

# ▶ Serving BC's Print Disabled Post-Secondary Students

BC COLLEGE AND INSTITUTE LIBRARY SERVICES (CILS)  
ANNUAL REPORT • APRIL 2010 - MARCH 2011







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### BC COLLEGE AND INSTITUTE LIBRARY SERVICES

#### Serving BC's Print Disabled Post-Secondary Students

Located at Langara College

Funded by the Ministry of Advanced Education StudentAid BC

Prepared June 2011 by:

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## ► CILS News

### **STRATEGIC PLANNING**

CILS staff took time from their busy production schedules to discuss team core values, and an enduring vision. At a follow-up session in September, staff developed main strategies and action plans for the next year. It was an energizing process and staff decided that there is a great benefit in setting aside time to plan and to reflect on the successes of the past year.

### **ADDITION OF KURZWEIL TO ALTERNATE FORMAT PRODUCTION**

Kurzweil is a software package that provides text-to-speech, writing, and learning assistance to users. In order to meet increasing client demand for this product, CILS purchased several Kurzweil 3000 licenses, developed new production procedures, and rolled out Kurzweil offerings to all clients.

### **BUILDING CAPACITY: RECOMMENDATIONS FOR THE PROVISION OF ACCESSIBLE RESOURCES TO BC TRADES STUDENTS**

Last Spring, CILS completed an applied research project, which was funded by a grant from BCcampus. This project is designed to help instructors and institutions build capacity and improve the delivery of trades education by providing resources, strategies, and data that promote not only the goals of universal design, but also the inclusion of a growing segment of the population: disabled individuals. The final report can be found at <http://bit.ly/AccessTrades>

### **CONTRACT WORK**

Over the past fiscal year, CILS leveraged its expertise in the production of accessible content and, through contractual arrangement, produced accessible materials for Royal Roads University and Simon Fraser University.

### **SURVEY OF CAER MEMBERS' CATALOGING PRACTICES**

The Canadian Association of Educational Resource Centres for Alternate Formats (CAER) is a collective of alternate format producers who work together to provide Canadians with accessible content. In order to facilitate the sharing of alternate formats amongst group members, CILS undertook a survey and analysis of CAER members, cataloging and metadata practices.

**DID YOU KNOW?**  
CILS converted approximately  
227,000 pages of print into  
alternate formats from April  
2010 to March 2011.



## ► What do our clients say about us?\*

A lot of the textbooks that we ordered through CILS this past year were already produced and if they weren't, you and your team bent over backwards to find the textbook in the format requested from a different organization. In doing so, you provided exceptional service to our students because they were able to receive their CILS materials well before they would have if we had to wait for production of the book.

There were no issues, concerns or complaints from any of the students regarding CILS, the service or the product. As a matter of fact, the students were elated that they received the materials so quickly and have stopped by my desk to compliment CILS for this. Some students don't realize they need alternate formats until they begin their courses, especially if it is their first year in the college and when we order CILS part way through the semester, it is very frustrating for some of the students to have to wait for their materials to be produced. We encourage all disability students to order CILS asap and well before the semester begins, in order to avoid this frustration. However, this year has been exceptional with materials having already been

produced and sent here in less than a week, which contents the students, as well as, us here in disability services.

I appreciated the assistance when asking if certain textbooks were produced by CILS. You were able to provide me with answers in a very timely manner. If you or others at CILS were uncertain about anything that I sent in, you asked me immediately for clarification, which was great.

Overall, I am very pleased with the services and products from CILS this past year and I also speak for the students. These alternate formats have not only reduced the stress and frustration facing students that need these products, but also allow students to better learn and understand the material so they can excel and succeed in their academic pursuits.

Thank you to all others at CILS for making this past year very smooth and successful for the students here at College of New Caledonia. I look forward to working with you again.

**Brenda Wilfur**  
Student Services Clerk, College of New Caledonia

\* Testimonials have been edited for grammar and punctuation.

CILS has been very efficient and helpful in assisting me reproduce or find alternate format books when they have been needed. Although these books have not always been available because I need a brand new version or something like that, CILS still tried their best to assist and provide me with the best material. The alternate format CD PDFs I have received have been really helpful in completing my courses and have made it easier to read my textbooks on my computer so I do not have to struggle with the small print of the book. They have also been very time efficient in most cases, doing their best to get the alternate format materials to me as soon as possible.

**Mitchell Cummings**  
Student, Kwantlen Polytechnic University

I have been studying at Langara College since 2009 and have been using CILS services since 2007. CILS provides me with valuable tools for me to complete my education goals. CILS has always produced my books and lecture material in a very timely manner. Submitting a request is very simple and the staff members are always there to help and offer any assistance. During last semester, there were some instances where I had to submit lecture notes for production on a week by week basis and CILS was able to accommodate my requests on such short notice. I am extremely thankful to all the staff members and the services that CILS provides.

**Ann Lai**  
Student, Langara College

This letter is to inform about the immense help the CILS program was to me in my pursuit of further education. I am a chronically disabled man who had basically been given up on by his union and employers. They were happy to just let me go through my days on disability as long as my doctors were in agreement there was very little help and effort to rehabilitate and return me to gainful employment. I finally decided that I would have to do everything myself. I applied for a scholarship off of the Internet from the Columbia Institute of BC, it was called the lifelong learner scholarship. I started studying Occupational Health and Safety through distance courses provided by BCIT. I applied as an disabled student and was given great support from their Disabled Students Association.

Yet, during my first semester, I encountered some difficulties because of my medical issues. My illness, Post Traumatic Hyper Irritability Syndrome, creates significant fatigue symptoms which became a serious challenge. Most specifically the fatigue made it very difficult to effectively read and absorb the course material. The material was provided through photocopied module packages and some courses had prerequisite textbooks. It became very difficult to get comfortable enough to hold a large textbook for a long period of time without either falling asleep or creating

significant pain in my hands, arms and back.

I presented this problem to my counselor from the Disabled Student Association of BCIT and she suggested the CILS program. I had recently received a computer and specialized software from Assistive Technologies British Columbia and we decided that putting my course modules and textbooks into digital format would allow me much more freedom and choice when it came to effectively consuming the information. I was put in contact with CILS and my counsellor at BCIT initiated the program for me. I can honestly say now, that it would have been extremely difficult for me to have completed my studies to the quality that I did, if it was not for the CILS program. When my symptoms flared up and my fatigue increased, I had several different options available to me such as;

- I could use the digital CDs that CILS provided and load them on my computer and read them on screen.
- I could also use my TEXT ALOUD software and the program would read and speak the material to me on screen and through audio headphones.
- I could also take the PDF files that CILS provided and load these into TEXT ALOUD then transfer them into my Digital Voice Recorder.

This allowed me significant choice of where and when I could consume the information. To effectively manage my type of



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For more testimonials from students and disability coordinators, please see Appendix 5.

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disability, I needed this type of flexibility and choice. It is because I only have so much energy that I must pace myself and prioritize everything I do each day. Having the CILS products allowed me to efficiently use the periods in the day when I had the most energy and the least amount of pain. I could not effectively use the standard student study areas at home or in a library specifically because of my fatigue issues. Now, I could study whenever and wherever it was the best for me.

Each semester, I would contact Shuyan at CILS after BCIT sent them my course modules and textbooks. I know that even though they were inundated with requests from several different learning institutions they did whatever they could to get my request filled as quickly as possible so that I would not get too behind in my studies. When they were really backed up, they would make the extra effort to contact me and we would choose certain material to get finished first so that I could at least get started. Whenever I needed to talk to anyone at their office they were always extremely helpful and their customer service was beyond reproach.

In April, 2010, I completed my certificate in Occupational Health and Safety with a distinction of having a grade point average above 80% in every course in the curriculum. I know that there would have been no way of completing this without the assistive technology and help and support I received from CILS and ATBC.

Since graduation, I have been endeavouring to build up my stamina and physical tolerance to return to some sort of gainful employment after over 11 years off of work. I am currently volunteering my services with three different organizations in the attempt to gain contacts and experience in my new chosen field. One of my projects is an Empowerment Group supported by the Richmond Center for Disability. I will be counselling and supporting other permanent and chronically disabled clients in their endeavours to get back to work, increase their socialization, and basically better manage their illness and situation. I have already and will continue to recommend the CILS program in my capacity as guest speaker and facilitator for this and other groups .

In closing, I would again like to thank Shuyan and the rest of the CILS team for all their help and support through my educational endeavour.

**David Thomson**  
Student, BCIT

## ► Mandate

CILS' mission is to provide print disabled post-secondary students with equitable access to educational resources by either borrowing or creating alternate format materials.

For students with a print disability, reading a textbook, journal article, website, or accessing an online course or database can be a barrier to pursuing post-secondary education. CILS removes these barriers and assists those with print disabilities to successfully access post-secondary educational opportunities and become skilled members of BC's workforce.

CILS strategically develops services in partnership with post-secondary disability coordinators and librarians, and by collaborating with other provincial, national, and international organizations.

### BC ADVANCED EDUCATION

#### Objective 1.1:

**"British Columbians are able to fulfill their potential through access to quality educational and training opportunities" <sup>1</sup>**

<sup>1</sup>BC Ministry of Advanced Education and Labour  
Market Plan, 2010/2011 – 2012/2013, June 2010  
[www.bcbudget.gov.bc.ca/2011/sp/pdf/ministry/almd.pdf](http://www.bcbudget.gov.bc.ca/2011/sp/pdf/ministry/almd.pdf)



## ► Staff Profiles

### **DIRECTOR**

The CILS Director is responsible for reporting to the Ministry of Advanced Education and overseeing all CILS activities.

#### **Grace Makarewicz**

Grace has a MLS from University of British Columbia (UBC) and has been the Director of Library Services at Langara College since 2008. Grace works closely with all CILS staff to continually improve customer service and build relationships with partners in BC and Canada.

### **LIBRARIANS**

CILS librarians oversee alternate format production, undertake special projects and research, and advocate for accessibility. Recently, CILS librarians were co-recipients of the BC Library Association's Academic Librarians in Public Service Award.

#### **Stephen Blaeser**

Stephen has a MAS and MLIS from UBC, a BA in Russian Language and Literature from the University of Victoria, and a diploma in Network Administration. Stephen has been with CILS since 2005. He has modernized the CILS workflow and developed a comprehensive database which tracks all CILS interactions with clients.

#### **Ryan Vernon**

Ryan has a MA and BA in English Literature from the University of Victoria, as well as a MLIS from UBC. He has been with CILS since 2008. He has worked to develop processes to improve communication and build relationships with both disability service providers and CILS clients.

### **LIBRARY TECHNICIANS**

CILS library technicians oversee the processing and production of alternate format materials and provide information services and support.

#### **Vanessa Brown**

Vanessa has been with CILS since 2007. She has a Library Technician diploma from Langara College and is currently working towards an undergraduate degree at UBC.

#### **Shuyan Dai**

Shuyan has been with CILS for more than a decade. In addition to a Library Technician diploma from Langara College, she has a Masters in Linguistics and Education from China, where she worked as a university instructor before moving to Canada.

## ► Staff Profiles

### LIBRARY ASSISTANTS

CILS library assistants work to produce alternate format materials and assist with interlibrary loans, CILS processes, and communication with clients.

#### **Dan Carkner**

In addition to bringing customer service skills developed through work experience in Ontario, Dan has a Library Technician diploma from Algonquin College. Dan has worked at CILS since 2010 and is covering for Jas Dosanjh (currently on replacement leave).

#### **Laura Taylor**

Laura has a BA from Simon Fraser University and a Library Technician diploma from Langara College. An accomplished writer with several forthcoming projects, Laura has worked at CILS since 2005.

### STUDENT BODY PROFILE

CILS had 866 active students (up from 799 in the previous reporting period). Students are enrolled at publicly funded colleges, institutes, and newly-mandated universities that emerged from previously eligible post-secondary institutions in BC.

The distribution of disability type amongst CILS' students is as follows:

- Learning disabilities 57%
- Multiple and other disabilities 19%
- Blindness and visual impairments 16%
- Physical disabilities 8%

For more information on CILS staff members, visit the *Get to Know Us* section of CILS website: [www.langara.bc.ca/cils/gettoknowus.html](http://www.langara.bc.ca/cils/gettoknowus.html)

## ► Student Disability Categories

Print impairments include all types of perceptual disabilities related to the use of print including blindness, visual impairments, learning disabilities, some physical disabilities, some multiple disabilities, and some neurological disabilities. Eligible students are identified and assessed by disability coordinators at the institutional level before they can access CILS' services.

Institution	Learning Disability	Visual Impair.	Blind	Physical Disability	Multiple	Others	TOTAL
BC Institute of Technology	48	5		1		2	56
Camosun College	62	9	1	3	8	6	89
Capilano University	1	5				2	8
College of New Caledonia	22	4		2	2	6	36
College of the Rockies	16				1		17
Douglas College	35	12	4	3		9	63
Emily Carr University of Art & Design	8				1	1	10
Justice Institute	4						4
Kwantlen Polytechnic University	42	13	2	7	3	3	70
Langara College	28	12	1	7	1		49
Nicola Valley Institute of Technology							0
North Island College	34	5	2	7	9	8	65
Northern Lights College	20	1		1	1	1	24
Northwest Community College	10	2			3	1	16
Okanagan College	73	14		14	14	33	148
Selkirk College	9	2		2	4	1	18
Thompson Rivers University	25	15		3	5	13	61
University of the Fraser Valley	45	14	1	11	4	13	88
Vancouver Community College	13	16	1	3	2	2	37
Vancouver Island University	2	3		1		1	7
<b>Subtotal</b>	<b>497</b>	<b>132</b>	<b>12</b>	<b>65</b>	<b>58</b>	<b>102</b>	<b>866</b>
Percent	57%	15%	1%	8%	7%	12%	100%

## ► Subject Areas

Students accessed courses in key program areas such as Aboriginal education, trades, adult literacy, nursing, business, tourism, ESL, health and human services, computer sciences, creative and applied arts, liberal arts, languages, science, and technology.

35.2% of student requests were in Arts and Science subject areas, while 36.7% of student requests were in trades and vocational training subject areas, including construction, electrical, mechanical, and others (categories F, H, K).

Chart 1: Subject Areas According to Ministry of Advanced Education BC Student Outcome Reports\*

Subject Area	Percentage
A -Agriculture & Natural Resource	0.7%
B - Arts & Sciences	35.2%
C - Business & Management	7.8%
D - Communications	1.2%
E - Computer & Information Services	2.9%
F - Construction & Precision Prod	20.3%
G - Education & Library Science	2.8%
H - Engineer, Elect, Electronics	8.4%
I - Health Related	1.4%
J - Legal, Social & Home Economics	7.1%
K - Mechanical & Related	8.0%
L - Nursing	2.0%
M - Recreation, Tour, Hospitality	1.5%
O - Visual, Performing & Fine Arts	0.6%
<b>Total</b>	<b>100%</b>

\*<http://outcomes.bcstats.gov.bc.ca/SORSLite/Dacso/BySubject.aspx>

# ► CILS Service Goals

APRIL 2010 - MARCH 2011

This report presents outcomes relating to priorities set out in the BC Ministry of Advanced Education funding letter for 2010/2011, dated August 18, 2010:

- Improve communications with students, disability coordinators, librarians, and other stakeholders, in order to provide equitable access and support;
- Improve production time and cost by developing and maintaining partnerships with other agencies, services and consortia, and by research and implementing new technology; and
- Develop and deliver tools and workshops to inform new disability coordinators, librarians and students about alternate formats.

## **Key operational areas outlined in the CILS Review and its Logic Chart include:**

### **1. Loaning Alternate Formats from CILS and Partner Collections through Resource Acquisition and Sharing**

Whenever possible, CILS borrows alternate formats from other institutions. Of the 2,318 requests processed this fiscal year, CILS was able to borrow 102 alternate formats, thus saving time and money. During this same time period, CILS lent 69 productions to other partner institutions, both inside and outside of British Columbia.

### **2. Production of Alternate Formats**

CILS processed 2318 format requests during the time period April 2010-March 2011. Of these 2,318 requests CILS produced 1,134 alternate formats (see Chart 6). These productions included e-texts, digital audio (MP3), DAISY digital talking books (structured digital audio) formats, conversion of audiotapes (analog) to digital audio, accessible PDF, large print (print and PDF), and DAISY Human Voice productions.

### **3. Alternate Formats from CILS Collection**

Of the 2,318 format requests from April, 2010 - March, 2011, 1,520 requests were fulfilled, fully or partially, directly from the CILS collection.

However, in 17% of these cases CILS also needed to produce alternate formats. For example, the student may have required a newer edition or different format to fully accommodate their request

### **4. Providing Information Services**

CILS provides telephone and e-mail support to students across the province. CILS staff members not only search for materials and information required for students to successfully complete their coursework, they also advise students, instructors, and other post-secondary staff on alternate formats, accessibility compliance, and practical tools for accessibility and the accessing of information. (See Appendix 2 for a description of the Alternate Formats).

### **5. Training Clients and Partners in use of Assistive Technology and Alternate Formats**

Training workshops, seminars, and tours of the CILS facilities introduce others to the assistive technology and alternate formats being used at CILS.

Some of the events that occurred in the last year include:

**May 5-6, 2010:** Ryan Vernon attended the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER) meeting to discuss opportunities for collaboration amongst Canadian alternate format producers.

## ► CILS Service Goals

APRIL 2010 - MARCH 2011

**May 7, 2010:** CILS hosted a tour for the Douglas College Library staff.

**May 20, 2010:** Grace Makarewicz and Ryan Vernon attended the meeting of and made a report to the BC Disability Services Articulation Committee.

**June 9, 2010:** CILS held its annual Advisory Committee meeting.

**June 10, 2010:** Stephen Blaeser attended the Assistive Technology British Columbia (ATBC) Advisory Committee meeting.

**June 29, 2010:** CILS held its first Strategic Planning Meeting to discuss improvement and innovation of CILS service.

**Aug 10, 2010:** CILS hosted a tour for ATBC.

**Aug 25, 2010:** CILS hosted a tour for the Justice Institute of BC (JIBC).

**Nov 25, 2010:** Ryan Vernon and Stephen Blaeser met with Vancouver Island University Disability Services staff members to discuss CILS workflow, service, and recent developments in accessibility technology.

**Nov 26, 2010:** Ryan Vernon and Stephen Blaeser met with Camosun College Disability Services staff members to discuss CILS workflow, service and recent developments in accessibility technology.

**Nov 26, 2010:** Ryan Vernon and Stephen Blaeser met with Crown Publications in Victoria to discuss CILS service and accessibility, and providing efficient means of delivering accessible materials to students with print disabilities.

**Jan 31, 2011:** CILS hosted a tour for the Kwantlen Polytechnic University Disability staff.

**Feb 11, 2011:** Ryan Vernon conducted a session (at a distance) on Creating Accessible Content for staff members at Thompson Rivers University (TRU).

**Feb 23, 2011:** CILS staff met with staff from Provincial Resource Centre for the Visually Impaired (PRCVI) to discuss alternate formats production (DAISY, electronic text, digital audio, text readable PDF, Kurzweil), procedures and standards, as well as electronic and delivery solutions for alternate formats both at CILS and PRCVI.

**March 31, 2011:** CILS hosted a tour for Langara College Library Technology students.



## **6. Researching and Developing New Technology**

**Kurzweil Production:** CILS has developed Kurzweil production procedures and has rolled out Kurzweil offerings to all clients.

**Human Voice DAISY Audio book Recording:** Since 2010, CILS has taken over direct management of Human Voice DAISY recordings and continues to make improvements in Human Voice DAISY production. At this time, CILS is upgrading sound boards and other hardware used in audio production.

**Analogue to Digital Audio Conversion Improvements:** CILS has purchased two audio boards and implemented a workflow which enables the efficient conversion of older analog audio (cassette tapes) to digital audio (MP3).

**Online Client Support and Web Conferencing:** CILS has recently begun testing Adobe Acrobat Connect Pro. With this software, CILS will be better able to offer client support at a distance by allowing CILS staff, with permission, to remotely view or control client computers. Additionally, this software can be used to conduct demonstrations and conferencing via the web.

**Weekly Reports for Client Institutions:** CILS is currently upgrading its Reports Software. This upgraded software improves the weekly reporting system that has been in place for a number of years by presenting electronic progress reports and other data in a more accessible and/or individualized format.

## **7. Developing Partnerships to Achieve Goals**

CILS delivered a report to other CAER members in Quebec City in May. Through CAER, CILS gains reciprocal Inter-Library Loan access to alternate format materials produced across Canada.

CILS Advisory Committee held its annual meeting in June (see Appendix 3 for a list of Advisory members).

BC disability coordinators received a CILS report in June at their articulation meeting. The report was well received.

The Council of Post-secondary Library Directors received a CILS report in October.

## CHART 2: REQUESTS FROM MANDATED INSTITUTIONS AND STUDENTS

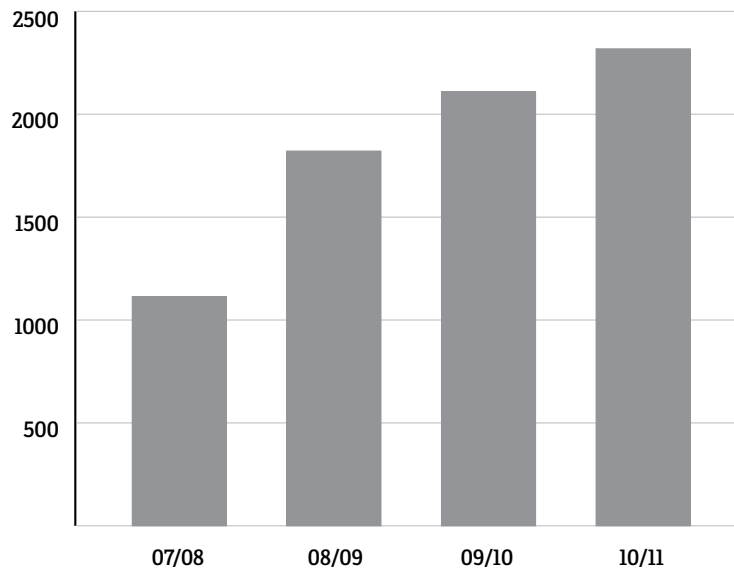
Mandated Institutions	Fulfilled*	Active Students Served (Over 2 Years)
BC Institute of Technology	517	56
Camosun College	138	89
Capilano University	14	8
College of New Caledonia	47	36
College of the Rockies	28	17
Douglas College	243	63
Emily Carr University of Art & Design	9	10
Justice Institute	2	4
Kwantlen Polytechnic University	160	70
Langara College	131	49
Nicola Valley Institute of Technology	0	0
North Island College	166	65
Northern Lights College	53	24
Northwest Community College	33	16
Okanagan College	395	148
Selkirk College	17	18
Thompson Rivers University	115	61
University of the Fraser Valley	176	88
Vancouver Community College	70	37
Vancouver Island University	4	7
<b>Total</b>	<b>2,318</b>	<b>866</b>

\* Requests may also be fulfilled through the CILS collection or inter-library loans.

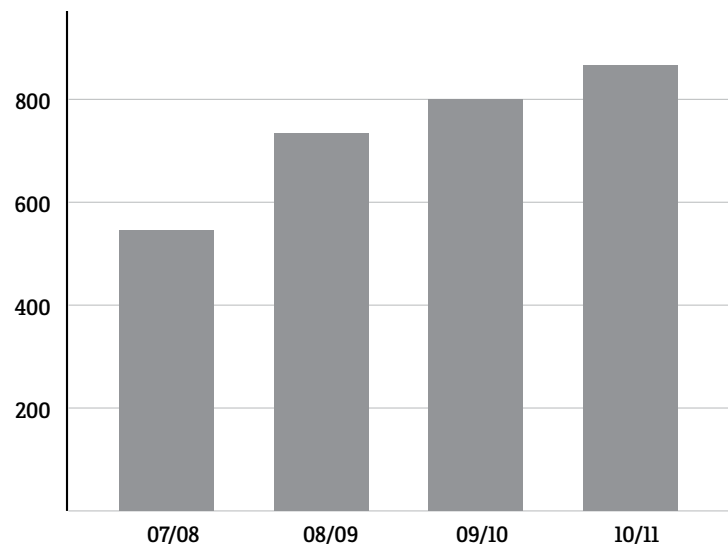
**CHART 3: ITEMS LENT TO NON-MANDATED INSTITUTIONS**

Non-Mandated Institutions	Requests Fulfilled
APSEA (Atlantic)	1
Manitoba Special Materials	12
Resource Services Library (ON)	18
Royal Roads	3
Saskatchewan Education	3
SFU	24
UBC Crane	8
Total	69

**CHART 4: CILS REQUESTS FULFILLED TO MANDATED INSTITUTIONS OVER 4 YEARS**



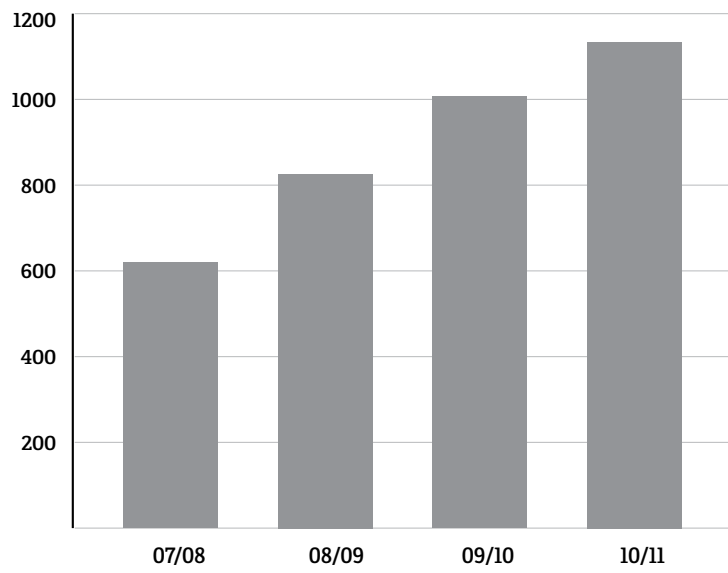
**CHART 5: CILS STUDENTS OVER 4 YEARS**



**CHART 6: ALTERNATE FORMATS PRODUCED 2010 - 2011**

Total Production	Total CILS (complete) 2010/2011	Percentage of Production	Total CILS (complete) 2009/2010	% Up/Down compared to 2009/2010
MP3 (Digital Audio)	303	26.72%	284	6.69%
E-text	330	29.10%	371	-11.05%
Text Readable PDF	460	40.56%	275	67.27%
PDF	3	0.27%	10	-70.00%
Large Print	1	0.09%	1	0.00%
DAISY (human Voice)	19	1.68%	13	46.15%
DAISY (synthetic voice)	18	1.59%	53	-66.04%
<b>Total Production</b>	<b>1,134</b>	<b>100.00%</b>	<b>1,007</b>	<b>12.61%</b>

**CHART 7: CILS PRODUCTIONS OVER 4 YEARS**



# ▶ Financial Report

CILS BUDGET SUMMARY / APRIL 1, 2010 - MARCH 31, 2011

Budget Description	Operating	Expenses	Balance
Revenue Grant	\$516,000	\$476,959	\$39,041
Revenue Grant deferred	\$39,430	\$39,430	\$0
Misc Revenue	\$10,000	\$17,219	-\$7,219
<b>Subtotal Revenue</b>	<b>\$565,430</b>	<b>\$533,609</b>	<b>\$31,822</b>
<b>Staff</b>	<b>Operating</b>	<b>Expenses</b>	<b>Balance</b>
Honoraria	\$100	\$200	-\$100
Librarians	\$133,394	\$136,276	-\$2,882
Staff	\$204,028	\$193,510	\$10,517
Readers	\$11,048	\$11,723	-\$675
Labour/Payroll Leaves- CUPE	\$0	-\$1,901	\$1,901
Labour/Payroll Leaves - ADMIN	\$0	\$3,402	-\$3,402
Fringe Benefits	\$76,651	\$76,668	-\$17
<b>Subtotal Salaries</b>	<b>\$425,221</b>	<b>\$419,878</b>	<b>\$5,344</b>

Other Expenses	Operating	Expenses	Balance
Supplies	\$43,930	\$1,825	\$42,105
Computer Parts	\$0	\$1,658	-\$1,658
Software (< \$1,000)	\$2,000	\$1,836	\$164
Software (> \$1,000)	\$0	\$5,450	-\$5,450
IMS charges	\$0	\$375	-\$375
Books	\$20,000	\$9,701	\$10,299
Periodicals/Standing Orders	\$0	\$821	-\$821
Electronic Subscriptions	\$0	\$375	-\$375
Communications: Phones & Equipment	\$18,130	\$22,996	-\$4,866
Rentals Equipment	\$250	\$420	-\$170
Hostings	\$1,000	\$736	\$264
Travel & Conference	\$10,150	\$9,627	\$523
Printing	\$250	\$494	-\$244
Fees: Membership	\$3000	\$3,079	-\$79
Fees: Misc	\$39,697	\$47,275	-\$7,578
Deliveries: Courier and Shipping	\$4,100	\$7,063	-\$2,963
<b>Subtotal Expenses</b>	<b>\$142,508</b>	<b>\$113,731</b>	<b>\$28,777</b>
<b>TOTAL CILS</b>	<b>\$567,729</b>	<b>\$533,608</b>	<b>\$34,120</b>

\* \$13,700 equipment renewal costs to be paid in 2011 for 2010

# ▶ Appendix 1

## COSTS FOR ALTERNATE FORMATS

**The following range of costs is for various alternative formats produced at CILS:**

### **LARGE PRINT**

**\$100 – \$1,000**

Depends on extent and complexity of material.

### **IMAGE ONLY PDF**

**\$100 – \$500**

Depends on the complexity of the material and the requirements of the student.

### **ACCESSIBLE PDF**

**\$200 – \$2,000**

Depends on complexity of material; for example, those texts that have more than 2 columns and various figures, images, tables, and formulas require additional work.

### **E-TEXT**

**\$200 – \$3,000**

Depends on the needs of the student and complexity of material. Figures, tables, equations/formulas, and other special items need to be described according to international standards.

### **DIGITAL AUDIO (MP3)**

**\$300 – \$4,000**

All page numbers, language tags, and other producer insertions must be as good as possible in electronic text in order to produce a good digital audio product that meets the needs of the student.

### **FULL TEXT SYNTHESIZED**

#### **VOICE DAISY**

**\$300 – \$5,000**

Depending on the needs of the student and complexity of material, figures, tables, equations/formulas, and other special items are described according to international standards and made navigable via DAISY markup.

#### **HUMAN VOICE DAISY**

**\$500 – \$10,000**

Required to produce the most complex books such as math and physics; those books that would take too long to produce in electronic text due to the amount of equations and terminology that would need to be transcribed.

### **ELECTRONIC TEXT (E-TEXT)**

Any computer-readable text file, such as a word processor document. Specific formats include, but are not limited to ASCII, HTML, accessible PDF, RTF, and Doc. E-text can be easily enlarged for students with low vision; however, it is often most useful in that it can be converted to audio for visually impaired or learning disabled individuals. Not only does e-text serve as a source for digital audio (MP3), but it may be converted to audio on-the-fly on most computers using text-to-speech software such as Text Aloud or ReadPlease, or by a screen reader such as JAWS.

### **LARGE PRINT**

CILS produces a variety of large print formats.

## ▶ Appendix 2

### EXAMPLES OF ALTERNATIVE FORMATS

#### **ACCESSIBLE PDF**

PDF documents are not necessarily accessible, and may be “image only,” containing only a picture of a page, not computer readable textual information. While “image only” PDF is sufficient for enlargement on a computer screen (see “Large Print” page 23), Accessible PDF includes both a picture of the page as well as the page’s complete computer readable text, and is therefore suitable for text-to-speech output. PDF (or Portable Document Format) was developed by Adobe Systems.

#### **ANALOG AUDIO**

Cassette tapes in analog formats. This format is still available for loan, but is no longer produced by CILS.

#### **HUMAN VOICE MP3**

An audio recording rendered by a human reader. Encoded and distributed in the common MP3 digital audio format, and playable by any MP3 enabled device such as an iPod or computer.

#### **SYNTHESIZED VOICE MP3**

An audio recording generated with a synthesized or computer voice. Encoded and distributed in the common MP3 digital audio format, and playable by any MP3 enabled device such as an iPod or computer.

#### **DAISY (DIGITAL ACCESSIBLE INFORMATION SYSTEM)**

This talking book format allows users to navigate the text by chapter, section, and page number. DAISY talking books can be played on a computer or on a portable DAISY player. This format comes in human and synthetic voice varieties.

#### **TACTILE GRAPHICS**

Raised or sculptured drawings produced through various means, including microcapsule paper, thermoform paper, press braille, polymer and powder deposit methods, sculpture, and 3D models.

#### **BRAILLE**

A tactile system of cells of dots, produced in paper braille and electronic braille files, and used manually or in refreshable braille devices. Not produced by CILS but acquired when possible.

#### **KURZWEIL (KESI FILE)**

A proprietary format that allows users to navigate an electronic document via computerized assistive reading and writing. Requires Kurzweil Software.

#### **ACCESSIBLE WEB PAGES**

Webpages designed to be readable by screen reading software. Such pages must meet minimum accessibility standards, as defined by the W3C (World Wide Web Consortium).



## ▶ Appendix 3

### CILS PARTNERSHIPS

Collaboration has been the foundation of the CILS operation from the beginning of its existence. Through partnerships with other agencies, CILS identified emerging needs, improved access to resources for CILS clients, promoted responsive public services, reduced waiting times, identified new technology, and gained significant cost savings through sharing of resources.

#### **CILS ADVISORY COMMITTEE - MANDATE**

The CILS Advisory Committee included the Learning Disabilities Association of BC, BCcampus, the Industry Training Authority, PCAS, NEADS and CRANE. CILS joined consumer and community advisors such as the Council of Post-Secondary Library Directors, CNIB, ATBC, the Provincial Resource Centre for the Visually Impaired (K-12), Disability Services Articulation Group, and Vancouver Community College Program for the Visually Impaired.

#### **BRITISH COLUMBIA PARTNERSHIPS**

CILS is an active member of the BC Library Association. CILS staff members collaborate with and attend the Disability Services Articulation Group annual meeting in order to promote and be more aware of student needs. CILS also presents a report annually to the Council of Post-Secondary Library Directors in BC to make them aware of new technologies and cost savings that can happen with resource sharing.

#### **NATIONAL PARTNERSHIPS**

National and international partnerships remained important factors in delivering cost-effective, responsive services to BC clients which include CAER, Canadian DAISY Consortium, and Initiative for Equitable Library Access (Library and Archives Canada).

#### **CANADIAN ASSOCIATION OF DISABILITY SERVICES PROVIDERS IN POST-SECONDARY EDUCATION (CADSPPE)**

The Canadian Association of Disability Service Providers in Post-secondary Education is a national group of professionals committed to the ongoing creation of accessible, equitable, and inclusive post-secondary learning environments for students with disabilities.

## ▶ Appendix 4

### AUTHORITIES FOR SERVICES AND DEFINITIONS

Authorities for services, definitions of disability and appropriate accommodations are cited in the Canada Copyright Act (persons with perceptual disabilities), the BC Human Rights Act (“the duty to accommodate”), and the BC Post-secondary Disability Services Guidelines for Disability Definitions, Documentation and Accommodation prepared by the Disability Services Working Group on Reporting and Definitions (DSWG).

## ▶ Appendix 5

TESTIMONIALS FROM STUDENTS AND DISABILITY COORDINATORS\*

“Thank you for all your hard work everybody! I know this material will be useful to many others, aside from myself. I really value having access to my books in electronic format for many years to come.”

**Student, Douglas College**

“They’re perfect! They’re working really well.”

**Student, Douglas College**

“Course finished, went well - thank you, went awesome.”

**Student, Camosun College**

“Digital audio files were a big help, very thankful, very grateful. It’s my first term since my disability, and I was always an A student ... I am very grateful because for the most part I’ve been able to keep my grades up to that average.”

**Student, Douglas College**

“This is for the winter semester already? WOW very efficient!”

**Student, Camosun College**

“It’s been working great and a big help.”

**Student, Camosun College**

“Things are working beautifully and your services have been excellent.”

**Student, Douglas College**

“Going really well, first semester but I’m finding it very useful.”

**Student, Douglas College**

“I use CILS services for my work. I have to keep looking for resources and supplementary exercises for Office 2007. CILS has come through big time this year with the books I need to read.”

**Disability Coordinator, Vancouver Community College**

“Thanks again for your time. It was great to have this available to me and in such a timely manner.”

**Student, British Columbia Institute of Technology**

“Thank you very much, you have been so kind and patient with me, I appreciate all your help and attentiveness.”

**Student, Okanagan Community College**

\* Testimonials have been edited for grammar and punctuation.

## ▶ Appendix 5 (continued)

TESTIMONIALS FROM STUDENTS AND DISABILITY COORDINATORS\*

“Thanks so much for all the hard work that went into producing this text.”

**Student, Vancouver Community College**

“Thanks for all your work on these titles this morning.”

**Student, Northwest Community College**

“I am so glad that you two connected and that you have the PDF format with the MP3 files. Thank you very much Dan for your quick response to this request. Much appreciated.”

**Disability Coordinator, Vancouver Community College**

“I just want to thank both of you for taking such great care of our students. This has not been an easy re-entry for me coming back to work this fall, but the support and professionalism you both have shown dealing with the talking books have made things so much easier for me.”

**Disability Coordinator, Douglas College**

“CILS has been great for taking away the stress of having or not having accessible books. I hope more universities sign up to work with you as some of them clearly don't have the resources to be as productive as you. Also hope that I will use your services again.”

**Student, Douglas College**

\* Testimonials have been edited for grammar and punctuation.