U.S. Department of Education

Washington, D.C. 20202-5335

Braille Training Program Annual Report
CFDA # 84.235E
PR/Award # H235E190004
Budget Period # 1
Report Type: Annual Performance

Table of Contents

Project Narrative - Attachments

Title : Attachments
Attachment:

File :
1   **Cover_Narrative_H235E190004.pdf**

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.
[X] Annual Performance Report   [   ] Final Performance Report

OMB No. 1894-0003
Exp. 07/31/2021

General Information

1. PR/Award #:   H235E190004   2. Grantee NCES ID#:   3904693
   (Block 5 of the Grant Award Notification - 11 characters.)   *(See instructions. Up to 12 characters.)*

3 Project Title: Braille Excellence for Students and Teachers (BEST)
   (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.):*   Educational Service Center of Central Ohio

5. Grantee Address *(See instructions.)*

6. Project Director *(See instructions.)* Name :   Janet Rogers   Title: Director, AT&AEM Center
   Ph #: (614) _410_ - _1736_   Ext: (   )   Fax #: (   ) _____ - _____
   Email Address: jan_rogers@ocali.org

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10 / 01 / 2019   To: _03_ / _31_ / _2020_   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	.00	
b. Current Budget Period	$43,208.41	
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

   a. Are you claiming indirect costs under this grant? _X_ Yes   ___No
   If yes, please indicate which of the following applies to your grant?

   b. _X_   The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:
          The period covered by the Indirect Cost Rate Agreement is from: ____/ _____/ _____ to: ____/_____/_____   (mm/dd/yyyy)
          The approving Federal agency is: ___ED   ___Other *(Please specify)*: _____
          The Indirect Cost Rate is _7.47_ %
          The Type of Rate *(For Final Performance Reports Only)* is: ___ Provisional   ___ Final ___ Other *(Please specify):*

   c.___   The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct
          costs (MTDC) in compliance with 2 CFR 200.414(f).

   d. _X_   The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
          _X_ Is included in its approved Indirect Cost Rate Agreement; or
          ___ Complies with 34 CFR 76.564(c)(2).

   e.___   The grantee is funded under a Training Rate Program and:
          ___ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or
          ___ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached?   ___Yes ___ No _X_ N/A

Data Privacy and Security Measures Certification *(See instructions.)*

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting
documentation attached? X_Yes ___ No ___ N/A

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status

    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? _ X_ Yes ____No

    b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

    Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

David Varda

Name of Authorized Representative:

Title: CFO/Treasurer

David Varda

Signature:

Date: 04 / 14 / 2020

educational service center
of Central Ohio

April 28, 2020

The Educational Service Center of Central Ohio (ESCCO) affirms that we are aware of Federal and state data security and student privacy regulations. We have provided links to our Board Policies, Administrative Guidelines as well as our employee handbook which demonstrate such understandings. Additionally the ESCCO requires all employees to undergo Data Security, HIPAA and FERPA trainings on an annual basis.

https://go.boarddocs.com/oh/escco/Board.nsf/Public

https://www.escco.org/Downloads/2019-20-ESC-Handbook.pdf

David Varda

David A. Varda Treasurer/CFO
Educational Service Center of Central Ohio

CC: David Weaver, ESCCO Assistant Treasurer

U.S. Department of Education

Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   [   ] Final Performance Report

Executive Summary
PR/Award #: H235E190004

The Braille Excellence for Students and Teachers (BEST) Grant annual report provides information indicating the extent to which the BEST project met its goals during Project Year 1. The Project is focusing on three goals that helps to promote the BEST grants' primary focus to increase opportunities for TVIs working in rural communities and secondary focus to increase the knowledge of TVIs, intervention specialists, general educators, paraprofessionals, and transcribers in obtaining and creating accessible documents thereby increasing equitable access to braille materials in inclusive settings.

Goal 1: Enhance the competency of preservice and inservice educators, paraprofessionals, and others to provide braille literacy instruction and support across all academic areas including Science, Technology, Engineering, and Math (STEM).

Goal 2: Enhance the competency of both pre-service and inservice educators, paraprofessionals, and others to efficiently and effectively acquire and create braille materials.

Goal 3: Educators and others will be able to apply strategies learned in the BEST project trainings and other activities to more effectively manage the braille needs of their students through the support of followup technical assistance or resources.

Some highlights from the first six months:

1) Six training activities have been completed in goals 1 and 2 and nine more are scheduled before the end of the first grant year.

2) Three local braille production centers were set up in high-need school districts/agencies and staff for each center was trained on the operation of equipment and software. One of the centers was placed in the targeted Appalachia/rural region.

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3) Technical assistance (TA) is being provided by highly qualified consultants to educators who are producing braille for students and transcriber candidates who are in the process of completing their certification. Specialized TA is also being provided to the Grafton Braille Service Center at Grafton Correctional Institution.

4) A new BEST grant website is up and running with a new TA portal that gives educators the ability to contact specialized consultants with questions or issues regarding braille, braille production, or braille certification. The new site has many new resources and will provide easier access to upcoming activities and trainings.

5) Through collaborative work with the Ohio TVI Consortium, grant activities are supporting TVIs in rural areas by offering specialized training to expand their braille knowledge and implementation while in school and post graduation, thus supporting them in bringing a new level of expertise in areas of the state that are typically underserved.

BEST collects data on each grant activity keyed to a project objective, and then WordFarmers, the grant external evaluator, compiles, analyzes, and interprets the data to determine the effectiveness of the activity and suggests options for improvement and continued growth for the current project year and upcoming Year 2 activities.

Contributions from this project have already made a positive impact in the areas of knowledge and practice. Educators have increased competencies in several pedagogical areas related to braille, including braille production, braille instruction, and braille across STEM and language arts. Accordingly, educators have implemented their learning into their educational practices both in person and most recently, in online learning environments. The grant facilitators have also completed basic collection of data surrounding braille knowledge, braille use, and braille literacy in the state of Ohio, specifically focusing on rural and Appalachian areas.

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Narrative

Section A. Substantial progress towards completion of goals, objectives, and outputs with funds awarded in FY 2019.

I. Describe program activities, outputs, and products (toolkits, curricula, conferences, etc.) completed from October 1, 2019 to March 31, 2020.

With the funds awarded in 2019, the AT&AEM Center at OCALI has made significant progress towards the completion of the goals and objectives outlined in the scope of work for our Braille Excellence for Students and Teachers (BEST) grant. We have completed conference activities, professional development sessions, and created many opportunities for technical assistance. We have also established a website to provide an overview for the BEST grant, share documents about the grant, and promote grant funded opportunities.

In November of 2019, OCALI hosted our annual conference, OCALICON, focused on enriching the lives of people with disabilities. The BEST grant provided registration for 23 university students studying to be Teachers of Students with Visual Impairments (TVIs) and also recruited vendors related to braille assistive technologies and products to have booths in the OCALICON exhibit hall. Our work supported increased access to content sessions on braille literacy and assistive technologies. A total of 245 participants attended seven sessions on these topics across the three days of OCALICON.

OCALICON was our largest event this quarter, however, we also demonstrated substantial success with a total of six professional development (PD) sessions offered between October 1st, 2019 and March 31st, 2020. Our PD opportunities included one-day in person workshops, multi-day trainings, and online learning opportunities designed with a range in rigor and time commitments to meet the varied needs of professionals. The list below includes the six trainings that have been offered:

- Duxbury (two-day in person training)
- BrailleNote with Google (one-day in person training)
- Braille Reading and Writing Smackdown (one-day in person training)
- Blended Basic Braille (12-weeks online synchronous learning opportunity)
- BrailleNote with Keymath (one-day in person training)
- MathType and Equatio Braille Conversion (one-day in person training)

For each of the PD sessions a learning management system (LMS) provided a forum for a virtual peer-to-peer network, connecting with class participants and the instructor

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after the training for questions or clarifications, and to share and store resources for future use. The BEST grant team continues to explore systems such as Edmoto and Google Classroom. Since the grant serves the state, and Ohio has more than 1000 districts, technology permissions vary across districts. We continue to explore other options in an effort to best meet the needs of a variety of educators, from multiple school districts, offering varying degrees of access to the various learning management systems.

This quarter's grant activities have also included both long- and short-term technical assistance (TA), establishing three local braille production centers (LBPCs), and launching a website dedicated to information about BEST. As of March 31st, 2020, staff in the AT&AEM Center have provided 133.55 hours of BEST grant TA across Ohio. The hours are calculated on three targeted areas of support: (a) support to braille transcribers, (b) establishing and continued operation of LBPCs, and (c) braille production support for Grafton Braille Service Center at Grafton Correctional Institution. With the build of the new BEST website in October of 2019 (https://ataem.org/best-2019-2024), a web accessible TA assistance portal (https://ataem.org/best-2019-2024/technical-assistance-requests) was "launched" to provide customers and partners with increased access to requesting TA. This has also provided the AT&AEM Center with a more effective way to track and keep data on TA requests and provision.

2. Describe the most significant program outcomes from October 1, 2019, to March 31,2020.

As illustrated in Section A(1) of this report, the BEST grant team in the AT&AEM Center at OCALI, were very productive with grant activities and product development during the first quarter. The following list includes highlights of the most significant accomplishments or outcomes from October 1, 2019 through March 31, 2020:

1) Six training activities were completed, targeting two main goals: *(1) Enhance the competency of preservice and in-service educators, paraprofessionals, and others to provide braille literacy instruction and support across all academic areas including Science, Technology, Engineering, and Math (STEM),* and *(2) Enhance the competency of preservice and in-service educators, paraprofessionals, and others to efficiently and effectively acquire and create braille materials.*

   Each professional development (PD) session was evaluated by external evaluators based on observations and attendee feedback, specifically in the areas of quality, relevance, and usefulness. Of the six sessions, the highest score for quality was 92.5%, the lowest 87.94%. In the area of

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relevance, a high score of 98.13% was achieved, with the lowest being 87.5%. Finally in the area of usefulness of the PD, 98.75% was the highest score obtained, with the lowest score being 91.88%. The consistently high scores illustrate the significant success of the PD sessions in providing quality training that was relevant and useful to participants.

2) Three local braille production centers (LBPC) were set up in high-need school districts/agencies for the purpose of increasing the ability and capacity to produce braille for students. Staff for each center were trained on the operation of equipment and software. One underlying focus for each goal within the grant is to *ensure that educators and students in Appalachian and rural areas are benefiting from grant products and activities.* One of the three LBPCs was placed in an Appalachian/rural region in Ohio.

3) A total of 133.55 hours of technical assistance (TA) was provided by highly qualified consultants. The total TA was broken down as follows: a) 34.5 hours of TA to five transcriber candidates who were in the process of completing their certification, b) 32.5 hours of TA for Grafton Braille Service Center at Grafton Correctional Institution and finally, c) 66.55 TA hours for educators who are producing braille for students and districts who were selected to receive the LBPCs previously mentioned.

4) A new BEST grant website was launched on March 2, 2020 with a new TA portal that gives educators the ability to contact specialized consultants with questions or issues regarding braille, braille production, or braille certification. Preliminary data on website use and traffic frequency is being collected. The data will be made available and reported on in future reports. The new site has many new resources and will provide easier access to upcoming activities and trainings as well as related handouts.

3. Describe the most significant program activities, outputs, products and outcomes anticipated between April 1, 2020 and September 30, 2020, particularly in the areas listed above. Indicate the degree to which the goals and objectives in the work plan for the current year are expected to be met by September 30, 2020.

The following reflect the most significant program activities, outputs, products and outcomes anticipated between April 1, 2020 and September 30, 2020. There are nine additional training sessions scheduled on topics related to braille literacy instruction across all academic areas including science, technology, engineering, and math (STEM), reading, and writing. Two previously cancelled training sessions are also

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anticipated to be rescheduled. Technical assistance (TA) activities will continue by the BEST grant highly qualified consultants and will be available for educators who are producing braille for students and transcriber candidates who are completing their braille transcriber certification.TA will also be provided to the Grafton Braille Service Center at the Grafton Correctional Institution as needed and requested. Outreach to the two Ohio university Teachers of Students with Visual Impairments (TVI) preparation programs will continue with anticipated training activities provided by BEST consultants to those students in the summer and fall of 2020. Through collaborative work with the Ohio TVI Consortium, grant activities will continue to support TVIs in rural areas by offering specialized training to expand their braille knowledge, skills, and implementation while in school and post graduation, thus supporting them in bringing a new level of expertise in areas of the state that are typically underserved. Finally online asynchronous learning opportunities are also being developed to support practitioners in the field who need immediate information or support for troubleshooting shooting. A series of webinars and Quick Tips and Tricks videos are in the process of production, with some being anticipated for release in 2020, early in the third quarter of the grant. These will be available on a BEST Tips and Tricks web page currently in development. Our anticipated outcomes are to meet a 90% participant evaluation rating for quality, relevance, and usefulness for training. A baseline target number of participants for each training session has been projected based upon the training content and anticipated need. Educators from Appalachian and rural areas have been set as a priority and are anticipated to account for a set percentage of participants based on the training or activity. Some activities/resources have a vetting process established, such as the webinar series, Tips and Tricks, etc. to assure high quality products and activities are available to participants. Additionally, the BEST grant Advisory Team discusses and reviews all activities and products. WordFarmers will continue to provide external evaluation of the entire project.

4. Describe the challenges, opportunities, and emerging issues encountered to date (October 1, 2019-March 31, 2020) or anticipated during the remaining portion of this fiscal year April 1, 2020 to September 30, 2020, as well as your plans for overcoming challenges and taking advantage of opportunities. Indicate how RSA might be of assistance.

Generally, the grant activities progressed as anticipated from October 1, 2019 to early March 2020. Beginning in March the COVID-19 pandemic caused stay at home orders to be instituted in many states. In Ohio, brick and mortar schools closed mid-March resulting in the development of varied virtual learning environments through the end of the school year. One of our planned training activities on March 30th was cancelled as a result of the COVID-19 restrictions with little time to reorient the formatting of this training. This session will be rescheduled at a later time either in an online format or in

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person if possible. We are also currently working with BEST instructors to move the next scheduled trainings, our Summer Braille Courses, to an online format, while working with a new university to provide graduate credit for those online summer courses.

Other obstacles prevented our execution on planned trainings. One training session related to formatting for braille and large print was cancelled due to low enrollment. Because the grant training activities have been available to Ohio educators for a number of years prior to this grant cycle, and those activities had been increasingly well attended, a review of several possible factors impacting the enrollment was immediately executed. It was discovered that the listserv used to announce the training session was not working correctly. We quickly migrated to a new listserv system and attendance at the remaining training sessions improved to previous levels of participation. We intend to reschedule the cancelled training. Additionally, the AT Conference and Vendor Fair scheduled for October, 2019 was cancelled. This multi-day event is usually held in four regions of the state in collaboration with Ohio's 16 regional State Support Teams (SST). This year shifting priorities and responsibilities for the SSTs resulted in the cancellation. In prior years, the BEST grant team has provided consultation and support for VI sessions and vendors during the event. The AT Conference and Vendor Fair for 2020 is scheduled for September, 2020, falling within this grant year. Two of the SST regions have opted to continue in 2020. Although the event will be smaller, BEST plans to continue to support it in 2020. If the stay at home or social distancing orders are still in place in the fall, the event will be cancelled. The nature of this event does not lend itself to a virtual platform, as the design is hands-on exploration of assistive technologies which also includes close interaction with vendors demonstrating the products.

Ohio's stay at home order and social distancing orders remain in effect at this writing, with a gradual ease in restrictions beginning in May 2020. COVID-19 restrictions may impact other BEST grant activities scheduled in the future. Much of the planned work was designed as face-to-face training, support, and technical assistance, however most of the activities can likely be implemented virtually with some creative restructuring if needed. At this juncture we are developing revised alternate plans.

As more information is provided to Ohio educators and supporting agencies about the timelines for the potential reopening of brick and mortar schools and/or potential changes in instructional practices/strategies, we will remain flexible in considering the ever changing needs of Ohio braille educators and students and adjust the BEST grant training topics, delivery formats, and technical assistance as needed. Although slight adjustments have already been made to the delivery format of grant activities, additional adjustments may be needed with the changing landscape. At this writing, we anticipate that no changes will be needed to original grant goals or objectives.

Section B. Work Plan

1. Provide a work plan for Year 2 that includes anticipated activities, outputs, products and outcomes, and the timeline for completing them. Highlight any major new work plan initiatives or significant changes anticipated in the next project year. If you submitted a work plan in your application, you may update or modify, as needed.

BEST Grant Work Plan
Year 2: 2020-2021 Activities

GOAL 1: Enhance the competency of preservice and in-service educators, paraprofessionals, and others to provide braille literacy instruction and support across all academic areas including Science, Technology, Engineering, and Math (STEM).

Objective 1.1 Improve statewide equity in the distribution of high-quality training to preservice and in-service educators, paraprofessionals, and transcribers to support student proficiency in using braille for scientific and mathematical notation, to access STEM.

Performance Measures
1.1.a. Number of participants in training sessions. Measure Type: GPRA, Target: 35
1.1.b. Number of participants who complete the training. Measure Type: GPRA, Target: 35
1.1.c. Number of participants in training sessions from Appalachian and rural regions. Measure Type: GPRA, Target: 5
1.1.d Number of braille STEM sessions completed. Measure Type: Program, Target: 3
1.1.e. Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.
1.1.f. Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.
1.1.g. Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.

STEM Activities	Date
Four-Day Basic Nemeth	June 2021
Four-Week Advanced Nemeth	June 2021

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BrailleNote Touch with KeyMath	February 2021
STEM braille strategy smackdown	March 2021
Tactile Graphics	September 2021

Objective 1.2   Improve statewide equity in the distribution of high-quality training to preservice and in-service educators, paraprofessionals, and transcribers to support student proficiency in braille literacy for reading and writing.

Performance Measures
1.2.a. Number of participants in training sessions. Measure Type: GPRA,
Target: 45
1.2.b. Number of participants who complete the training. Measure Type:
GPRA,
Target: 45

1.2.c. Number of participants in training sessions from Appalachian and rural regions. Measure Type: GPRA, Target: 10
1.2.d. Number of braille reading and writing sessions completed. Measure Type: Program, Target: 4
1.2.e. Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.
1.2.f. Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.
1.2.g. Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.

Reading and Writing Activities	Date
Three-Day Basic Braille	June 2021
Using the BrailleNote Touch with Google Classroom	January 2021
Screen Reader Software: VoiceOver, Jaws	February 2021
Dancing Dots Music Software	March 2021
A Touch of Braille	September 2021

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GOAL 2: Enhance the competency of preservice and in-service educators, paraprofessionals, and others to efficiently and effectively acquire and create braille materials.

Objective 2.1 Provide high-quality training to preservice and in-service educators, paraprofessionals, and transcribers to understand the value of, and develop competencies in producing accessible source documents for the purpose of creating braille.

Performance Measures

2.1.a. Number of participants in training sessions. Measure Type: GPRA, Target: 15

2.1.b. Number of participants who complete the training. Measure Type: GPRA, Target: 15

2.1.c. Number of participants in training sessions from Appalachian and rural regions.

Measure Type: GPRA, Target: 5

2.1.d. Number of sessions completed. Measure Type: Project, Target: 2

2.1.e. Percent of participants who can meet a mastery level post test measure. Measure Type: Project, Target: 85% at project closure.

2.1.f. Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high). Measure Type: Project Target: 90% at project closure.

2.1.g. Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high). Measure Type: Project Target: 90% at project closure.

2.1.h. Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high). Measure Type: Project, Target: 90% at project closure.

Producing Accessible Documents Activities	Date
Two-Day Creating Accessible PDFs	September 2021
Two-Day Scanning for Braille, Large Print and Audio	September 2021
Two-Day Using Microsoft Word Templates and Macros to Produce Large Print, Braille and Electronic Text	February 2021

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Objective 2.2 Increase ability of educators and others who support braille users to efficiently and effectively locate ready-made braille and/or use non-visual technologies to provide for the braille needs of persons with blindness.

Performance Measures

2.2.a. Number of participants in training sessions. Measure Type: GPRA, Target: 100

2.2.b. Number of participants who complete the training. Measure Type: GPRA, Target: Actual 100

2.2.c. Number of participants in training sessions from Appalachian and rural regions. Measure Type: GPRA, Target: 20

2.2.d. Number of sessions completed. Measure Type: Program, Target: 3

2.2.e. Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high). Measure Type: Project, Target 90% at project closure.

2.2.f. Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high). Measure Type: Project, Target 90% at project closure.

2.2.g. Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high). Measure Type: Project, Target 90% at project closure.

2.2.h. Number of participants who obtained positions where braille skills are needed. Measure Type: GPRA, Target: 2

Technology Activities	Date
Braille Formats	October 2020
Two-Day Duxbury Braille Translation Software	October 28-29, 2020
Braille AT Forum at OCALICON	November 2020
Regional AT conference and vendor fair	September 29 & 30, 2020
VI/braille AT for university students	June/September 2021

Objective 2.3 Increase the pool of braille transcribers available to provide braille to Ohio school districts, businesses, and other agencies that support students and adults with braille needs.

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Performance Measures

2.3.a. Number of participants engaged in TA sessions. Measure Type: GPRA, Target: Minimum of 15 per year

2.3.b. Number of participants from rural and Appalachian areas engaged in TA sessions. Measure Type: GPRA, Target: Minimum of 3 per year

2.3.c. Number of participants who complete the NLS course. Measure Type: GPRA, Target: 2.

2.3.d. Number of participants who obtain positions where braille skills are needed. Measure Type: GPRA, Target: 1

2.3.e. Number of TA hours provided. Measure Type: Project, Target: Minimum of 75 hours per year

Technical Assistance Activities	Date
TA to braille transcriber candidates testing for braille certification	As requested
Provide TA to OSSB, AT&AEM and local school district braille production centers	As requested
TA and training to GBSC as needed	As requested

Objective 2.4 Expand braille production capacities within local school districts and/or vocational and technical education centers.

Performance Measure

2.4.a. Number of LBPCs set up. Measure Type: Project, Target: 3 per year

Braille Production Center Activities	Date
Select, setup and train three high need school districts/vocational career and technical centers to receive a local braille production center	October/November 2020

GOAL 3: Educators and others will be able to apply strategies learned in the BEST project trainings and other activities to more effectively manage the braille needs of their students through the support of follow-up technical assistance or resources.

Objective 3.1 Develop and improve access to a range of technical assistance and training materials which can support implementation of braille skills learned from training activities.

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Performance Measures

3.1.a. Number of participants utilizing resources. Measure Type: GPRA, Target: 15

3.1.b. Number of participants utilizing resources from rural or Appalachian areas. Measure Type: GPRA, Target: 5

3.1.c. Number of resources developed at the close of the grant project. Measure Type: Program, Target: 9

3.1.d. Percent of resources that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high) as measured by a vetting panel. Measure Type: Project, Target: 90%

3.1.e. Percent of resources that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high) as measured by a vetting panel. Measure Type: Project , Target: 90%

3.1.f. Percent of resources that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high) as measured by a vetting panel. Measure Type: Project, Target: 90%

Activities	Date
Develop and promote a webinar series on Creating Accessible Documents to Streamline Braille Production	October 2020

Manage Project

Activities	
Advisory Team Meetings	October, February, June, August
Evaluation Meetings with External Evaluators	TBD
Contract with Qualified Personnel	October 2020

Activities Projected	Year 2
Trainings	19
Webinars	1
Other Online Products	0

2. Provide an analysis of the goals and objectives submitted in the grant application. Specifically, indicate whether any goals, objectives, or activities in the work plan represent a change in the scope or objectives of the project. If so, please include the original goal, objective or activity (reference the page numbers in the application), the specific change, and the justification.

The three goals outlined in the grant focus on braille, of course, with each goal targeting a focused and identified need in the areas of knowledge, practice, and equitable access to braille and related technologies. Although each goal has a specific focus, we have universally targeted Appalacian/rural areas within every goal of the grant to, again, support access to underserved populations.

Goal 1, *Enhance the competency of preservice and in-service educators, paraprofessionals, and others to provide braille literacy instruction and support across all academic areas including Science, Technology, Engineering, and Math (STEM),* has a strong focus on braille literacy and includes all academic areas, with a specific intention to include STEM. The goal is intended to teach professionals about best practices in braille literacy and supporting students in accessing the curriculum across all content areas. Activities to meet this goal are composed entirely of professional development (PD) opportunities. There are no changes to the original goals or objectives.

Goal 2, *Enhance the competency of preservice and in-service educators, paraprofessionals, and others to efficiently and effectively acquire and create braille materials*, shifts the focus to increase educators' capacity to both obtain and produce braille for their students. The goal intends to broaden knowledge in areas such as braille transcription and related software, support the establishment and operation of braille production centers, and provide technical assistance (TA) for certifications related to the production of braille. In order to meet this goal, a variety of grant activities are provided through TA and PD. There are no changes to the original goals or objectives.

Goal 3, *Educators and others will be able to apply strategies learned in the BEST project trainings and other activities to more effectively manage the braille needs of their students through the support of follow-up technical assistance or resources,* is focused on increasing the longevity of the success of the grant and extending attendee knowledge and support. This goal utilizes TA and online resources such as webinars, peer-to-peer support networks, and an online repository for related materials to continue the engagement of attendees and provide continued access to grant materials and information. There are no changes to the original goals or objectives.

Section C. Budget

1. Provide an estimated budget and budget narrative for Year 2, including a personnel loading chart. (Remember to apply and expend carry over funds carried over first.)

Estimated Budget for Year 2 (2020-2021)

Personnel	$ .00
Fringe Benefits	$ .00
Travel	$ 4,300.00
Equipment	$ 13,560.00
Supplies	$ 16,062.48
Contractual	$ 71,170.00
Construction	$ .00
Total Direct Costs	$105,092.48
Indirect Costs	$ 6,837.52
Total Expenditures	**$111,930.00**

Budget Narrative for Year 2

Personnel and Fringe

No personnel and fringe costs were requested for this grant, therefore a personnel loading chart was not provided.

Travel

Estimated Travel Budget $4,300

The travel expenses are budgeted for BEST Technical Assistance Consultants travel to school districts and agencies or onsite TA to braille production centers

Equipment

Estimated Equipment Budget $13,560.00

Purchase three braille embossers for local braille production centers at three high need school districts/vocation career and technical centers.

$ 4,450.00/each   Braille Embosser
$ 40.00/each   Shipping Costs

Supplies

Estimated Supply Budget $16,062.48

Funds are budgeted to purchase:

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Scanning software for training participants
Duxbury software for training participants
Software and Supplies for 3 selected Local Braille Production Centers (LBPCs)
Adobe Pro for computer training lab
Tactile Graphics supplies for training participants
Braille paper for LBPCs
Video equipment for producing webinars/video resources (microphones, camera, cabbage cases, laptops)

Contractual

Estimated Contractual Budget $71,170.00

Funds are budgeted to implement the following activities:
Instructor costs for training courses
College credit for Ohio teachers completing braille courses
Costs associated with Braille AT Forum at OCALICON 2020
Technical Assistant Consultant costs for:
    1) TA to braille production centers in districts/agencies
    2) TA to braille transcriber candidates
    3) TA to Grafton Braille Service Center
Webinar/Video Resources development and accessibility costs
External Evaluator cost

Construction

No construction costs were requested in this grant.

Indirect Costs

Estimated Budget = $6,837.52 (7.47% Rate)

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2. Describe any anticipated deviations from your original Year 1 budget that require prior approval from the Department (see EDGAR 34 CFR 74.25 and 80.30), if applicable, including changes in key personnel, level of effort, or line item modifications exceeding the allowable 10 percent administrative flexibility, or any budget modifications resulting from project objectives or scope changes discussed above.

At this time we do not anticipate deviations from the original Year 1 budget that would require prior approval from the Department. Given the current COVID-19 pandemic, we have started the process of planning to move most of our professional development (PD) online for the foreseeable future. Based on initial planning and budgeting, moving to an online format may require purchasing additional supplies to increase the quality of delivery of instruction. There are no anticipated changes to project objectives or scope that would impact the budget, just potentially minor changes in training delivery.

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Project Narrative - Signed 524B Cover Sheet

Title : Signed 524B Cover Sheet
Attachment:

File :
   1 **Cover_H235E190004.pdf**

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.
[X] Annual Performance Report   [   ] Final Performance Report

General Information

1. PR/Award #: _____H235E190004_____   2. Grantee NCES ID#: _____3904693_____
   (Block 5 of the Grant Award Notification - 11 characters.)   *(See instructions. Up to 12 characters.)*

3 Project Title: ____Braille Excellence for Students and Teachers (BEST)_____
   (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.):*_____Educational Service Center of Central Ohio_____

5. Grantee Address *(See instructions.)*

6. Project Director *(See instructions.)* Name :___Janet Rogers_____   Title:____Director, AT&AEM Center_____
   Ph #: (614) _410_ - _1736__ Ext: (   )   Fax #: (   ) _____ - _____
   Email Address: ___jan_rogers@ocali.org_____

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10 / 01 / 2019_ To: _03_ / _31_ / _2020_   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	.00	
b. Current Budget Period	$43,208.41	
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

   a. Are you claiming indirect costs under this grant? _X__Yes ___No
   If yes, please indicate which of the following applies to your grant?

   b. _X_ The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:
   The period covered by the Indirect Cost Rate Agreement is from: ____/ _____/_____ to: ____/_____/_____ (mm/dd/yyyy)
   The approving Federal agency is: ___ED ___Other *(Please specify)*: _____
   The Indirect Cost Rate is _7.47_%
   The Type of Rate *(For Final Performance Reports Only)* is: ___ Provisional ___ Final ___ Other *(Please specify):*

   c.___ The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).

   d. _X_ The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
   _X_ Is included in its approved Indirect Cost Rate Agreement; or
   ___ Complies with 34 CFR 76.564(c)(2).

   e.___ The grantee is funded under a Training Rate Program and:
   ___ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or
   ___ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*
10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes ___ No _X_ N/A

Data Privacy and Security Measures Certification *(See instructions.)*
11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? X_Yes ___ No ___ N/A

ED 524B

Page 1 of 5

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status

    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? _X_ Yes ___No

    b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

    Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

David Varda

Name of Authorized Representative: Title: CFO/Treasurer

David Varda

Signature: Date: 04 / 14 / 2020

U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)

Check only one box per
Program Office instructions.

[X] **Annual**   [ ] **Final**
Performance   **Performance**
Report   **Report**

General Information

1. PR/Award #: H235E190004   2. Grantee NCES ID#: 3904693
(Block 5 of the Grant Award Notification - 11 Characters.)   *(See instructions. Up to 12 Characters.)*

3. Project Title: Braille Excellence for Students and Teachers
(Enter the same title as on the approved application.)

4. Grantee Name: FRANKLIN COUNTY BOARD OF EDUCATION
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 2080 CITYGATE DR

City: COLUMBUS

State: OH Zip: 43219 Zip+4: 3591

6. Project Director:
(See instructions.)

First Name:Janet   Last Name:Rogers   Title:AT&AEM Center Program Director

Phone #: 6144100736   Fax #:   Email Address: jan_rogers@ocali.org

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10/01/2019 To: 03/31/2020
(mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures:

	Federal Grant Funds	**Non-Federal Funds** *(Match/Cost Share)*
a. Previous Budget Period	0	0
b. Current Budget Period	43,208	0
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a.   Are you claiming indirect costs under this grant?
       If yes, please indicate which of the following   ● Yes ○ No
       applies to your grant?

b.   The grantee has an Indirect Cost Rate   ● Yes ○ No
       Agreement approved by the Federal
       Government:

       The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2019 To:06/30/2020
       (mm/dd/yyyy)

       The approving Federal agency   ● ED ○   *(Please*
       is :   Other   *specify):*

       The Indirect Cost Rate is : 7.47
       %

       Type of Rate   ○ Provisional   *(Please*
       (For Final Performance Reports ○ Final ○   *specify):*
       Only):   Other

c.   The grantee is not a State, local government, or
       Indian tribe, and is using the de minimus rate   ○ Yes ○ No
       of 10% of modified total direct costs (MTDC) in
       compliance with 2 CFR 200.414(f)

d.   The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost
       rate that either :

       ○ Is included in your approved Indirect Cost Rate Agreement ○ Complies with 34 CFR
       76.564(c)(2)?

e.   The grantee is funded under a Training Rate Program and:

       ○ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
       ○ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ○ Yes ○ No ● N/A

Data Privacy and Security Measures Certification *(See instructions.)*

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ● Yes ○ No ○ N/A

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: David Varda	Title: Treasurer, CFO
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:
Title : ExecutiveSumary_H235E190004 File : **Executive_Summary_H235E190004.pdf**

U.S. Department of Education

Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   [   ] Final Performance Report

Executive Summary
PR/Award #: H235E190004

The Braille Excellence for Students and Teachers (BEST) Grant annual report provides information indicating the extent to which the BEST project met its goals during Project Year 1. The Project is focusing on three goals that helps to promote the BEST grants' primary focus to increase opportunities for TVIs working in rural communities and secondary focus to increase the knowledge of TVIs, intervention specialists, general educators, paraprofessionals, and transcribers in obtaining and creating accessible documents thereby increasing equitable access to braille materials in inclusive settings.

> **Goal 1:** Enhance the competency of preservice and inservice educators, paraprofessionals, and others to provide braille literacy instruction and support across all academic areas including Science, Technology, Engineering, and Math (STEM).

> **Goal 2:** Enhance the competency of both pre-service and inservice educators, paraprofessionals, and others to efficiently and effectively acquire and create braille materials.

> **Goal 3**: Educators and others will be able to apply strategies learned in the BEST project trainings and other activities to more effectively manage the braille needs of their students through the support of followup technical assistance or resources.

Some highlights from the first six months:

1) Six training activities have been completed in goals 1 and 2 and nine more are scheduled before the end of the first grant year.

2) Three local braille production centers were set up in high-need school districts/agencies and staff for each center was trained on the operation of equipment and software. One of the centers was placed in the targeted Appalachia/rural region.

1

3) Technical assistance (TA) is being provided by highly qualified consultants to educators who are producing braille for students and transcriber candidates who are in the process of completing their certification. Specialized TA is also being provided to the Grafton Braille Service Center at Grafton Correctional Institution.

4) A new BEST grant website is up and running with a new TA portal that gives educators the ability to contact specialized consultants with questions or issues regarding braille, braille production, or braille certification. The new site has many new resources and will provide easier access to upcoming activities and trainings.

5) Through collaborative work with the Ohio TVI Consortium, grant activities are supporting TVIs in rural areas by offering specialized training to expand their braille knowledge and implementation while in school and post graduation, thus supporting them in bringing a new level of expertise in areas of the state that are typically underserved.

BEST collects data on each grant activity keyed to a project objective, and then WordFarmers, the grant external evaluator, compiles, analyzes, and interprets the data to determine the effectiveness of the activity and suggests options for improvement and continued growth for the current project year and upcoming Year 2 activities.

Contributions from this project have already made a positive impact in the areas of knowledge and practice. Educators have increased competencies in several pedagogical areas related to braille, including braille production, braille instruction, and braille across STEM and language arts. Accordingly, educators have implemented their learning into their educational practices both in person and most recently, in online learning environments. The grant facilitators have also completed basic collection of data surrounding braille knowledge, braille use, and braille literacy in the state of Ohio, specifically focusing on rural and Appalachian areas.

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U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

1.1 Improve statewide equity in the distribution of high-quality training to preservice and inservice educators, paraprofessionals, and transcribers to support student proficiency in using braille for scientific and mathematical notation, to access STEM.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of participants in training sessions.	GPRA	35	/		18	/	
2 Number of participants who complete the training.	GPRA	35	/		18	/	
3 Number of participants in training sessions from Appalachian and rural regions.	GPRA	5	/		3	/	
4 Number of braille STEM session offered.	PROGRAM	3	/		2	/	
5 Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		89 / 100	89
6 Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		91 / 100	91
7 Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		92 / 100	92

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Three training sessions were planned for this objective. Two have been completed and the last one is a 4-day Basic Nemeth course scheduled for June 15-18, 2020.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

1.2 Improve statewide equity in the distribution of high-quality training to preservice and inservice educators, paraprofessionals, and transcribers to support student proficiency in braille literacy for reading and writing.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of participants in training sessions.	GPRA	45	/		24	/	
2 Number of participants who complete the training.	GPRA	45	/		20	/	
3 Number of participants in training sessions in Appalachian and rural regions.	GPRA	10	/		1	/	
4 Number of braille reading and writing session offered.	PROGRAM	4	/		2	/	
5 Percent of training that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		91 / 100	91
6 Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 6 (low) to 8 (high).	PROJECT		90 / 100	90		95 / 100	95
7 Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 6 (low) to 8 (high).	PROJECT		90 / 100	90		96 / 100	96

Explanation of Progress (Include Qualitative Data and Data Collection Information)

For this objective, two training sessions have been completed, one is in process, three are scheduled in June and September, and one had to be cancelled due to the Ohio's Stay at Home order for COVID-19. Plans are being made to reschedule the cancelled training or change the format to online instead of face to face.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

2.1 Provide high-quality training to preservice and inservice to educators, paraprofessionals, and transcribers to understand the value of, and develop competencies in, producing accessible source documents for the purpose of creating braille.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of participants in training sessions.	GPRA	15	/		0	/	
2 Number of participants who complete the training.	GPRA	15	/		0	/	
3 Number of participants in training sessions from Appalachian and rural regions.	GPRA	5	/		0	/	
4 Number of sessions offered.	PROJECT	2	/		0	/	
5 Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		0 / 100	0
6 Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		0 / 100	0
7 Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		0 / 100	0
8 Percent of participants who can meet a mastery level posttest measure.	PROJECT		85 / 100	85		0 / 100	0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

There are two training sessions scheduled before the grant year ends; Creating Accessible MS Word Documents and a 2-day Scanning for Braille, Large Print and Audio training. An additional training session was scheduled in February but cancelled due to low registration.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

2.2 Increase ability of educators and others who support braille users efficiently and effectively locate ready-made braille and/or use non-visual access technologies to provide for the braille needs of persons with blindness.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of participants in training sessions.	GPRA	80	/		260	/	
2 Number of participants who compete the training.	GPRA	80	/		260	/	
3 Number of participants in training sessions from Appalachian and rural regions.	GPRA	20	/		7	/	
4 Number of sessions offered.	PROGRAM	4	/		2	/	
5 Percent of trainings that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		88 / 100	88
6 Percent of trainings that equal or exceed a 6 on a measure of relevance with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		94 / 100	94
7 Percent of trainings that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high).	PROJECT		90 / 100	90		95 / 100	95

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Two activities were completed for this objective. One was a 2-day Duxbury braille translation software training and the other was the Braille AT Forum at OCALICON. Three more activities are scheduled for this grant year; a regional AT Conference and Vendor Fair (9/29-30/20) and two specially designed AT hands-on sharing training sessions for Shawnee State (6/22/20) and OSU TVI students (TBD).

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

2.3 Increase the pool of braille transcribers available to provide braille to Ohio school districts, businesses and other agencies that support students and adults with braille needs.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of participants engaged in TA sessions.	GPRA	15	/		35	/	
2 Number of participants from Appalachian and rural areas engaged in TA sessions.	GPRA	3	/		1	/	
3 Number of participants who complete the NLS course.	GPRA	2	/		0	/	
4 Number of participants who obtain positions where braille skills are needed.	GPRA	1	/		0	/	
5 Number of TA hours provided.	PROJECT		/		133.55	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

There are 3 categories of TA. 1) TA to school districts/agencies producing braille: 9 onsite sessions were provided for 66.55 TA hours;. 2) TA to braille transcriber candidates: 34.5 TA hours have been provided to 5 participants; 3) TA to Grafton Braille Service Center (GBSC): 32.5 TA hours was provided which includes email, phone and face-to-face as well as a 2-day onsiteTA training facilitated by a BEST TA consultant on Feb 18-19, 2020.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

2.4 Expand braille production capacities within local school districts and/or career and technical education centers.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of Local Braille Production Centers (LBPCs) set-up.	PROJECT	3	/		3	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

An established application process was used to select 3 high-need school districts/agencies. One agency selected was in the grant-targeted Appalachia/rural area. The 3 new LBPC sites have been set up and staff have been trained on the new software and equipment. Onsite TA hours for setup and instruction totaled 47.5 hours.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H235E190004

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

3.1 Develop and improve access to a range of technical assistance and training materials that can support implementation of braille skills learned from training activities.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1 Number of participants utilizing resources.	GPRA	15	/		24	/	
2 Number of participants utilizing resources from rural or Appalachian areas.	GPRA	5	/		5	/	
3 Number of resources developed at the close of the grant project.	PROGRAM	8	/		0	/	
4 Percent of resources that equal or exceed a 6 on a measure of quality with a range from 2 (low) to 8 (high) by a vetting panel.	PROJECT		90 / 100	90		0 / 100	0
5 Percent of resources that equal or exceed a 6 on a measure of relevance with range from 2 (low) to 8 (high) by a vetting panel.	PROJECT		90 / 100	90		0 / 100	0
6 Percent of resources that equal or exceed a 6 on a measure of usefulness with a range from 2 (low) to 8 (high) by a vetting panel.	PROJECT		90 / 100	90		0 / 100	0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To promote and improve access to TA and training materials a new BEST website has been developed that includes 2 new resources: an online TA portal that gives educators the ability to contact specialized BEST TA consultants with questions or issues regarding braille, braille production or braille certification; an online repository for resource videos and training handouts. Additionally, the development of a peer to peer support network is still being tested to see which one best meets the needs of the training participants. The participant numbers in 3.1.a. And 3.1.b are participants who are utilizing the peer to peer support networks that are being tested. The new website and online resources were made active at the beginning of March.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H235E190004**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)
Title : BudgetInformation_H235E190004
File : **BudgetInformation_H235E190004.pdf**
SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)
Title : AdditionalInformation_H235E190004
File : **Additional_Information_H235E190004.pdf**

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Education Service Center of Central Ohio

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0	0
3. Travel	4,300	4,300	4,300	4,300	4,300	21,500
4. Equipment	13,560	13,560	13,560	13,560	13,560	67,800
5. Supplies	13,214.48	16,062.48	13,214.48	16,470.48	13,214.48	72,176.40
6. Contractual	74,018	71,170	74,018	70,762	74,018	363,986
7. Construction	0	0	0	0	0	0
8. Other	0	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	105,092.48	105,092.48	105,092.48	105,092.48	105,092.48	525,462.40
10. Indirect Costs 7.47% ——— *Enter Rate Applied	6,837.52	6,837.52	6,837.52	6,837.52	6,837.52	34,187.60
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	111,930	111,930	111,930	111,930	111,930	559,650

*Indirect Cost Information *(To Be Completed by Your Business Office)*:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government? _X_ Yes   ___No.

(2)   If yes, please provide the following information:

 Period Covered by the Indirect Cost Rate Agreement: From: _07/_01/_2019_ To: _6/_30/_2020_ (mm/dd/yyyy)

        Approving Federal agency: _X__ED   ____Other (please specify): _____ The Indirect Cost Rate is _____%

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:___ Is included in your approved Indirect Cost Rate Agreement?

 Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

(6)   For Training Rate Programs (check one) -- Are you using a rate that: __Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or _X__Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

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SECTION C – BUDGET NARRATIVE (see instructions)

U.S. Department of Education
Grant Performance Report (ED 524B)
PR/Award #: H235E190004

Budget Narrative: Braille Excellence for Students and Teachers (BEST) Grant

Total Expenditures for 1ˢᵗ half of Year 1: 10/1/2019 – 3/31/2020

Personnel	$ .00
Fringe Benefits	$ .00
Travel	$ 301.08
Equipment	$ 13,560.00
Supplies	$ 11,088.30
Contractual	$ 16,839.50
Construction	$ .00
Total Direct Costs	**$ 41,788.88**
Indirect Costs	$ $1,419.53
Total Expenditures	**$ 43,208.41**

Thirty-nine percent (39%) of the grant has been expended. We have 9 trainings and 1 webinar scheduled between now and the end of the budget year Two trainings were cancelled due to low participation and the COVD-19 and may possibly be rescheduled in September. BEST Technical Assistance Consultants will continue to provide technical assistance and support until the end of the grant cycle.

Personnel and Fringe
　　　　No personnel and fringe costs were requested for this grant.

Travel
　　　　Original Travel Budget $4,300
　　　　Expended: $301.08
　　　　Remaining: $3,998.92

　　　　The remaining travel expenses are budgeted for travel to the following events:

BEST Technical Assistance Consultants travel to school districts and agencies for onsite TA to braille production centers	$3,898.92
BEST Administrative Assistant travel to BEST trainings	$100.00
Total	**$3,998.92**

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Equipment

Original Equipment Budget $13,560.00
Expended: $13,560.00
Remaining: $0

Supplies

Original Supply Budget $13,214.48
Expended: $11,088.30
Remaining: $2,126.18

Funds are budgeted to purchase:
- Scanning software for training participants
- braille paper

Contractual

Original Contractual Budget $74,018.00
Expended $16,839.50
Remaining $57,178.50
Funds are budgeted to implement the following activities:

· Instructor costs for 12-week Blended Braille course	$4,094.00
· Instructor costs for Basic Braille 3-day course	$2,172.50
· Instructor costs for Basic Nemeth 4-day course	$2,750.00
· Instructor costs Advanced Braille	$2,695.00
· College credits for Summer Braille course participants	$7,000.00
· Hotel and meeting space costs for summer braille courses	$11,614.40
· Facilitator costs for AT Braille for TVI University Students	$742.50
· TA Consultant costs to braille production centers in districts/agencies	$6,916.25
· Braille TA Consultant for certification mentoring, general braille TA	$5,523.35
· Webinar Development costs	$2,670.50
· External evaluator costs	$11,000.00
Total	**$57,178.50**

Construction

No construction costs were requested in this grant.

Indirect Costs

Original Budget 7.47% Rate =
$6,837.52 Expended: $1,419.53
Remaining: $5,417.99

We anticipate that all funds in these categories will be expended and/or obligated by 9/30/20, but given the current pandemic and uncertain, but anticipated, stay at home restrictions and school closures within Ohio, the grant facilitators are making tentative plans to reallocate funds and re-envision our methods of providing professional development. Funds may need to be moved to different budget lines in order to account for unexpected costs, such as video and audio equipment to provide online professional development. We expect that funds would be available from other budget lines within the grant that are not being expended due to the pandemic, such as travel. We intend to continue our scheduled learning opportunities through online learning options by coordinating events such as synchronous webinars and asynchronous online courses. As more information becomes available, the grant facilitators will communicate with the project officer if budget amendments or carryover funds are needed.

Additional Information

The collaborative partners for the BEST Grant are:

- American Council of the Blind of Ohio (ACBO)
- Assistive Technology and Accessible Educational Materials Center (AT&AEM Center)
- Ohio State School for the Blind (OSSB)
- Shawnee State University (TVI Consortium Project)
- Ohio State University (OSU)
- Ohio Center for Deaf Blind Education (OCDBE)
- Ohio Department of Education - Office for Exceptional Children (ODE, OEC)
- Opportunities for Ohioans with Disabilities (OOD)
- Outreach Center for Deafness and Blindness at OCALI

Opportunities for Ohioans with Disabilities was added as an additional partner because they provide VI services to both Ohio schools and adults. Sarah J. Kelly, a BSVI Program Services Manager has joined the Advisory Team. She is the Program Manager for the Bureau of Services for the Visually Impaired at Opportunities for Ohioans with Disabilities. She has worked in the field of vocational rehabilitation, serving individuals with disabilities for 6 years. During that time she has served as a Vocational Rehabilitation Counselor and Supervisor, and now as the Program Manager. OOD serves Ohioans with disabilities who are transition-age by helping them achieve independence through employment.

Grant partners represent a wide range of agencies including university programs, state disability agencies, the state education agency, the state school for the blind, and other agencies that support people who are blind/VI. They provide expertise and support in grant

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project planning and development by serving on the BEST Advisory Team which meets four times a year. All grant activities/resources are vetted through the Advisory Team.

BEST activities are promoted through a variety of outlets including listservs, social media, and website postings. We encourage enrollment of educators across the state and make efforts to schedule activities in advance and with varying dates and times. Some of our participants request accessible formats and BEST provides such formats of all handouts at all professional development activities when needed. Accessible formats of training materials are also posted on the webpage so that participants can later access them. BEST also posts all general information of BEST activities, so that other interested agencies may use the available information to replicate grant activities.

Given the current pandemic and uncertain, but anticipated, stay at home restrictions and school closures within Ohio, the grant facilitators are making tentative plans to reallocate funds and re-envision our methods of providing professional development. Funds may need to be moved to different budget lines in order to account for unexpected costs, such as video and audio equipment to provide online professional development. We expect that funds would be available from other budget lines within the grant that are not being expended due to the pandemic, such as travel. We intend to continue our scheduled learning opportunities through online learning options by coordinating events such as synchronous webinars and asynchronous online courses. The grant facilitators will communicate final decisions and budget modifications using the appropriate forms and procedures as decisions are made.

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