



AMERICAN  
PRINTING  
HOUSE

**Limitless  
Possibility**



**Annual Report**

**Fiscal Year 2021**

Oct. 1, 2020 – Sept. 30, 2021



APH  
Headquarters

# Welcome to APH

Since 1858, The American Printing House for the Blind has operated in Louisville, Kentucky, empowering people who are blind or visually impaired by providing accessible and innovative products, materials, and services for lifelong success. Our vision is for an accessible world, with opportunity for everyone.

Much of APH's mandate comes from the federal Act of 1879 to Promote the Education of the Blind. The Act designates APH as the official supplier of educational materials to all eligible students who are blind in the U.S. and who are studying at less than college level.

From adaptive educational products like braille and large print textbooks, tactile maps, and refreshable braille devices, to the services offered through the APH Hive, APH Press, and the APH ConnectCenter, we are committed to meeting the needs of the students, adults, parents, teachers, educators, advocates, and others we serve.

APH is a private, nonprofit 501(c)(3) corporation. APH also addresses the lifelong learning needs of children and adults who are blind and visually impaired through the generosity of private donors and funders. For additional information, please visit: [aph.org](http://aph.org).



APH Welcome  
Banners on  
front lawn of  
Headquarters

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## APH Mission:

Empowering people who are blind or visually impaired by providing accessible and innovative products, materials, and services for lifelong success.

## New Typeface:

In this Annual Report we are using a new font that is under development and was designed specifically for low vision users. We welcome your feedback and comments at [communications@aph.org](mailto:communications@aph.org).

Photo on the cover: students in a classroom using braillewriters, with a teacher in the background

Photos on the right: collage of APH customers



**Fostering Dream Believers**



**Creating Change Makers**

**Supporting Access Warriors**



**Empowering Barrier Breakers**



# President's Message: "All In"



I believe that we all thought that the worst of COVID was behind us in 2020, and we eagerly looked forward to creating that sense of the "new normal" in 2021. And while some of that was true—we had the vaccine, students were able to return to the classroom, and gatherings were once again evident—we still were struggling with the realities of the fallout of a worldwide shutdown.

This manifested itself in 2021 with rising prices, the shortages of products, and a shrinking workforce. If we learned anything from 2021, it was that sometimes life has more to teach you than you had planned. We can not control what happens to us, we can only determine the mindset and attitude with which we respond. At APH, we adopted the mindset of "All in." We realized that there were limitless possibilities ahead of us, and that we need to move forward with a blended spirit of courage, healthy fear, and measured recklessness.

We took those steps in 2020 and 2021 and saw several amazing things happen. We saw the creation of new partnerships and opportunities to help and be helped by friends and colleagues. We saw the growth of services for students, parents, and teachers through our educational platform, the APH Hive, and ExCEL and Access Academies.

We were able to increase our impact through trainings and opportunities for adults through the APH ConnectCenter. We saw several new product launches and the positive impact of those products as they made their way around the world with APH partners.

As we look forward to 2022, we are expecting to double the impact that we can have on the world. We are not worried about what we can't control, but are more concerned with the opportunities not taken. We see a road ahead of limitless possibilities and hope that you will consider joining us as we move forward.

**Craig Meador, Ed.D., APH President**

Photo above: Craig Meador



APH Mission Mural featuring photos of APH customers and displaying the achievements of APH teams

# Learning Knows No Limits

## Outreach Services

APH's Outreach Services team is growing, offering more opportunities and support to families, educators, and professionals across the blindness field. Outreach Services administers the Act to Promote the Education of the Blind by overseeing the annual student registration for the Federal Quota Program and providing consultation and support to Ex Officio Trustees (EOTs), professionals in the field of vision, families of people who are visually impaired, and consumers. Other services include distance learning and statewide/nationwide training opportunities; exhibits and presentations at regional, statewide, and national conferences; expanded core curriculum academies/professional learning communities; and parent and family training opportunities.

This team of experts is led by Leanne Grillot, National Director of Outreach Services, and includes three Regional Specialists. Regional Specialists help meet the unique needs of those we serve, focusing on specific regions to provide support tailored to those communities. They share knowledge across the field and build local networks of support, providing outreach at conferences, Braille Challenges, colleges, public and private schools, rehabilitation centers, and more.

Meet the full team by reading our [Meet the Outreach Services Team blog](#) on [aph.org](http://aph.org).



**Outreach Services Team,**  
back row: Amy Campbell,  
Jeff Schwartz, Leanne Grillot,  
Cindy Amback; front row:  
Scott Hegle & guide dog,  
Lumiere, Leslie Weilbacher  
& guide dog, Neil

## Center for Assistive Technology Training (CATT)

Our goal to get assistive technology in the hands of all who need it and to provide assistive technology training to teachers of the visually impaired, students, and families has been furthered through APH's partnership with the Alabama Institute for Deaf and Blind (AIDB). Technology devices are provided through APH, and training is provided through AIDB employed trainers serving a nine-state region: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee, as well as Puerto Rico, and the American Virgin Islands.

## APH Hive

This year, the APH Hive celebrated its first year in operation. The Hive offers a variety of free online courses for vision professionals and educators to increase their ability to respond to the needs of students with visual impairments. This "one-stop" for professional development offers Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) continuing education units, and courses can also be taken by parents, students, and consumers. In the past year, the APH Hive has grown to offer five categories of content (Foundations, Assessment, Early Childhood, Core Curriculum, and Expanded Core Curriculum) and 24 unique courses. Over 1,300 professionals have tapped into the Hive's peer-reviewed, quality instruction and resources.

For information on any of these resources, contact the Outreach Services Team, [outreach@aph.org](mailto:outreach@aph.org).

“ *The actual assignment made me apply what I'd learned. This makes the knowledge stick in a way that doesn't when you just watch a webinar.* ”

— APH Hive participant



Since its launch, *Access Academy* has provided over 230 webinar trainings to more than 30,000 attendees across the globe. In 2021 and beyond, we will continue to provide these free and engaging education and professional development webinars on APH products and services. We are also proud to continue offering ExCEL Academy webinars to students of all ages and abilities.

# FY2021 Advocacy

## A message from Paul Schroeder



More than ever, we need positive messages about the education of students who are blind and visually impaired.

The conditions of this past year have placed enormous strain on the patience, health, and fortitude of educators and other service providers. The ongoing threat to health and life itself continues. At the same time, angry debates over educational content and COVID mitigation measures, fueled by political polarization, are paralyzing institutions from school boards to Congress. The desire to return to normal classroom teaching is palpable, and the commitment to ensure the safety of students and school personnel weighs heavy. We applaud the teachers, parents, administrators, and all other school personnel for your perseverance and persistence.

We serve a low-incidence population, and it is immensely difficult to attract attention for the work we do even in the best of times. Yet, we have a positive and compelling story to tell our policymakers about the value of supporting education for an often overlooked population.

*“ You are the best ambassador and storyteller to deliver the positive message, which is so important as an antidote to all the negativity and fear driving debates about education, from school boards to Congress. To be sure, positive messages are easily drowned out by angry and vocal advocates, but that is precisely why we must make the effort. I am convinced that our education officials would especially appreciate hearing from you at this time about the value of providing accessible textbooks, technologies, and models that bring learning to life. Recruit teachers, parents, and individuals who are blind or visually impaired to join you in telling the story and amplify the message. ”*

— Paul Schroeder, APH VP, Impact and Outreach  
(formerly Government & Community Affairs)

What can you do to “be the change”? Whether you are a teacher, parent, administrator, resource provider, or supporter, there are many ways to be an advocate for the education of our students. The most important step you can take is to tell your own story to your members of Congress, your United States Representatives and Senators. You can tell them about how your child who is blind or visually impaired was able to be successful in school and what it took for that to happen. Members of Congress almost never hear about what is required to ensure an appropriate education for blind or visually impaired students. You can change that—and when you do—you can help ensure that students, schools, and teachers have the resources needed to provide that education.

Our students deserve the best of what this nation has to offer, and you can help deliver that clarion call. Help our policymakers understand all that can be accomplished if our students have what they need to fulfill their education.

I invite you to contact me at [pschroeder@aph.org](mailto:pschroeder@aph.org) if you would like to share your story and get more involved in helping policymakers understand the needs of our students.



“ Our students  
deserve the  
best of what  
this nation  
has to offer. ”

— Paul Schroeder

# ABIDE

## A message from Tai Tomasi

### Accessibility, Belonging, Inclusion, Diversity, and Equity (ABIDE)

For 163 years, APH has worked to level the playing field for blind and visually impaired students. In 2021, APH renewed its commitment to equity by establishing the department of Accessibility, Belonging, Inclusion, Diversity, and Equity, known as ABIDE. ABIDE will enhance APH's efforts to welcome everyone, both internally for employees as well as externally, and to serve as a resource to the field of education for the blind and visually impaired. Our goal is to lift up the voices and empower marginalized groups through equitable educational experiences. In order to provide those equitable experiences, professionals in the field of education of the blind and visually impaired must come to understand the lived experiences and perspectives of those groups whose voices have not been heard.

The ABIDE program is just getting off the ground, but has already provided valuable training and guidance in the areas of:

- Universal design
- Website accessibility
- Document accessibility
- Accessibility in marketing/advertising
- Inclusive language
- Blindness/disability 101
- Inclusive residential programming

The ABIDE team is growing and will be bringing valuable ABIDE trainings to APH staff in 2022. The team is currently working on creating a series of career development courses for blind youth and adults in the areas of software development, website design, and web accessibility.

Trainings highlight intersectional identities and help attendees develop empathy and an understanding that we have more commonalities than differences. We look forward to customizing trainings to meet your needs and the needs of your students and clients.

The ABIDE team wants to hear from you! We learn and grow from each new idea shared in our community. We are interested in your suggestions so that APH can provide customized trainings in all ABIDE areas. Email us at [abide@aph.org](mailto:abide@aph.org).



**ABIDE**  
Accessibility · Belonging ·  
Inclusion · Diversity · Equity



Tai Tomasi, APH  
ABIDE Director,  
pictured with her  
guide dog, Lava



“Diverse intersectional identities create a rich tapestry of perspectives.”

— Tai Tomasi

# Moving Forward

## Meeting New Needs — Reaching New Audiences

As some APH teams were gearing up to launch new programs and services, other teams were focused on improving and expanding some of our current offerings.

## The TGIL Expands International Reach and Gets a New Look

Tactile Graphic Image Library (TGIL) is one of the most beloved resources for educators offered by APH. 2021 was a big year for the TGIL, with a new look and redesigned site, an increased image library, and a growing user base.

In early 2021, the TGIL team offered a series of four webinars through APH's Access Academy. Over 1,370 people registered for the sessions, which covered topics like *Planning and Designing Quality Tactile Graphics* and *Setting the Stage for Tactile Understanding*. As a result of these webinars, the University of Edinburgh's Scottish Sensory Centre (SSC) invited TGIL's staff to present a 3-part webinar series. The series led by Sally Hart, APH Tactile Graphics Designer, was very well received, and following that programming, TGIL users from Great Britain grew by over 15%. The APH tactile graphics webinars were also sent to our National Prison Braille Network partners, giving their transcribers the tools to learn these best practices in tactile graphics usage and design.

The TGIL can be accessed at: <https://imagelibrary.aph.org>.

### TGIL by the Numbers (as of Dec. 2021)

Total Users: 12, 069

Total Assets: 2,285 images

User Locations: 95 countries worldwide

Photos (left to right) from APH's Graphics, Model Shop, Book Cover Making, and Braille Transcription Departments



## APH Discontinues Traditional Enlargement Textbook Printing

Sometimes bigger is not better; ask any student who carries a large print textbook. That is why in 2021, APH bid farewell to our Traditional Enlargement format for textbooks and began producing those books in APH's Large Print format only. APH's Large Print format has several advantages: the book is more comparable in size to the original textbook, the print is better quality, the font is more appropriately sized and friendlier typeface for low vision users, and all books are printed in full color. For students, this means a lighter backpack and a book similar in size to their classmates' books. As an added benefit to the new large print process, APH can also create a digital book with image descriptions, offering the option for the book to be read on a digital e-reader.

## Brushing Up on Braille

In April 2021, The Braille Improvement department launched a weekly email called *Braille Refresher Questions*. The program is designed to “refresh” your braille knowledge by sharing a weekly nugget of braille instruction in the form of a question. The suggestion for this new program came from an EOT who wanted to do something for teachers who do not regularly have braille students.

Weekly emails are sent to over 560 subscribers. Most subscribers are TVIs, but librarians, paraprofessionals, braille transcribers, curriculum designers, and speech language pathologists have also signed up.

Anyone can sign up for the weekly Braille Refresher Questions email. To subscribe, contact [BrailleImprovement@aph.org](mailto:BrailleImprovement@aph.org).



Photos (left to right) from APH's Large Print & Braille Departments, and Prison Braille Program Tactile Graphics Department

# Louis and NIMAC

## Partners in the Timely Delivery of Materials to Students

We are pleased to announce the upcoming release of a newly redesigned Louis website. Staff in Resource Services have worked intensively this past year with the Computer Technology Services (CTS) Department and our web developer on the design and implementation of the new site, which will include an entirely new user interface and improved search capabilities. The new site will also contain updated search pages for the Accessible Media Producers (AMP) Database and the catalog for the APH Libraries (the M.C. Migel Library and the Barr Library).

Named after Louis Braille, Louis is a national service that provides a mechanism for producers of braille and other accessible formats to share information on the materials they have available—and how to obtain them. This free service makes it possible for schools to quickly locate information on accessible textbooks available from over 75 agencies—including APH—with just one search. Schools benefit by having one central location for locating accessible materials, while braille producers across the U.S. can avoid duplication of effort so that limited resources go further, and more students can be served. For example, when APH receives a new custom order for a braille textbook, its first step is to check Louis to ensure that the book is not already available from another provider before APH accepts the order.

2021 was also a big year for the National Instructional Materials Access Center (NIMAC) as APH submitted a successful proposal to the U.S. Department of Education, Office of Special Education Programs (OSEP) and received a continuation award that funds the project for another five years.

The NIMAC project, which is housed at APH, was created by IDEA 2004 to serve as the national source file repository for K-12 instructional materials. Digital textbook files in the NIMAC are used by accessible media producers—including APH—in the production of braille and other accessible formats on behalf of qualifying students in elementary and secondary education.

While Louis helps schools locate accessible materials needed by students, the NIMAC provides fast and easy access to digital files so that states can quickly produce an accessible format that is not yet available. In this way, Louis and NIMAC work hand-in-hand to support the timely delivery of accessible materials to students.



## NIMAC by the Numbers

Textbook files: over 67,000 from 160 educational publishers

Downloads: more than 44,950 files for use in first-time production of braille and other accessible formats

APH downloads: almost 2,000 files for use in producing braille and large print

“ *[E]very time we locate accessible instructional materials for any student, we have made a difference for that student—and that is a success story in itself.* ”

— former APH EOT, Leslie Durst

“ *[The NIMAC] makes life a lot easier and saves time. You’re getting [braille] in students’ hands at the same time as his peers, not two months behind.* ”

— NIMAC State Coordinator



# Reimagining the APH Museum

History is about change. This year we began a project to reinvent our museum experience and renovate our building. Reimagining an established museum isn't easy. The story of the field of blindness and the 160-plus year history of the American Printing House for the Blind fascinates us, but it's complex.

APH's goal is to create the most inclusive museum in the world, setting the standard for others to follow. Rather than just a museum, APH's vision is for an engaging and educational learning center that embodies the organization's prevailing philosophy: Welcome Everyone.

Working with Solid Light (a renowned designer of museums, educational institutions, and other public spaces), the focus for the new museum is to break down the barriers between people who are blind and sighted through experiences that:

- explain and demystify blindness,
- reveal the history of assistive innovations and evolving perceptions about blindness,
- share compelling stories of people who are blind and visually impaired,
- illuminate APH's legacy of work to help individuals live their lives to the fullest extent, and
- lead the standard for accessibility.



*“We want our visitors to feel empowered and inspired. When people leave our learning center, they should firmly believe that any achievement is possible for everyone.”*

— Micheal Hudson

APH's Museum Steering Committee is guiding this project (see inset box). Marje Kaiser, APH Board Member and Committee Co-Chair commented, "The most intriguing part of this process is designing a museum where everyone feels welcome. How I experience a museum may be very different from how someone who is blind or visually impaired may experience it. The question we've had to ask ourselves is, 'What is the museum experience like if you cannot see the artifacts, or hear the descriptions, or reach the buttons to turn things on?' How do we build in accessibility so everyone can have a meaningful experience?"

The APH story has always been about the journey to build an accessible world, with opportunity for everyone. It is a story of innovation and achievement. We will tell that story, not only by letting visitors experience the lives of people they already know like Helen Keller and Louis Braille, but also today's everyday people—parents, professionals, athletes, students—people with hopes and aspirations who just happen to be blind or visually impaired."

"We have challenged ourselves to create the most accessible museum possible. We know that many have tried this before, and some have done well. So we're taking the time to talk to experts across the country to ensure that accessibility is 'baked in' from the start—not just an afterthought or add-on," said APH Museum Director Micheal Hudson.

APH expects to break ground for the museum expansion in late 2022.

## Museum Steering Committee Board Members

Marjorie Kaiser, Board Committee Chair, APH Board of Trustees

Anne Durham, VP/CO, Innovation and Strategy

Jane Hardy, APH Board of Trustees

Micheal Hudson, Museum of APH Director

Craig Meador, Ed.D., APH President

Barrett Nichols, APH Board of Trustees

Paul Schroeder, APH VP, Community/Government Relations

Russell Shaffer, APH Board of Trustees

Phoebe Wood, APH Board of Trustees



**MUSEUM OF  
THE AMERICAN  
PRINTING HOUSE  
FOR THE BLIND**

# APH ConnectCenter

## More Connections Than Ever

True to its name, APH ConnectCenter continues to be devoted to providing people who are blind or low vision with the resources and services they need. During this fiscal year, APH ConnectCenter launched new initiatives to make information access even easier.

## APH ConnectCenter Transition Hub

For teens and young adults preparing to transition to college or careers, it's not always easy to find the information they need. Additionally, they may be faced with other obstacles, like not being socially prepared for the next level of schooling/life, being placed in classrooms without proper adaptations, and facing discrimination in the workplace.

Planning for graduation and life after school brings up a lot of questions:

- What's going to happen after high school?
- Do I have what it takes for college?
- What will my first job look like? How will I get to work?
- Will my visual impairment keep me from being successful at college and work?
- What skills do I need to live on my own and be successful?
- What is student earned income?

The road to college and career begins with the Transition Hub, which provides a searchable database to facilitate connections to local rehabilitation and transition agencies across the country and assists with everything from independent living experiences and work opportunities, to career exploration and self-advocacy.

The APH ConnectCenter Transition Hub was funded by a grant from The Gibney Family Foundation and made possible through wonderful partnerships with The Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER), Vision Serve Alliance (VSA), and Perkins School for the Blind, Perkins Compass Program.

*“The Transition Hub launched in August 2021 with over 35 transition programs from across the United States—where teachers, parents, students, and career seekers can search for the specific transition support they’re seeking in one centralized location. This is only the beginning.”*

— Olaya Landa-Vialard, Ph.D., Director,  
APH ConnectCenter

## APH ConnectCenter Co-Hosts National Coding Symposium

In May 2021, APH launched an exciting new initiative for students across the country and around the world—the National Coding Symposium. Thanks to a generous grant from the Fox Family Foundation, APH partnered with the California School for the Blind to bring this virtual, free, interactive event into the homes and classrooms of nearly 1000 students worldwide (including nearly all 50 states, the District of Columbia, Puerto Rico, and 27 countries).

During this four-day event, students, parents, teachers, and professionals came together to learn about the many career opportunities that are available to students planning on pursuing STEM studies, and ultimately, careers in coding. Keynote addresses, speaker presentations, panel discussions, and question-and-answer sessions were all part of the agenda.

When surveyed, 96 percent of participants agreed they would participate again in 2022. We look forward to hosting the APH Coding Symposium in May!

# 2021 National Coding Symposium

Hosted by APH ConnectCenter  
and California School for the Blind

Students couldn't help but be inspired to pursue meaningful, rewarding employment in STEM fields thanks to the Coding Symposium's stellar line up of professionals in STEM careers, including mentors from Google, LinkedIn, Verizon, Amazon, and Microsoft.



# Paving the Way for Limitless Possibilities

*Innovation is a very specific role that APH is designed to do. We produce products that don't already exist. We create the things that have never been created. We meet the needs that have never been met and solve the problems that have never been solved.*

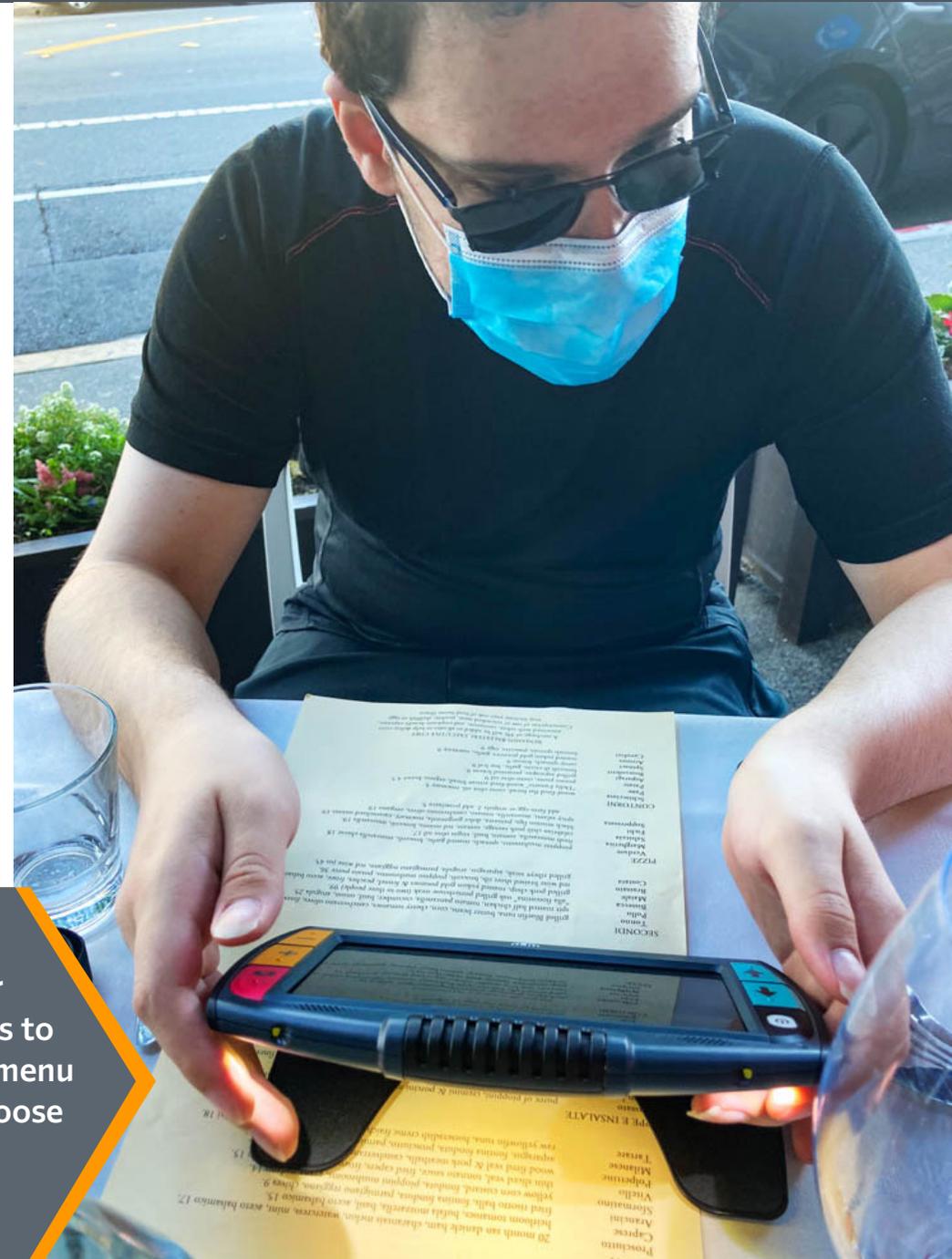
— Anne Durham, APH VP/CO,  
Innovation and Strategy

Fiscal Year 2021 introduced more than 30 new products into the homes and classrooms of students with visual impairments—from math, literacy, and accessible coding and electronics products, to assessments, apps, and groundbreaking low-vision technology.

## Juno Enters the Atmosphere

In the summer of 2021, APH launched Juno, our newest handheld video magnifier, in partnership with Vispero. After listening to the needs of teachers, adults, students, and parents, we developed this powerful seven-inch touchscreen magnifier with Optical Character Recognition (OCR), text-to-speech, unmatched storage, and a full suite of additional features. Juno has since made its way into the hands of nearly 1,000 people to date, all of whom are enjoying enhanced independence in their work, school, and recreational activities.

One of the things Tyler most wanted to do was to independently read a menu at a restaurant and choose what he wanted.



## Road to Code

The newest additions to our line of accessible coding and electronics tools teach the basics in following step-by-step instructions, braille knowledge, tactile identification, spatial reasoning, and coding and programming skills. They also teach the computational thinking, collaboration, problem solving, creativity, and perseverance skills that are necessary for gainful employment and useful in all aspects of life.

APH has adapted some of the most popular commercially available educational products to be accessible for all builders, including parts labeled in braille and accessible product instructions:

- Accessible Code & Go<sup>®</sup> Robot Mouse
- RC Snap Rover<sup>®</sup> Access Kit
- BRIC<sup>®</sup> Structures Access Kit

Code Jumper<sup>™</sup>, CodeQuest (iPad app), Snap Circuits<sup>®</sup> Jr. Access Kit, and Snapino<sup>®</sup> Access Kit complete our *Road to Code* lineup of products, with big plans for future additions.

## APH Press Expands Knowledge in CVI Field

APH Press introduced a new scholarly publication, *Babies with CVI: Nurturing Visual Abilities and Development in Early Childhood*, by author Anne McComiskey. With this publication, families and visual impairment professionals have access to knowledge about best practices, treatments, effective interventions, approaches, and strategies to meet the unique learning needs of children with CVI from birth to 36 months, including the importance of early intervention, proper evaluation, and integrating teaching opportunities into the child's daily routine.



Accessible Code & Go  
Mouse on tactile maze

# APH Supporters

## Boundless Generosity

We are deeply grateful to our new and longstanding corporate and foundation funders, as well as our generous individual donors, who ensure the sustainability and growth of APH's programs and services. Students, job seekers, older adults, and others who are blind or visually impaired, are able to achieve their personal and professional goals, thanks in part to the boundless generosity of our funding partners. The concluding phrase of our mission—*for lifelong success*—illustrates our commitment to lifetime learning and the promise of infinite opportunities. We are honored to partner with so many supporters, whose reach and impact are limitless.

## APH-Papano Scholarship

Thanks to a generous contribution from APH donor, Peter Papano, three bright students received a scholarship toward their higher education goals in 2021 and began the school year with a lighter financial load. Congratulations to the APH-Papano Scholars!

## The Hearst Foundation & Virtual ExCEL Academy

Students nationwide benefited in FY21 from the generosity of The Hearst Foundation, thanks to a grant toward our Virtual ExCEL Academy. The program provides free, year-round, online learning opportunities for students of all ages—from STEM and Spanish courses, to interactive music and art classes. Many thanks to the Foundation.

## Jessie Ball duPont Fund & APH Prison Braille Program

The APH Prison Braille Program received a grant from the Jessie Ball duPont Fund to provide technology and trainings for incarcerated individuals, as well as timely educational materials to children who are blind or low vision. Their contribution made a tremendous impact on the lives of so many.

## The Gibney Family Foundation & APH CareerConnect

Students, teachers of the visually impaired (TVIs), vocational rehabilitation professionals, parents, and so many others now benefit from the APH CareerConnect Transition Hub, funded by The Gibney Family Foundation. This searchable resource of transition programs across the United States serves students transitioning from high school to college or the workforce. We are grateful to the Foundation for their generosity.



Two boys in art class at AIDB

# FY2021 Institutional Funders

## **\$250,000-\$500,000**

Lavelle Fund for the Blind, Inc.

## **\$100,000-\$249,000**

The James H. and Alice Teubert  
Charitable Trust

James Graham Brown Foundation

Jessie Ball duPont Fund

William M. Wood Foundation

## **\$50,000-\$99,999**

The Hearst Foundation, Inc.

## **\$5,000 - \$19,999**

Believe in Reading

Bernard McDonough Foundation

Community Foundation of Tampa Bay

David Vickter Foundation

Fred B. and Opal Woosley Foundation

The Walter Henry Freygang Foundation

Genentech Kentucky

Gilbert Foundation

The Hazel and Walter T. Bales Foundation

HumanWare

Huntington Foundation

H.W. Wilson Foundation

Louisville Downtown Lions Club

Nora Roberts Foundation

Patrick Calhoun Jr. Trust

Snowy Owl Foundation

WHAS Crusade for Children

## **\$1,000 to \$2,499**

Delta Gamma Foundation

Gill Family Foundation, Inc.

John E. and Sheryl M. Downing Family  
Charitable Foundation

The John A. Rodger Jr Foundation, Inc.

LG&E and KU Foundation, Inc.

Nora Roberts Foundation

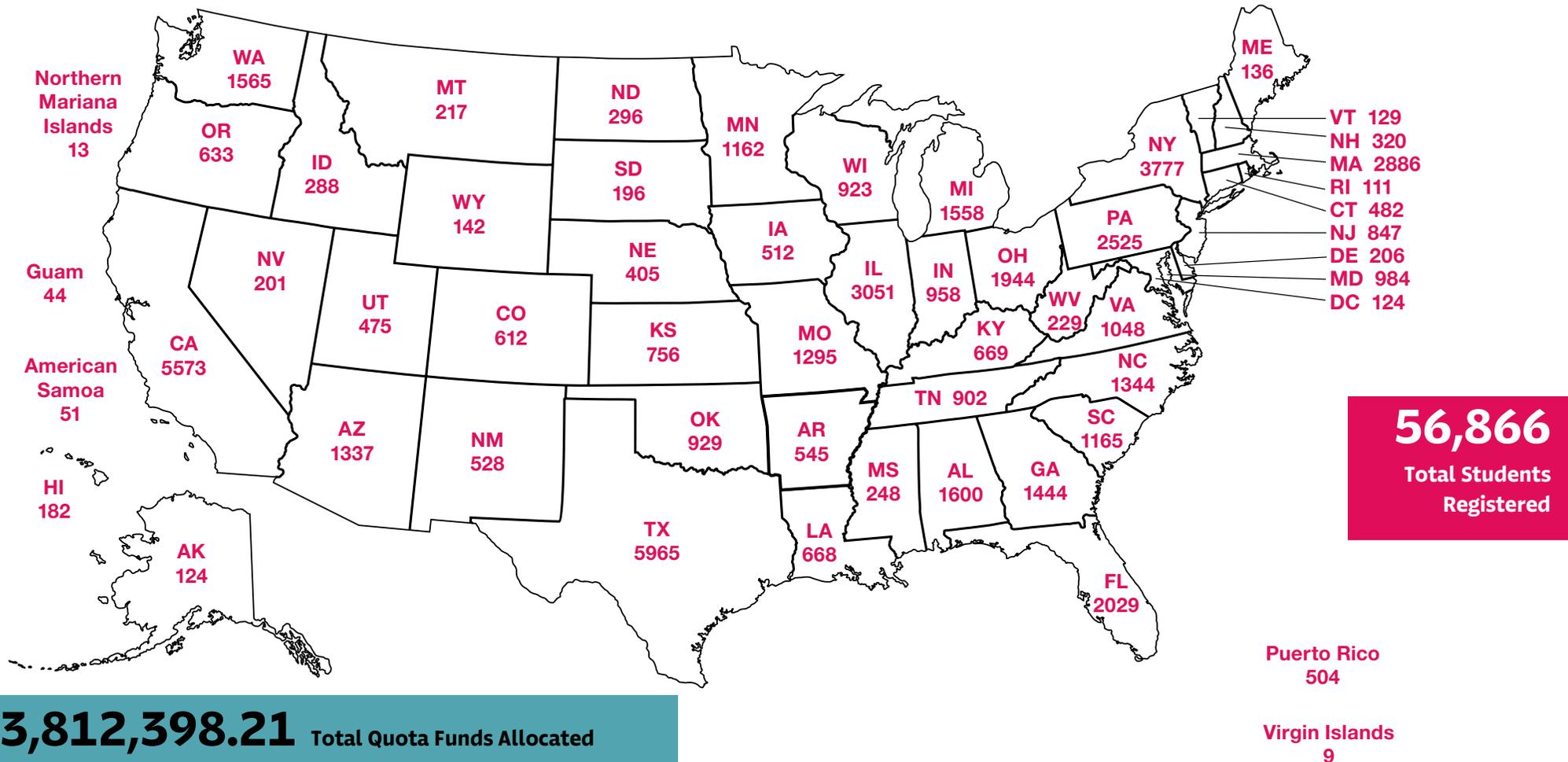
Robert W. and Elsie B. Lykins Charitable  
Foundation

Sandra Atlas Bass and Edythe and Sol G.  
Atlas Fund, Inc.

# Federal Quota Program

The federal *Act to Promote the Education of the Blind* was enacted by Congress in 1879. This Act is a means for providing educational materials to eligible U.S. students who meet the definition of blindness. An annual registration of eligible students determines the per capita amount of money designated for the purchase of educational materials produced by APH. These funds are credited to the Federal Quota accounts that are maintained and administered by APH and its Ex Officio Trustees throughout the country.

**SUMMARY: Federal Quota Funds Due Under the Act to Promote the Education of the Blind, Fiscal Year 2021 (as of January 2, 2020):**



**\$23,812,398.21** Total Quota Funds Allocated

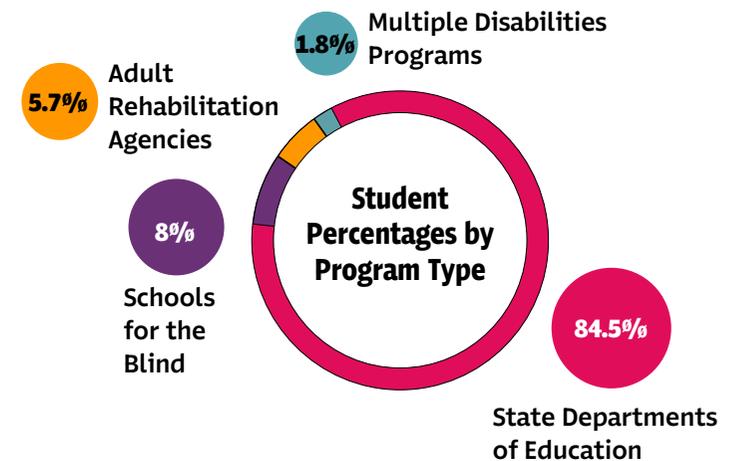
Full Federal Quota Funds Due Report: [www.aph.org/federal-quota/agencies-receiving-funds-2021](http://www.aph.org/federal-quota/agencies-receiving-funds-2021)

### Appropriate Use of Federal Quota Census Data

The specific purpose of the annual Federal Quota Census is to register students in the United States and Outlying Areas who meet the definition of blindness and are therefore eligible for adapted educational materials from APH through The Act. *Statements regarding student literacy, use of appropriate learning media, and students taught in a specific medium cannot be supported using APH registration data.*

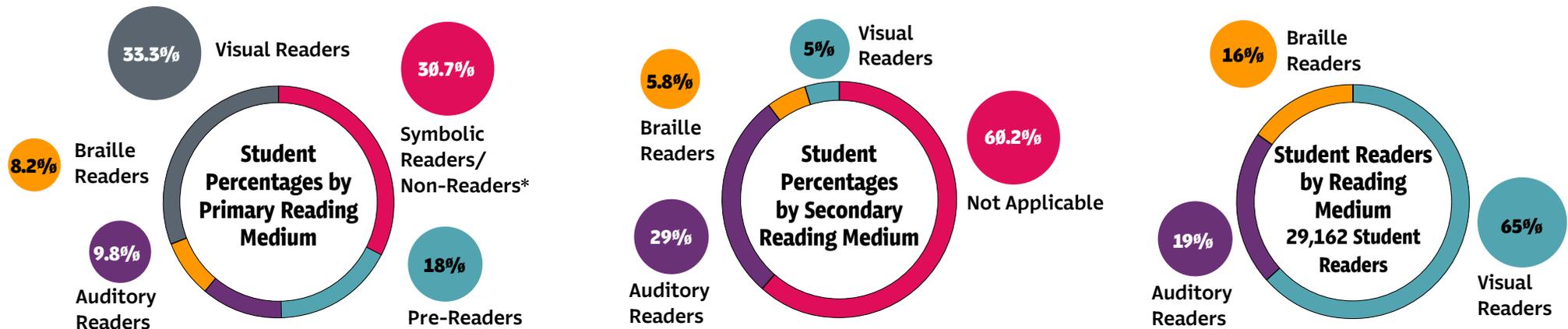
### SUMMARY: Distribution of Eligible Students Based on the Federal Quota Census of January 6, 2020 (FY 2021)

	Visual Reader	Braille Reader	Auditory Reader	Pre-Reader	Symbolic Reader/Non-Reader*	TOTAL
<b>Grand Totals, FY21</b>						
State Departments of Education**	16,424	3,439	3,967	8,731	15,495	<b>48,056</b>
Schools for the Blind	1,156	832	570	1,216	775	<b>4,549</b>
Adult Rehabilitation Agencies	1,297	341	898	254	467	<b>3,258</b>
Multiple Disabilities Programs	58	34	145	26	740	<b>1,003</b>
<b>TOTAL REGISTERED STUDENTS</b>	<b>18,935</b>	<b>4,646</b>	<b>5,581</b>	<b>10,227</b>	<b>17,4477</b>	<b>56,866</b>



\*\*State Departments of Education include public schools and private/non-profit agencies.

Full Distribution of Students Report: [www.aph.org/federal-quota/distribution-of-students-2021](http://www.aph.org/federal-quota/distribution-of-students-2021)



\* Symbolic Readers/Non-Readers: Students who do not demonstrate traditional print or braille reading potential (symbolic readers); non-reading students; students not working on or toward a readiness level; students who do not fall into any of the above categories.

# Financial Reports: Fiscal Year 2021 – Ended Sept. 30, 2021

## STATEMENT OF FINANCIAL POSITION

<b>Assets:</b>		
Cash and cash equivalents	\$	6,218,545
Investments	\$	153,237,354
Net Receivables	\$	8,823,406
Inventories	\$	10,762,975
Property and equipment, net of accumulated depreciation	\$	2,059,881
Other assets	\$	803,096
<b>Total Assets</b>	<b>\$</b>	<b>181,905,257</b>
<b>Liabilities and Net Assets:</b>		
Underfunded benefit plan obligation	\$	8,766,764
Accounts payable and accrued payroll	\$	6,931,695
Annuities Payable	\$	805,464
Other liabilities	\$	657,888
<b>Total Liabilities</b>	<b>\$</b>	<b>17,161,811</b>
Net Assets	\$	164,743,446
<b>Total Liabilities and Net Assets</b>	<b>\$</b>	<b>181,905,257</b>

## STATEMENT OF ACTIVITIES

<b>Revenues:</b>		
Products distributed and sold	\$	32,229,011
Contributions and bequests	\$	1,743,024
Investment-related activities	\$	27,337,608
Other income	\$	1,640,772
<b>Total Revenue</b>	<b>\$</b>	<b>62,950,415</b>
<b>Expenses:</b>		
Cost of products distributed and sold	\$	27,427,759
General, program, and development expenses	\$	13,956,086
Other expenses	\$	1,731,047
<b>Total Expenses</b>	<b>\$</b>	<b>43,114,892</b>
Net gain from operations	\$	19,835,523
Net gain from change in retirement plan valuation	\$	799,092
<b>Net gain for year ended September 30, 2021</b>	<b>\$</b>	<b>20,634,615</b>
Net assets at September 30, 2020	\$	144,108,831
<b>Total net assets at September 30, 2021</b>	<b>\$</b>	<b>164,743,446</b>

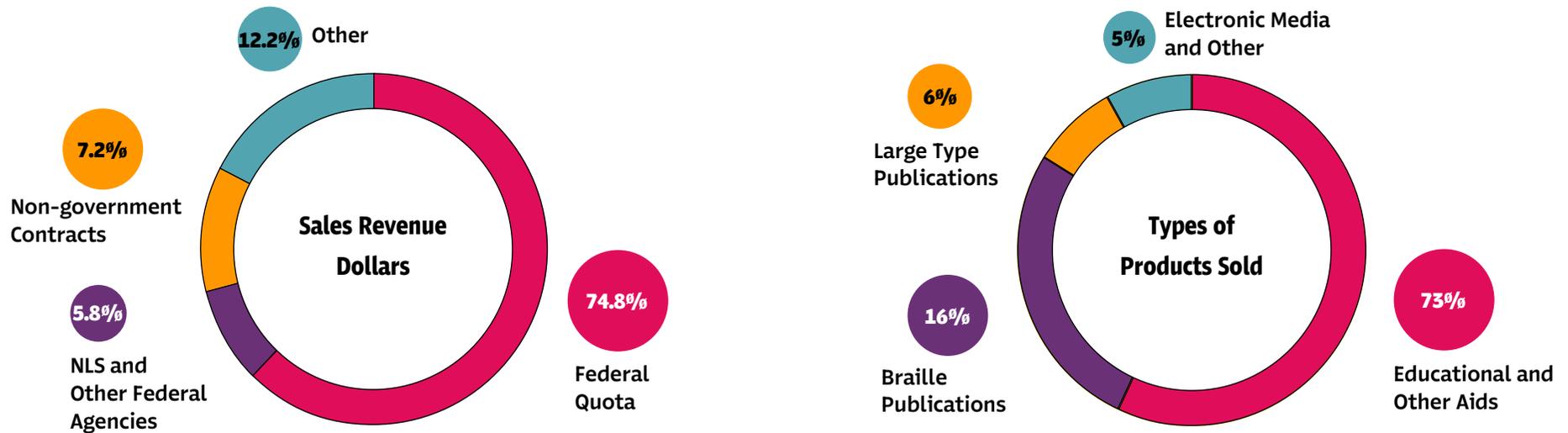
Full audit report available on request.

APH voluntarily complies with the provisions of the Sarbanes-Oxley Act of 2002 that sets the business standards for corporate governance and financial disclosure.

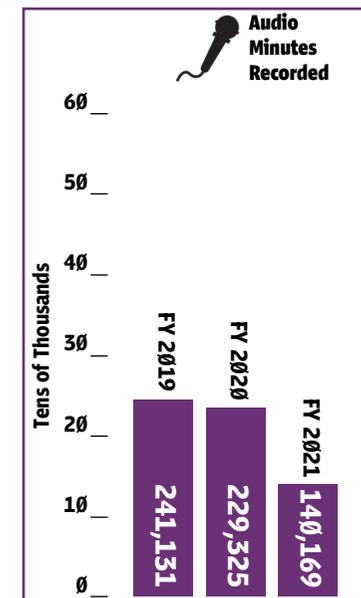
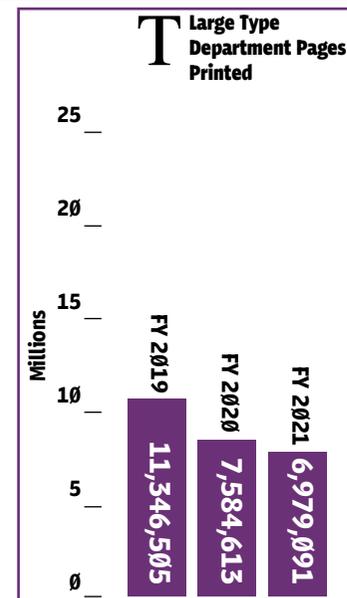
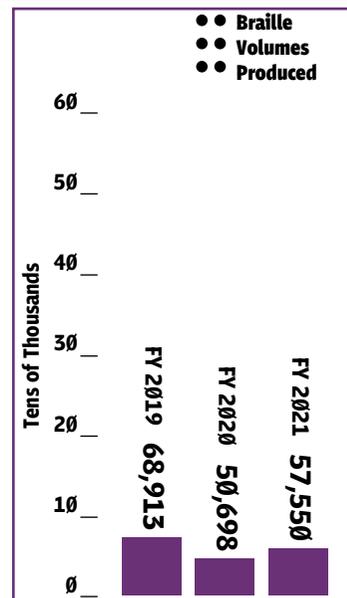
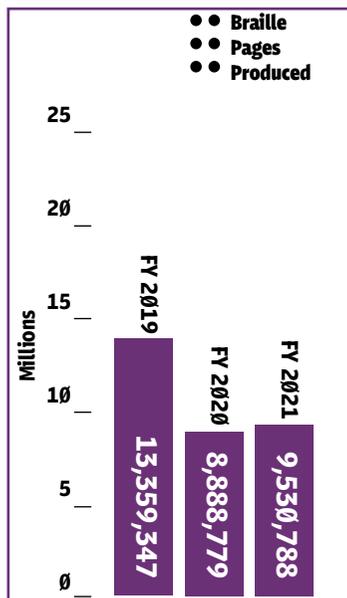
Full Financial Reports, FY21:

[www.aph.org/financial-2021/position](http://www.aph.org/financial-2021/position) [www.aph.org/financial-2021/activities](http://www.aph.org/financial-2021/activities)

# Fiscal Year 2021 Highlights



## APH PRODUCTION HIGHLIGHTS



# Officers/Trustees

## **CORPORATE OFFICERS**

as of  
September 30, 2021

Chairman  
Vice Chairman  
Treasurer  
President  
VP, Finance; and Secretary  
VP, Human Resources  
VP, Innovation and Strategy  
VP, Information Technology  
VP, Impact and Outreach  
(formerly Government & Community Affairs)  
VP, Production

Phoebe A. Wood  
Herbert W. Perkins III  
Phoebe A. Wood  
Craig Meador, Ed.D.  
William G. Beavin  
Vicki Buns  
Anne Durham  
Alejandro E. Franco  
Paul Schroeder  
Steve Paris



Phoebe A. Wood  
Board Chair, FY 2021

Phoebe A. Wood  
Charles Barr, M.D.  
Gayle Dorsey  
Angie M. Evans  
Jane W. Hardy  
Judge David Holton II  
Marjorie Kaiser, Ed.D.  
Julie S. Lee, M.D.  
Craig Meador, Ed.D.  
Yung Nguyen  
W. Barrett Nichols  
Herbert W. Perkins III  
Russell Shaffer

Chairman

## **CORPORATE TRUSTEES**

as of  
September 30, 2021

## **EOT Advisory Committees Elected in October, 2020 (FY 2021)**

### **Educational Services Advisory Committee (ESAC)**

**Rob Hair, Maryland, Chair**  
**Tanya Armstrong, Nebraska**  
**Jennifer Buzolich, California**  
**Carson Cochran, Georgia**  
**Brian Darcy, Idaho**  
**Jared Leslie, Arizona**  
**Alternate: Mary T. Lane, New Hampshire**

### **Educational Products Advisory Committee (EPAC)**

**Pepper Watson, Oklahoma, Chair**  
**Leslie Bechtel Van Orman, Wyoming**  
**Scott McCallum, Washington**  
**Kay Ratzlaff, Florida**  
**Kathy Segers, Tennessee**  
**Dawn Soto, Wisconsin**  
**Armando Venegas, Utah**  
**Alternate: Nancy Moulton, Maine**

## **EX OFFICIO TRUSTEES (EOTs)**

EOTs are responsible for the administration of the federal *Act to Promote the Education of the Blind of 1879*.

The EOTs are the executive heads of schools for the blind, the chief state school officers of each state department of education, or the executive officers of other agencies serving people who are blind. If they choose, these executives may designate the trusteeship to an appropriate professional within their organizations.



AMERICAN  
PRINTING  
HOUSE 

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