staff members desire to receive training to learn



(Image: During our summer high school program, students completed a service project at Turtle River State park – June 2021)

more about the ECC areas, they are welcome to spend time at NDVS/SB. On-site housing can be arranged.

In-service Training

Covid Impact: Throughout the fall of 2019 through March of 2021 the delivery of in-service presentations to university students, adult consumers, parents, public school staff and members of the general public carried on as in years past with the

expectation of reaching previous biennial levels. With the restrictions placed on staff by Covid-19, however, the number of unduplicated individuals reached drastically reduced.

The silver lining in this unfortunate scenario, however, came in the form of several virtual learning groups that were a partnership between NDVS/SB and the North Dakota Association of the Blind. These learning groups addressed topics of high interest to our constituents ranging from mental health to technology. The development of these virtual learning groups will be further described in the major accomplishments section of the report.

2019-2021 BIENNIUM LEGISLATION

No new legislation specific to the operation of NDVS/SB was enacted.

2019-2021 RESPONSIBILITY ADDITIONS/ DELETIONS

No changes in agency responsibility were added or deleted.



Program Evaluation

Major Agency Accomplishments

Covid Impact: Many of the accomplishments indicated in this report will at least in part be associated with the significant and successful adjustments that NDVS/SB staff made to continue providing the best services possible during the pandemic. That noted, the strategic plan that NDVS/SB developed in 2018 was still fully in effect. The objectives were largely met but are ongoing and continue to be important. A summary of progress on each of the three major goals will be addressed in this section followed by other major accomplishments.

1. Implementation of the 2018-2021 Strategic Plan was successful. Objectives in each goal area were carried out with measurable progress. Each of these goals will continue to be important and will be monitored in the next biennium. These are the 2018-2021 goals:

Goal 1: NDVS/SB will provide increased options and individualization for services to people who are blind/low vision.

Goal 2: NDVS/SB will have an active and progressive staff recruitment and cross-training program.

Goal 3: NDVS/SB will increase public awareness of services and programs to individuals and groups who will benefit from our services.

2. Virtual Learning Groups were conducted weekly throughout the height of the pandemic and continued through the end of the biennium with plans to continue indefinitely. These innovative one-hour sessions covered topics of interest with adult consumers

and proved to be highly effective. Focus group interviews yielded results that demonstrated high degrees of satisfaction.

3. A transition to the majority of instructional staff telecommuting during the pandemic was extremely quick and successful. Staff were issued new laptop computers and received training on methods to meet using Microsoft Teams effectively to communicate and conduct their work.
4. The state sponsored Gallup survey was conducted with staff to determine level of satisfaction in multiple areas. NDVS/SB satisfaction levels were above state averages in every category and the agency as a whole had one of the highest overall ratings among the 60 plus agencies in the state.
5. A North Dakota Lions fundraising project to purchase what are called "Little Rooms" for use by students with sensory and other developmental needs surpassed the \$35,000 goal. This project was promoted by NDVS/SB staff who work with children that can benefit from having this learning tool in their home or classroom over an extended time. The partnership that formed to make this happen between the ND Lions and NDVS/SB was remarkable and stands as a model for organizational cooperation.



6. Numerous facility improvements were completed. Complete redesign of the upstairs restrooms in the south wing provided for both more accessible and more aesthetically appealing facilities. The most noticeable facility improvement was a floor removal and replacements in the gymnasium. The floor surface was covered in luxury vinyl tile and laid out in a pattern that approximated the official goalball court. In addition to the new floor, the entire room was painted a more modern tan. The new appearance of the gym effectively transforms it into a multi-purpose room for recreation and modern meeting space.



Trends & Identified Needs

In review of the statistical data over the biennium compared to previous biennia, it is apparent that the number of individuals served as well as number of overall services rendered were lower. The number of consultations and evaluations were reduced as well but only moderate reductions were realized considering the number of months of suspended services. The number of instructional sessions taught was unfortunately down by over 30%.

In regard to short-term programs for students, ironically the number of sessions increased due to offering virtual lessons to a broader group of students statewide—many of whom would not have traveled to Grand Forks. The lesson learned through this observation points to the need to provide hybrid on-site/virtual lessons in the future in order to reach a greater number of students.

It seems there is no completely reliable way to detect trends with a high confidence given the complexity of the pandemic period. Trend prediction is subjective under the best of circumstances. There are some inferences that might be defensible, however. First, health officials have indicated that the pandemic will continue to be present and effect our daily functions in school settings and work settings of every kind. The second likely byproduct of the pandemic points toward an higher reliance on virtual means of service delivery to meet the needs of students and adults in need of the range of low vision and blindness services.

New Agency Goals for 2021-2023

1. Fill, train and maintain 100 percent of agency's FTE's
2. Reach and maintain a consumer (parents, students, adult clients and partner agencies) satisfaction rating of 95% or greater through the use of various measures.
3. Increase the number of total adults served by 15% compared to the number served in the 2019-2021 biennium.
4. Seek and be granted accreditation through the AER Accreditation Council by the end of the 2021-2023 biennium.

Core Priorities and Values

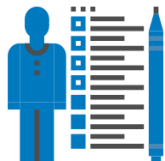


INCREASE AWARENESS AND ENGAGEMENT

Increase awareness and engagement with parents of students to better meet the needs of the families and to support learning.

IMPROVE ACCESS

Improve access to all print and electronic materials for more individuals of all ages at home, school and work.



ECC - LIFE SKILLS

Increase students and adult learners who are proficient in the expanded core curriculum (life skills) so they are Choice Ready.

SUPPORT PARTNERS

Increase support to public school partners through consultation and in-service training.



ENHANCE LIVES

Increase persons with visual impairment who are active in their communities by demonstrating strategies to enhance their lives and meet their personal and vocational goals.

REDUCE UNDEREMPLOYMENT

Reduce the rate of underemployment and unemployment for youth and adults who are visually impaired.



North Dakota
Vision Services/School for the Blind

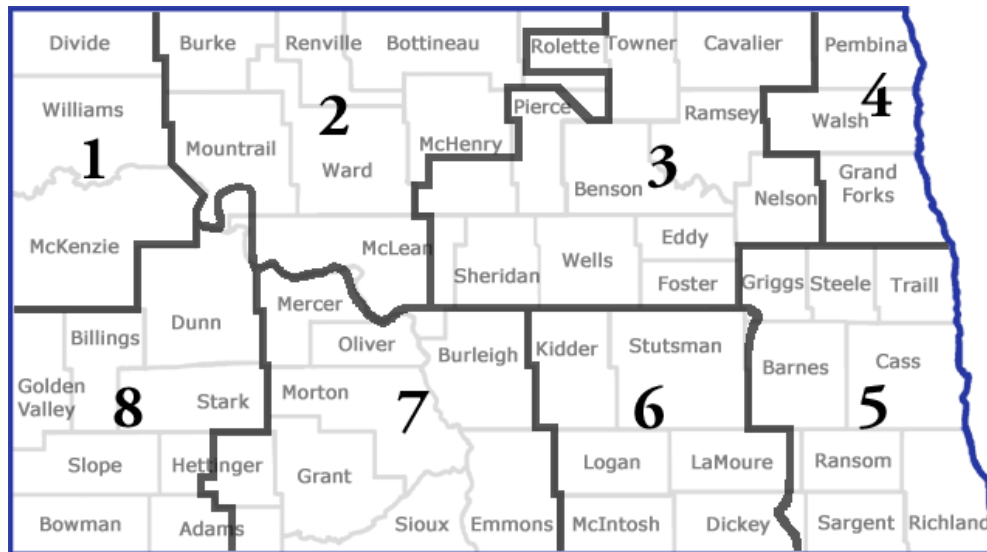
STATISTICAL INFORMATION

Services Provided	2017-2019 Biennium	2019-2021 Biennium
Clients Served (Unduplicated):		
Infants/Students	343	292
Adults	<u>219</u>	<u>217</u>
Total	562	509
Vision Resource Center:		
New Loans	1,717	969
"Reaching Out" Newsletter (circulated quarterly)	390	365
APH Federal Registry	285	296
Store Sales (Invoices)	433	417
Braille Access Center (pages)	20,357	11,638
Short-term Center Based Programs (Persons Served):		
Short Term Programming	128	175
Adult Week	37	14
Summer Programming	37	27
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,656	1,598
Evaluations	375	400
Instruction	7,927	5,616
In-Service Training (Attendees)	1,417	660
		<i>As of 06/30/20</i>

TOUCHING NORTH DAKOTAN'S LIVES



**CLIENTS SERVED BY REGION (UNDUPLICATED)
JULY 1, 2019 to JUNE 30, 2021**



Region 1

Infants/Students – 21
Adults – 14
Total: 34

Region 2

Infants/Students – 43
Adults – 21
Total: 54

Region 3

Infants/Students – 26
Adults – 18
Total: 37

Region 4

Infants/Students – 34
Adults – 62
Total: 83

Region 5

Infants/Students – 70
Adults – 51
Total: 103

Region 6

Infants/Students – 37
Adults – 13
Total: 47

Region 7

Infants/Students – 23
Adults – 24
Total: 41

Region 8

Infants/Students – 32
Adults – 6
Total: 36

Relocated/Out of State

Infants/Students – 6
Adults – 8
Total: 13

**Total Infants/Students Served: 292
Total Adults Served: 217
Total Persons Served: 509**

SUMMARY OF EXPENDITURES AND REVENUES

Revenues by Source:

Lease - Rent of Building (GFPS,NDSD,EHS)	\$	357,178
Donations		8,034
Admissions (Vocational Rehabilitation/Center Based Students out of state)		6,458
Lease - Rent of Land (UND)		5,800
Transfer from Common Schools/ Ellendale Fund		1,122,000
Braille Access Center		2,327
		Total Revenue for 2019-2021
	\$	1,501,797

<u>Expenditures by Program</u>	<u>General Fund</u>	<u>Federal Fund</u>	<u>Special Fund</u>	<u>Total</u>
Maintenance & Utilities	\$ 548,097	\$ -	\$ 670,993	\$ 1,219,090
Administration	669,983	-	29,455	699,438
Adult Program	203,740	-	13,600	217,340
Outreach (Age 0-5)	192,114	-	10,903	203,017
Outreach (Age 6-21)	1,701,037	-	51,505	1,752,542
Technology	550,427	-	44,228	594,655
Short Term Programs (K-12)	177,816	-	29,660	207,476
Vision Resource Center	610,131	-	7,006	617,137
Braille Access Center	8,539	-	1,329	9,868
Summer Camps	2,627	-	1,441	4,068
Total Expenditures	\$ 4,664,511	\$ -	\$ 860,120	\$ 5,524,631

Breakdown of Expenditures by Line Item

Salaries & Wages

Salaries & Wages	\$ 2,950,246	
Temporary Salaries	31,275	
Fringe Benefits	1,515,617	
Total Salaries & Wages		<u>\$ 4,497,138</u>

Operating

State Employee Travel	\$ 114,285	
Utilities		
Electricity	52,181	
Water & Garbage	18,600	
Steam Heat	49,658	
Natural Gas	3,355	
Telecommunications	29,551	
Data Processing	85,828	
IT - Software/Supplies	10,620	
Postage	2,645	
IT - Contractual Services	3,022	
Lease/Rent - Equipment	7,866	
Lease/Rent - Bldg	32,777	
Professional Development	13,687	
Operating Fees/Services	36,932	
Repairs	35,907	
Professional Services	4,061	
Insurance	12,876	
Office Supplies	14,535	
Printing	1,209	
Profess. Supplies & Materials	20,870	
Food & Clothing	7,321	
Bld,Grnds,Vehicle Supplies	48,786	
Misc. Supplies	9,001	
IT Equipment under \$5,000	24,578	
Other Equip under \$5,000	56,535	
Office Equip under \$5,000	4,250	
Total Operating Expenses		<u>\$ 700,936</u>

Capital Improvements

\$ 326,557

Total Expenditures \$ 5,524,631

RESOURCES AND PUBLICATIONS

1. "Reaching Out" Newsletter – Published three times each year
2. Store Catalog
3. Center Based and General Services Brochures
4. Website — www.ndvisionservices.com
5. Facebook

Materials published by the NDVS/SB are available in alternative formats (i.e., braille, CD, large print, audio recording) upon request.

CONCLUSIONS

This report is a record of a two-year period with the goal of accurately capturing what occurred in both service delivery and general operation as an agency. Emphasis on programs for students and adults, new initiatives and new activities that took place as well as new challenges were recorded. The financial operation and service statistics are strictly factual. Commentary surrounding the activities accomplishments and description of new challenges are certainly subjective yet based on data and other relevant evidence. The COVID-19 pandemic was as far as we can determine at its height during the 2019 to 2021 biennium. Although services and thus outcomes for students and adults were negatively affected, new methods of service delivery were employed successfully.



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