



Centre for
Accessible
Post-secondary
Education
Resources

ANNUAL REPORT

2018-2019

" All you need to know is that my grades went up :)"

Student (Name withheld)

" This is a great service, and I'm so thankful for it."

Thomson Rivers University student

" I would like them to hear that they help students make their educational paths work. We who go through CAPER-BC know the great resource that you are, and highly value the continuous progression that is made by CAPER-BC to further allow students of all kinds succeed."

University of the Fraser Valley student

" We really appreciate the assistance you provide. I would not be able to read my textbooks without your help."

Student (Name withheld)

" Keep up the good work!"

Langara College student

Service provided by Langara College

Funded by the B.C. Ministry of Advanced Education, Skills and Training

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EXECUTIVE SUMMARY

For CAPER-BC, 2018/19 was a year of deep reflection and planning for future challenges. Keeping up with technological advancements, ever-increasing numbers of student users and requests for alternate format materials, the shifting prevalence of different types of disabilities among the post-secondary student population, and ongoing financial constraints all continue to impact CAPER-BC operations, services, and workflows.

During 2018/19, CAPER-BC served 1,901 students with print disabilities through 5,442 requests for alternate format educational materials.

The average turnaround time to fulfill these record-breaking number of requests was the second fastest in CAPER-BC history, at 2.7 days. Increased communication with publishers, new technologies, improved production efficiencies, and the growing number of resources in CAPER-BC's centralized collection all contributed to faster turnaround times. However, new alternate formats, the need for enhanced accessibility options, and increasingly complicated resources continue to challenge production efficiency.

In March 2018, CAPER-BC received a one-time funding contribution of \$125,000 from the BC Ministry of Advanced Education, Skills and Training. These additional funds allowed investment in several areas to improve production efficiency, enhance communication with students and mandated institutions, increase collaboration with various partners, and undertake several projects to ensure CAPER-BC continues to improve service offerings and meet future student needs. Projects and improvements funded by this one-time contribution include:

- contracting with a third party to undertake a needs assessment and cost benefit analysis of current and proposed services;
- investigating and developing a searchable online repository of CAPER-BC alternate format resources;
- stabilizing part-time staffing during times of peak demand;
- increased travel to mandated institutions to enhance relationships with Accessibility Services staff, faculty, and students;
- investment in technology, including software and hardware;
- investment in professional development/training for CAPER-BC staff.

YEAR AT A GLANCE

CAPER-BC



2018/19 was a year of reflection and planning for CAPER-BC. We continued to grow our services and increase efficiencies, but also focused on reaching out to our community for insight into challenges and potential improvements.

Number of clients served

1901



Increase in clients since 2008

+308%



Number of requests for alternative format materials

5442



Increase in requests since 2008

+370%



Funding increase since 2008

0%



Average request turnaround time

2.7 days



20
educational
institutions served
across BC



Formats produced



692
PDF



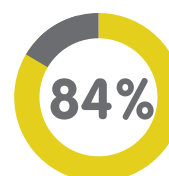
8
MP3



189
e-Text

Requests fulfilled from existing or partner collections

63%



Students who responded to the fall student survey that they are "Very happy" or "Happy" with CAPER-BC services

ABOUT CAPER-BC

The Centre for Accessible Post-secondary Education Resources British Columbia (CAPER-BC) is a publicly funded organization that provides print disabled post-secondary students with the accessible course material they need to succeed. CAPER-BC serves clients who cannot use conventional print due to visual impairments (including blindness), learning disabilities, physical limitations, neurological impairments and multiple disabilities.

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

OUR MISSION:

CAPER-BC is a publicly funded organization that provides print disabled BC post-secondary students with the accessible course material they need to succeed.

We are passionate about making teaching and learning materials accessible. We are advocates for students with print disabilities. We believe in personalized support, equal access to information, and the development of a collective repository of knowledge. Open-minded, collaborative, and student-centred.

We are CAPER-BC.

SERVICE GOALS

CAPER-BC priorities for 2018/19 services are outlined in the BC Ministry of Advanced Education, Skills and Training (AEST) funding letter of September 27, 2018, as follows:

- Continuing to **improve responsiveness** to, **and communication** with, students, accessibility coordinators, librarians and other stakeholders regarding requests for accessible resource material;
- **Increasing efficiencies** by lending alternate formats, consulting on best solutions, communicating through a variety of electronic and personal means;
- **Monitoring student needs** through assessment and consultation and focusing resources on in-demand resource formats;
- Maintaining, developing and **strengthening partnerships** with other agencies, services and consortia through the creation and sharing of resource materials including a searchable digital database of CAPER-BC materials;
- **Increasing learner access** to alternate formats to ensure equity of access, support, institutional effectiveness and program diversity by establishing and maintaining appropriate liaisons with clients, service providers and the on-line community;
- **Developing and delivering training tools** and workshops to inform CAPER-BC staff, accessibility coordinators, librarians and related personnel and students about alternate formats (MathML, tactile graphics etc.), services and accessible on-line learning; and,
- **Encouraging collaborative mechanisms** with other provincial groups such as BCcampus and the British Columbia Electronic Library Network.

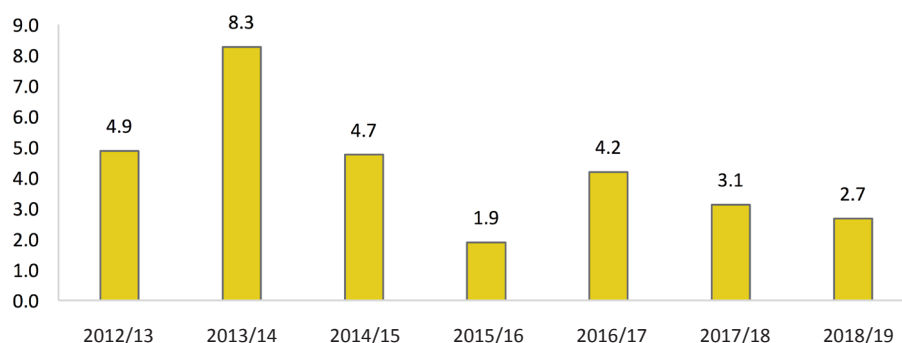
IMPROVING RESPONSIVENESS AND COMMUNICATION

RESPONSIVENESS

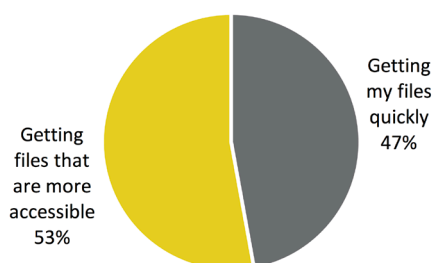
- Turnaround times continue to improve.
- 2018/19 saw the second fastest average turnaround time in CAPER-BC history (2.7 days).
- 2015/16 was the only year with faster request turnaround (1.9 days).
- In both 2015/16 and 2018/19, CAPER-BC received a large one-time funding boost, enabling investment in staff and technology to improve speed and responsiveness.

2018/19 average request fulfillment: 2.7 days

**Average request turnaround time in days (all schools, all formats)
2012-2019**



Student preference: accessibility vs. speed, fall 2018 student survey



FUTURE POSSIBILITIES

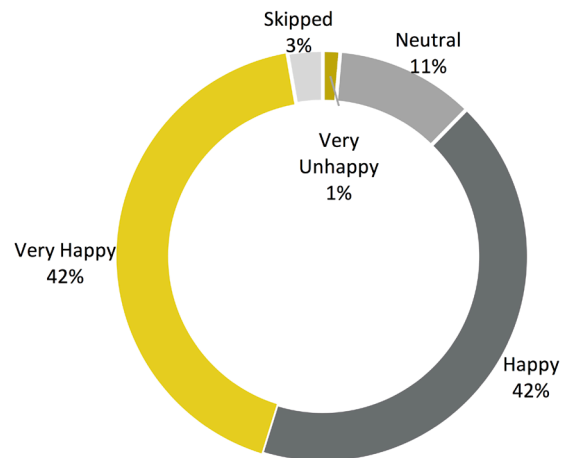
Past survey results indicate that wait times correlate strongly with student satisfaction with CAPER-BC services. Accordingly, we continue to prioritize quick turnaround; however, improving the accessibility of alternate formats often requires a longer turnaround time. This year, we added a question to the student survey to gauge whether students value receiving files more quickly or receiving files that are more accessible. Student opinion was evenly divided on this issue, with 53% of respondents expressing a preference for more accessible files and 47% preferring to receive their files more quickly. We will continue to monitor student preference and industry best practice to strike an appropriate balance between speed and accessibility.

COMMUNICATION

- Communicate actively with students on all requests.
- Surveys of all active students conducted in fall and winter semesters.
- Student satisfaction with CAPER-BC services remains high.

84% of students “very happy” or “happy” with CAPER-BC services (based on student responses to fall 2018 survey)

Student satisfaction with CAPER-BC services, fall 2018 student survey



*Results of 73 respondents asked "how happy are you with CAPER-BC services as of January 11, 2019.

CAPER-BC ADVISORY COMMITTEE

The Advisory Committee meets annually to provide a forum for collaboration, support, and sharing of information. The purpose of the Committee is to advise CAPER-BC of student needs, give feedback on products and services provided by CAPER-BC, and share information about trends, opportunities, and technology.

The Advisory Committee met in early June 2018. Highlights of this meeting included an update from Ministry representative Miles Stratholt and a presentation from Social Planning and Research Council of British Columbia (SPARC BC) representative Alfiya Battalova.

INCREASING EFFICIENCIES

ADVOCATING FOR ACCESSIBILITY IN THE PUBLISHING INDUSTRY

In late 2017, CAPER-BC became a member of the AccessText Network, a US based partnership founded by the Association of American Publishers and supported by many leading publishing houses. The AccessText Network provides a conduit for the timely sharing of electronic textbook files from publishers to colleges and universities working with students with disabilities. Membership allows for quicker turnaround for electronic files from participating publishers that support Canadian requests. Since joining, CAPER-BC has had 85 requests fulfilled via the AccessText Network, greatly reducing the need to individually contact publishers for files and significantly reducing the turnaround time to receive files from publishers. We also continued to enhance our relationship with publishers outside of this network, through ongoing communication efforts with individual publishers and attendance at a Canadian electronic publishing conference.

FUTURE POSSIBILITIES

Production efficiencies have been greatly increased, and we may be approaching maximal efficiencies for production times on uncomplicated resources and turnaround times on requests already in our collection. However, CAPER-BC continues to see requests for increasingly complex materials, including trades and STEM resources. Current production methods for textbooks in mathematics and the sciences are extremely labour and time intensive, generating the need for substantial lead times for these projects. CAPER-BC continues to explore ways to reduce production time for complex resources, such as:

- pursuing professional development for staff to improve knowledge of best practices and new production tools and techniques;
- purchasing a one year licence for new software (EquatIO) intended to simplify or eliminate much of the data entry needed when producing texts using MathML;
- monitoring student preferences for other alternative formats, including Braille and tactile graphics.

INVESTING ONE-TIME FUNDING TO IMPROVE PRODUCTION EFFICIENCIES

In March 2018, CAPER-BC received an additional one-time funding contribution of \$125,000, to be utilized in the 2018/19 fiscal period. This additional funding allowed for several areas of investment to improve the efficiency of our production and workflows. These investments include:

- The purchase of new technologies and equipment including a new scanner, additional licences for optical character recognition software, and other assistive technology software.
- Professional development opportunities and enhanced training for staff.
- Hiring of two part time contract staff to top up production capabilities during busy periods.
- Conducting a needs assessment and cost benefit analysis, investigating the range of services currently offered by CAPER-BC and developing strategic plans for future projects.

Further details on the impact of this one-time funding contribution can be found in the “Projects and progress” sections throughout this report.

PROJECTS AND PROGRESS:

A portion of the one-time funding was utilized to investigate and develop an online repository of the CAPER-BC collection. The creation of this searchable digital repository will:

- allow staff at mandated Accessibility Services offices to directly search and download accessible material that is housed within the CAPER-BC collection;
- save time and money on the part of both CAPER-BC and the individual Accessibility Services offices by automating requests for existing materials;
- free up CAPER-BC staff time to focus on high quality production work by eliminating the time spent searching for and sending out materials that are held within our collection;
- empower users to take ownership of the process of searching for and acquiring materials;
- encourage enhanced collaboration with users throughout BC and Canada by increasing access to our resources in a timely, efficient, and convenient matter.

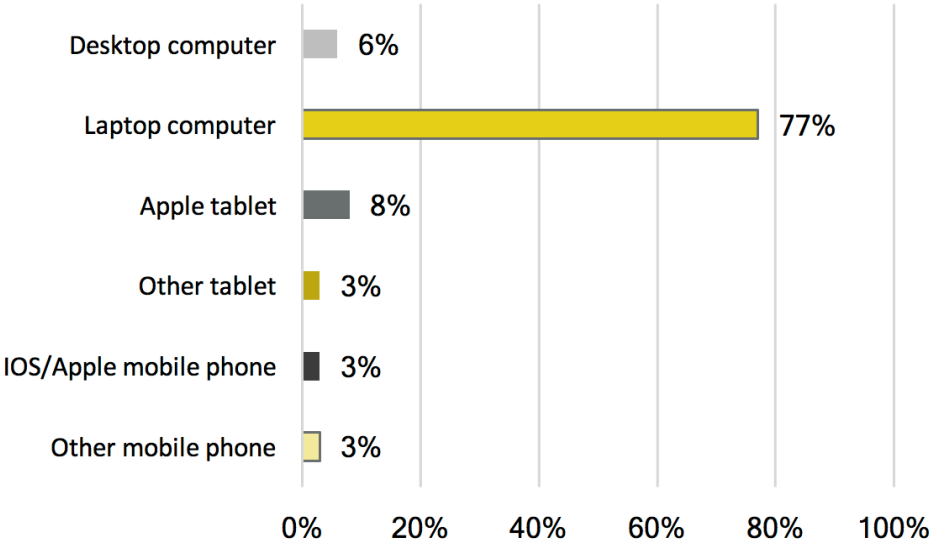
CAPER-BC partnered with the British Columbia Electronic Library Network (BC ELN) to utilize their expertise and the existing Arca Digital Repository to develop an accessible, rights restricted repository site. 2018/19 saw rapid progress in development work, with the set-up of our site, staff training to populate and maintain our collection in the repository, and the start of ingesting the large collection of CAPER-BC files to the searchable site. In 2019/20, the ingesting of files will be completed, and user testing with Accessibility Services Offices will allow us to fine tune the interface leading to a roll-out of this new service model to mandated institutions.

FOCUSING RESOURCES TO MEET STUDENT NEEDS

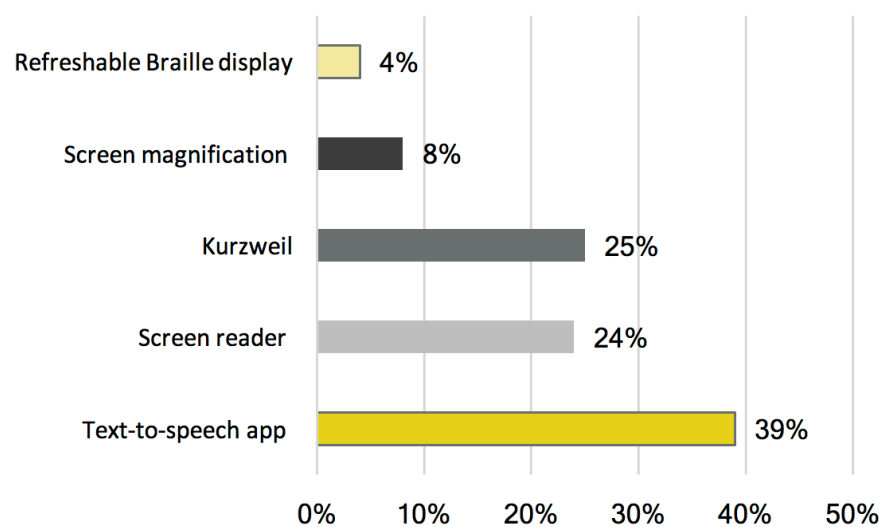
STUDENT CONSULTATION

In order to build deeper knowledge around how students are interacting with materials they receive from CAPER-BC, several questions were added to our student survey. Two of these questions focus on the technology used by students that access resources from CAPER-BC and the types of assistive technology used to interact with their resources. While response rates to student surveys are generally quite low, the answers to these questions do provide some information to help us understand how students work with their alternate format materials. We will continue to collect this information to guide production workflows and decisions about types of alternate formats to provide.

Type of device used to access CAPER-BC materials, fall 2018 student survey



Type of assistive technology used to access CAPER-BC materials, fall 2018 student survey



PROJECTS AND PROGRESS

A portion of the one-time funding contribution this year was utilized to deeply examine the services CAPER-BC currently provides, situating our role in context within the larger community of alternate format providers and educational accessibility supports, and exploring areas we could enhance our service offerings to better support our users. We partnered with the Social Planning and Research Council of British Columbia (SPARC BC) to conduct a detailed needs assessment and cost benefit analysis. This research consisted of a literature review, a workshop with CAPER-BC staff, and interviews with a wide variety of stakeholders. Results will:

- provide detailed information regarding stakeholder needs;
- identify possible unfulfilled needs;
- provide insight into planning for ongoing and upcoming challenges;
- identify areas where CAPER-BC can continue to increase efficiencies, strengthen partnerships, and increase learner access to alternate formats.

During this process, SPARC BC conducted an online interview of 110 students throughout the province using CAPER-BC services. Assessment of student feedback identified three key themes for improvement:

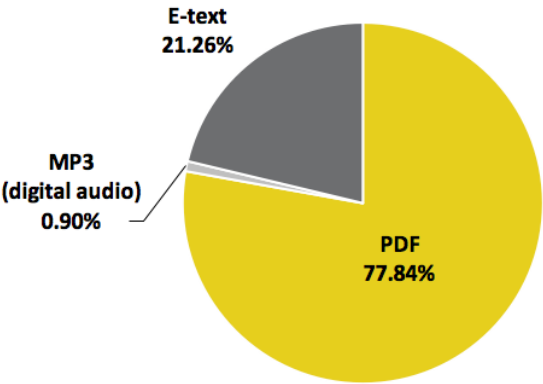
1. **Advocacy** – students want more information about CAPER-BC and our services, and want us to act as a voice for accessibility advocacy in post-secondary education in the province.
2. **Technical support** – students want more support for CAPER-BC to understand how to work with the alternate format resources they receive, and expressed interest in an online direct service model or app to allow them to obtain accessible resources directly.
3. **Cost** – students expressed frustration at the costs of educational materials, which can be particularly onerous if they are required to purchase textbooks and other materials in print format which is of little or no use to them. In some cases, it is necessary to purchase a second copy of an item to send to CAPER-BC because they cannot be without access to their resource for the length of time it takes for it to be produced in an alternate format.

Moving forward, the insights gained from students and other stakeholders will be used to undertake projects to deepen our connection to the accessibility community and improve our services wherever possible.

IN-DEMAND RESOURCE FORMATS

- Text-to-speech technology has continued to improve in ubiquity and functionality.
- PDF has become CAPER-BC’s most requested and produced format.
- PDF is also the format most publishers will commonly share upon request.

Types of alternate formats produced, 2018/19



PDF files are the most commonly requested and produced format, however the accessibility can vary widely. This year CAPER-BC experimented with ways to improve the accessibility of PDF resources, including amending the reading order. So far, this experimentation shows promise, with rezoned files performing better with text-to-speech applications. However, this type of alteration adds to the production time for PDF format resources, which is generally very fast. CAPER-BC will continue to experiment in this area, in order to achieve the best balance between accessibility and quick turnaround of requests.

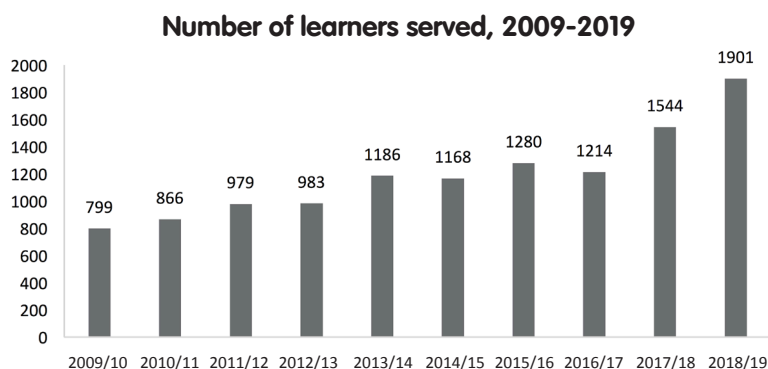
FUTURE POSSIBILITIES

Publishers and other alternate format providers continue to experiment with EPUB as a format capable of delivering “born accessible” resources. Much work has been done advocating for accessibility features to be built into EPUB workflows and to increase publisher awareness of these features, particularly by the Centre for Equitable Library Access (CELA) and the National Network for Equitable Library Service (NNELS). Publishers appear to be moving in the direction of providing accessible EPUB resources, however knowledge of and demand for this format continues to be low among students. If EPUB becomes more widely adopted in future, it may be an area where we see shifts in student format preference. Because publishers will be focused on newly produced titles, future demand for remediation of older titles into accessible EPUB formats will probably not be undertaken by publishing houses, CAPER-BC and other alternate format providers throughout Canada may be called upon to create these resources for students where needed. In preparation for anticipated increased demand for EPUB, CAPER-BC staff have undertaken professional development opportunities in this area, including attending an accessible EPUB workshop sponsored by NNELS, a Canadian electronic publishing conference, and webinars on various topics related to publishing in EPUB format.

INCREASING LEARNER ACCESS TO ALTERNATE FORMATS

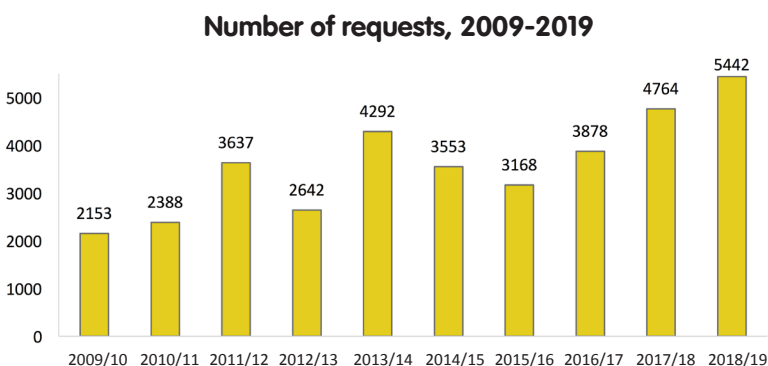
CAPER-BC USAGE CONTINUES TO GROW

- In 2018/19 CAPER-BC worked with 1,901 clients.
- Use of our services continues to steadily increase.
- Use increased 23% in the last year and 138% in the last decade.



LOANING ALTERNATE FORMATS

- It was another record breaking year for the number of requests for alternative formats.
- 5,442 requests made to CAPER-BC from around the province.



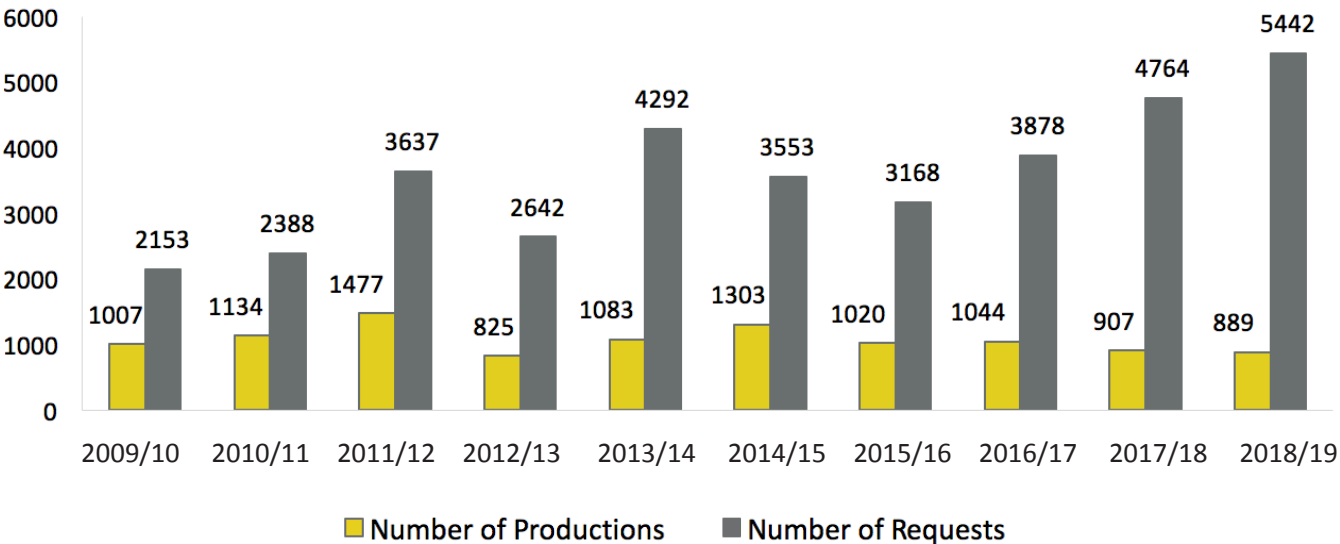
BORROWING ALTERNATE FORMATS

- Whenever possible CAPER-BC borrows alternative formats from other institutions.
- CAPER-BC was able to borrow 153 alternate formats of the 5,442 requests processed in 2018/19, saving time and money.
- CAPER-BC lent 19 productions to other partner institutions, both inside and outside of BC.

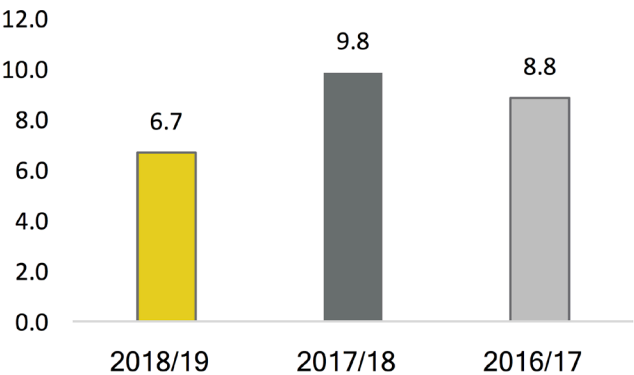
PRODUCTION OF ALTERNATE FORMATS

- CAPER-BC processed 5,442 requests and produced 889 alternate formats between April 2018 and March 2019.
- Productions included PDF, e-text, and MP3 files.
- 3,407 (63%) of the 5,442 format requests made between April 2018 and March 2019 were fulfilled directly from the CAPER-BC collection (see Appendix 1: Table 2).
- This efficiency is one of the largest benefits of the centralized, shared service model of CAPER-BC.
- Production time continues to improve, but is largely dependent on the type of requests received in a given year (PDF is much quicker to produce than e-text) and the complexity of the subject matter.

Number of productions vs. requests, 2009-2019



Average production time in days, all formats
2016-2019



22,827 days were saved
by filling requests with
items in the centralized
CAPER-BC collection*

* 3,407 requests that did not need to
be produced, multiplied by an average
production time of 6.7 days

DEVELOPING AND DELIVERING TRAINING TOOLS

Training workshops, site visits, and orientations for new disability service staff introduce people to assistive technology and the alternate formats being produced at CAPER-BC. Corrie Playford has developed professional development workshops for post-secondary instructional faculty, to provide an introduction to disability issues, and how to create accessible resources. These workshops have been offered as an option for faculty professional development at mandated institutions, and will be presented at College of the Rockies and Capilano University in early May. Corrie also presented informal “tech talks” on various assistive technology applications and tools to Accessibility Services offices at Camosun College, Kwantlen Polytechnic University, and Capilano University. Additionally, Corrie will work with Deloris Piper of Post-secondary Communication Access Services (PCAS) to present a session at the British Columbia Library Association Conference in May 2019 focused on designing accessible library collections, resources, and programming.

CAPER-BC librarians continue to be a resource for colleagues in academic and public libraries on a wide range of aspects of alternate formats and assistive technologies for those with disabilities, including accessible format production and copyright.

DEEPENING PARTNERSHIPS AND ENCOURAGING PROVINCIAL COLLABORATION

In 2018/19 CAPER-BC continued to prioritize collaboration with partners throughout BC and the rest of Canada.

- Strengthened our relationship with the Ministry and other post-secondary accessible education support services (PCAS and AT-BC) through increased communication, more frequent meetings, and shared projects including conference presentation proposals.
- Visited Accessibility Services offices and met with staff at Camosun College, Vancouver Island University (Powell River, Nanaimo, and Cowichan campuses), North Island College, Kwantlen Polytechnic University, Langara College, and Capilano University.
- Collaborated on accessibility focused projects with Camosun College (accessible coursepacks) and Langara College (accessible library guides).
- Corrie Playford represented CAPER-BC on the advisory committees for the Provincial Resource Centre for the Visually Impaired (PRCVI) and PCAS, enhancing CAPER-BC's presence in the broader disability community in BC.
- Continued the annual tradition of cross-training with AT-BC staff, meeting in June to focus on trades materials and how to troubleshoot various technical challenges they present.
- Increased communication with the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), attending the annual meeting and participating in conference calls every other month.

PROJECTS AND PROGRESS:

Due to the receipt of additional funding this year, CAPER-BC was able to increase travel to remote locations, enabling site visits to numerous schools with new Accessibility Services staff as well as campuses that CAPER-BC had not visited in the past. Given that CAPER-BC works with students at a distance, strong relationships with accessibility service providers are essential to ensure that students receive the course materials they need in the format they need, and that they understand what services we offer. These face-to-face visits allowed for the development and strengthening of the working relationship between CAPER-BC and mandated institutions.

FUNDING ADVOCACY

In several of the past fiscal years, CAPER-BC has benefitted from one-time funding grants from the Ministry. While this is always good news, CAPER-BC requires an increase in its ongoing operating budget which has remained the same since 2008, despite a quadrupled demand for services. One-time funding allows CAPER-BC to add additional temporary staff and undergo various projects to improve efficiency and technological capacity, but does not allow for investing in any activities that would require an ongoing commitment of funds.

In the 2018/19–2020/21 Service Plan, the Ministry of Advanced Education, Skills and Training outlines several goals, objectives, and strategies that explicitly focus on accessibility issues. Goal 2 affirms: “Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.”¹ An important aspect of this support is delineated in Objective 2.2: “Respond and adapt to the diverse and changing needs of learners”. The Service Plan goes on to outline several strategies to ensure this objective is met, many of which are closely aligned with the services provided by and values embodied in CAPER-BC.

Strategy: Support learners with permanent disabilities through continued funding for programs and services that help offset barriers to post-secondary education and training.

CAPER-BC is an excellent example of a shared, centralized service that delivers value to mandated institutions and The Ministry. CAPER-BC directly offsets barriers to post-secondary education and training by ensuring that learners with disabilities can access the materials they need to pursue their education. Increased stable funding would ensure that we can continue to improve on providing timely access to resources, to ensure learners with disabilities are not disadvantaged by long wait times to receive their educational materials.

Strategy: Provide programs, services, tools and resources for those who are struggling to gain a foothold in the job market through targeted programs for...persons with disabilities and women in the trades...

¹ British Columbia Ministry of Advanced Education, Skills & Training. 2018/19-2020/21 Service Plan. February 2018. <http://www.bcbudget.gov.bc.ca/2018/sp/pdf/ministry/aest.pdf>

² B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training. 2014. https://www.workbc.ca/getmedia/4c54646a-93fa-4566-b148-f43a3f27b240/Booklet_BC'sBlueprint_web_140428.pdf.aspx

Unemployment and underemployment disproportionately affect the disabled community. Accessible educational opportunities provide a means to ensure that students with disabilities gain fair and equitable access to the same resources and opportunities to develop employment ready skills and training as their peers.

The number of trades requests, relative to the number of students is high: 15% of students make 50% of requests. One of the goals of The BC Skills for Jobs Blueprint is to “shift education and training to better match with jobs in demand.”² As the number of students in the trades increases it is anticipated CAPER-BC will be serving more students in trades with print disabilities. It is important that these students have the necessary supports to succeed, and that CAPER-BC has adequate funding to serve them.

CAPER-BC has been a trusted support for BC’s post-secondary community since 1985, and is established as a valuable resource for disabled students and other stakeholders. Because we work with students from a distance, difficulties can arise in raising awareness of CAPER-BC services, particularly for students enrolled in smaller institutions that may have fewer accessibility resources available to them. Adequate funding would allow us to undertake projects to increase awareness of our services, such as increased training and technical support for students and accessibility services staff members.

Strategy: Improve student mental health, safety and overall well-being, including creating greater awareness of available supports...

TABLE 1: FINANCIAL REPORT

REVENUE 2018/19	BUDGET	ACTUALS	BALANCE
Grant	\$516,000.00	\$516,000.00	\$ -
Grants (One time funding) *	\$125,000.00	\$125,000.00	\$ -
Miscellaneous revenue	\$15,000.00	\$10,417.50	\$4,582.50
Total Revenue	\$656,000.00	\$651,417.50	\$4,582.50
EXPENSES			
SALARIES	BUDGET	ACTUALS	BALANCE
Stipend-In	\$ 1,042.31	\$ 86.87	\$ 955.44
Librarians	\$186,569.32	\$165,072.58	\$21,496.74
Staff	\$316,284.08	\$277,351.56	\$38,912.52
Fringe benefits	\$94,820.97	\$87,646.12	\$7,174.85
Subtotal Salaries	\$ 598,716.68	\$530,169.91	\$68,546.77
OTHER EXPENSES	BUDGET	ACTUALS	BALANCE
Supplies	\$2,500.00	\$1,205.19	\$1,294.81
Electronic subscriptions & references	\$6,500.00	\$2,093.39	\$4,406.61
Communications: Phones & equipment	\$2,300.00	\$2,155.20	\$144.80
Software + maintenance	\$20,500.00	\$5,055.31	\$15,444.69
Hosting	\$1,800.00	\$674.53	\$1,125.47
Travel & conference	\$27,150.00	\$10,922.77	\$16,227.23
Printing	\$2,000.00	\$6,834.42	\$(4,834.42)
Deliveries: Courier & shipping	\$2,000.00	\$2,130.47	\$(130.47)
Fees: Contract administration	\$25,800.00	\$25,800.00	\$ -
Fees: Miscellaneous	\$13,500.00	\$13,500.00	\$ -
Fees: Professional services	\$15,000.00	\$37,873.77	\$(22,873.77)
Fees: Reader contracts	\$14,500.00	\$ -	\$14,500.00
Computer equipment	\$31,500.00	\$21,235.70	\$10,264.30
Subtotal Other Expenses	\$165,050.00	\$129,480.75	\$35,569.25
Total Expenses	\$763,766.68	\$659,650.66	\$104,116.02
Surplus/(Deficit)	-\$107,766.68	-\$8,233.16	-\$108,698.52

APPENDIX 1: ADDITIONAL DATA

TABLE 2: REQUESTS FULFILLED BY MANDATED INSTITUTION, 2017/18 & 2018/19

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION
	2018/19			2017/18		
British Columbia Institute of Technology	786	563	72%	697	438	63%
Camosun College	1083	794	73%	792	576	73%
Capilano University	208	55	26%	97	23	24%
Coast Mountain College (Formally Northwest)	28	14	50%	45	37	82%
College of New Caledonia	81	66	81%	16	5	31%
College of the Rockies	162	111	69%	206	131	64%
Douglas College	361	168	47%	385	190	49%
Emily Carr University of Art + Design	5	0	0%	16	0	0%
Justice Institute of British Columbia	24	17	71%	24	13	54%
Kwantlen Polytechnic University	185	148	80%	131	46	35%
Langara College	244	57	23%	139	26	19%
Nicola Valley Institute of Technology	10	9	90%	14	2	14%
North Island College	236	130	55%	343	228	66%
Northern Lights College	150	72	48%	292	167	57%
Okanagan College	474	291	61%	387	257	66%
Selkirk College	292	214	73%	239	124	52%
Thompson Rivers University	284	119	42%	299	123	41%
University of the Fraser Valley	579	369	64%	427	202	47%
Vancouver Community College	26	8	31%	41	16	39%
Vancouver Island University	224	202	90%	174	165	95%
Total	5442	3407	63%	4764	2769	58%

TABLE 3: AVERAGE WAIT TIME IN DAYS TO FULFILL REQUESTS, 2015-2019

INSTITUTION	2018/19	2017/18	2016/17	2015/16	2014/15
British Columbia Institute of Technology	1.3	4.3	5.4	0.9	3.3
Camosun College	1.1	2.1	3.0	0.4	1.6
Capilano University	2.7	1.7	8.7	3.0	9.1
Coast Mountain College (Formally Northwest)	1	0.7	2.0	0.0	0.8
College of New Caledonia	0.8	2.7	1.2	0.5	3.2
College of the Rockies	1.5	6.7	6.3	6.2	3.2
Douglas College	2.1	2.8	3.5	1.3	2.1
Emily Carr University of Art + Design	3.5	1.2	1.0	0.6	2.7
Justice Institute of British Columbia	1.8	1.2	0.7	5.6	17.5
Kwantlen Polytechnic University	1.2	3.4	7.4	3.6	4.1
Langara College	5	3.7	5.6	3.2	4.1
Nicola Valley Institute of Technology	3.2	2.8	9.9	0.0	0.0
North Island College	1.8	3.5	4.8	0.5	1.1
Northern Lights College	1.3	6.7	2.7	1.2	5.8
Okanagan College	3.1	2.1	2.5	1.0	10.3
Selkirk College	1.4	1.9	4.5	1.0	2.2
Thompson Rivers University	2.1	3.5	3.2	0.7	2.2
University of the Fraser Valley	2.2	3.6	3.9	3.3	7.5
Vancouver Community College	14.8	6.7	6.7	4.3	13.7
Vancouver Island University	1.4	1.1	1.0	0.6	0.6
Overall average number of days	2.7	3.1	4.2	1.9	4.7

TABLE 4: AVERAGE PRODUCTION TIME BY FORMAT IN DAYS, 2016-2019

FORMAT	2018/19	2017/18	2016/17
E-text	10.7	10.8	14.8
Kurzweil	0.0	1.0	2.0
MP3	6.1	17.8	12.6
PDF	3.1	5.0	4.8
Large Print	0.0	14.5	10.0
Average	6.7	9.8	8.8

TABLE 5: DISABILITY DISCLOSURES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2018/19

INSTITUTION	STUDENTS WHO HAVE LEARNING DISABILITIES	STUDENTS WHO HAVE VISUAL IMPAIRMENTS	STUDENTS WHO ARE BLIND	STUDENTS WHO HAVE PHYSICAL DISABILITIES	STUDENTS WHO HAVE MULTIPLE DISABILITIES	OTHER	TOTAL
British Columbia Institute of Technology	98	8		12	9	40	167
Camosun College	200	16	1	14	43	56	330
Capilano University	29	6	2	2	2		41
Coast Mountain College (Formally Northwest)	19	1		1	7	2	30
College of New Caledonia	7	1		1	1	7	17
College of the Rockies	43	2		1		3	49
Douglas College	68	20		19	19	15	141
Emily Carr University of Art + Design	13	1			1	2	17
Justice Institute of British Columbia	34	2				3	39
Kwantlen Polytechnic University	31	11		14	4	7	67
Langara College	35	12	1	6	1	3	58
Nicola Valley Institute of Technology	5	1		1		1	8
North Island College	67	7	1	5	9	31	120
Northern Lights College	27		1	4	4	12	48
Okanagan College	76	7		3	8	8	102
Selkirk College	59	3		2	7	6	77
Thompson Rivers University	65	8		20	18	17	128
University of the Fraser Valley	76	16		21	26	42	181
Vancouver Community College	15	10	4	3	5	2	39
Vancouver Island University	162	13	2	17	3	45	242
Total	1129	145	12	146	167	302	1901
Percentage	59%	8%	1%	8%	9%	16%	100%

FIGURE 1.1: DISABILITY DISCLOSURES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2018/19

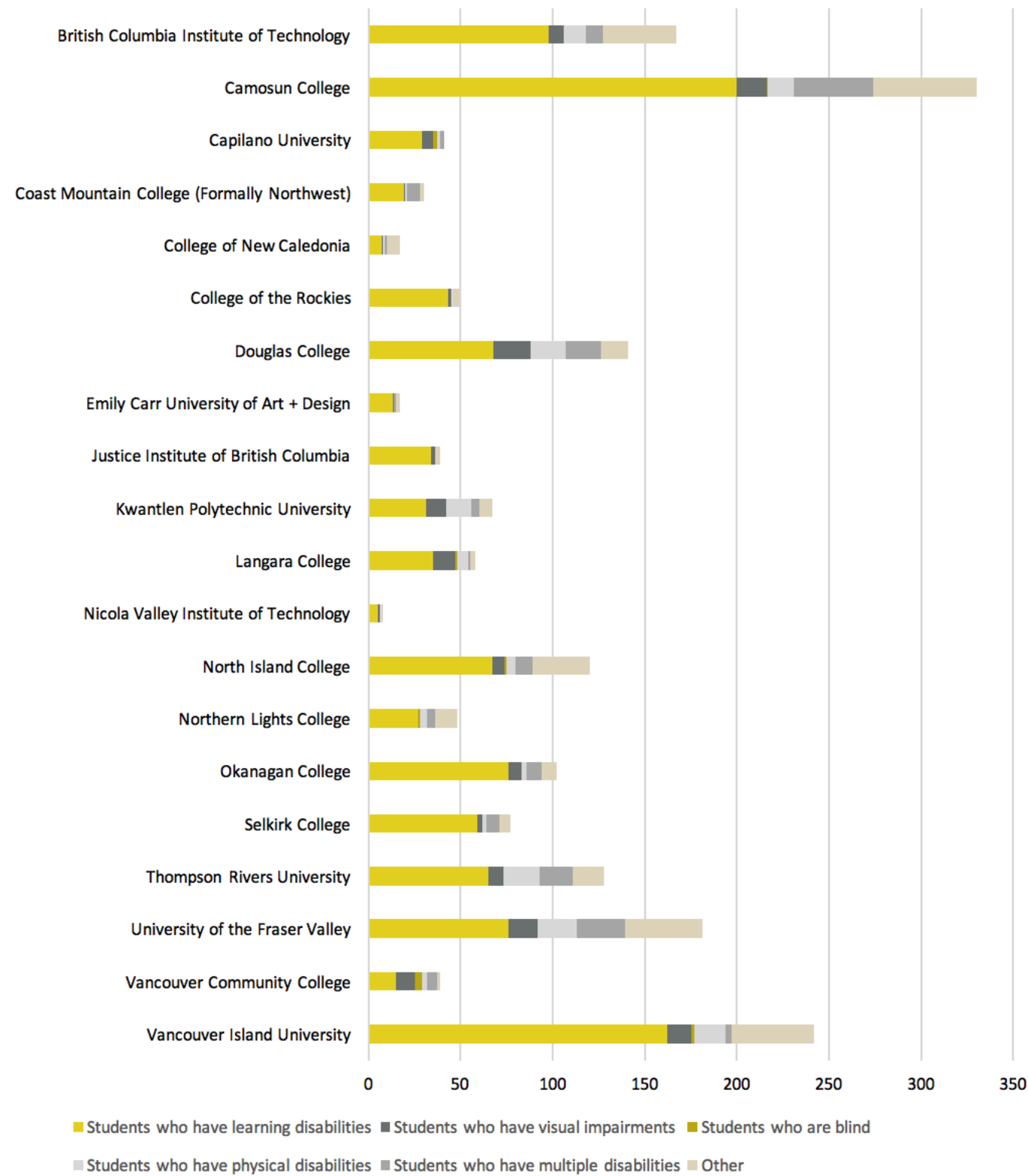


TABLE 6: DISABILITY DISCLOSURES OF REGISTERED STUDENTS, 2009-2019

YEAR	STUDENTS WHO HAVE LEARNING DISABILITIES	STUDENTS WHO HAVE VISUAL IMPAIRMENTS	STUDENTS WHO ARE BLIND	STUDENTS WHO HAVE PHYSICAL DISABILITIES	STUDENTS WHO HAVE MULTIPLE DISABILITIES	OTHER	TOTAL
2009/10	478	124	15	67	41	74	799
2010/11	497	132	12	65	58	102	866
2011/12	572	144	11	76	69	107	979
2012/13	595	126	9	71	71	111	983
2013/14	726	145	12	87	81	135	1186
2014/15	730	128	11	90	85	124	1168
2015/16	792	123	9	105	116	135	1280
2016/17	732	117	10	101	114	140	1214
2017/18	903	140	9	135	140	217	1544
2018/19	1126	160	13	158	173	217	1901

FIGURE 1.2: DISABILITY DISCLOSURES OF REGISTERED STUDENTS, 2009-2019

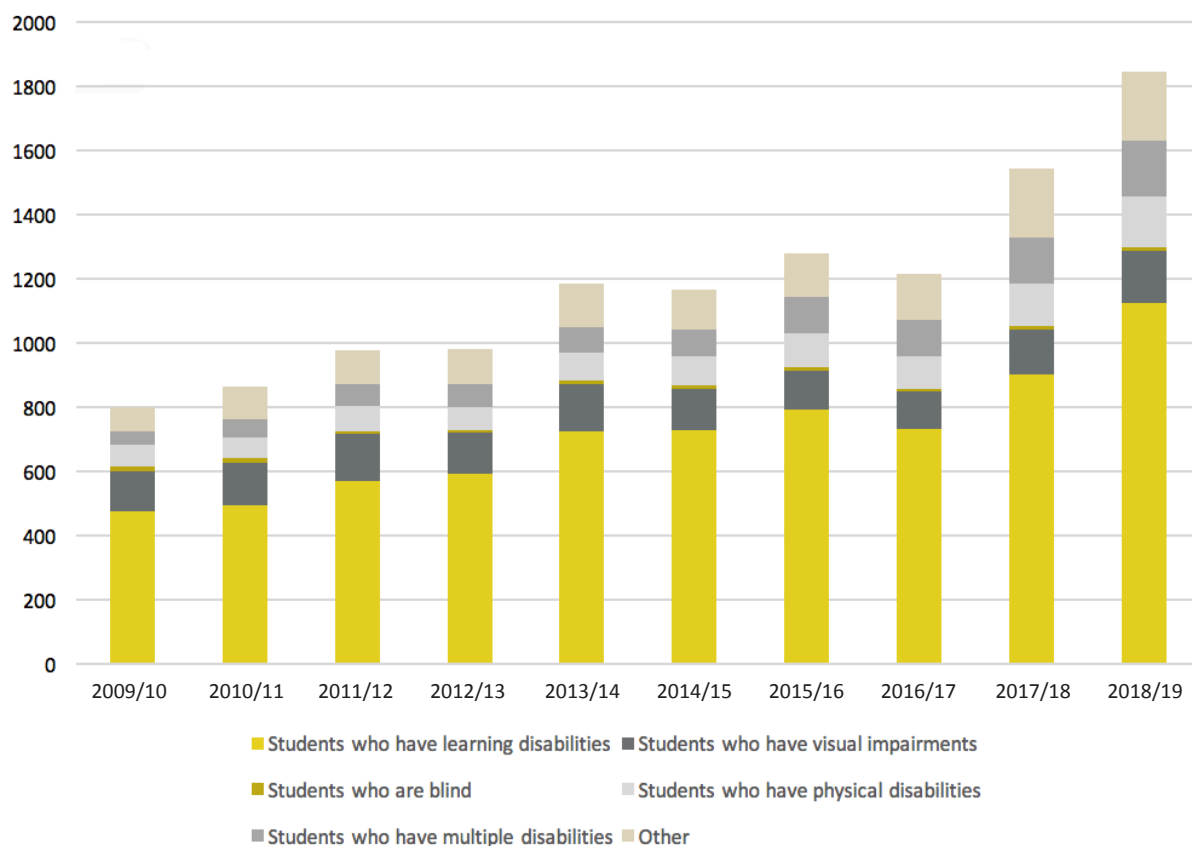


FIGURE 1.3: SUBJECTS REQUESTED BY PERCENT, 2018/19

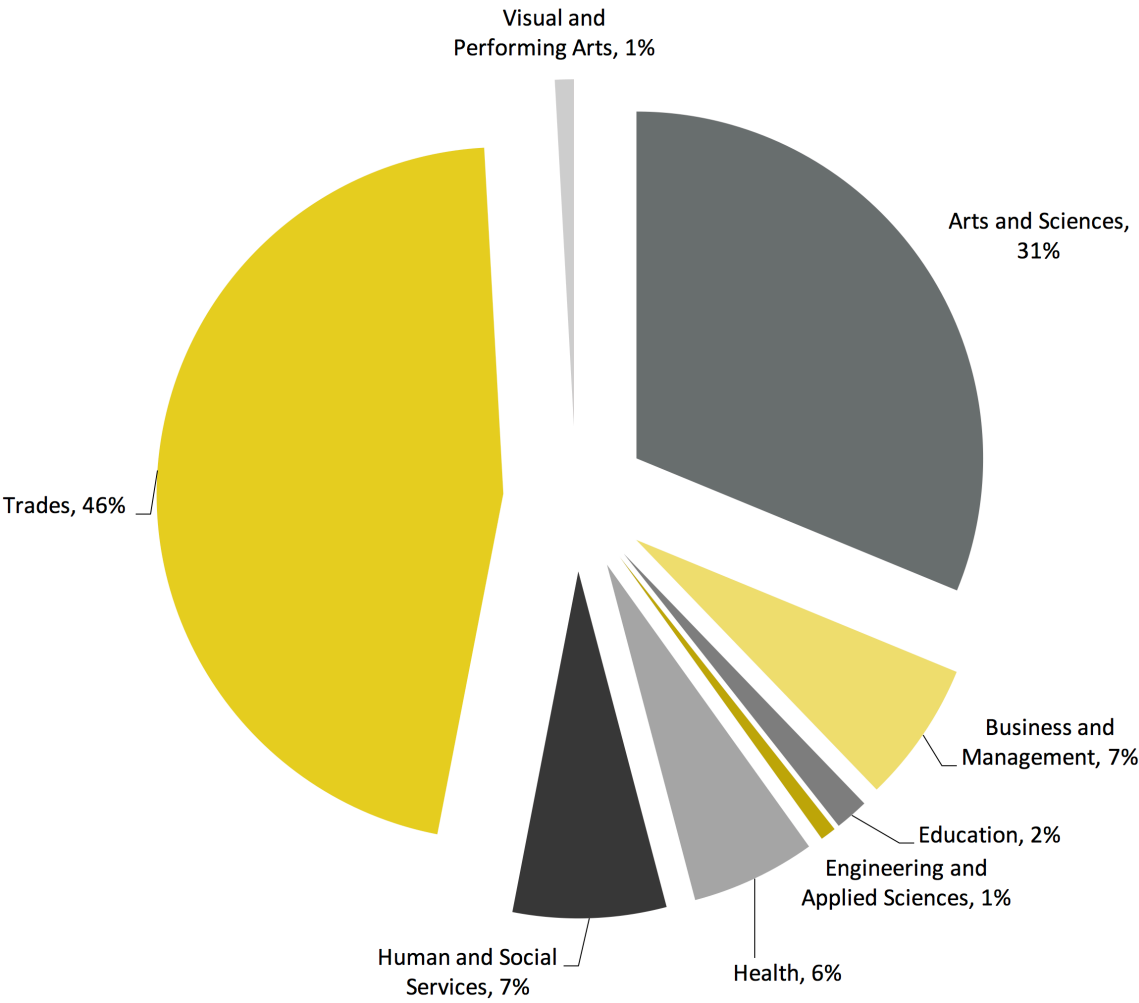


FIGURE 1.4: NUMBER OF TRADES STUDENTS, 2009-2019

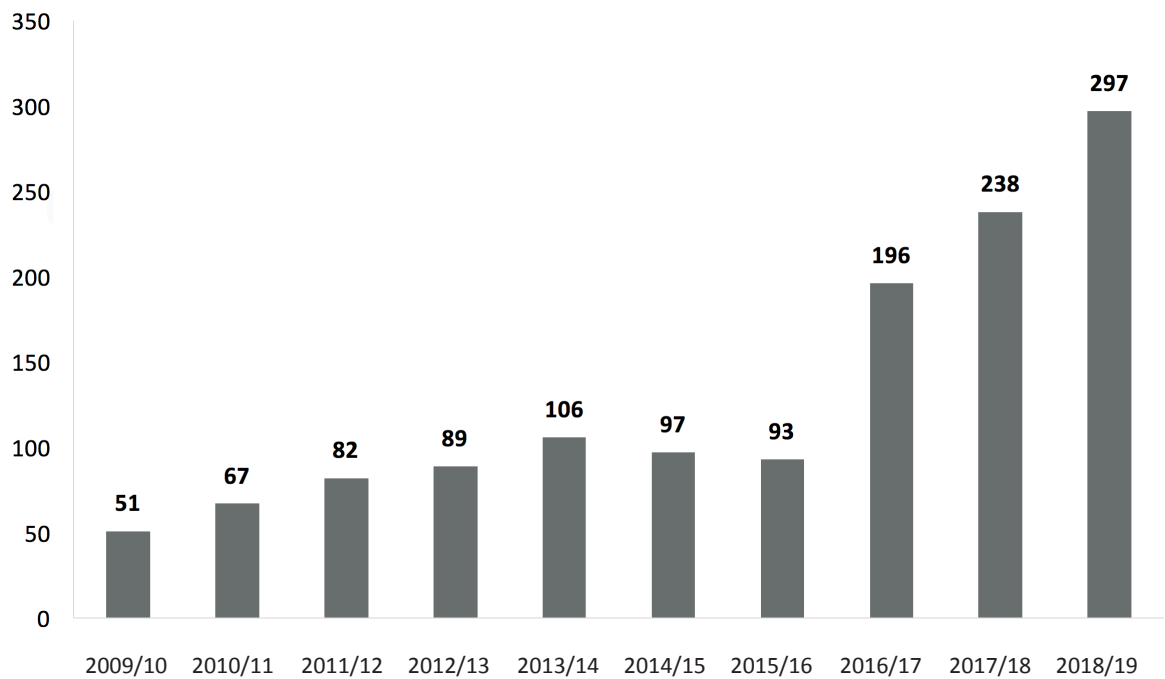
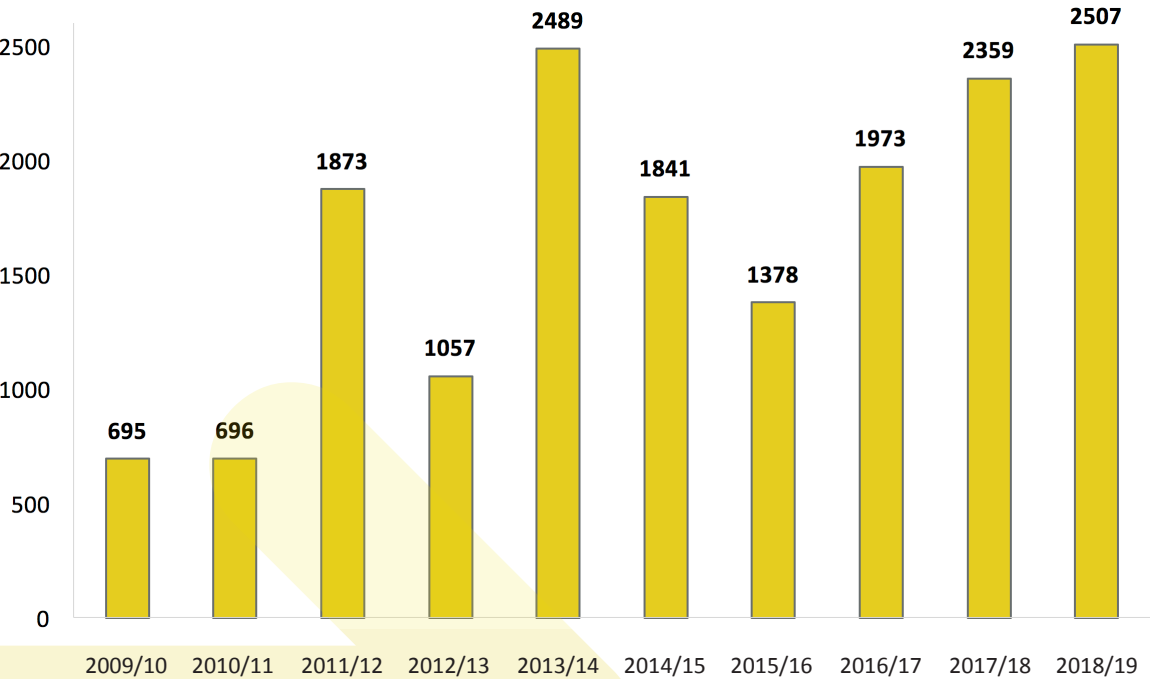


FIGURE 1.5: NUMBER OF TRADES REQUESTS, 2009-2019



APPENDIX 2: EVENTS AND ACTIVITIES

April 13	Corrie Playford tours AT-BC and PRCVI.	Oct 22	CAPER-BC/PCAS/AT-BC program partners update meeting with Ministry representative.
May 1-2	CAER Annual General Meeting.	Nov 5	Onboarding call with new UFV Accessibility Services Office staff.
May 3-4	Canadian Vision Teachers conference.	Nov 14-16	Accessing Higher Ground conference (remote attendance).
May 7-8	DRNBC Conference.	Nov 22	PCAS advisory committee meeting.
May 9-11	BCLA Conference.	Nov 26	CAER conference call.
June 4	CAPER-BC/PCAS/AT-BC program partners update meeting with Ministry representative.	Dec 18	CAPER-BC office tour with new Langara Accessibility Services Office staff.
June 5	CAPER-BC Annual Advisory Committee meeting.	Jan 29	Site visit to KPU Surrey campus.
June 7	PRCVI Annual meeting.	Feb 14	CAPER-BC annual all-staff internal planning meeting.
June 12	Cross training meeting with AT-BC – focus on Trades materials.	Feb 19	Site visit to Capilano University.
June 25	Site visit to Camosun College, initiation of accessible course packs project.	Feb 25	CAER conference call.
Aug 10	Meeting at SFU to discuss alternate format production standards.	Feb 25-26	NNELS accessible ePub workshop.
Sept 17	Phone call with new UFV Accessibility Services Office coordinator.	Mar 8	Onboarding call with new UFV Accessibility Services Office staff.
Sept 24	CAER conference call.	Mar 13-15	CSUN Assistive Technology conference.
Sept 26-27	Site visits to VIU Powell River, Nanaimo, and Cowichan campuses.	Mar 19-20	BookNet Canada TechForum and eBookCraft conference.
Sept 27	Site visit to NIC Courtenay campus.	Mar 27-29	BCANDS Gathering.
Sept 28	Site visit to Camosun College.		



CAPER-BC is a publicly funded organization that provides print disabled BC post-secondary students with the accessible course material they need to succeed.

We are passionate about making teaching and learning materials accessible. We are advocates for students with print disabilities. We believe in personalized support, equal access to information, and the development of a collective repository of knowledge. Open-minded, collaborative, and student-centred.

We are CAPER-BC.

CAPERBC.ca