

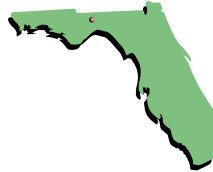
VAVF NEWSLETTER

Visual Aid Volunteers of Florida, Inc.

BRALLISTS

TRANSLATION TYPISTS

PROOFREADERS



VOLUNTEERS

EDUCATORS

GRAPHIC ARTISTS

RECORDING ARTISTS

Fall Edition

www.vavf.org

July-September 2014

"Dedication Makes the Difference"

MUSINGS FROM MARIANN

I guess this time I should refer to myself as Mellow Mariann. I have just returned from a week's vacation in Costa Rica and I am so relaxed. I hope it lasts. My nephew, Christopher, has lived in Costa Rica for the past year and invited me to come for a visit. Wow, is all that I can say! I am sure that when I see you this trip will creep into the conversation.

Now, it is time for me to focus on the task at hand, my musings. During the summer, my braille activities have been indirect. I am still working with about a dozen students who are finishing up their transcription classes. I am also involved in a new program, a Community Outreach Program. I am in the process of proposing this platform at our next Braille Association of Mid-Florida, Inc. meeting at the end of the month.

Several local teachers of the visually impaired have sought the assistance of our local group. We are preparing specialized materials and support services in counties where they do not have braillists available. I have been working with teachers of the

visually impaired, but the requests have become more than I can handle alone. Fortunately, several of our members have offered to help. This is where the idea for our BAMF Community Outreach program has developed. In addition to braille materials and adapted textbooks, we will be providing volunteer readers for braille students. Our members have signed up as school volunteers in both Orange and Seminole counties. Some of our students who have chosen not to submit manuscripts but have excellent braille skills are offering their assistance, too.

I am amazed at the current role of teachers of the visually impaired. The paperwork nightmare and restriction of access have made it difficult for teachers. Then, for many teachers, the demand for braille is huge. In my personal opinion, it makes it seem difficult to deliver actual braille services in some instances. That is where I think we can all be of assistance. If we lessen the braille load on teachers they will be able to adapt their materials to the

(continued on page 3.)

Newsletter Information

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In Memory of:

Rella Corris, Williamsville, NY, in memory of Stanley Corris.

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Membership Reminder

Membership dues cover the calendar year January-December. If you haven't renewed your membership for this year, please do so today by completing the form at the back of this newsletter. Mail your check and form to Arlene Jensen, Treasurer, at the address on the form.

Important Information

Charitable provisions can be made in your estate plans to endow gifts to non-profit organizations such as VAVF. This can be done without affecting the family's financial security. Charitable bequests also provide significant tax benefits as well. Advice should be sought from legal counsel if you are considering this kind of contribution or gift.



(continued from page 1.)

curriculum sequence imposed on them. Then they will have even more time with their students.

Also, our group has been asked, once again, to provide braille classes for parents and para-professionals. We will be having an evening class which may be attended by teachers of the visually impaired as a means of getting a refresher course. I am currently setting up the program and some of my students have offered to assist me. We are offering the class to parents and para-professionals from other counties around us, also.

Also, FIMC has just sent out a notice of the 2015 Braille Challenge. This year it is entitled The Wizarding World of Braille. Our group, BAMF, is a local sponsor. The Braille Challenge is held at multiple venues throughout the state and they just love to have certified brailleists as scorekeepers! Our group does everything from setting up the venue, parking cars, proctoring, scoring, serving breakfast and lunch, and acting as sighted guides for the kids, plus any other jobs they have. We really enjoy it. You might like to check it out, too.

Aside from all of the above, your VAVF board is meeting soon to set up the 2015 VAVF Conference. We are making decisions regarding location and scheduling of sessions. Keep your antennae up so that you will be aware of the results of this meeting. At this point, I think we will be having our conference at another location. You know we just love adventure and new ideas. Speaking of new ideas, we do value your input from the sessions and always take them into account. But, if you have any more ideas or braille needs be sure to contact any member of the board (see list at the end of this newsletter).

Until I see you again, take care and be well.

Mariann Witengier, President VAVF

MY INTRODUCTION TO THE BAMF COMMUNITY OUTREACH PROGRAM

I am Jeni Wood, a member of the Braille Association of Mid-Florida, Inc. I have just finished my braille transcription course, my practice book and am currently working on my manuscript. I have recently been introduced to our Community Outreach Program. My first experience with this program was the result of an earnest call for help. A local teacher of the visually impaired had contacted our group. She needed assistance producing an abundance of materials for her first grade braille student. I saw this as a wonderful opportunity to join two things I love, volunteering in elementary schools and brailleing!

Her school district does not have district employed brailleists. It is up to the teachers to get this work produced to meet the student's needs. Teachers already have so much to do, I was eager and excited to do what I could.

I met the teacher along with our Outreach coordinator and established a plan. Then I immediately got to work. Email is our main mode of communicating what material is needed as well as when it is needed and if there are any special instructions. I place this information in our record system and check to see what is done. In the future, this will help me determine if I need assistance from other members. If others assist me I will serve as the single contact for this teacher. All materials and arrangements will be sent to me. I will then proof and organize everything prior to sending it to the teacher. We use this approach so that we can be more effective. I have to say, this has been a great way to put my braille skills to work, and knowing I am helping several people, is a great pleasure.

My county is not the only county that has expressed this need for braille assistance. I am aware that there are teachers with braille students at all grade levels who would benefit from helping hands. I also know there are more brailleists out there who would be willing to assist!

Jeni Wood
Community Outreach Program

WHAT SHOULD WE DO?

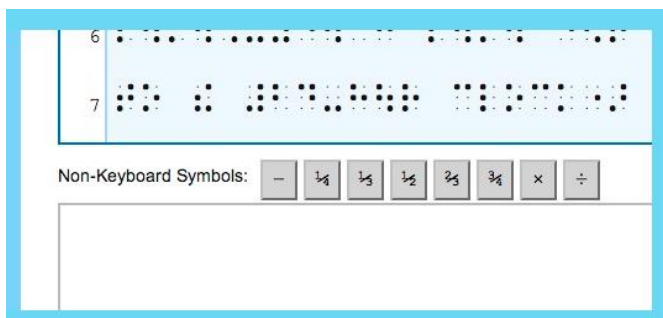
By SUSIE COLEMAN

Our braille group was in a quandary. What would we teach our annual braille transcription class in Jacksonville this year--EBAE or UEB? English Braille American Edition or Unified English Braille? 2015 is the transition year and UEB is required after 2016. Should we teach the new class EBAE only to turn around the next year and make them forget all that and learn UEB? How would we teach them UEB when none of us knew it?

We finally made the painful decision to not hold a new braille transcription class this year so that we could train ourselves first. I was certified in 1988, more than 26 years ago, and our group has had classes every single year except for the year that our Temple was being remodeled.

Lynnette Taylor discovered the free Australian *UEBOnline* course and completed it. She got her certification even knowing it would not count in the U.S. Check it out at <http://uebonline.org/getting-started/registration/> and know you need to fill out the registration to take the course. Lynnette recommended that we all take the course. Some of us are finished while others are in the middle of the course. None of us will pay for certification because it doesn't count in the U.S.

It's all online, no sending in homework and waiting for the proofreading report. After a clear, short lesson that you may print off, each lesson has two tests, a & b. You translate the braille into print in one and print into braille in the other. You input your work into a rectangle making sure you hit the Enter key at the end of each line as there is no word wrap. Note: The hyphen, dash and fractions need to be entered from the buttons over the box as typing will produce an error.



A red error message pops up whenever you make a mistake or forget to hit that darn Enter key. Fix your error and continue. Save often. When you finish that section you will be told to continue to the next lesson. The course is 2 parts of 15 lessons each. Since we won't get certified anyway, Lynnette sees no reason to do the last lesson.

The U.S. still doesn't have a certification course or test ready and we don't consider ourselves ready to start putting out UEB books yet, we decided to also take the free Update to UEB A Self-Directed Course to Update from English Braille American Edition to Unified English Braille that was developed by Darleen Bogart, Chair of the UEB Project Committee, 1991-2010, and Phyllis Landon, Chair, ICEB Code Maintenance Committee. This certification would cost hundreds of dollars but our group is waiting for the U.S. certification so that doesn't matter. This one is Canadian. You can download this course in print from <http://www.brailleauthority.org/ueb.html>.

Before you take this course, you'll also need to download *The Rules of Unified English Braille Second Edition 2013* at <http://www.iceb.org/ueb>. You get very little instruction. You are told to look it up in the *Rules of Unified English Braille* and given the section number(s). You get any number of practices in each lesson each followed by the correct simbraille to proof your own work. In the introduction to the course, you are told you can contact Braille Certification at CNIB if you wish to have assistance by e-mailing Braille.certification@cnib.ca. We haven't had to do that because we have Lynnette to explain it to us. We're up to Lesson 4: Typeforms and Lesson 5: Accents/Modifiers this week and Lynnette told us to type a page from another book in UEB to discuss when we go back after Rosh Hashanah.

Hopefully the U.S. will have made their course available by the first of the year in 2015. If so, we'll complete that and get our certifications. Then we will start producing work in UEB and start teaching the new braille transcription class. Of course if some of us are still brailleing a book we started in EBAE, we will finish it in EBAE. Nemeth will be in Nemeth, not UEB. What are you going to do?

UEB AND FORMATS By LYNNETTE TAYLOR

It is amazing how much information about beginning to use UEB there is in this newsletter. This just proves that transcribers are flexible and intelligent, willing to adapt to a new reality.

There is very little information about formatting the type of educational materials that we are used to transcribing in UEB. It is mainly set up for leisure reading. So, for now, we should use the current edition of *Braille Formats 2011*. It will be necessary to make some changes based on the emphasis indicators and punctuation used in UEB. However most of what we have been using is still valuable. BANA is working on an update that will incorporate all the UEB rules.

The major problem is with math educational materials. UEB is woefully inadequate to handle even basic math because basic math is the building block for higher level math and UEB is very clunky. The hope is that the USA will retain Nemeth math rules for our clients.

The Jacksonville group is going through a training process as you have read in Susie's column. Every time I think I have a grasp on a UEB concept someone finds an exception. For example, ing is a strong groupsign and I thought that all the strong groupsigns could be used across syllable divisions but then came across Stalingrad where it isn't used. There are also exceptions in English Braille American Edition so we should expect exceptions in UEB.

Spell check in any program is a little quirky. That includes MS Word and Braille 2000. Transcribers will have to learn to trust their work in UEB and know that spell checkers are not absolutely reliable. I guess what we need to do is work enough in UEB so that it is built into muscle memory and try to wipe out the memories from EBAE. It is really going to be tough during the transition period while learning UEB and still using EBAE for current transcriptions. If anyone has any good training hints the newsletter is a great place to share them.

SAVE THE DATES!

THE
2015
VAVF
CONFERENCE
WILL
BE
HELD
MAY 18-20,
2015
IN
ORLANDO.





OPTIONS FOR TRAINING IN UNIFIED ENGLISH BRAILLE (UEB) By KATHY KREMPLEWSKI

We all know that Unified English Braille (UEB) has been adopted and that the projected date for implementation is January 2016. So, how or where do you learn this new code?

Well, for those that would like to get started right away, there are a few options from which you can choose. The first is a free, self-paced, online course created by the Royal Institute for Deaf and Blind (RNIB) Children's Renwick Centre in Australia. The website to access this course is: <http://uebonline.org>. The first step is to register (link in the top right corner of the website) with them, picking a username and password. RNIB will send you a confirmation with that same username and password. Be aware that if you do not receive the confirmation email quickly, it is probably in your spam or junk folder.

The format for all of the RNIB lessons is the same. The lesson content is presented first, which can be printed. Then an exercise is given in print that you must six-key braille in the given box. After successfully completing this first section, it will give you a "congratulations" message and you can save your work. Then another exercise follows where the braille is given and you have to type the print equivalent inside the given box. Again you will receive the "congratulations" message and you can save your work again.

This program is designed to teach someone who knows nothing about braille, so the first lessons are very basic. As a teacher of the visually impaired who has been using braille with my students, it was taking me about five to ten minutes to do a lesson in the beginning. Those proficient in the English Braille American Edition (EBAE) will start noticing the differences between the codes in lesson five when you have to put a space between every word (including and, for, of, the and with).

This program is designed to give you immediate feedback if you braille or type something incorrectly and it expects that you will correct the mistake before continuing. The program is very particular about pressing "enter" at the end of each 40 cell line in the correct place or it will give you an "unexpected space" error. Also, I had some difficulty determining when to use a hyphen or a dash, since they are different signs in UEB, but the print within this program makes the hyphen and dash look the same. I realized I needed to use the context—the hyphen will be between compound words while the dash will be between thoughts or phrases.

There are two modules with 31 lessons total. A certificate of completion is available to purchase for each completed module for a small fee (\$50 for each module). Once payment is made the certificate will be immediately ready to download. If you just want proof that you completed the lessons, you can print what you did after completing a lesson, which will show the "Congratulations" that you finished those two exercises.

In addition to these training modules, there are other resources available on this UEB Online website including: UEB Australian Training Manual, Braille References, Cheat sheets, and Video resources.

If you prefer to learn within a workshop environment, please mark your calendars for FIMC-VI Working with the Experts—Visually Impaired: It's All About Braille! Introduction to Unified English Braille Code (UEB) on November 14, 2014, in Tampa, Florida. This session is geared toward people who already know EBAE and are transitioning to UEB. This training is not recommended for anyone who does not already know EBAE braille since it will focus on the differences in the code, not on teaching UEB from beginning to end.

Finally, if you prefer to figure this new code out on your own, there are a few other resources available. The UEB Rulebook, Second Edition, 2013 is available free for download on the International Council on English Braille website: <http://iceb.org/ueb.html>. Please note before you print

that this codebook is over 300 pages long. "The ABC's of UEB" is an overview of the differences between the two codes available on the Braille Authority of North America (BANA) homepage (www.brailleauthority.org). This document is 59 pages and includes some reading and writing activities to practice. For a more condensed overview of the differences between the codes, BANA has the "Overview of Changes from Current Literary Braille to UEB" (11 pages) at the website: <http://www.brailleauthority.org/ueb.html>. For those with iPads (not available for iPhone or Android devices), there is an app called the Braille Tutor which starts from the beginning so it does not assume any prior knowledge. This app is free through the alphabet (Lesson 19), but to go further into contractions and short forms, it costs \$1.99 more. This app can be found at <http://ienabletechnology.com/braille-tutor/> or in the iTunes store at <https://itunes.apple.com/us/app/braille-tutor/id878463116?mt=8&ign-mpt=uo%3D4>.

Whichever way you choose to learn, hopefully this information will help you transition to our new code because the braille must go on!

BRaille2000 DOES UEB

By DR. ROBERT STEPP

UEB is supported by Braille2000 V2 (version 2)**. Version 2 is still a "beta" release product, meaning that there are certain aspects not yet in final form (but it's getting there). To handle the many differences between UEB and EBAE, EBAE mechanisms had to get updated, thus you may find EBAE anomalies (please report any).

There is full technical support for V2: if you have any problems, report them by phone (402) 423-4782, or by the Internet (<https://id34101.securedata.net/c-a-s/brl2000/msgin.cgi>) which is the "Inquiries and technical support" link at www.braille2000.com.

Holders of Braille2000 licenses that are either (a) "Premium" (owned, with free updates), or (b) "Subscription" (monthly) may use Version 2 without further ado. Holders of a "Budget" license for Braille2000 will need to pay up (please phone for assistance). You may have both V1 and V2 installed on the same computer. They use different launch icons. Using a plug-in Key, they can run simultaneously if you want to. Using an Internet license, only one may run at a time (they may run simultaneously if using separate license numbers). (Note: fairly old releases of V1 don't tolerate V2 running simultaneously; if you have trouble running both, install the contemporary release of V1.)

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| **Sorry V1 lovers, the complexities of UEB simply can't be handled by the internal mechanisms of Braille2000 V1. |
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Files

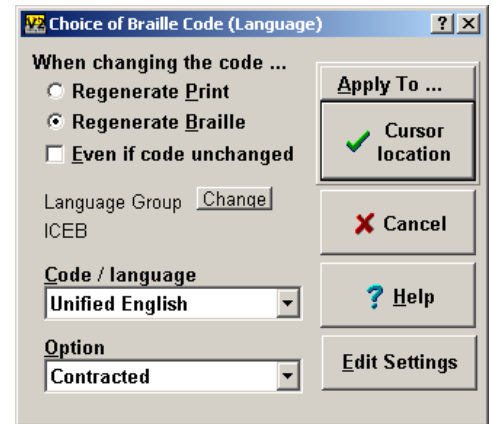
Files created by V2 are normally .B2K files. Braille production centers with Braille2000 V1 that is relatively contemporary (last two years or so) will be able to emboss (but not edit) your .B2K files. If you do only simple (V1-compatible things), you can use SaveAs to save your V2 work in .ABT file format (this is not recommended long term).

V2 should open all of your existing V1 files for viewing and editing and embossing. When you save such a file, it will naturally become a .B2K file, unless you use SaveAs.

Languages (i.e., UEB vs. EBAE)

Language selection in V2 is first by the defining agency. Note that UEB is defined by ICEB and not BANA. V2 knows about three agencies: BANA (EBAE, Nemeth, traditional foreign language); ICEB (UEB and UEB-compatible foreign language); ABL (NUBS).

To change Language, left-click the Language button in the toolbar at the left of the screen. Languages that are already used in the file will be listed for immediate re-selection. For other languages, click "Other" or you may right-click the Language button. You will then see the dialog box shown at the right.



To change from "English" (EBAE) to "Unified English" (UEB), you need to click the "Change" button and select the proper agency (BANA vs. ICEB). Then select the language you want, and then select Contracted vs. Uncontracted.

If you highlight a region before changing language, that region will be re-translated into the new language. Given that by "language" we mean the equivalence between print and braille representations, if you change the language for a region of the file, then either the print (as shown by the green line interpreter or the print view) or the braille (as shown by the braille view, and when embossed) must adjust to the new language. In the dialog box (above), use the settings "When changing the code ..." to decide which representation to change.

This mechanism can be used to change EBAE braille to UEB braille and vice-a-versa. Note that EBAE braille is (at times) ambiguous and thus automatic conversion of EBAE to UEB may not be perfect (for example, lower-case enumerated lists using letters a, b, c, etc. may translate as but and can, because the letter sign is omitted in EBAE). In theory UEB is non-ambiguous and so converting UEB to EBAE should be quite accurate.

To make UEB the default language

If you want UEB to be the system default language, make a language choice as described above, but in the dialog box, click "Apply to" and select "System default".

If you work on a file that is UEB begun in V1

V2 should open your V1 ABT file just fine. If the file is UEB braille done in V1, its language setting will (naturally) be EBAE, which is a lie. You should change the language setting after you open the file in V2 the first time. Right-click the Language button. Change the Group to ICEB. Select Unified English. Click the choice "Regenerate Print" (because the braille is already UEB, the print (back-translation) is all that should change. Click Apply To and select All Of File. And then click the All of File button. The braille will remain the same and the language will now be UEB.

Note: Plain ASCII-braille files (.BRF, .ACN, .BRL, etc.) go through a structure-inference process to make them editable. Early releases of V2 could get upset by UEB-style interval print page reference numbers such as "4-6" in such files (because of the extra number sign) and might drop the second number sign. This is fixed in later releases.

Foreign Language

Most foreign language textbooks include instructions in English. Note that you must not use any of the normal BANA foreign language codes when your English portions are in UEB. This is because UEB uses (a) different emphasis (which needs to be uniform throughout the transcription), (b) different numbers (which need to be used for page numbering). The adoption of UEB has put the entire concept of "foreign language" into turmoil and there is no word yet from BANA on what constitutes "foreign language" braille in the UEB world. For the moment, Braille2000 has (in the ICEB group, although ICEB is not really the author) codes for French, Spanish, German, Portuguese, and Italian, that are BANA-defined codes with UEB emphasis and numbers and punctuation. For the moment, if you are going to do a foreign language textbook with UEB portions, these are the codes to use.

UEB alerts

When foraging in the UEB arena, be aware of the following "gotcha's" that you might not expect:

1. there is regular spacing for a, and, for, of, the, with, to, into, by
2. there is no o'clock shortform
3. there are no contractions for dd, ble, com, ation, ally, to, by
4. there is different punctuation for parentheses, brackets, ellipsis, dashes, closing quote
5. there are no indicators for non-Latin, accent, print symbol
6. there is a completely different scheme for emphasis (italic, bold, underline)
7. there are changes in special symbols (Lire, paragraph, section, dollar, asterisk, caesura)
8. there are many new symbols (those in the Appendix in 2011 Formats, and more)
9. the rules about when to use contractions are different (9% of all words contract differently)
10. there are no semantic distinctions (do, the musical scale vs. do, the verb)
11. the set of shortform words is greatly enlarged
12. the syntax for numbers is different (multiple number signs are sometimes needed)
13. everything relating to math is unlike anything seen before

You should not trust your instincts until you are UEB-certified and it has been some time since transcribing EBAE. The spelling checker and (bi-directional) translator of Braille2000 have been thoroughly tested and should be very reliable.

Not Yet...

- At this time, UEB math is partially implemented (more is coming).
 - At this time, the "dot locator for use" is not automated.
 - At this time, there is no word as to whether top boxing lines require the dot locator for use.
 - At this time, there is no word as to whether empty table fields (with a dash) require the dot locator for use.
 - At this time, 2011 Formats, as revised for UEB, has not been released and any changes are thus not known nor implemented.
 - At this time, it is unknown how Nemeth is to be handled or if there is to be Nemeth at all (in Canada, Nemeth is now not to be used).
-

LET'S GO SHOPPING

By RUTH JEAN OSTLE

The new Guidelines and Standards for Tactile Graphics publication emphasizes that all but the most trivial print illustrations be included in some way in braille transcriptions. That means that you, as a transcriber, will be facing everything from simple line graphs to complex maps and anatomical illustrations. These must be accurate and as readily understood as possible.

So, you will want to be prepared to create each tactile graphic efficiently and effectively. This means you will need to keep a supply of tools and other materials at hand. These are relatively simple and easily obtained---you won't be doing brain surgery after all. Here is a basic shopping list for creating lines, collages, and foil diagrams:

Neoprene or rubber pad, 12"x 12" (available from Howe Press or local shoe repair shop)
Paper for making braille masters, i.e. embossing paper.
Spur wheels, two sizes (available from Tandy Leather, American Printing House for the Blind or Sam Flax engineering supply)
Tacky glue
Glue stick
Crochet thread, two different sizes
Coarse sandpaper
Light weight cardboard (i.e. tablet backing or cereal box, not poster board)
Textured wall paper samples
Starbuck's and Dunkin Donut coffee cup protectors (corrugated cardboard)
Paper punches (two or three size circles, small rectangle; no stars, hearts, etc.)
Tracing paper
Carbon paper
Small, smooth plastic crochet hook
Braille stylus or ball-point pen
Popsickle stick or wooden sculpture smoother
Map pin or dissecting needle
Double-sided Scotch tape
Aluminum diagramming foil (from American Printing House)
Scissors (small-pointed sharp; one larger scissor for cutting foil only and one for cutting cardboard, pinking shears or other scissors with patterned cut)
Optional: Tandy leather tools 8042, A888, 6605, 58

Be sure that none of your glue-on materials used for collage are perishable or plastic. Also, do not glue on beads, sequins, rice, soft yarns or fabrics, paper clips, pasta, etc. You will soon discover which materials are best for you. Just remember to keep it simple.

ANYONE NEED ANY HELP?

If you're having a problem with your braille or graphic assignment, send it to me, Susie Coleman, (My contact info is on the next to the last page in this Newsletter.) and I'll get it to the right person(s) to help. Then, after we answer you, we'll put it into the *VAVF Newsletter* so that our other readers will know, too. Trust me. Others have, had, or will have the same questions.

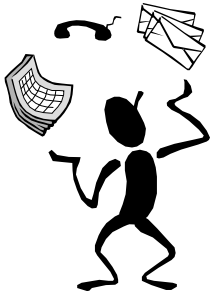
Make sure you attach or mail a scan/copy of the problem material along with your question(s).

Heck. Your question may be about just about anything: the history of VAVF, UEB, FIMC/VI, PDQ ☺, using Word and Braille2000, tactile graphics, scanning, etc.

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- Board Member:** Florence Mathiesen, 6097 Blueberry Ln., Crestview 32536-7142, 850-682-7750, e-mail: fjmat@cox.net
- Board Member:** Meg Wagner, 8444 35th Ave N, St. Petersburg 33710-1010, 727-347-9836, e-mail: brlwagner@aol.com
- Liaison:** Kathy Krempleski, District Resource Teacher for FIMC-VI, Florida Instructional Materials Center for Visually Impaired, 4210 West Bay Villa, Tampa 33611-1206, 800-282-9193 or 813-837-7813, e-mail: kkrempleski@fimcvi.org





VAVF SKILLS CONSULTANTS



Computer (IBM):

- **BRAILLE2000 (Scanning):** *Vacant, so we're looking for a replacement.*
- **BRAILLE2000 (Direct Entry):**
Meg Wagner, 8444 35th Ave N, St. Petersburg 33710-1010, 727-347-9836, e-mail:
brlwagner@aol.com
- **COMPUTER ASSISTED TACTILES:**
Susie Coleman, 1826 Bartram Circle, W., Jacksonville 32207-2294, 904-725-2427, e-mail:
susierc1950@att.net
- **DUXBURY** *Vacant, so we're looking for a replacement.*
- **ED-IT PC**
Meg Wagner, 8444 35th Ave N, St. Petersburg 33710-1010, 727-347-9836, e-mail:
brlwagner@aol.com

Foreign Language: Lynnette Taylor, 1423 Marlee Rd, Switzerland 32259-8847, 904-287-1275, e-mail:
dandltaylor@att.net

Literary: Linda Jacobson, 2915 Circle Ridge Rd, Orange Park, 32065-5759, 904-272-8405, e-mail
lfjacobson@gmail.com

Math (Nemeth Code): Joanne Baldwin, 4365 Angie Drive, Tucker, GA 30084-3618, 770-723-0471, e-mail:
jbaldwin.3@juno.com

Tactile Graphics: Ruth Jean Ostle, 1174 Winged Foot Cir E, Winter Springs 32708-4202,
407-365-7874, e-mail: brjo@fbs.net

Textbook: Lynnette Taylor, 1423 Marlee Rd, Switzerland 32259-8847, 904-287-1275, e-mail:
dandltaylor@att.net



CONTRIBUTION (Memorial Scholarship Fund)

Name: _____

Address: _____

City/State/Zip: _____

Amount: \$ _____ payable to VAVF, Inc. In memory/honor of: _____

Send to: Arlene Jensen, Treasurer, 6425 Streamport Dr., Orlando, FL 32822-3066. If there is a special occasion, such as a birthday or anniversary, or if the contribution is in memory/honor of, please fill in the information below and a card will be sent to the family of/honoree, with your brief message.

Name: _____

Address: _____

City/State/Zip: _____

Occasion/Brief Message: _____

MEMBERSHIP APPLICATION OR RENEWAL

Membership in VAVF is based on the calendar year—January-December. If you wish to join the statewide organization, please fill in the categories shown below on the membership application form and send it to **Arlene Jensen, Treasurer, 6425 Streamport Dr., Orlando, FL 32822-3066.**

Name: _____

Address: _____

City/State/Zip: _____

E-mail: _____ Phone: _____

My specialties are: (Give Certification Year or just \checkmark if working in but not certified in each. ____)

BRaille: Literary: _____ Textbook: _____ Translation Typing: _____

Nemeth: _____ Music: _____ Foreign Language: _____

Formats: _____

GRAPHICS: _____ RECORDING: _____ LARGE TYPE: _____ OTHER: _____

I need: braille _____ large print _____.

FEES: \$15.00 Regular Membership _____

\$20.00 Booster Membership _____

\$5.00 Associate Membership (spouse or other family members who accompany
braillists/tapists/other media users to conferences) _____

\$150.00 Lifetime Membership (may be paid in installments over 3 years) _____

Indicate total amount paid: \$ _____ payable to VAVF, Inc.

NEW E-MAIL ADDRESS OR MOVING? If so, please notify your Membership Chairman, Nancy Meinhardt, 727-375-1368, or email: NANCYMEINHARDT@msn.com, so that you do not miss a single copy of the VAVF Newsletter. This publication can only be delivered as addressed. Bulk Mail cannot be forwarded.