Honoring Our Teachers

Leading the Way with Guide Dogs

Hadley's High School Program

new venture business competition winners
Help Provide for Hadley’s Future

Including Hadley in your estate planning helps ensure that future students will continue to receive our award-winning programs and one-on-one instruction. Please consider designating Hadley as a beneficiary of an IRA, insurance policy or in your will or trust.

- Suggested wording to share with your attorney:
  I give ____% or $____ to Hadley Institute for the Blind and Visually Impaired, an Illinois non-profit corporation located at 700 Elm Street, Winnetka, IL 60093, EIN #36-2183809.
- If you have previously included Hadley in your will or trust using our former name, “The Hadley School for the Blind,” you do not need to change your documents.

Please let us know that you have made the decision to provide for Hadley’s future students so we may thank you and welcome you to the Clarence Boyd Jones Society! Contact Shari Burton at 847.784.2765 or Shari@hadley.edu.
A Letter from the President...

As I sat down to compose this message, I found myself deeply moved as I considered Hadley’s impressive history of responsiveness and innovation. My first three months as Hadley’s new president provided the opportunity to understand our past, present and future and the important ways those time horizons intersect. I believe that at the center of this intersection we find the core values which have been fundamental to Hadley’s successful 96-year history of providing life-changing education programs for those who are blind or visually impaired. Legacy organizations like Hadley are indeed rare.

At Hadley, generation after generation of leadership at the Board and staff levels steered the organization in ways that balanced the past and the present in order to guide the future, thereby achieving nearly 10 decades of uninterrupted relevance. Much could be said about each of these horizons, but allow me to focus on just one highlight from each.

**OUR PAST**
William Hadley’s vision started with just one student in mind: a blind woman in rural Kansas who was eager to master braille but had no way to learn it. As the organization grew, reaching more students across the country and around the globe, Hadley’s focus remained on meeting the needs of each individual student.

And this remains true today. Technology allows us to create “classrooms” for our students to receive our content and we personalize that experience by assigning instructors to our students for one-on-one support. This is a remarkably unique model that is, in the truest sense, student-centered.

**OUR PRESENT**
Our new tagline, Educating — for Life, is a simple yet powerful description of our educational focus today. In addition to serving persons who are blind, Hadley reaches out to growing numbers of people who are experiencing low vision. The needs of this population are both similar to and distinct from our traditional student base. They, too, are “lifelong” learners who use Hadley’s educational resources to challenge and enrich their knowledge. However, they also are practical learners who rely on the tools we provide to enable them to continue to enjoy life with as much independence as possible.

**OUR FUTURE**
Our future is bright and exciting. Hadley’s hallmark has been its ability to continually effect positive change for the people we serve. I do not know of any other organization that is so well positioned to provide enormous value to members of the blind and visually impaired community.

We have the history; we have the reputation; and, above all, we have exceptionally talented staff and volunteers. Over the coming year, our focus will be on enhancing our capacity to deliver, student by student, on our promise of Educating — for Life. Please watch for more news of our plans and our results.

Warm regards,

Julie S. Tye
President
Hadley Leads the Way with Guide Dogs

Considering whether or not to have a dog guide is an important, and often overwhelming, decision for many visually impaired Americans.

In 2007, Hadley introduced a new course, Guide Dogs, to address the many factors one must consider before making a decision to become a guide dog handler. The course was initially developed at the request of our nation’s leading guide dog schools that provided subject matter experts and financial support. They now recommend the course to prospective trainees.

Since its first enrollment, more than 500 students have completed the course and were able to make a more informed decision about becoming a guide dog user. Guide Dogs is available free of charge to people who are blind or visually impaired, exclusively through Hadley. Blindness professionals also can take the course for a minimal fee, and then obtain CE credits.

Guide Dogs uses stories to encourage students to think about becoming a guide dog user, providing insight into this critical decision. They weigh the benefits of companionship and learn about the interdependence between the individual and canine, as trust is key to the success of this relationship.

As students progress through each lesson, they imagine living and interacting with a dog as the characters in the course scenarios do. The course is divided into five lessons:

- The guide dog lifestyle and common misconceptions
- Characteristics and training of successful guide dogs
- Guide dog schools
- The special relationship between handler and dog
- Daily life with a guide dog

This course is essential to hundreds of students across North America who are considering a guide dog. The revised course will begin taking enrollments in early 2017.

NEW PATH FOR GUIDE DOGS

Currently, Guide Dogs is in the process of revision, as there have been significant changes in the way various schools train and place the dogs, as well as incorporating new technology, such as GPS navigation, smart phone apps or dealing with today’s quiet cars.

Completing Hadley’s course beforehand helps facilitate and streamline the decision-making process, taking students on a fully guided tour of the guide dog life, complete with characters with which they can identify.

One student wrote, “I really enjoyed taking the Guide Dogs course — it provided me with important things to think about related to owning a guide dog. I appreciated the numerous lifestyle stories that were presented, revealing different aspects of handlers’ lives and experiences.”

Pictured: Hadley Development Associate Stephanie Guinto, Hadley Instructor Sharon Howerton and her guide dog Cameo in a photo used in the Guide Dog course
Donor Spotlight: Jimmy Heimann

Record $2,000,000 bequest creates Hadley’s first endowed chair supporting braille literacy, instruction and course development in perpetuity.

One of the first things one might have learned after meeting Jimmy Heimann was that “Jimmy is the name my mother gave me — it’s not short for James.” Jimmy was a man who always did things “his way,” whether living life or dying.

His close friend Liza Zinola said, “There’s something to be said for that strength of character. He could be demanding, persuasive and charming — all in pursuit of what he wanted or thought needed to be done.”

One of Jimmy’s endeavors was to help Hadley in a very significant way. After he passed in August 2015, at age 92, we were informed of Jimmy’s incredible gift of $2,000,000, made in the name of his parents. The Hadley Gift Acceptance Committee approved this bequest to be used to create the Cora L. Heimann and Manny H. Heimann Chair in Braille Literacy. Hadley’s first endowed chair will be used to honor a braille teacher every two years, with the proceeds supporting braille instruction and course development in perpetuity.

Jimmy’s mother, Cora, was a college graduate, which was not common in her era. She studied speech at Northwestern University and became a teacher of elocution. She taught deafblind students and worked with individuals “post-stroke,” and in her later years, she experienced failing eyesight.

Being physically fit was something Jimmy pursued throughout his life. He worked out regularly and enjoyed tennis, golf and running — though his favorite activity was dancing. In his youth in Chicago, he learned how to ballroom dance and attended cotillions. When Jimmy moved to San Diego in 1985, he added country-western dancing to his repertoire.

Jimmy enjoyed people, learning from them and hearing of their adventures. He often told tales of the different worlds that he had lived in — growing up among the wealthy in Chicago; being Jewish in the trenches during World War II; haberdashery sales in his father and grandfather’s men’s clothing store; painting portraits in the art world; and the world of money and the stock market.

Ms. Zinola said in her eulogy, “The stock market was something he tracked every day the market was open. He recently bemoaned loudly Apple and QUALCOMM’s performance of late. Jimmy, I’ll have you know that on your last “close-of-business day,” your Apple and QUALCOMM stock were up from the Friday close. Yes, it was an up day! I know you will be cheering this, especially as it increases the size of your donation to Hadley. So on that uptick note, Jimmy, I know you can hear my words: know that you are loved and missed.”

Hadley is truly grateful for Jimmy’s love for Hadley and this legacy in his parents’ memory.
Low Vision Focus @ Hadley
Impactful in Unanticipated Ways

Low Vision Focus @ Hadley is now in its third year of providing instructional audio recordings, training videos, webinars and more to older adults experiencing vision loss. Conceived as a means of teaching skills of independence, it has become clear that the program also is making an impact in unanticipated ways. The Low Vision Focus is...

...REACHING SUPPORT GROUPS
Around the country, leaders of low vision support groups have accessed Low Vision Focus audio recordings to provide relevant content for group meetings. The recordings are designed to deliver information about living with low vision in a format that encourages group participation and discussion.

...PREPARING INDIVIDUALS FOR FURTHER REHABILITATION
For an older adult with vision loss, a visit to a rehabilitation facility or in-home rehabilitation with a professional can be overwhelming. Low Vision Focus is being used as preparatory training for this process. Knowing what to expect has assisted many individuals in making the most of their rehabilitation programs.

...IN SYNC WITH THE LEARNING PRIORITIES OF OLDER ADULTS
One student relates that she tried going to a local rehabilitation center, but “it was all young people, and I didn’t get what I needed. The recordings were a huge help, and I can always go back and listen to pick up something new.” Adults are self-directed learners. They look for practical solutions to immediate problems. Low Vision Focus @ Hadley provides the specific information they need.

...CREATING A NEW GENERATION OF HADLEY STUDENTS
Low Vision Focus training materials and resources are not the end of the rehabilitation journey. Inspired by the recordings and videos, individuals are requesting Hadley course catalogues and signing up for Hadley’s braille and independent living courses.

...REACHING FURTHER
Ten additional videos will be released on the Low Vision Focus website, making a total of 25 training modules available. Monthly webinars continue to be popular, and presentations are being held around the country. An exciting new resource — a binder containing an overview of low vision skills and adaptations, audio recordings and additional training materials — will be available soon, providing an easy-to-access body of knowledge for vision professionals.

To learn more, visit lowvisionfocus.org. There, you will find access to audio recordings, videos and webinars, as well as tips and resources for people who are, or know someone, experiencing low vision.

Trustee Hosts Business Competition Winners

The three Hadley students who won the FCE New Venture Business Competition presented their business plans to a gathering of executives, Trustees, donors and financial advisors on May 20. Hadley Trustee Garrick Rice hosted the event at the Michigan Avenue offices of Sterling Partners. Colleen Wunderlich, FCE director, gave an overview of the program and competition, and noted that the success of these businesses will be monitored moving forward.
In the spirit of ABC’s reality show, Shark Tank, Hadley invited blind entrepreneurs nationwide to submit their plans for a business startup, with the opportunity to win cash awards from a total purse of more than $25,000. The Bernard A. Newcomb Foundation funded the contest with a generous grant.

In order to enter Hadley’s first “New Venture Business Competition,” students must have enrolled in at least one Hadley Forsythe Center for Employment and Entrepreneurship (FCE) module. The FCE focuses on supporting the employability of people with vision loss, as unemployment within the blind community stands at a staggering 75 percent. The program offers tuition-free curriculum that yields the knowledge to start, operate or expand a business.

On May 18, three national finalists presented their business plans to a panel of judges. The results were announced on May 19 at an awards luncheon held during BLAST 2016, a national conference of the National Association of Blind Merchants.

First place winner was Eileen Vasquez, a veteran blinded due to exposure to radiation while serving our nation in Iraq. Eileen’s start-up, Locavore Thyme in St. Paul, MN, seeks to bring organic food to the marketplace through the use of aquaponics. Second place winner, Karen Richardson-Moore, of the Buffalo, NY startup, Innovative Back Office Solutions LLC, offers virtual and onsite back office support services using part-time CPAs, attorneys, marketers and HR services to provide à la carte services under one umbrella. Receiving third place recognition was Satauna Howery, of Satauna’s Voiceovers, who lends her voice to businesses in 19 countries and is based in Clifton Park, NY.

Colleen Wunderlich, Director of Hadley’s FCE launched this contest to encourage Hadley FCE students to develop a product or service idea into a business. This competition provided a financial incentive to accelerate the launch or growth of a new business for blind entrepreneurs. ■

Pictured above: Left to right, Karen Richardson-Moore, Eileen Vasquez, and Satauna Howery with FCE Director Colleen Wunderlich; Below: Presenting at BLAST; Left: Winners present at Sterling Partners
In Memory: Hadley Instructor
Geraldine Lawhorn
1916 – 2016

Hadley is proud to honor the memory of long-time faculty member Geraldine “Jerrie” Lawhorn, who passed away recently at age 99. Jerrie, who was deafblind, taught independent living skills and poetry writing to Hadley students for 46 years, retiring at age 95.

One of her mentors was the late Dr. Richard Kinney, president of The Hadley School for the Blind in the 1960s, who also was deafblind. He and Jerrie, shown below, worked together to develop a distance education course called “Independent Living without Sight and Hearing,” which was then followed by many more independent living courses at Hadley.

Jerrie was a pioneer — she was the first deafblind African-American woman to earn a Bachelor’s degree; the first deafblind person to be trained to use a guide dog; and the first deafblind person to perform at Carnegie Hall. She overcame countless challenges over the last century and was an inspiration and a friend to all who knew her.

“My teacher Nafisa always sent encouragement along with my test results. She always included attachments with further information, practice or helpful hints for braille.”

“Julie was so enthusiastic about the subject and shared relevant parts of her personal history. She regularly went above and beyond and sent extra materials that would be helpful for me. I took six courses from her and loved every one.”

“Debbie has been so kind, helpful and a real blessing to me. She praised my efforts and gave me good instructions with each lesson.”

“Sharon’s courses have been my introduction to the world of braille. She encourages gently but realistically. These courses have been a life-changing experience for me and I thank Sharon and all the instructors at Hadley for the superb work that you do.”

“Ed is a fantastic instructor. He really makes you think. He gave great feedback and was a joy to work with.”

Hadley Students Appreciate Their Teachers Most
When you think of Hadley, what’s the first thing that comes to mind? To our students, the answer is always the same: their teachers. Hadley faculty encourage, champion and nurture their students, and it shows.

At Hadley, we hear a lot of feedback from our students. They love the content of our courses; the timely topics covered; the completely accessible, user-friendly format. But, most of all, our students are grateful for their teachers. One-on-one, personal contact with expert instructors is what makes Hadley unique. We are not an impersonal, online school. Each student experiences a “class of one” with as much personal communication with their instructor as they need.

Hadley instructors care about their students and want them to be confident using their new knowledge and skills. They are experts in the subjects they teach and, just as important, they teach with compassion.

Our teachers are on the front lines, reassuring family education students when they are overwhelmed at their child’s diagnosis of visual impairment. They encourage students when they worry about getting up to speed with the new braille code and motivate them to learn to use accessible technology. Perhaps most of all, they rejoice in our students’ personal success stories.

Students appreciate their teachers’ kind, encouraging feedback on their work; the extra resources and advice that’s shared because their instructor remembered a particular issue that interested them. We hear, again and again, of the time an instructor takes to be sure all students’ questions were fully answered.

Last spring, we invited our students to tell us about a favorite Hadley teacher(s) and to consider making a contribution in his or her honor. We received such a positive response that this is now a permanent feature of Hadley’s website. Students can tell us about their experiences with their teachers and donate anytime by visiting hadley.edu/honor.

HONOR A TEACHER
We invite you to consider a contribution in honor of Hadley teachers, too. You may indicate a certain teacher, or the entire Hadley faculty, on the envelope in the center of this issue of Generations. You can also make a donation online at hadley.edu/donate.
Hadley’s High School Program Provides a Second Chance

Hadley’s High School Program removes the barriers that prevent many people with vision loss from completing high school.

Many people who are blind or visually impaired have difficulty completing high school at traditional schools because of a lack of quality vision services or the inability to obtain materials in accessible formats. The Hadley High School Program is a much-needed “second chance.” Our students can transfer credits from courses taken at Hadley to their local high school, or earn their high school diploma directly from Hadley. Courses are available in four formats — online, braille, audio and large print, and all are completely tuition-free.

Hadley’s High School Program offers accredited courses in English, Literature, Math, Science, History and Social Studies, as well as courses in the “expanded core curriculum” — the knowledge that is needed by students with visual impairments: courses in braille, accessible technology, independent living skills and career education.

Many of our students face additional challenges beyond blindness, but our high school graduates have risen above the obstacles to reach their goal of earning a high school diploma. It is an important foundation and a springboard for their future.

Manuel Zavala, who lost his sight as a result of diabetes, says, “Earning my diploma was a huge accomplishment for me. It has opened the door to a brighter future. I am currently enrolled in college and well on my way to earning a degree in business.”

Hadley’s High School Program removes the barriers that prevent many people with vision loss from completing high school. We provide materials in accessible formats; we do not require travel; and our faculty understands the challenges of vision loss. In fact, many of our teachers are blind or visually impaired. By removing the barriers, we allow students to focus exclusively on their studies.

Graduate Brittany Gaines told us, “Hadley’s courses are every bit, if not more, challenging than those offered in public schools. But Hadley presented the materials in a format that gave me the access I needed.”

From January 1, 2015 through June 30, 2016, 41 students earned their diploma by taking accredited courses at Hadley. Congratulations to our 2015-2016 high school graduates! ■

Read the inspiring stories of Hadley’s high school graduates online at hadley.edu/highschool.
It Took a Village to Start

Back in 1920, when William Hadley and Dr. E.V. L. Brown discussed starting a correspondence school for blind adults, they thought first and foremost of seeking help from Winnetka. They were right. This small village on the North Shore of Chicago stepped up, with support coming from generous neighbors, schools, churches and businesses.

As the years went on, and the scope of Hadley grew, it was clear that wider support was needed. Soon, gifts were coming from other villages on the North Shore, including Wilmette, Kenilworth, Lake Forest, Glencoe, Northbrook, Northfield, Evanston, Highland Park, Lake Bluff and Glenview. Chicago residents also became an early source of support, as word of this “school for the blind” spread to city colleagues and friends.

Today, Hadley is supported by donors from across America and in several countries, reflecting our student population coming from all 50 states and more than 100 countries. As we speak with donors who live outside of Illinois, especially those in Florida and Arizona, there is an easily understood pattern of once having lived on the North Shore or in greater Chicago. Marian Jacobson, long-time Hadley donor, commented, “Even when my husband and I lived in Paris for a few years, it was important for us to continue our support of a mission we strongly believed in. Since our return, we have been even more impressed with the evolution of Hadley’s services.”

We also hear wonderful stories of how the women came to Hadley in its early years to “read for the blind.” We are grateful for all our donors from coast to coast and around the world.

Join the Hadley President’s Society

Donors who donate $1,000 or more in a fiscal year are recognized as members of the Hadley President’s Society. In addition, we recognize those who give at greater levels with membership in the Heritage Society at $5,000 level, and in the Chairman’s Society at $10,000, and up. In mid-September, the members of the President’s Society will be invited to gather for a special evening in their honor. This year, President Julie Tye will lead a panel of Hadley instructors sharing stories of their students’ struggles and successes. We invite you to consider a greater gift this year and to join the President’s Society.

To keep our educational services tuition-free, we reach out each fall to all of our donors and friends for their help. We need your ongoing support, as we continue to provide award-winning services and programs to blind and visually impaired individuals and their families around the world. Please be generous when our annual appeal arrives in November.
Presenting the Hadley Woman's Board

2016 Braille Holiday Card

On Sale October 17 through December 14!

Call 800.323.4238 or order online at hadley.edu/holidaycard.

Matching Gift Tags Available

Original artwork created by mixed-media artist Jennifer James, an award-winning artist and designer, who joined Hadley's Communications Department in 2014. See more of Jennifer's work at jenniferjamesmixedmedia.com.