



MDE RBLV and RDHH 2025 Annual Report

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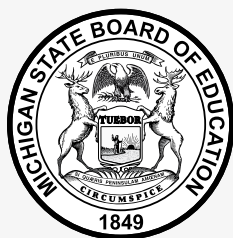
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The Michigan Department of Education Resource for Blind Low Vision (RBLV) and Resource for Deaf/Hard of Hearing (RDHH) are partially funded under the *Individuals with Disabilities Education Act* through the Michigan Department of Education Office of Special Education.

Message from the Director

What an exciting chapter we experienced during the 2024–2025 school year!

In this annual report, we offer a glimpse into the work we do to provide students with the resources they need to navigate their educational journey and personal growth.

Our office has been busy with a full calendar of events for students, their families, and school personnel. The Instructional Materials Center (IMC) produces braille and enlarged print textbooks, ensuring that students who are blind/low vision receive their materials at the same time as their sighted peers. On any given day, you can walk into the IMC and hear the Braillo machines producing braille pages or see our staff operating thermoform machines to create tactile graphics. Online, our Library Management System takes orders as fast as it can. All of this is managed by only three superstar staff members who make this production feat possible.

Our consultants for blind/low vision (BLV) and deaf/hard of hearing (DHH) have worked hard to meet the needs of the field while aligning with the Michigan Department of Education's Top 10 Strategic Goals. From conferences and workshops to presentations and other events, the data shows only one part of the story; it can't capture the passion they bring to their work. What an amazing team!

Behind the scenes are more staff members serving the field:

- An events manager and an events technician who coordinate registrations and logistics
- A two-person marketing team that keeps our website, social media, and other systems running smoothly
- An American Printing House for the Blind (APH) coordinator who handles all equipment and material needs from APH and other vendors
- A business manager and a departmental technician who maintain our finances and set up contracts to support our continued growth, including at Camp Tuhsmeheeta

Our work with Language Equality and Acquisition for Deaf Kids (LEAD-K) also saw significant progress this year, thanks to the support of committee members from the field who assisted our project manager with tasks. In addition to managing LEAD-K efforts, the project manager served as an advisor and programming coordinator for our Deaf/Hard of Hearing and Visual Impairment Consortia for Teacher Preparation.

Finally, I want to recognize our many contractors beyond our core staff. Their support is essential, and we could not do what we do without their expertise and dedication.

We hope you enjoy this report, not only for the data it presents, but for the people behind the work who make it happen.

Roxanne Balfour
Director
Michigan Department of Education
Resource for Blind/Low Vision and Resource for Deaf/Hard of Hearing

A New Chapter: Two Entities, One Mission

In Fiscal Year 2025, we began the process of separating our operations into two divisions. The purpose of this is to help the field more clearly identify our focus and who we serve.

Our new names are:

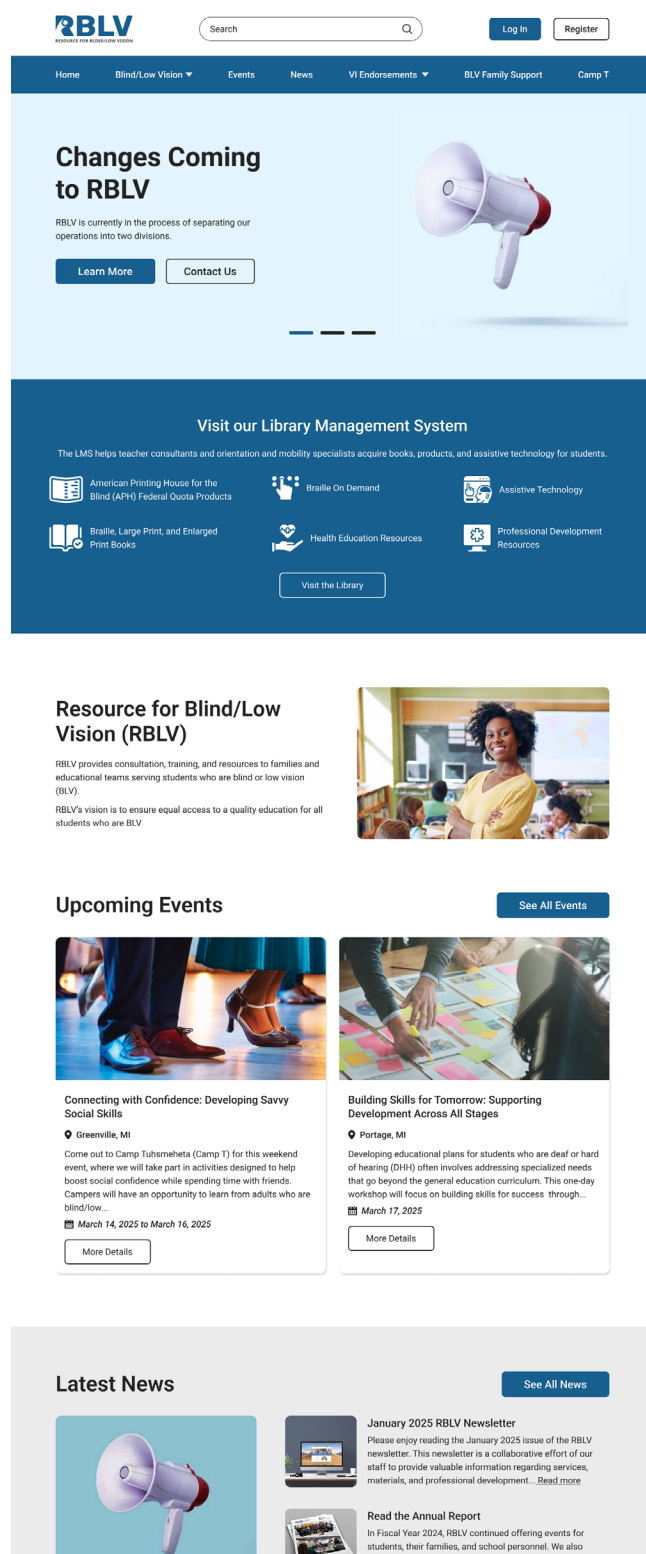
- Michigan Department of Education Resource for Blind/Low Vision (MDE RBLV)
- Michigan Department of Education Resource for Deaf/Hard of Hearing (MDE RDHH)

This rebranding includes a shift in language to align with current, more inclusive terminology. For example, we are updating “blind or visually impaired” to “blind or low vision,” similar to the shift from “hearing impaired” to “deaf or hard of hearing.”

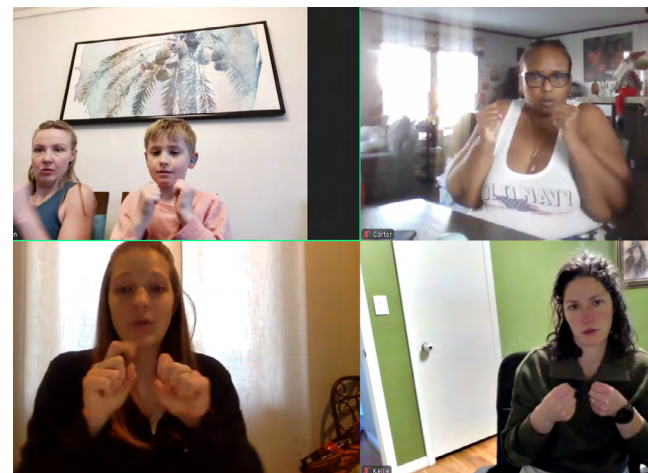
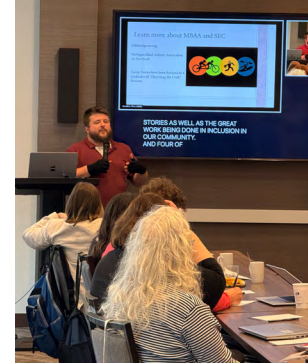
As part of the transition, we will launch separate RBLV and RDHH websites to better organize and deliver resources tailored to each population. We have made significant progress so far, including:

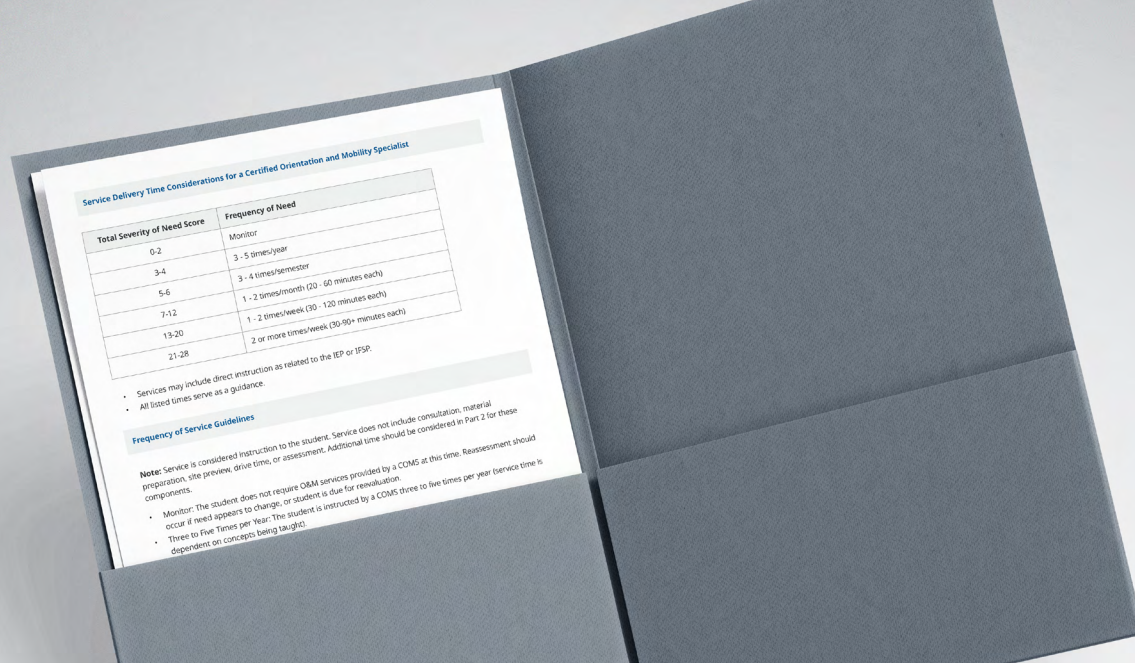
- creating RBLV and RDHH logos
- designing new website sitemaps tailored to the needs of each audience
- updating forms and documents to reflect the changes

Updates will continue gradually throughout the rollout process. While the changes are significant, our commitment to students, families, and professionals remains the same. We are grateful to have you with us on this journey!



A mock up of the new rblv.org website.





The Orientation and Mobility Severity Rating Scale

The Orientation and Mobility Severity Rating Scale (O&MSRS) is a document that helps individualized education program (IEP) teams determine a suggested amount of service for students who need orientation and mobility (O&M) services. Created in 2008, the O&MSRS was initially used for students who are blind/low vision (BLV) with no other disabilities, while the O&MSRS+ was for students with additional needs. This system worked well for many years, but as caseload demographics and rules evolved, it became necessary to reassess and update the documents.

In 2024, MDE RBLV consultants reviewed the O&MSRS and O&MSRS+ documents and identified several challenges. Since their initial implementation, much has changed: The Visual Impairment rule has been updated within the *Michigan Administrative Rules for Special Education* (MARSE), and students with additional needs now constitute most of Michigan's students who are BLV. Some certified O&M specialists (COMS) found aspects of the original documents challenging

to interpret for students with additional needs, leading to variations in how service needs were scored. In response, RBLV consultants proposed a new design that would combine the original O&MSRS with the O&MSRS+ while revising the language to reduce subjectivity.

As RBLV consultants refined their ideas, they brought in stakeholders throughout the state to review every aspect of the updated document. The team gathered supporting resources, removed certain sections, added new considerations, and included an updated rubric. The updated O&MSRS was then shared with COMS during the 2025 Michigan Association for the Education and Rehabilitation of the Blind and Visually Impaired (MAER) annual conference. The O&MSRS is a living document and will continue to be revised to best support O&M service decisions for years to come.

Language Equality and Acquisition for Deaf Kids (LEAD-K)

LEAD-K is a national effort to provide language acquisition resources for parents and guardians of young children who are deaf or hard of hearing (DHH). In December 2022, Governor Gretchen Whitmer signed Michigan's LEAD-K bill into law as Public Act 256 (PA 256). The legislation seeks to ensure that children who are DHH have a strong language foundation and are kindergarten-ready when they start school.

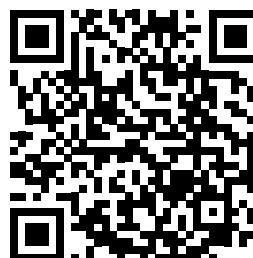
PA 256 calls for a 15-member advisory committee, including parents of children who are DHH, advocates, educators, and other professionals. Throughout the past year, the advisory committee members, other invested partners, and MDE RDHH staff worked together to carry out the requirements of the legislation.

The legislation requires the creation of a parent resource that includes language developmental milestones for children who are DHH, as well as fair, balanced, and comprehensive information about languages, modes of communication, and services and programs. This resource was developed with input from the advisory committee and invested partners: [LEAD-K Michigan](https://michigan.gov/mde/resources/lead-k) (michigan.gov/mde/resources/lead-k)

To identify the language milestones for the parent resource, the group reviewed milestones adopted by other LEAD-K states along with information from relevant organizations. Following many rich discussions, the advisory committee arrived at consensus on the DHH language milestones for Michigan.

The group also explored a range of potential tools to assess the language and literacy development of a child who is DHH, age 5 or younger. The advisory committee recommended 11 assessments for school personnel to consider. Local school districts, intermediate school districts, public school academies, and the Michigan School for the Deaf began administering assessments as of September 1, 2025.

PA 256 also calls for an annual report starting July 1, 2026, and by July 1 of each following year. Going forward, the focus of the work will be on training school personnel on the process for submitting assessment data, as well as training on several of the recommended assessment tools.



[Learn more
about LEAD-K
Michigan](https://michigan.gov/mde/resources/lead-k)



2024–2025 Student Advisory Board



In 2025, MDE RBLV and RDHH completed their second year of hosting a Student Advisory Board. This board provides valuable input on potential programs for MDE RBLV and RDHH while allowing students to gain and practice leadership skills on a bi-monthly basis.

Students who serve on the board must apply and be accepted to the position. Applications are open to students who are blind/low vision or deaf/hard of hearing, entering grades 9-12, and willing to participate in virtual meetings. They must be highly motivated to engage in conversations about statewide programming and building leadership skills.



This year, board members focused on developing elevator speeches to communicate their unique needs to administrators, service providers, teachers, and stakeholders. They crafted speeches that explained various accommodations that are essential for their success, such as speech access, tactile and braille materials, large print, specific seating locations, communication systems, and interpreters.



Additionally, the students discussed multiple ideas for future student programming. Some of these ideas have been incorporated into MDE RBLV and RDHH's planning process for the upcoming 2025 – 2026 fiscal year. Based on the board's ideas, a book club; a science, technology, engineering, and math (STEM) and technical writing training; and a career-readiness workshop focused on interviews and resumes are being designed for the upcoming year.

Three 2024-2025 Student
Advisory Board members.

Nationally Sponsored Competitions

Cane Quest

In October 2024, MDE RBLV once again teamed up with Leader Dogs for the Blind to host the Michigan Regional Cane Quest.

Cane Quest is a challenging orientation and mobility (O&M) competition for students in grades 3-12, created by Braille Institute of America. Cane Quest events are held across the country, and contestants are divided into three grade categories: Scouts, Explorers, and Trailblazers.

During this year's event, 15 contestants demonstrated their skills throughout the Leader Dogs for the Blind facility, as well as downtown Rochester Hills. Skills included navigating sidewalks, crosswalks, stairs, hallways, obstacles, and more. Participants also had an opportunity to meet and learn about guide dogs trained by Leader Dogs.

It takes many volunteers to run a program like Cane Quest. MDE RBLV is grateful to the 39 staff and volunteers who dedicated their Saturday to ensuring the event was a success and to provide expanded core content for the students in Michigan.



Braille Challenge

For the 10th consecutive year, students from across the state participated in the Michigan Regional Braille Challenge, hosted by MDE RBLV in collaboration with partnering intermediate school districts (ISDs). Students had the flexibility to compete virtually, in person, or one-on-one with a proctor. In total, 30 students took part in this year's competition.

Originally launched in 2000 by the Braille Institute, a nonprofit based in Southern California, Braille Challenge is the only academic competition of its kind designed to foster and promote braille literacy. Students compete in several contests that test their spelling, proofreading, listening, reading comprehension, and ability to decipher charts and graphs.

This year, a preschool group was added to the event. This young group participated in tactile activities designed to promote early braille readiness.



Michigan Regional Abacus Bee

In November 2024, the MDE RBLV served as one of 10 regional hosts for the American Printing House for the Blind (APH) Abacus Bee. In total, 7 students, 10 parents, and 12 volunteers gathered for the competition.

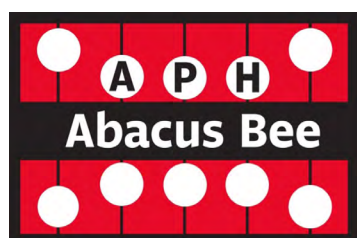
Abacus Bee participants were divided into levels based on their mathematical ability, including Starters, Movers, Riders, Flyers, and Blasters. Each group competed in multiple 20-minute sessions and participated in space-themed activities throughout the day. During the event, parents also participated in a workshop to learn how to use an abacus. The day culminated in a competitive speed round that would challenge even the most skilled mathematicians. The top scorers were awarded prizes.

What is an Abacus?

An abacus is a math tool consisting of beads that slide on rods and can be separated by bars with raised lines and dots to represent numbers through the trillions. Addition, subtraction, multiplication, and division can be calculated on the abacus. Individuals who are skilled in using the abacus and mental math can often solve problems faster than those who use a calculator.

National Competition

Two students qualified to compete in the APH Abacus Bee Nationals, in Louisville, Kentucky. The students, parents, and an MDE RBLV education consultant were sponsored by the Simons Foundation to attend. Both Michigan students placed in the top three of the competition for their levels, and one was invited to be the APH flag bearer for the start of the ceremonies.



Events

89

Total Events
Events

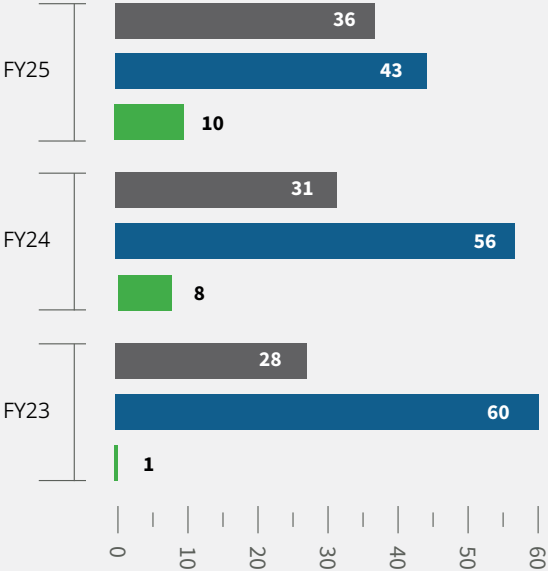
2,464

Total
Participants

In Fiscal Year 2025, RBLV and RDHH held many engaging events with a variety of activities. We hosted 43 events that were BLV-specific, 36 that were DHH-specific, and 10 that were for BLV and DHH together, for a total of 89 events this year. Through online, in-person, recorded, and hybrid platforms, we had the privilege of hosting more than 2,464 participants, including students who are BLV and/or DHH, their families, and school personnel.

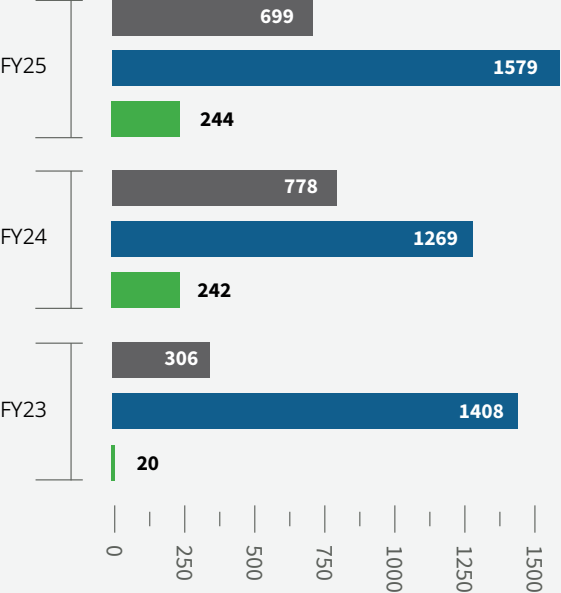
In the coming years, we will continue to offer an assortment of learning opportunities designed to foster equitable access to an appropriate education for students who are BLV and/or DHH.

Number of Events



DHH BLV Combined

Number of Participants



DHH BLV Combined

RBLV Events

Events for School Personnel

In-person events for students and/or their families included experiences in the areas of:

- braille
- camping and the outdoors
- career exploration
- financial literacy
- independent living skills (ILS)
- orientation and mobility (O&M)
- science, technology, engineering, and mathematics (STEM)
- social skills

Events for Students and Families

In-person events for school personnel included the following subjects:

- assistive technology (AT)
- ILS
- O&M

Webinars

Virtual events focused on a variety of topics, including:

- AT
- assessments
- braille
- cerebral/cortical visual impairment
- literacy
- mathematics and Nemeth code
- social skills

43

RBLV
Events

1,579

RBLV
Participants





Michigan Pilot Program Brings New Technology to Classrooms



In 2025, MDE RBLV partnered with the American Printing House for the Blind (APH) to introduce the Monarch tactile graphics and braille display to teachers and students across Michigan.

The Monarch is a new multi-line braille device that combines braille with tactile graphics on a single surface. Roughly the size of a laptop, it allows students who are BLV to access text, tables, math problems, and diagrams more efficiently than with traditional single-line braille devices.



The device also works with Wing It, an iOS app that enables real-time tactile drawing. When connected, drawings created on an iPhone or iPad appear instantly as tactile graphics on the Monarch's surface, making it easier for teachers and students to create and share tactile images.

As part of the pilot program, seven teacher consultants for BLV received hands-on training with the Monarch. They explored how the device can be used to access textbooks, tactile graphics, and other classroom materials, gaining experience with the technology before bringing it into schools. Each participant received a Monarch to continue practicing with over the summer.

In November 2025, MDE RBLV and APH will host a two-day hands-on workshop to expand training opportunities, providing additional educators with the knowledge and resources needed to integrate the Monarch into classrooms across Michigan.



RDHH Events

Events for School Personnel

In-person events for students and/or their families included activities in the areas of:

- camping and the outdoors
- connections and community
- early literacy
- financial literacy
- language acquisition
- problem solving
- self-advocacy and social skills

Events for Students and Families

In-person events for school personnel focused on a variety of topics, including:

- assessments and data collection
- community resources
- early intervention
- educational interpreting
- expanded skills
- language acquisition and development
- literacy
- networking/collaboration opportunities
- transition

Webinars

Virtual events included webinars and classes centered around:

- American Sign Language
- assessments
- early literacy
- evidence-based practices
- language acquisition
- social skills

36

RDHH
Events

636

RDHH
Participants





Inclusive Programming for All Students Who Are DHH

In diverse educational environments, creating a space that respects and reflects the identities of all students is important. For offices serving school personnel, families, and students who are deaf or hard of hearing (DHH), maintaining neutrality through inclusive events and programming is essential to building trust, community, and equity. MDE RDHH is committed to intentional inclusive practices in events, programs, and communications. Language is language, and exposing children to a full and robust language system is fundamental to developing proficiency. Neutrality is not about staying silent or compromising; it's about making space for everyone without bias toward any single mode of communication.

Intentional efforts to ensure inclusiveness are reflected in diverse event planning and through collecting input from multiple perspectives as a guide to our programming. By avoiding elevating any single narrative, language, or communication modality as the default, we strive to create events where everyone feels welcome. At MDE RDHH, equitable communication access is a foundational practice, not an afterthought. Our events and programming aim to reflect the full range of experiences and needs within the DHH community, celebrating that diversity as a strength. As an office committed to honoring every individual, we actively seek feedback through event evaluations and field surveys and remain focused on continued growth.

Combined Events

During Fiscal Year 2025, RBLV and RDHH joined forces to offer 10 combined events for a variety of audiences in a variety of settings.

In October 2024, we hosted a *Sassafras Science and Nature Center Celebration* at Camp Tushsmeheta (Camp T) where families and school personnel had the opportunity to explore the newly opened Sassafras Science and Nature Center.

Other combined events that took place at Camp T included five *Little Explorers* events held throughout the year, each with its own theme, for families of children ages 0-5 who are BLV and/or DHH, and *Roots to Wings*, an overnight experience for women raising children who are BLV and/or DHH.

Deck the Winter kits with fun-filled activities were distributed for families with children in preschool through elementary school who are BLV, deafblind, or DHH to enjoy at home.

On November 1, 2024, RBLV and RDHH hosted 45 participants from across the state at a conference for administrators titled *Empowered to Lead; Supervising BVI and DHH Staff and Supporting Student Outcomes*.

Navigating Early Intervention for Children Who Are Blind or Low Vision and/or Deaf or Hard of Hearing was an event held online via Zoom for school personnel and families in Michigan who work with or are raising a child who is BLV and/or DHH.

RBLV and RDHH will continue to bring meaningful and engaging events to students who are BLV and/or DHH, their families, and school personnel.

10

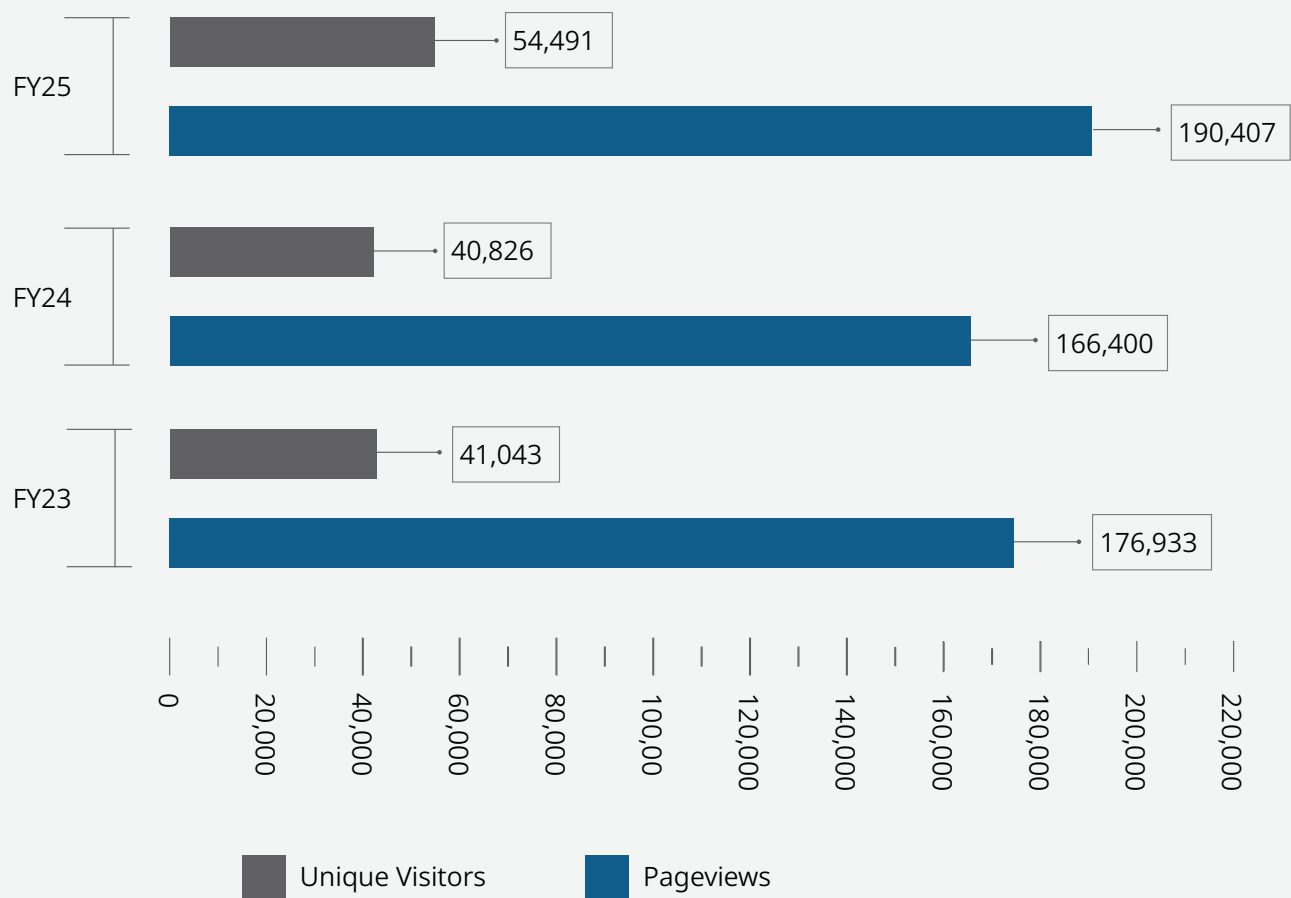
Combined
Events

244

Combined
Participants



Unique Visitors and Pageviews



30%

Increase
In Unique Visitors

Unique Visitors: The total number of unique individuals who visited the site.

14%

Increase
In Total Pageviews

Total Pageviews: The total number of pages visitors viewed on mdelio.org.

Social Media

Facebook

On Facebook, we share information about upcoming events, new resources, fun features, and information from other organizations. We also share short videos featuring tips, resources, and news.



facebook.com/mdelio.social

1,391 Followers

The number of people who “follow” us and see our posts in their news feed.

183,768 Views

The number of times our content was played or displayed to users.

Instagram

Our Instagram account is dedicated to showcasing Camp T. We share photos from recent events, share behind-the-scenes features, and more.



instagram.com/campt.social

86 Followers

The number of people who “follow” us and see our posts in their news feed.

8,222 Views

The number of times our content was played or displayed to users.

YouTube

On YouTube, we share informational videos on parent education, access technology, assessments, and more. We also share recorded webinars and promotional videos for upcoming events.



youtube.com/mdelio.social

10,803 Impressions

The number of times a thumbnail from one of our videos is displayed to YouTube viewers.

1,447 Channel Views

The number of times YouTube users watched our videos over the past year.

Creating Accessible Media

Documents

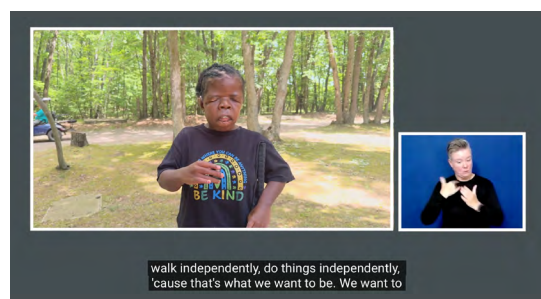
MDE RBLV and RDHH produce a variety of documents each year, including flyers, programs, agendas, resources, and reports such as this one. While these documents serve a variety of purposes, each is intentionally designed to be both visually engaging and accessible to all users.

Creating accessible and effective documents requires attention to many factors, including:

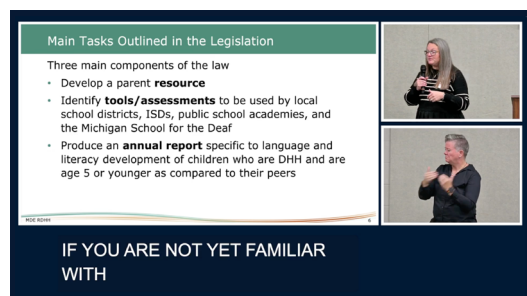
- appropriate color contrast
- a clear and logical heading structure
- proper reading order
- readable fonts and font sizes
- sufficient negative (empty) space to enhance readability
- accurate image alternative text
- properly tagging the elements of a document

MDE RDHH has begun developing American Sign Language (ASL) interpretations of its documents. The first ASL-interpreted materials are expected to be available in late 2025.

Videos and Live Presentations



Screenshot of a Camp T promotional video.



Screenshot of a live event presentation.

In addition to producing documents, MDE RBLV and RDHH develop both video and live event presentations that are designed to be fully accessible to individuals who are BLV or DHH.

Creating accessible video content requires careful planning and attention to detail. Our team thoughtfully crafts audio descriptions to ensure all visual information is effectively conveyed for BLV viewers. We collaborate closely with BLV staff to review each scene and confirm that no critical details are omitted. Additionally, videos include ASL interpreters and closed captions to support a wide range of accessibility needs.

The same level of care is applied to our live events. Using a multi-camera setup, we seamlessly integrate and overlay the speaker, ASL interpreter, PowerPoint presentation, and real-time captions to deliver highly accessible and engaging live presentations.

Library Services



777
Book
Requests

13%
Decrease



3,332
Product
Requests

4%
Decrease



435
Equipment
Requests

1.6%
Increase



11
Budding Seedlings
Requests

68%
Decrease



837
Items Ordered
From APH

8%
Increase



2,967
Items Loaned
From MDE-LIO

13%
Decrease

Terms Defined

Book Requests

These include all requests received for braille, enlarged print, and large print.

Product Requests

These include all requests for educational materials from the American Printing House for the Blind, such as kits, braille paper, trays, textures, models, and other materials that are not electronic or mechanical.

Equipment Requests

These include requests for electronic or mechanical educational items such as braille writers, magnifiers, and tablets.

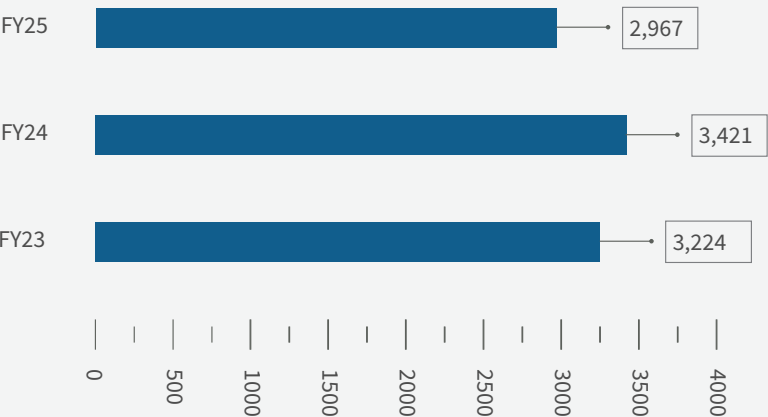
Budding Seedlings

Budding Seedlings are early reader books that have been adapted to include braille.

Items

“Items” is an all-inclusive term that combines books, products, equipment, and Budding Seedlings.

Number of Items Loaned Per Year





Assistive Technology Library

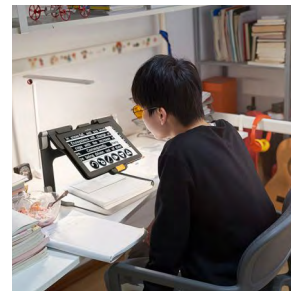
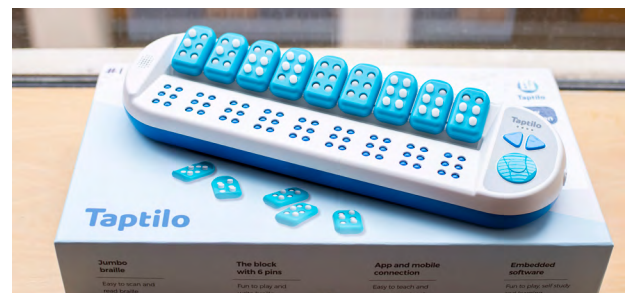
The MDE RBLV Assistive Technology (AT) Library continues to help schools find the best tools for students who are blind or low vision. In 2025, the library processed more than 77 requests statewide. This free program lets teacher consultants borrow a variety of assistive technology devices for up to eight weeks.

The AT Library includes tools, such as:

- braille displays and notetakers
- handheld and portable magnifiers
- braille embossers

We are always adding new devices to the collection. Our newest addition is the Tactonom Reader, a device that helps users explore tactile graphics with audio feedback. Within the next year, we look forward to adding the following:

- Large print keyboards (MAC and PC)
- Ray-Ban Wayfarer Smart Glasses
- PenFriend 3
- Talking tape measure
- ...and much more!



APH Annual Census

In FY25, the eligibility criteria for the Federal Quota census remained the same as FY24. However, Michigan’s student registration rose slightly to 1,983 in FY25, up from 1,907 in FY24. This was due to continued outreach and awareness around the newly implemented *Individuals with Disabilities Education Act* (IDEA) definition of blindness eligibility criteria.

All eligible students must:

Meet the definition of blindness (MDB)

-or-

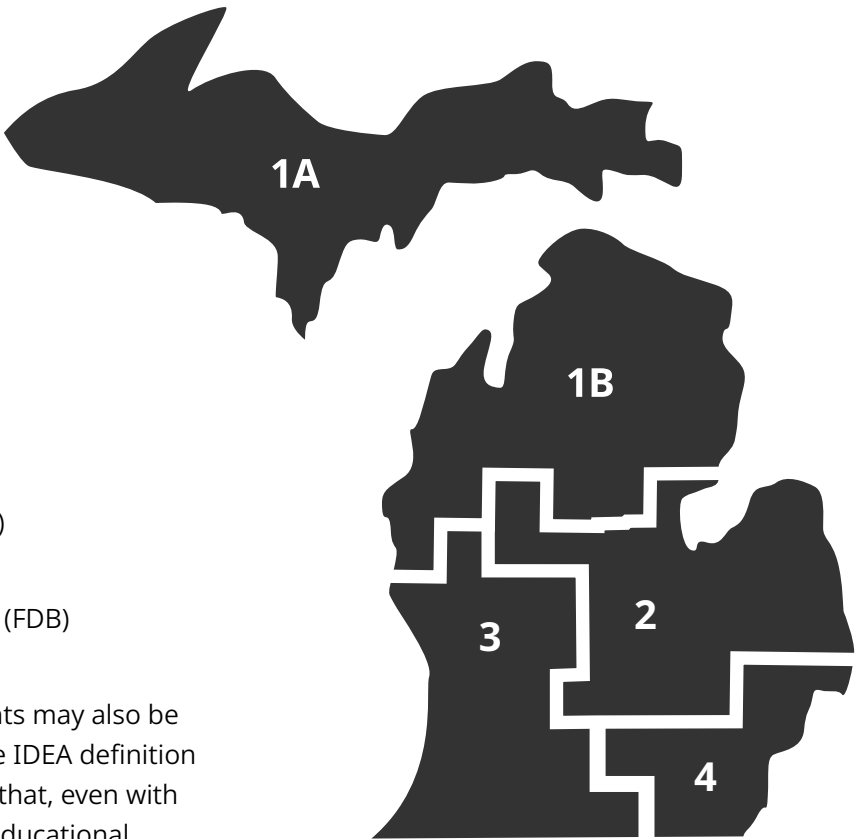
Function at the definition of blindness (FDB)

-or-

If neither are met, school-aged students may also be eligible because they qualify under the IDEA definition of blindness: an impairment in vision, that, even with correction, adversely affects a child’s educational performance.

Students must also be enrolled in a formal educational or training program with a written education plan.

Michigan was allotted **\$673,984.48** in FY25 to purchase APH materials, including books, products, and new accessible technology such as the Neptune and Monarch.



OSE map of Michigan ISDs and ESAs that denotes regions for how the state is organized for communication purposes.

| Region 1A | Region 1B | Region 2 | Region 3 | Region 4 |
|----------------|-------------------|------------------|------------------|------------------|
| 44 Students | 158 Students | 332 Students | 606 Students | 843 Students |
| 0% Change | 12.8% Increase | 9.5% Decrease | 7.6% Increase | 6.4% Increase |

Making a Braille Textbook

When a teacher requests a textbook in braille or another accessible format, the process begins with a search. Staff at RBLV's Instructional Materials Center (IMC) check state and national databases to see if the book is already available. If it is, they share that resource with the teacher. If not, the book enters production.

Step 1: Preparing the Book

The IMC team requests a copy of the textbook, scans it into a digital format, and shares it with the transcriber, tactile graphic artist, and proofreader. This ensures everyone has the materials they need to begin.



Step 3: Transcribing and Creating Graphics

Using the digital files and publisher resources, the transcriber converts the textbook into braille. Tactile graphics are created to support visual content like maps or charts. Both are produced and prepared for quality review.

Step 5: Delivering to Students

During the school year, completed volumes are shipped in stages so students stay on track with their class syllabus. Over the summer, full sets are prepared and sent to schools before the new year begins.



Step 2: Planning the Project

Staff estimate the cost, based on page counts and the number of tactile graphics, and share a quote with the teacher. If approved, the project officially moves into production.

Step 4: Quality Check and Production

Every page is checked by a sighted staff member and a braille reader working together. Errors are corrected, and the final version is embossed, collated, and bound into volumes.



Step 6: Archiving for the Future

Once finished, a master copy is stored digitally and physically so the book will be available for future requests, saving time for teachers and students across the state.





Production Services

Braille Production



226

**Braille Production
Requests**



1,341

**Volumes
Produced**



32,509

**Tactile Graphics
Produced**



132,723

**Braille Text Pages
Embossed**

Enlarged Print Production



232

**Requests
Received**



37,074

**Pages
Printed**



360

**Volumes
Produced**



127

**Books
Produced**

Top 10 Strategic Education Plan

When planning events, programs, and resources, we strive to align with the Michigan Department of Education's Top 10 Strategic Education Plan. Below are just a few areas in which we worked toward these goals in FY25.

To **expand early childhood learning opportunities and improve early literacy achievement**, we hosted a BLV and DHH early intervention conference and offered a Neonatal Assessment Vision European Grid (NAVEG) workshop for BLV school personnel in Ottawa County. We also continued the work of implementing Language Equality and Acquisition for Deaf Kids (LEAD-K) legislation in Michigan, including launching the parent resource website in August 2025.

To **improve the health, safety, and wellness of learners**, we encouraged students to get active by participating in Cane Quest as well as several camp events. We also continued to host online social events for elementary, middle, and high school students who are DHH to connect with peers across Michigan.

To **expand secondary learning opportunities for all students**, we continued partnering with the Bureau of Services for Blind Persons to offer financial literacy workshops for students who are BLV. We also expanded our Student Advisory Board, which gives students who are BLV or DHH an opportunity to connect and provide input on programming offered by our office.

To **increase the number of certified teachers in BLV and DHH fields**, we continued to manage and communicate about the Consortia for Teacher Preparation, partnering with out-of-state colleges and universities to help teachers in Michigan earn an endorsement to work with students who are BLV and/or DHH.





Many Thanks



Thank you to Nancy Mosher, who has served as the liaison for the DHH Consortium for Teacher Preparation since its inception in 2011. In the past year, Nancy has been available for consultation but has since decided to enjoy retirement after many years of dedication to the DHH field.

Nancy was the first DHH education consultant at the Michigan Department of Education – Low Incidence Outreach (recently renamed Resource for Deaf/Hard of Hearing). After decades of experience as a teacher, interpreter, supervisor, and program leader, she brought a wealth of knowledge to our office as a consultant. Nancy has contributed to resources such as the *Educational Impact Matrix for Students Who Are DHH*, helped define standards

for educational interpreters, and led the development of the DHH Consortium for Teacher Preparation to help more Michigan educators earn a DHH endorsement.

Since starting her career in 1969 as a teacher of the deaf, Nancy has spent more than five decades working to build stronger services, strengthen professional training, and expand opportunities for students across Michigan who are DHH.

Thank you, Nancy, for your invaluable work and dedication to the DHH field!



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