

**Department of Education**  
**AMERICAN PRINTING HOUSE FOR THE BLIND**  
**Fiscal Year 2023 Budget Request**

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**AMERICAN PRINTING HOUSE FOR THE BLIND**

**Appropriations Language**

For carrying out the Act to Promote the Education of the Blind of March 3, 1879,

\$37,431,000.

NOTES

A full-year 2022 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2022 (Division A of P.L. 117- 43, as amended). The amounts included for 2022 reflect the annualized level provided by the continuing resolution.

**AMERICAN PRINTING HOUSE FOR THE BLIND**

**Appropriation, Adjustments, and Transfers**  
(dollars in thousands)

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| Appropriation/Adjustments/Transfers | 2021     | 2022     | 2023     |
|-------------------------------------|----------|----------|----------|
| <b>Discretionary:</b>               |          |          |          |
| Appropriation                       | \$34,431 | \$34,431 | \$37,431 |
| Total, discretionary appropriation  | 34,431   | 34,431   | 37,431   |

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**AMERICAN PRINTING HOUSE FOR THE BLIND**

**Summary of Changes**  
(dollars in thousands)

|            |          |
|------------|----------|
| 2022       | \$34,431 |
| 2023       | 37,431   |
| Net change | +3,000   |

| <b>Increases:</b>  | 2022 base | Change<br>from base |
|--|-----------|---------------------|
| <u>Program:</u>  |           |                     |
| Increase funding for the American Printing House for the Blind to produce and distribute educational materials adapted for students who are legally blind and enrolled in formal educational programs below the college level. | \$34,431  | +\$3,000            |
| Subtotal, increases  |           | +3,000              |
| Net change   |           | +3,000              |

**AMERICAN PRINTING HOUSE FOR THE BLIND**

**Authorizing Legislation**  
(dollars in thousands)

| Activity   | 2022<br>Authorized | 2022<br>Estimate | 2023<br>Authorized | 2023<br>Request |
|--|--------------------|------------------|--------------------|-----------------|
| The Act to Promote the Education of the Blind<br>(20 U.S. C. 101 et. seq.) | Indefinite         | \$34,431         | Indefinite         | \$37,431        |
| Total annual appropriation   |                    | 34,431           |                    | 37,431          |

## AMERICAN PRINTING HOUSE FOR THE BLIND

### Appropriations History (dollars in thousands)

| Year              | Budget<br>Estimate<br>to Congress | House<br>Allowance | Senate<br>Allowance | Appropriation |
|-------------------|-----------------------------------|--------------------|---------------------|---------------|
| 2014 <sup>1</sup> | \$24,505                          | N/A                | \$24,456            | \$24,456      |
| 2015 <sup>2</sup> | 24,456                            | N/A                | 25,000              | 24,931        |
| 2016 <sup>3</sup> | 24,931                            | \$25,431           | 24,931              | 25,431        |
| 2017 <sup>4</sup> | 25,431                            | 25,431             | 25,431              | 25,431        |
| 2018 <sup>5</sup> | 25,383                            | 26,431             | 25,431              | 27,431        |
| 2019 <sup>6</sup> | 25,431                            | 28,431             | 30,431              | 30,431        |
| 2020 <sup>7</sup> | 25,431                            | 39,000             | 31,931              | 32,431        |
| 2021 <sup>8</sup> | 32,431                            | 32,931             | 34,431              | 34,431        |
| 2022 <sup>9</sup> | 37,431                            | 37,341             | 41,431              | 34,431        |
| 2023              | 37,431                            |                    |                     |               |

<sup>1</sup> The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>2</sup> The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>3</sup> The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

<sup>4</sup> The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill.

<sup>5</sup> The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

<sup>6</sup> The levels for the House and Senate allowances reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

<sup>7</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

<sup>8</sup> The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>9</sup> The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate allowance reflects the Chairman's mark; and the Appropriation reflects the annualized continuing resolution level.

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### **American Printing House for the Blind**

(Act to Promote the Education of the Blind (20 U.S.C. 101 et seq.))

(dollars in thousands)

FY 2023 Authorization: Indefinite

Budget Authority:

| 2022 Estimate | 2023 Request | Change   |
|---------------|--------------|----------|
| \$34,431      | \$37,431     | +\$3,000 |

### **PROGRAM DESCRIPTION**

The Act to Promote the Education of the Blind authorizes an annual appropriation for the American Printing House (APH) for the Blind to produce and distribute educational materials adapted for students who are legally blind and enrolled in formal educational programs below the college level. The APH, located in Louisville, Kentucky, has received Federal support under this Act since 1879. Materials produced by APH include textbooks in braille and large type; educational tools such as braille typewriters and computer software and hardware; teaching aides, including tests and performance assessments; and other specialized supplies. State educational agencies and programs serving persons who are blind may order materials free of charge up to the amount of funds allocated to each State for educational materials. Approximately 64 percent of the appropriation is used to cover the cost of producing these educational materials. The APH uses the remainder of the appropriated funds to conduct research and to provide outreach services to professional and consumer organizations.

The APH conducts research necessary to develop and improve educational materials in core curriculum areas such as science, mathematics, English language arts, and social studies, and adapts testing materials related to these subject areas. APH also conducts research in product areas related to the unique needs of the visually impaired population, such as braille reading, orientation and mobility, and assistive technology. In addition, APH produces special materials in areas such as early intervention and early childhood education, prevocational training, and the functional use of residual vision.

Outreach services provided by the APH include: administration of the Student Registration System, the Louis Database of Accessible Materials, and the Electronic File Repository and Expert Database; National Instructional Partnership activities; and the production of catalogs, brochures, videos, and a wide variety of web-based information. APH also convenes expert advisory committees and focus groups to address specific issues, as necessary.

APH materials are reviewed by a six-member Educational Products Advisory Committee charged with ensuring that all educational materials produced and research undertaken by APH effectively focus on meeting the needs of students who are blind. In addition, a five-member Educational Services Advisory Committee provides oversight and accountability regarding APH's outreach and support services. Both committees are composed of ex officio trustees who are the State officials responsible for administering APH accounts.

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APH materials are distributed to programs serving blind students through allotments of funds to the States. These allotments are based on an annual census (conducted by APH) of the number of legally blind students located in each State and are provided in the form of credits, which trustees use to order materials from APH. These materials are also available for purchase by the trustees and the general public at <https://www.aph.org/shop/>.

Materials provided through the APH appropriation supplement the various other resources available to the States. For example, the Individuals with Disabilities Education Act (IDEA) requires States to provide a free appropriate public education, including appropriate related materials and supplies, to all students with disabilities. In order to meet their responsibilities under the IDEA, many States make additional purchases from APH and other suppliers of materials for students who are visually impaired.

In fiscal year 2021, Federal funding provided through the APH appropriation represented 69.4 percent of APH's total actual revenue of approximately \$49.6 million. Federal grants and contracts from agencies such as the National Library Service for the Blind and Veterans Administration represented another 4 percent. The remaining 26.6 percent of APH's revenue came from nongovernmental contracts and revenue generated from the sale of unsubsidized products to State and local agencies, direct sales to individuals who are blind, private sector contract sales, corporate and individual donations from the private sector, and interest income from endowments and other investments.

Funding levels for the past 5 fiscal years were:

| Fiscal Year   | (dollars in thousands) |
|---------------|------------------------|
| 2018          | \$27,431               |
| 2019          | 30,431                 |
| 2020          | 32,431                 |
| 2021          | 34,431                 |
| 2022 Estimate | 34,431                 |

### **FY 2023 BUDGET REQUEST**

For fiscal year 2023, the Administration requests \$37.4 million for the American Printing House for the Blind (APH), \$3 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would provide substantial resources to support services in each of the three program areas—educational materials, outreach services, and research. The largest proportion of the increase will be used to support the Federal quota, increasing direct support for students by approximately 7 percent over fiscal year 2021, which is the most current year for which APH has final numbers. The Federal Quota consists of funds from the APH appropriation (about 65 percent of available funds) in the form of credits that are allocated to States on the basis of the annual census of blind students in each State.

Educational Materials: The request includes \$26 million for educational materials, or an estimated \$456 in direct support per eligible student, an increase of \$38, or 9 percent, over the estimated fiscal year 2022 level. APH provides adapted and specially designed educational materials including textbooks in braille and large type, tangible teaching devices, educational tests, and special instructional aids, tools, and other materials essential for the education of students who are blind. APH manufactures these instructional materials for a broad range of

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academic subjects and grade levels. In fiscal year 2021, approximately 700 educational products were available for purchase with Federal Quota funds. APH intends to continue focusing its product catalog on products that are consistently in high demand, unique, and supported with strong educational programming. This ensures the most efficient use of available support.

The timely delivery of textbooks in accessible media formats for braille-reading students is crucial to ensuring that children who are visually impaired have the same access to a free appropriate public education as children without disabilities. In order to address this need, each year APH produces thousands of braille and large print textbooks on demand, including instructional materials featuring tactile graphics, which are essential for teaching subjects such as geography and geometry. APH issues industry standards for tactile graphics, manufactures and distributes graphics to students across the country, and maintains a Tactile Graphic Image Library in order to increase the variety and lower the cost of pictures and graphics included in accessible educational materials. The funds requested for educational materials support APH's production of teaching modules and associated instructional materials in these subjects.

Outreach Services: The request includes \$2.4 million for a variety of activities that support the administration of the educational materials program, including the annual census of students who are blind and visually impaired; the annual meeting of the ex officio trustees; advisory group panels; printing and distribution of catalogs of available materials; and field services such as consultation, in-service training, webinars, and workshops. Other funded activities include the provision of ongoing consumer information and technical support to customers, as well as support and information to staff and teachers at schools around the country.

The APH website ([www.aph.org](http://www.aph.org)) offers many features that support the Act, including: information on ordering accessible textbooks and tests, demonstration copies of APH software, downloadable catalogs and newsletters, information on training events, archived webcasts on products and services, product videos, online surveys, and educational content web pages. The informational website serves as a gateway to online services such as the Louis Database, the APH File Repository, and the Accessible Media Producers Database. The informational site content continues to grow each month as more information and features are added.

Research and Product Development: The request includes \$6 million for research and product development focused on innovative educational products for students who are visually impaired. APH engages in developmental and applied research in the following 14 areas: independent living/orientation and mobility; braille; core curriculum; cortical visual impairment; early childhood; emergent literacy; low vision; multiple disabilities; physical education; art; science, technology, engineering, and math; tactile graphic literacy; technology; and tests and assessments.

The request will provide funds for APH to conduct over 350 research projects, including the development of new products for use with infants, toddlers, and preschoolers who are visually impaired. Projects are also expected to produce materials for students who are visually impaired with secondary disabilities, equipment to assist students with low vision, materials for braille literacy, classroom learning aids, tactile graphics, and tools to aid in the transition from school to postsecondary educational or job settings.

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The request also includes funding for APH’s Accessible Tests Department initiative. The overall goal of the Accessible Tests Department is to provide timely delivery of: test materials in high quality accessible media; reviews of test items; text-based alt-tags and scripts of graphical information and mathematical/scientific equations, formulas, and symbols; and guidelines and recommendations of the most promising practices for accessible test production and assessment.

Regional Partnerships: The request includes \$3 million to continue and expand the regional partnership with the Alabama Institute for Deaf and Blind (AIDB) Center for Assistive Technology Training (CATT). The CATT is a regional partnership focused on providing students with vision loss, as well as those that work with students with vision loss, training on how to use current and evolving technology. AIDB employs trainers to work in nine Southeastern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). These trainers, appropriately certified in the use of the technology, work with and travel to educational programs and agencies throughout the region to model for and provide training on assistive technology to the following audiences: students with vision loss, educators working with students with vision loss, local system assistive technology specialists/IT specialists, and families and caregivers of students with hearing loss.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures                                  | 2021     | 2022     | 2023     |
|--|----------|----------|----------|
| <b>Distribution of funding:</b>                  |          |          |          |
| Educational materials                            | \$23,731 | \$23,731 | \$26,000 |
| Outreach services                                | \$2,100  | \$2,100  | \$2,431  |
| Educational and technical research               | \$5,600  | \$5,600  | \$6,000  |
| Regional Partnerships                            | \$3,000  | \$3,000  | \$3,000  |
| Total  | \$34,431 | \$34,431 | \$37,431 |
| Number of eligible students                      | 55,711   | 56,799   | 57,023   |
| Average per student allotment (whole dollars)    | \$426    | \$418    | \$456    |
| <b>Number of services and products provided:</b> |          |          |          |
| Products available with Federal funds            | 700      | 600      | 600      |
| Advisory committee meetings                      | 4        | 5        | 5        |
| State educational agencies visited               | 0        | 12       | 12       |
| Residential programs visited                     | 0        | 10       | 10       |
| Rehabilitation programs visited                  | 0        | 12       | 12       |
| In-service training programs and webcasts        | 100      | 150      | 200      |
| Product training presentations and exhibits      | 45       | 50       | 50       |
| Visits to Ex Officio Trustees                    | 35       | 35       | 35       |
| Total employees (full-time equiv.)               | 313      | 315      | 315      |

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**PROGRAM PERFORMANCE INFORMATION**

**Performance Measures**

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

**Goal: Pre-college level blind students will receive appropriate educational materials that result in improved educational outcomes.**

*Objective: Appropriate, timely, high-quality educational materials are provided to pre-college level blind students to allow them to benefit more fully from their educational programs.*

**Measure:** From an unrepresentative sample of American Printing House for the Blind trustees, advisory committee members, consumers, and teachers, the percentage who agree that the educational materials provided through the Act are appropriate, timely, and high-quality.

*Trustees - Percentage who agree:*

| Year | Target | Actual:<br>Extremely,<br>Mostly, or<br>Somewhat | Extremely<br>Satisfied | Mostly<br>Satisfied | Somewhat<br>Satisfied | Not too<br>Satisfied | Not at all<br>Satisfied |
|------|--------|---|------------------------|---------------------|-----------------------|----------------------|-------------------------|
| 2018 | 98%    | 97%   | 57%                    | 33%                 | 7%                    | 3%                   | 0                       |
| 2019 | 98     | 97  | 44                     | 42                  | 11                    | 1                    | 1%                      |
| 2020 | 98     | 98  | 56                     | 35                  | 7                     | 2                    | 0                       |
| 2021 | 98     | 99  | 62                     | 35                  | 3                     | 0                    | 0                       |
| 2022 | 98     |   |                        |                     |                       |                      |                         |
| 2023 | 98     |   |                        |                     |                       |                      |                         |

*Advisory Committee Members - Percentage who agree:*

| Year | Target | Actual:<br>Extremely,<br>Mostly, or<br>Somewhat | Extremely<br>Satisfied | Mostly<br>Satisfied | Somewhat<br>Satisfied | Not too<br>Satisfied | Not at all<br>Satisfied |
|------|--------|---|------------------------|---------------------|-----------------------|----------------------|-------------------------|
| 2018 | 100%   | 95%   | 52%                    | 29%                 | 14%                   | 5%                   | 0                       |
| 2019 | 100    | 100   | 42                     | 33                  | 25                    | 0                    | 0                       |
| 2020 | 100    | 96  | 54                     | 34                  | 7                     | 4                    | 0                       |
| 2021 | 100    | 100   | 60                     | 37                  | 4                     | 0                    | 0                       |
| 2022 | 100    |   |                        |                     |                       |                      |                         |
| 2023 | 100    |   |                        |                     |                       |                      |                         |

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*Consumers - Percentage who agree:*

| <b>Year</b> | <b>Target</b> | <b>Actual:<br/>Extremely,<br/>Mostly, or<br/>Somewhat</b> | <b>Extremely<br/>Satisfied</b> | <b>Mostly<br/>Satisfied</b> | <b>Somewhat<br/>Satisfied</b> | <b>Not too<br/>Satisfied</b> | <b>Not at all<br/>Satisfied</b> |
|-------------|---------------|---|--------------------------------|-----------------------------|-------------------------------|------------------------------|---------------------------------|
| <b>2018</b> | 96%           | 98%   | 58%                            | 35%                         | 5%                            | 2%                           | 1%                              |
| <b>2019</b> | 96            | 98  | 54                             | 36                          | 8                             | 2                            | 0                               |
| <b>2020</b> | 96            | 96  | 54                             | 37                          | 5                             | 3                            | 0                               |
| <b>2021</b> | 96            | 98  | 51                             | 36                          | 11                            | 1                            | 1                               |
| <b>2022</b> | 96            |   |                                |                             |                               |                              |                                 |
| <b>2023</b> | 96            |   |                                |                             |                               |                              |                                 |

Note: Detail may not add to totals due to rounding.

*Teachers - Percentage who agree:*

| <b>Year</b> | <b>Target</b> | <b>Actual:<br/>Extremely,<br/>Mostly, or<br/>Somewhat</b> | <b>Extremely<br/>Satisfied</b> | <b>Mostly<br/>Satisfied</b> | <b>Somewhat<br/>Satisfied</b> | <b>Not too<br/>Satisfied</b> | <b>Not at all<br/>Satisfied</b> |
|-------------|---------------|---|--------------------------------|-----------------------------|-------------------------------|------------------------------|---------------------------------|
| <b>2018</b> | 97%           | 96%   | 48%                            | 41%                         | 8%                            | 3%                           | 1%                              |
| <b>2019</b> | 97            | 96  | 47                             | 39                          | 11                            | 3                            | 1                               |
| <b>2020</b> | 97            | 98  | 57                             | 36                          | 4                             | 2                            | 0                               |
| <b>2021</b> | 97            | 98  | 59                             | 34                          | 6                             | 1                            | 0                               |
| <b>2022</b> | 97            |   |                                |                             |                               |                              |                                 |
| <b>2023</b> | 97            |   |                                |                             |                               |                              |                                 |

Note: Detail may not add to totals due to rounding.

**Additional Information:** In 2021, data was collected using a survey instrument designed to measure the levels of consumer satisfaction specified in the objective. The actual data reflect the percentage of respondents who were extremely satisfied, mostly satisfied, or somewhat satisfied that the educational materials provided through the Act are appropriate, timely, and high-quality. There were 544 valid respondents to the 2021 survey, a sizable increase of respondents over the 2020 survey (410). For 2021, the subsets of total respondents are: (1) 98 Ex Officio Trustees, (2) 9 advisory committee members; (3) 297 other consumers; and (4) 140 teachers.

**Objective:** *To improve the quality of APH research and product usefulness.*

**Measure:** The percentage of APH product sales revenue that is from new products.

| <b>Year</b> | <b>Target</b> | <b>Actual</b> |
|-------------|---------------|---------------|
| <b>2018</b> | 22%           | 29%           |
| <b>2019</b> | 22            | 32            |
| <b>2020</b> | 22            | 29            |
| <b>2021</b> | 22            | 43            |
| <b>2022</b> | 22            |               |
| <b>2023</b> | 22            |               |

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**Additional Information:** This measure was developed to help determine the efficacy of new products developed by APH. The intent of this measure is to maintain a minimum percentage of sales of new products, as an indication that consumers are responding to and buying new products developed by APH. For fiscal year 2021, a total of \$11.3 million of new products (defined as products introduced in fiscal years 2019 and 2020) were sold. Total product sales for fiscal year 2021 was \$26 million.

**Measure:** The average rating, according to approved criteria on relevance, for a sample of new American Printing House for the Blind products evaluated by an independent panel of qualified experts or individuals with appropriate expertise related to the target audience.

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 4.0    | 6.2    |
| 2019 | 4.0    | 6.2    |
| 2020 | 4.0    | 6.3    |
| 2021 | 4.0    | 6.1    |
| 2022 | 4.0    |        |
| 2023 | 4.0    |        |

**Additional Information:** To determine the average relevance rating, a panel of experts, who are proposed by APH and approved by the Department, reviews a sample of new products developed by APH to assess whether the products: (1) address the needs of individuals who meet the definition of blind or visually impaired; (2) address the needs of blind or visually impaired individuals of any age included in an education or rehabilitation program; and (3) are fully accessible for the intended population. The products are rated using a 7-point rating scale, where 1 equals “no evidence is given to demonstrate that the criteria are being addressed,” 4 equals “evidence is sufficient to demonstrate that the criteria are met,” and 7 equals “evidence from multiple sources is of extremely high quality and demonstrates that the criteria are being met.”

**Measure:** The average rating, according to approved criteria on quality of research, for a sample of new American Printing House for the Blind products evaluated by an independent panel of qualified experts or individuals with appropriate expertise related to the target audience.

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 4.0    | 6.1    |
| 2019 | 4.0    | 5.9    |
| 2020 | 4.0    | 6.0    |
| 2021 | 4.0    | 5.8    |
| 2022 | 4.0    |        |
| 2023 | 4.0    |        |

**Additional Information:** The panel of experts annually reviews the underlying research related to a sample of new products developed each year by APH to assess whether data were gathered: (1) through an appropriate method; (2) from a geographically diverse U.S. population; (3) from appropriately qualified individuals (e.g., individuals who possess appropriate qualifications or appropriate learner characteristics); and (4) from an adequate number of sources. The products are rated using a 7-point rating scale, where 1 equals “no evidence is

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given to demonstrate that the criteria are being addressed,” 4 equals “evidence is sufficient to demonstrate that the criteria are met,” and 7 equals “evidence from multiple sources is of extremely high quality and demonstrates that the criteria are being met.”

**Measure:** The average rating, according to approved criteria on utility, for a sample of new American Printing House for the Blind products evaluated by an independent panel of qualified experts or individuals with appropriate expertise related to the target audience.

| Year | Target | Actual |
|------|--------|--------|
| 2018 | 4.0    | 6.1    |
| 2019 | 4.0    | 6.1    |
| 2020 | 4.0    | 6.3    |
| 2021 | 4.0    | 6.1    |
| 2022 | 4.0    |        |
| 2023 | 4.0    |        |

**Additional Information:** For this measure, the panel of experts annually reviews a purposefully selected sample of new products developed each year by APH to assess whether: (1) sales of the new products indicate demand; (2) new product indicators, such as field evaluations and other feedback, substantiate that the new product is meeting a need; and (3) the products are considered highly useful for individuals with visual impairments. The ten products are rated using a 7-point rating scale, where 1 equals “no evidence is given to demonstrate that the criteria are being addressed,” 4 equals “evidence is sufficient to demonstrate that the criteria are met,” and 7 equals “evidence from multiple sources is of extremely high quality and demonstrates that the criteria are being met.”

### Efficiency Measures

**Measure:** The cost per page to produce color large type textbooks.

| Year | Target | Actual |
|------|--------|--------|
| 2018 | \$0.10 | \$0.09 |
| 2019 | 0.10   | 0.08   |
| 2020 | 0.10   | 0.11   |
| 2021 | 0.10   | 0.10   |
| 2022 | 0.10   |        |
| 2023 | 0.10   |        |

**Additional Information:** In fiscal year 2021, the total cost to produce color large type textbooks decreased by 0.9 cents from 11.2 cents to 10.3 cents per page, which was generally favorable to the target of 10 cents per page.

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**Measure:** The cost per page to produce braille textbooks.

| <b>Year</b> | <b>Target</b> | <b>Actual</b> |
|-------------|---------------|---------------|
| <b>2018</b> | \$0.15        | \$0.27        |
| <b>2019</b> | 0.15          | 0.27          |
| <b>2020</b> | 0.15          | 0.35          |
| <b>2021</b> | 0.26          | 0.31          |
| <b>2022</b> | 0.26          |               |
| <b>2023</b> | 0.26          |               |

**Additional Information:** In fiscal year 2021, the total cost to produce braille textbooks decreased to 31 cents per page, which was unfavorable to the current target of 26 cents per page. While COVID-19 led to a substantial decrease in the volume of orders, APH has not met the established targets since fiscal year 2016. Due to a consistent decrease in demand since 2017, the Department reset the target for this measure to 26 cents per page, reflecting the three year running average for fiscal years 2017 to 2019.