

CAPER-BC



**Centre for
Accessible
Post-secondary
Education
Resources**

ANNUAL REPORT

2020-2021

WHAT OUR USERS SAY*:

"I am very grateful for the work that is done by CAPER-BC. To put it bluntly, I would be at a loss without this service. Even with the increasing availability of E-books, it still remains a struggle to find texts, especially academic oriented texts, in a format that is accessible to me."

"You folks are amazing!! :) Really feel so much gratitude for the service you offer. :)"

"Caper BC has always provided exceptional services. Thank you for all that you do!"

"I'm really thankful for all you have done for me over the years. It has been a long haul and I'm almost at the finish line. It took a lot of support and team effort to empower me and level the playing field in the classroom. Your services played a vital role in helping me succeed. Thank you so very much."

"Keep up the great work. Your service really helps students succeed. I could not have done it without you."

*All student quotes used with permission from results of Fall 2020 and Spring 2021 surveys of active CAPER-BC users.

Service provided by Langara College

Funded by the BC Ministry of Advanced Education and Skills Training

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EXECUTIVE SUMMARY

For CAPER-BC, and around the world, 2020/21 was a year of change like no other in most of our lifetimes.

With the onset of the COVID-19 pandemic, post-secondary education abruptly moved to remote learning, teaching, and support. In order to meet this challenge, CAPER-BC may have been luckier than most, in that much of our service model is already arranged to work at a distance, supporting educational institutions and students in all corners of the province. However, some CAPER-BC procedures had to adapt to the realities of working outside of the office, and the year presented many challenges and successes.

One of the most revealing challenges of the year was how the lack of in-person technical support in Accessibility Services offices and from on-campus IT services identified many gaps for students seeking help in accessing educational materials and technologies, particularly if they are using assistive technologies. CAPER-BC supported projects to try to rectify these gaps, such as an Assistive Technologist pilot project currently in process at Langara College. This year also saw increased reliance by instructors on publisher supplemental materials in the sudden shift to remote course design – these materials are often impossible for CAPER-BC to access or remediate. This ongoing challenge emphasizes the need for continued advocacy to educate publishers and instructors on the importance of born accessible materials.

Despite the challenges of remote work and learning, this past year also provided many areas of opportunity and success, primarily through closer collaboration induced by the willingness of educators and student support services to problem-solve and quickly adapt. This collaborative spirit is perhaps most evident in the community of practice and engagement initiated and hosted by CAPER-BC and other provincial student accessibility supports, ACE-BC and AT-BC. This ongoing forum provides regular remote meetings for Accessibility Services offices directors, coordinators, and staff from across the province, offering the opportunity to disseminate information, reflect on challenges, and seek support from the broad accessibility community at work in post-secondary education in BC.

With the recent introduction of BC Accessibility Legislation, the landscape of our work is bound to change again through the development of standards and practices to more consistently meet the needs of students with disabilities. CAPER-BC is ready to embrace these challenges with a commitment to excellent customer service, a dedicated model of shared provincial support, a willingness to explore new technologies and practices, and advocacy to enhance the understanding and practice of accessible education in British Columbia.

YEAR AT A GLANCE



2020/21 was a year of communities coming together at a distance. World events changed the way everyone works and learns, and CAPER-BC quickly adjusted to the remote education landscape in order to seamlessly provide services and focus on new ways to strengthen our community collaborations.

Number of clients served

2,221



Increase in clients since 2011/12

+127%



Number of requests for alternative format materials



3,220

Average yearly increase in requests since 2011/12

+20%

Funding increase since 2009

0%



Average request turnaround time

4.6 days



111

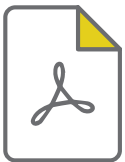
Meetings with partner institutions



11

Presentations & workshops for faculty & administration at partner institutions and other stakeholders

Formats produced



429
PDF



3
MP3



159
e-Text

Requests fulfilled from existing CAPER-BC collection or partner collections

76%

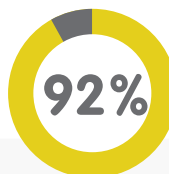


8

Student support sessions on accessible remote learning

24%

Requests fulfilled through new CAPER-BC productions



Students who responded to the spring 2021 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, 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 materials 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.

“You are running a very important service, by helping to level the playing field for those with a learning disability. Your service gives me confidence that I will be successful in school this time around. Thank you.”

SERVICE GOALS

CAPER funding is intended to provide equitable access to resources for students with print impairments attending British Columbia's public post-secondary institutions.

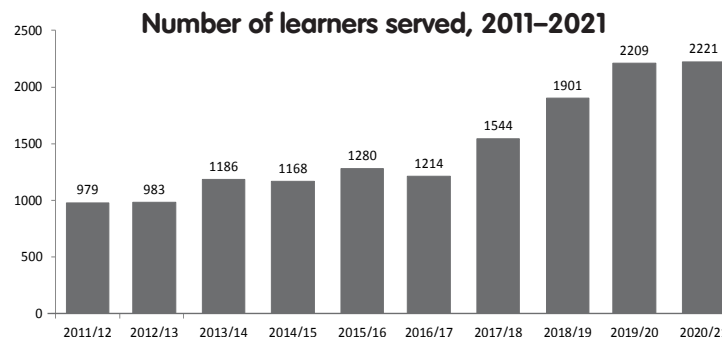
CAPER-BC priorities for 2020/21 services are outlined in the BC Ministry of Advanced Education and Skills and Training (AEST) funding letter of December 8, 2020, as follows:

- Continuing to **improve responsiveness to, and communication** with, students, disability 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, and following up with surveys to determine students' needs;
- Maintaining, developing, and **strengthening partnerships** with other agencies, services, and consortia through the creation and sharing of resource 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 disability coordinators, librarians, and related personnel and students about alternate formats, CAPER services, and accessible on-line learning; and,
- **Encouraging collaborative mechanisms** with other provincial groups such as BCcampus and the British Columbia Electronic Library Network.

INCREASING LEARNER ACCESS TO ALTERNATE FORMATS

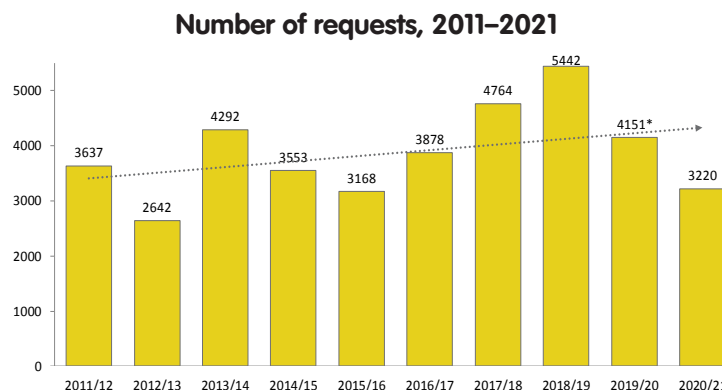
CAPER-BC CONTINUES TO GROW

CAPER-BC had **2,221 active users** in 2020/21, a 127% increase over the past decade.



LOADING ALTERNATE FORMATS

3,220 requests were made to CAPER-BC from around the province. While the number of requests have decreased over the past two years, the average year-over-year increase in requests over the period from 2011/12 to 2020/21 is 20%.



*The decrease in 2019/20 request numbers is partially due to a change in the method of tallying requests in that year.

The global pandemic had dramatic impacts on the education sector in 2020/21, with numerous issues potentially contributing to the lower than normal number of requests for alternate format materials including:

- lower enrollment numbers;
- students taking time off or taking fewer classes;
- instructors assigning less reading materials or making more use of electronic format materials;
- students may not have been as aware of supports available to them due to remote learning; and
- accessible materials were more available due to resources such as Redshelf and VitalSource Bookshelf being provided free of charge at the onset of the pandemic.

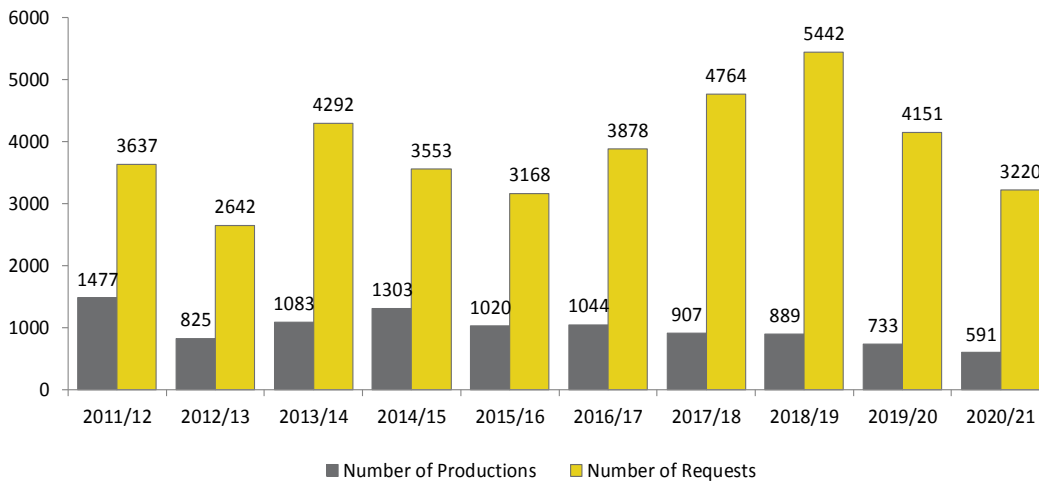
21,528 days were saved by filling requests with items in the centralized CAPER-BC collection*

*2,340 requests that did not need to be produced, multiplied by an average production time of 9.2 days

PRODUCTION OF ALTERNATE FORMATS

Of the 3,220 requests in 2020/21, 76% were items already in the CAPER-BC collection, demonstrating the benefit of our centralized, shared service model.

Number of productions vs. requests, 2011–2021



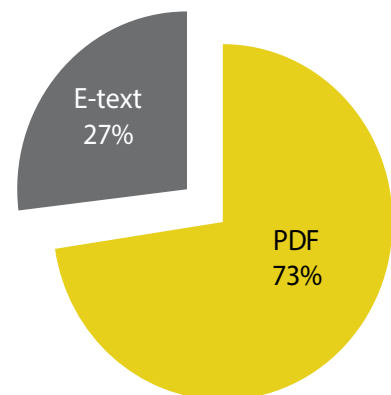
BORROWING ALTERNATE FORMATS

Due to reciprocal borrowing agreements with other alternate format providers, CAPER-BC was able to borrow 122 of the resources requested this year. We loaned 6 resources out to partners, and produced 22 requests for non-mandated users, as part of our fee-based service.

IN-DEMAND RESOURCE FORMATS

PDF continues to be the most requested and most produced format.

Types of alternate formats produced, 2020–2021



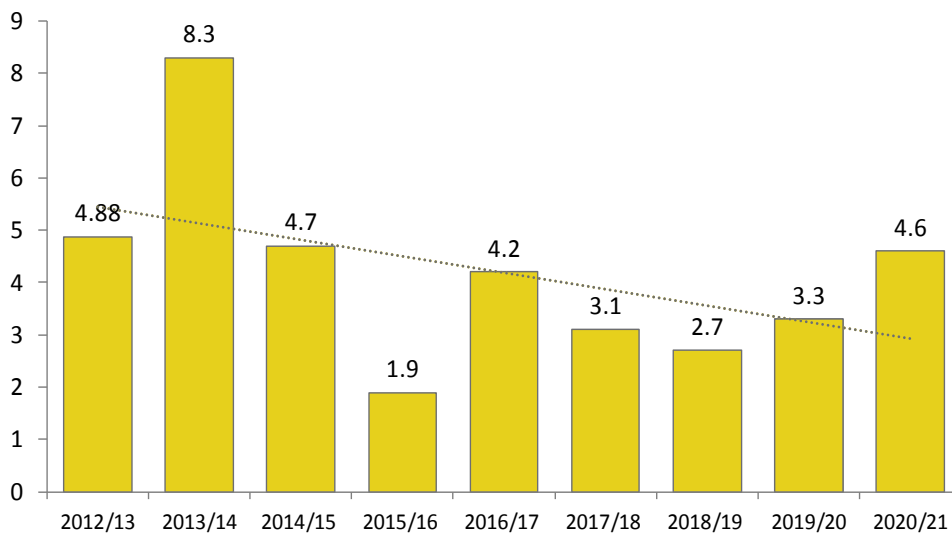
“I love that when a text book is requested it is emailed within a day or even that same day.”

IMPROVING RESPONSIVENESS AND COMMUNICATION

RESPONSIVENESS:

Turnaround times for CAPER-BC requests are holding steady within our internal standard of five days. Consistent with previous years, the fastest turnaround times correlated to years in which CAPER-BC received additional one-time funding.

Average request turnaround time in days (all schools, all formats), 2012–2021

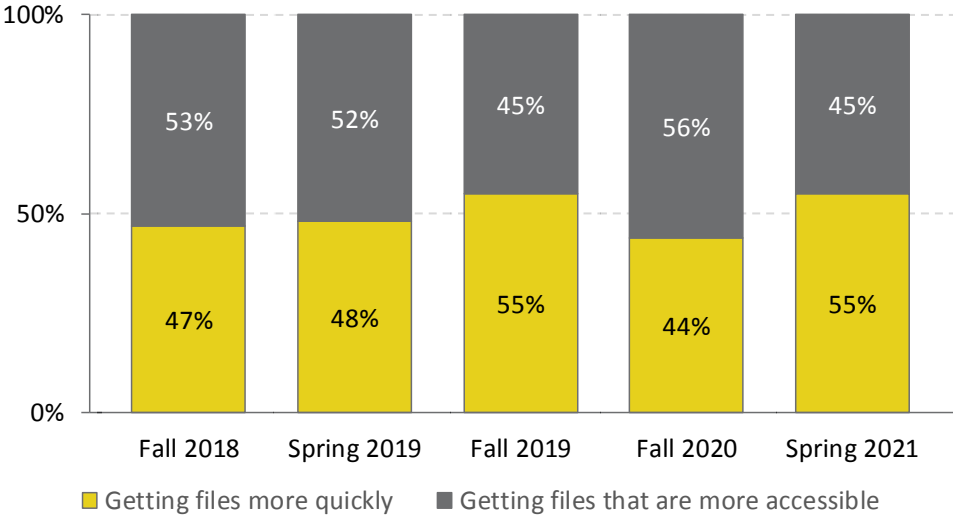


* Includes requests filled by production, inventory and interlibrary loan.

2020/21 average request fulfillment: **4.6 days**

CAPER-BC often manipulates PDF files to make them more accessible. This also increases the amount of time before the student receives their request. Based on survey responses, student preference remains consistently divided between receiving files more quickly or receiving more accessible files.

Student preference: accessibility of materials vs. speed of response, fall 2018 through spring 2021 student surveys



“The process of finding available texts can involve many streams of correspondence between myself and CAPER-BC staff, however, the staff are always quick to respond and are efficient communicators. Most importantly, their thoughtfulness and consideration shows through the efforts they make in ensuring high quality files and by providing me with options when things don’t always work out as expected. Thank you!”

COMMUNICATION

CAPER-BC communicates with stakeholders in multiple ways:

- surveys of all active students conducted every fall and winter semester;
- calls or video chats with new staff at Accessibility Services offices;
- annual Advisory Committee meeting;
- site visits, workshops, presentations, and conference attendance as appropriate.

92%
of students are “very happy” or “happy” with CAPER-BC services (based on student responses to spring 2021 survey)

Student satisfaction with CAPER-BC services, spring 2021 student survey



*Results of 38 respondents as of May 7, 2021 (based on experiences January to March 2021)

“Every person I have corresponded with at CAPER-BC is quick to respond to inquiries and are effective and thoughtful communicators.”

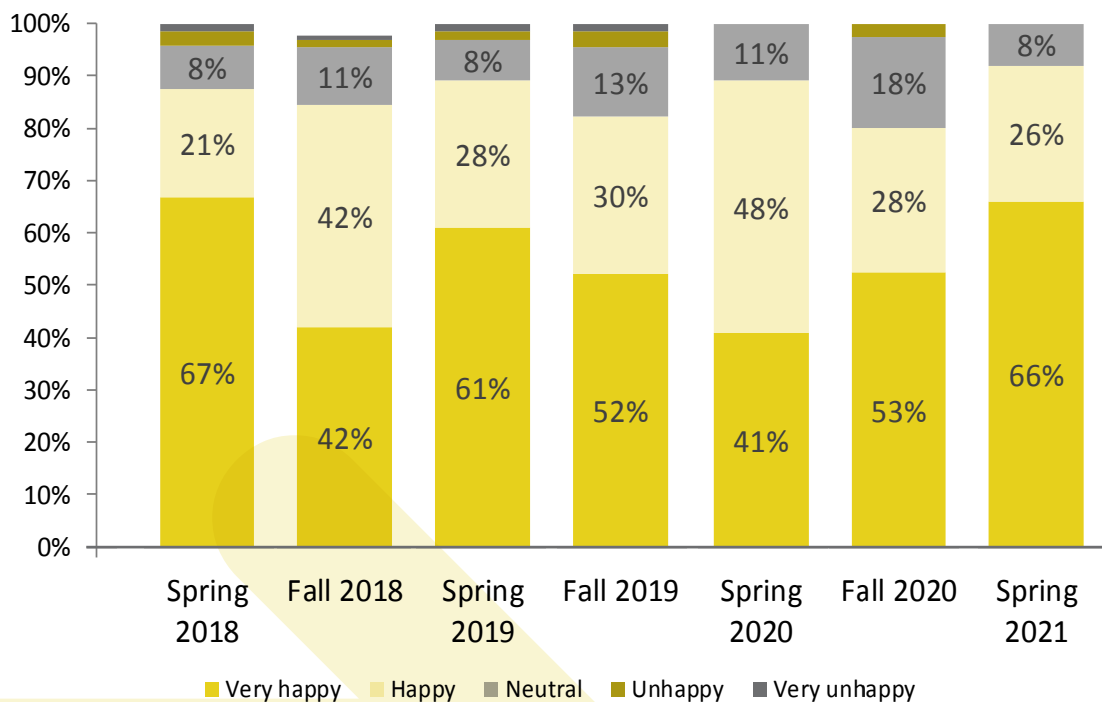
“I love how quick CAPER-BC is with my requests. Explanations simple on unzipping. Doing the work to find other [editions] that would work with the textbook if current is unavailable increases my understanding of the course.”

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 November 19, 2020. Highlights of this meeting included an update from Ministry representative Miles Stratholt, updates from CAPER-BC and all participants regarding COVID-19 impacts on their programs, and ongoing discussion about the possibility of braille production for students in the postsecondary sector.

Year-over-year comparison of student satisfaction with CAPER-BC services, spring 2018 through spring 2021 student surveys



INCREASING EFFICIENCIES

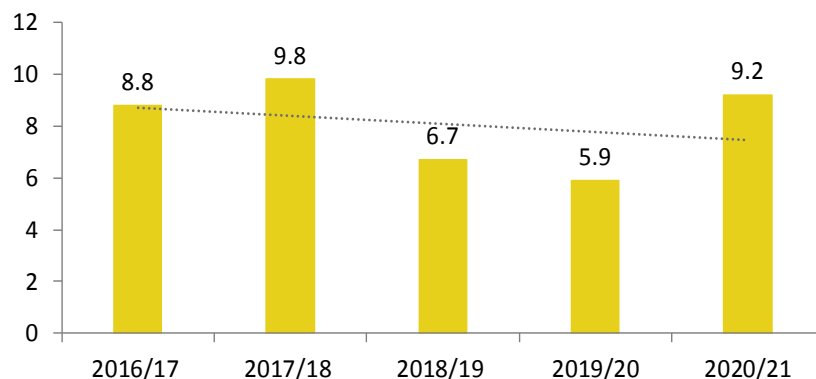
REDUCING PRODUCTION TIME

CAPER-BC continually seeks new ways to improve the efficiency of our work processes, consistently decreasing the time it takes to produce alternate format materials.

In 2020/21, production time has increased slightly from previous years. This may reflect several factors, including:

- increased complexity of productions, including etext production of STEM materials and MathML productions;
- slightly higher number of students requiring e-text productions;
- higher number of “consumables” to be produced, including instructor generated materials and publisher supplemental materials; and
- increased remediation of PDF files to improve their accessibility.

Average production time in days, all formats, 2016–2021



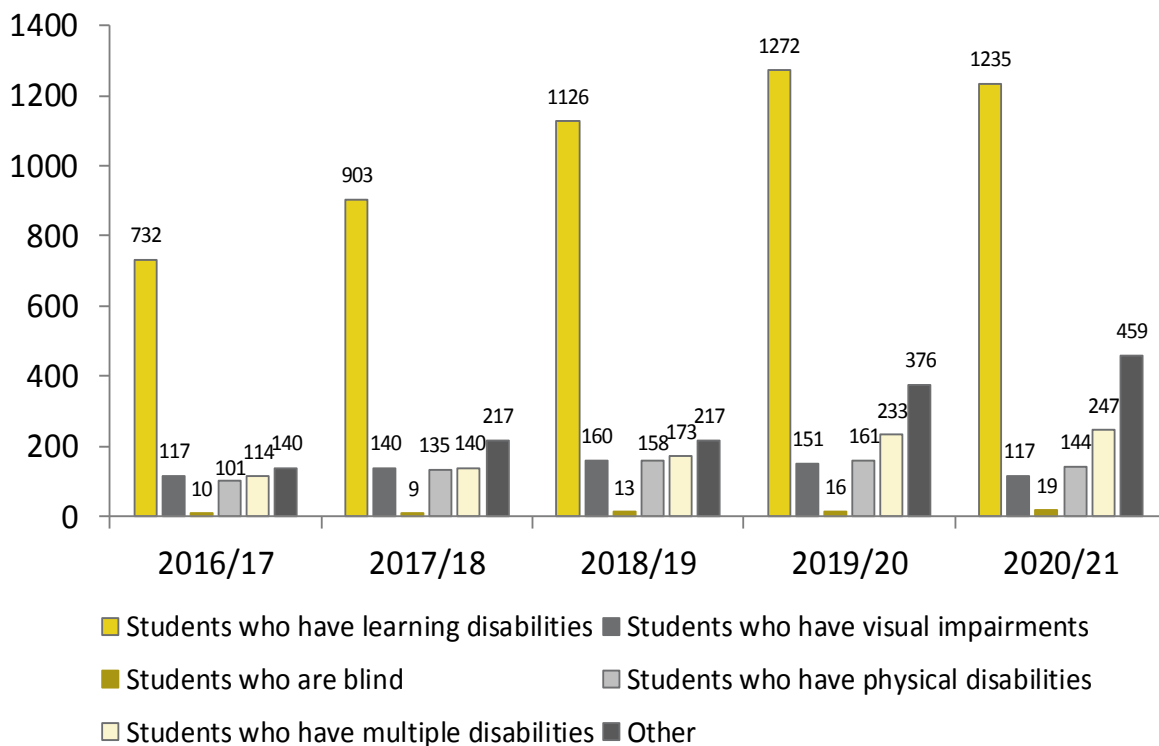
CAPER-BC continues to investigate areas to improve production efficiency, including:

- increased focus on working with publishers to access electronic files and continued membership in the AccessText Network (CAPER-BC received 712 publisher files in 2020/21, including 354 from the ATN);
- educating faculty and instructors at mandated institutions on creating born accessible class materials;
- working with partners in Accessibility Services to advocate for the use of existing accessible materials, including materials available via the institution’s academic library; and
- ongoing development of the online repository for storage, searching, and sharing of CAPER-BC resources.

FOCUSING RESOURCES TO MEET STUDENT NEEDS

CAPER-BC utilizes student surveys and registration materials to learn more about the types of disabilities our users have and how they work with their alternate format materials. This information guides production workflows to ensure the most appropriate and efficient types of alternate formats are produced to meet user needs.

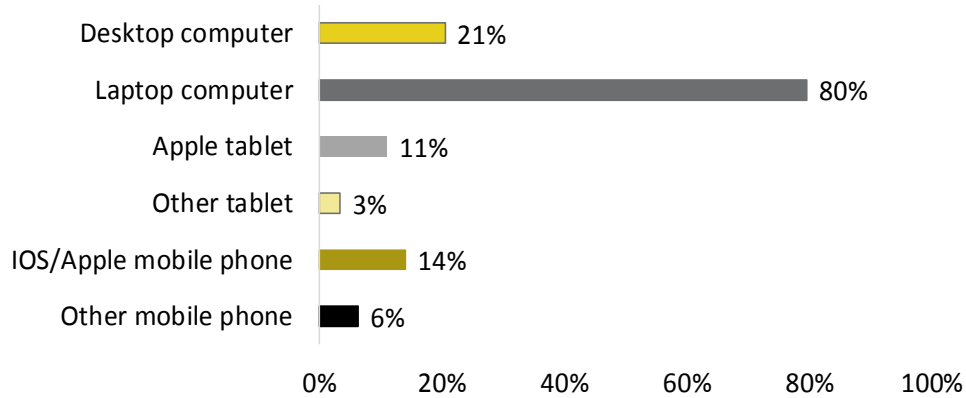
Disability disclosures of registered students, 2016–2021



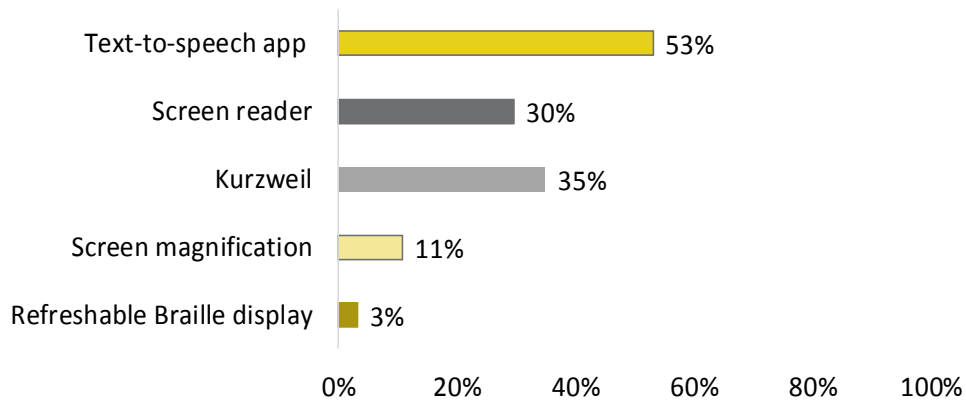
The profile of CAPER-BC users is changing*, with numbers of blind and visually impaired users, and users who have physical disabilities staying relatively stable over the past decade. Over this time period, CAPER-BC has seen large increases in registered users, with the most marked increases in the number of users who have learning disabilities or “other” disabilities.

*See Appendix 1, Table 5 for more detailed information

Type of device used to access CAPER-BC materials, average from fall 2018 through spring 2021 student surveys



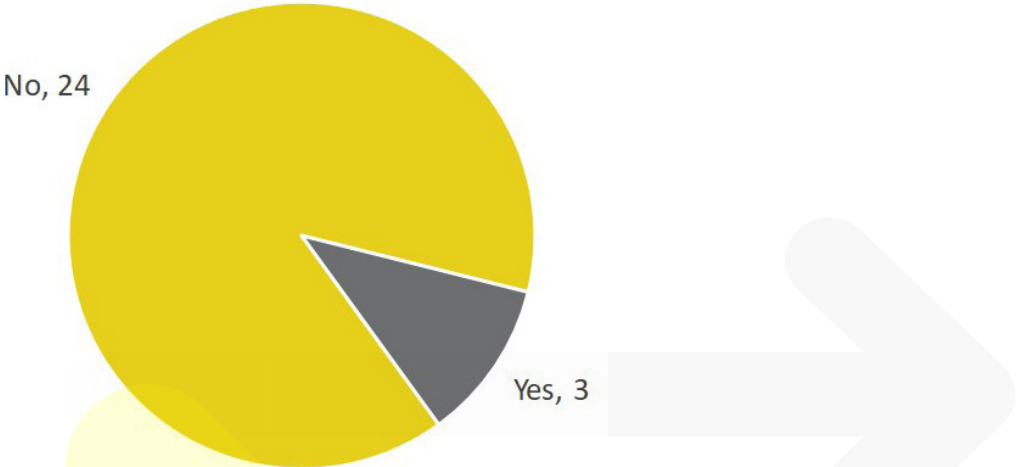
Type of assistive technology used to access CAPER-BC materials, average from fall 2018 through spring 2021 student surveys



"I can honestly say I wouldn't have achieved my degrees without your help, thank you so much!"

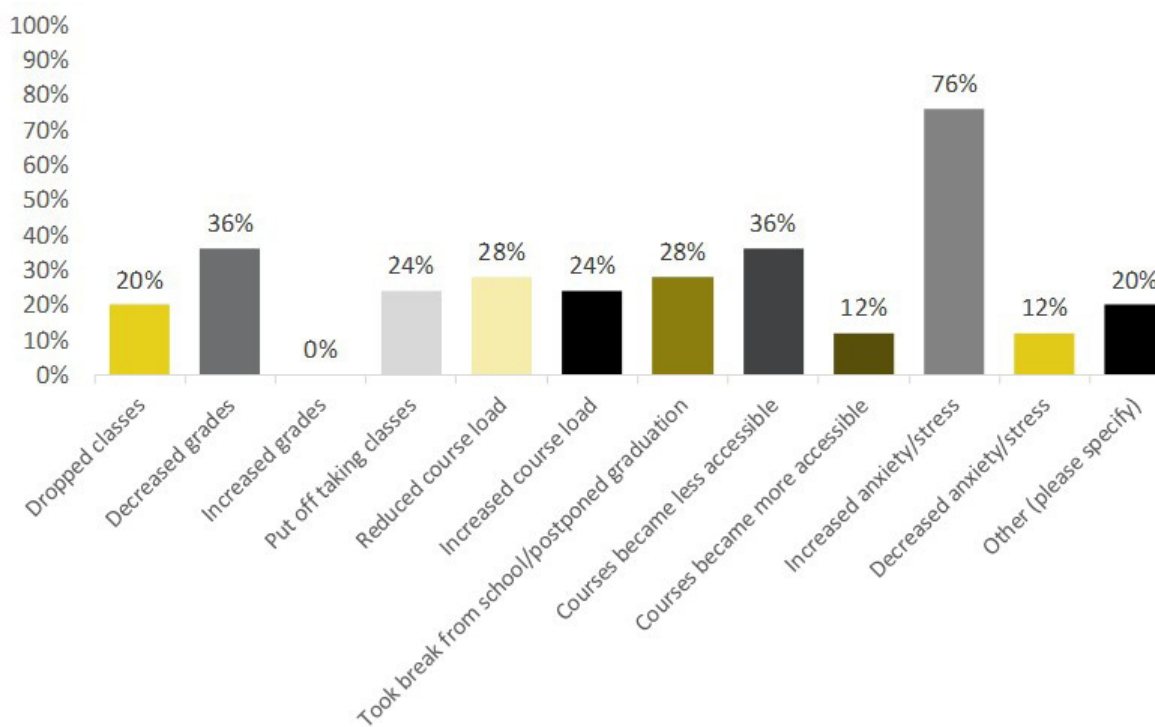
Due to the impacts of COVID-19, CAPER-BC did not survey students in the spring of 2020, instead waiting until early summer to send a survey focused more on the impacts of remote learning on educational experiences. While students reported a wide range of impacts, 89% reported there had been no negative impacts on their experience with CAPER-BC services due to the pandemic. CAPER-BC also collaborated with ACE-BC and AT-BC to host nine student drop-in sessions for students with disabilities concerned about the impact of remote learning to connect with their accessibility support services and learn about initiatives to lessen the impact of remote education.

Student responses to the question “Have you experienced any difficulties with requesting or accessing resources from CAPER-BC due to COVID-19?”



* Results of 27 respondents in May 7, 2020 (based on experiences March and April 2020)

Student responses to the question "Has the switch to remote learning had any of the following impacts on your education?"



Other impacts of remote learning

Increased screen time, 1	Loss of hands on learning, 1	Hard to keep up, 1	Worsened physical disability, 1	Hard to get help, 1
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DEVELOPING AND DELIVERING TRAINING TOOLS

Training workshops, site visits, and orientations for new disability service staff introduce people to assistive technology and alternate formats being produced at CAPER-BC.

In 2020/21, Corrie Playford (Accessibility Librarian) developed and delivered workshops on topics including:

- ensuring accessibility of remote educational materials, in print, presentation, and audio-visual formats;
- accessibility of remote education tools and platforms;
- creating complex alternate format materials, including excel formats and fillable PDF forms;
- introduction to accessible publishing;
- accessibility of online library instruction; and
- UDL and accessible educational materials for improving media literacy.

These workshops were presented to audiences of faculty and administration at the British Columbia Institute of Technology, Langara College, Simon Fraser University, and Vancouver Community College, as well as other stakeholders involved in the Canadian publishing industry and public health services.

DEEPENING PARTNERSHIPS AND ENCOURAGING PROVINCIAL COLLABORATION

With COVID-19 necessitating a sudden move to remote interaction all across the province, many processes and practices changed drastically to ensure CAPER-BC could continue to support students. While this brought challenges, it also introduced some unique opportunities for enhanced collaboration among our accessibility partners. Some of the highlights of collaborative projects CAPER-BC worked on over the past year include:

- Initiating weekly meetings, co-hosted with ACE-BC (formerly PCAS) and AT-BC, providing an informal forum for Accessibility/Disability Services coordinators and staff across the province to share resources and ideas on how to best support students with disabilities in the shift to remote learning. Initially held weekly, these meetings continue either monthly or bi-weekly, and have evolved into an active community of practice and engagement for shared problem solving, resource sharing, and formation of project committees and working groups. Attendance has reached up to 150 members of the accessibility community, and topics have included highlights such as:
 - Academic integrity considerations in remote assessments.
 - Communication solutions for Deaf and hard of hearing students in the virtual classroom (presentation by Wavefront Centre).
 - Question and answer session with StudentAid BC.
 - Supporting student mental health and wellbeing.
 - Remote Trades support (presentation by ITA).
 - Captioning tools and best practices.
 - Accessibility Secretariat presentation on upcoming BC Accessibility Legislation.

- Remotely visiting Accessibility Services offices and meeting with staff at all mandated institutions.
- Presenting at an information session at the Provincial Resource Centre for the Visually Impaired (PRCVI) on CAPER-BC services and accessibility support in the post-secondary environment for visually impaired students transitioning from K-12 into post-secondary and teachers of the visually impaired.
- Collaborated on accessibility focused projects with Langara College (Assistive Technologist pilot project, accessibility tips for staff and instructors, accessible content information for a course shell for building remote classes), Douglas College (locating accessible versions of materials via the academic library, integrating CAPER-BC systems with Accessibility Services systems for more seamless student service), and Camosun College (encouraging student enrollment in services from the Centre for Equitable Library Access) and ACE-BC (captioning for remote learning).
- Corrie Playford represented CAPER-BC on the Disability Resource Network of British Columbia (DRNBC) executive and event planning committees, the Centre for Equitable Library Access (CELA) Educator Advisory Group, the Langara College UDL working group, and 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.
- Collaborated with groups outside of CAPER-BC traditional stakeholders, including the Provincial Health Services Authority (PHSA) and Vancouver Coastal Health (VCH) to discuss accessible online training materials for students with disabilities undertaking work integrated learning opportunities in public health settings, as well as a Canadian publisher of trades materials (CWB Group) seeking guidance on creation of born accessible materials.

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.

FINANCIAL REPORT 2020/2021

REVENUE 2020/21	BUDGET	ACTUALS	BALANCE
Grant	\$516,000.00	\$516,000.00	\$ -
Miscellaneous Revenue	\$15,000.00	\$1,012.50	\$13,987.50
Total Revenue	\$531,000.00	\$517,012.50	\$13,987.50
EXPENSES			
	BUDGET	ACTUALS	BALANCE
SALARIES			
Staff	\$446,853.28	\$476,293.69	\$(29,440.41)
Fringe Benefits	\$ 86,849.36	\$112,578.95	\$(25,729.59)
Subtotal Salaries	\$533,702.64	\$588,872.64	\$(55,170.00)
OTHER EXPENSES			
Software & Maintenance	\$17,500.00	\$16,816.77	\$683.23
Fees & Contract Services	\$11,500.00	\$695.34	\$10,804.66
Travel & Conferences	\$8,880.00	\$3,438.24	\$5,441.76
Communication	\$2,300.00	\$2,061.26	\$238.74
Supplies	\$5,570.00	\$4,156.28	\$595.28
Contract Administration & Recovery	\$39,300.00	\$39,300.00	\$-
Subtotal Other Expenses	\$85,050.00	\$63,716.33	\$21,333.67
Total Expenses	\$618,752.64	\$652,588.97	\$(33,836.33)

APPENDIX 1: ADDITIONAL DATA

Table 2: Requests fulfilled by mandated institution, 2019/20 & 2020/21

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION
	2020/21			2019/20		
British Columbia Institute of Technology	260	174	67%	357	236	66%
Camosun College	645	566	88%	874	668	76%
Capilano University	231	134	58%	282	94	33%
Coast Mountain College	8	6	75%	30	20	67%
College of New Caledonia	14	9	64%	53	26	49%
College of the Rockies	72	65	90%	112	41	37%
Douglas College	298	214	72%	427	294	69%
Emily Carr University of Art + Design	0	0	0%	0	0	0%
Justice Institute of British Columbia	38	23	61%	50	36	72%
Kwantlen Polytechnic University	30	24	80%	41	36	88%
Langara College	179	83	46%	327	79	24%
Nicola Valley Institute of Technology	35	26	74%	24	8	33%
North Island College	146	141	97%	222	187	84%
Northern Lights College	60	48	80%	69	55	80%
Okanagan College	145	112	77%	200	123	62%
Selkirk College	104	82	79%	173	127	73%
Thompson Rivers University	262	203	77%	258	124	48%
University of the Fraser Valley	261	218	84%	447	355	79%
Vancouver Community College	67	48	72%	44	25	57%
Vancouver Island University	223	164	74%	161	121	75%
Total	3,078	2,340	76%	4,151	2,655	64%

Table 3: Average wait time in days to fulfill requests by institution, 2016–2021

INSTITUTION	2020/21	2019/20	2018/19	2017/18	2016/17
British Columbia Institute of Technology	3.99	2.11	1.3	4.3	5.4
Camosun College	0.93	1.72	1.1	2.1	3.0
Capilano University	4.58	5.52	2.7	1.7	8.7
Coast Mountain College	1.91	1.82	1	0.7	2.0
College of New Caledonia	1.27	3.93	0.8	2.7	1.2
College of the Rockies	2.48	7.54	1.5	6.7	6.3
Douglas College	4.98	2.34	2.1	2.8	3.5
Emily Carr University of Art + Design	-	-	3.5	1.2	1.0
Justice Institute of British Columbia	4.41	4.14	1.8	1.2	0.7
Kwantlen Polytechnic University	13.98	1.45	1.2	3.4	7.4
Langara College	7.91	5.04	5	3.7	5.6
Nicola Valley Institute of Technology	3.6	4.6	3.2	2.8	9.9
North Island College	4.34	1.11	1.8	3.5	4.8
Northern Lights College	5.92	1.04	1.3	6.7	2.7
Okanagan College	3.86	1.45	3.1	2.1	2.5
Selkirk College	1.2	1.46	1.4	1.9	4.5
Thompson Rivers University	4.4	3.7	2.1	3.5	3.2
University of the Fraser Valley	5.02	2.79	2.2	3.6	3.9
Vancouver Community College	12.11	12.27	14.8	6.7	6.7
Vancouver Island University	5.84	2.45	1.4	1.1	1.0
Overall average number of days	4.6	3.3	2.7	3.1	4.2

*Includes requests filled by production, CAPER-BC library collection, publisher file remediation, and interlibrary loan/partner collections.

Table 4: Average production time by format in days, 2016–2020

FORMAT	2020/21	2019/20	2018/19	2017/18	2016/17
E-text	17.1	10.6	10.7	10.8	14.8
Kurzweil	-	1.0	-	1.0	2.0
MP3	7.0	6.1	6.1	17.8	12.6
PDF	3.4	5.9	3.1	5.0	4.8
Large Print	-	-	-	14.5	10.0
Average	9.2	5.9	6.7	9.8	8.8

Table 5: Disability disclosures of registered students, 2010–2020

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
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	1,186
2014/15	730	128	11	90	85	124	1,168
2015/16	792	123	9	105	116	135	1,280
2016/17	732	117	10	101	114	140	1,214
2017/18	903	140	9	135	140	217	1,544
2018/19	1,126	160	13	158	173	217	1,901
2019/20	1,272	151	16	161	233	376	2,209
2020/21	1,235	117	19	144	247	459	2,221

Figure 1: Subjects requested (by percent of total requests), 2020/21

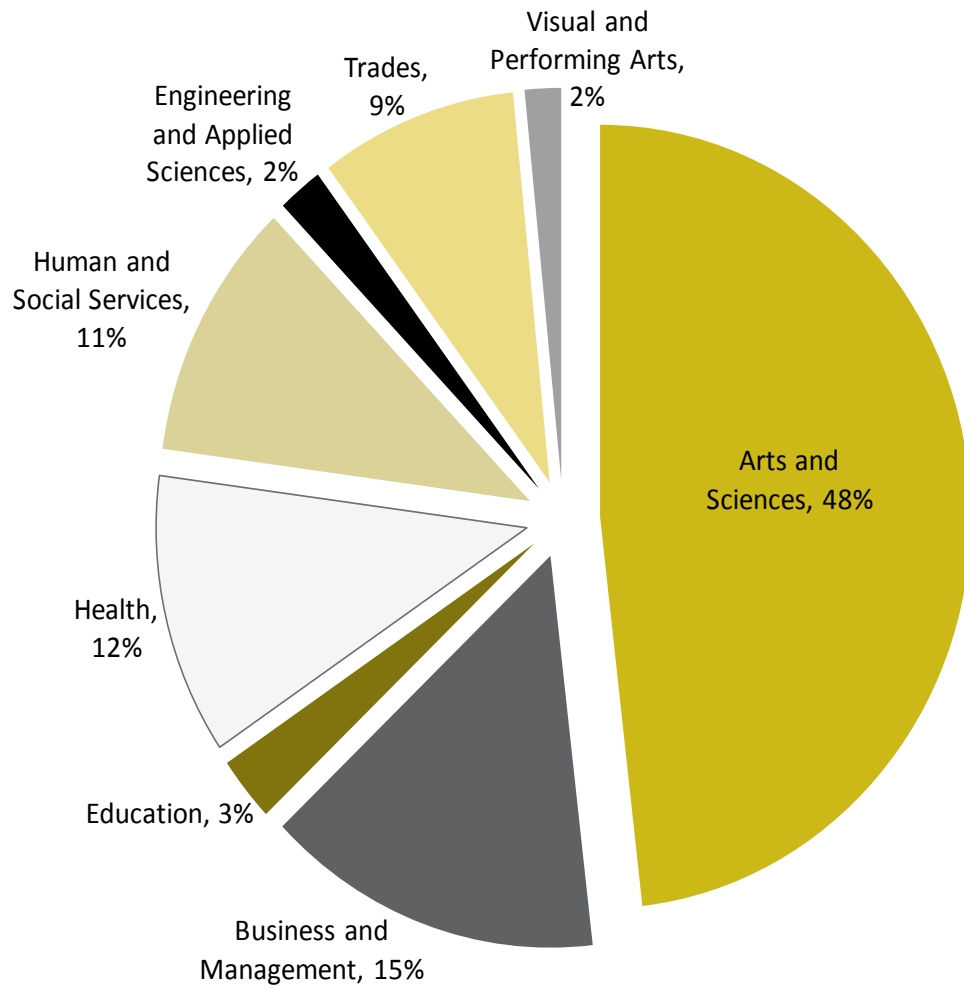


Figure 2: Number of Trades students, 2011-2021

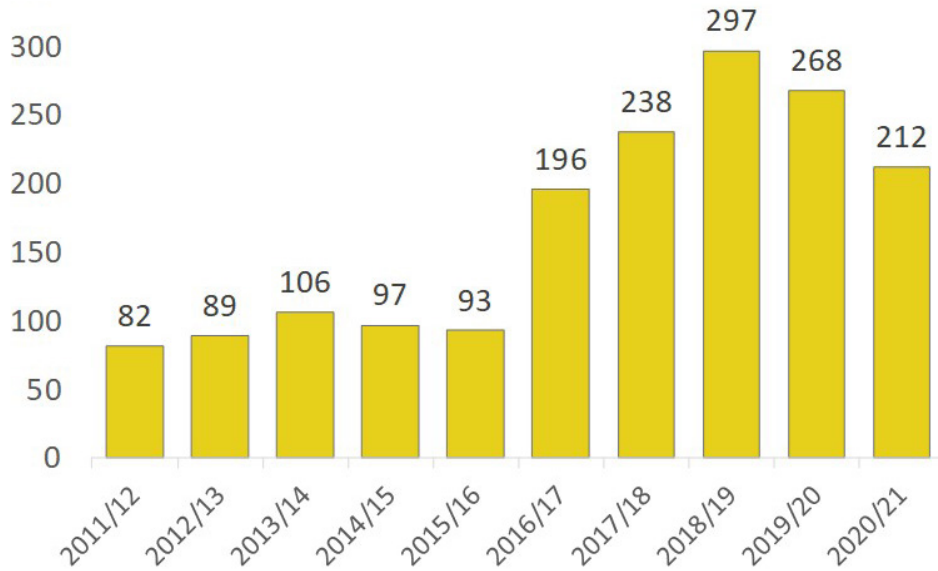
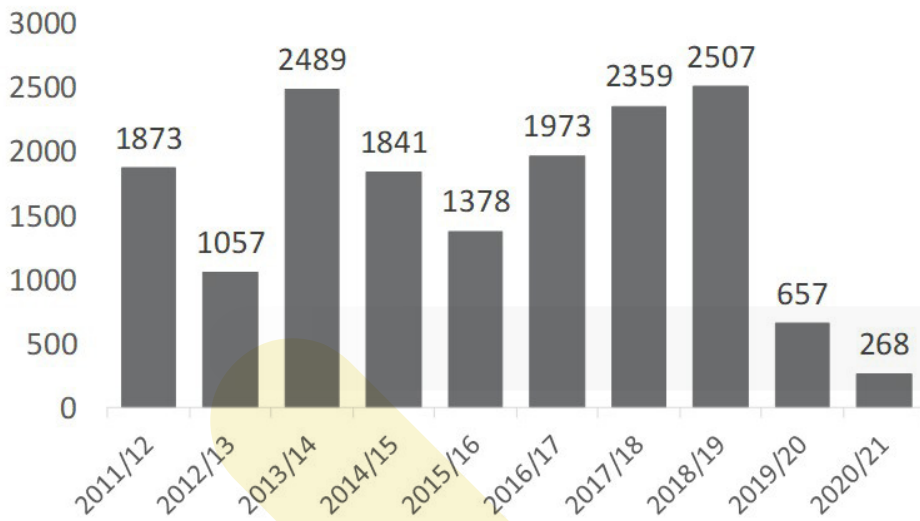


Figure 3: Number of Trades requests, 2011-2021



APPENDIX 2: EVENTS AND ACTIVITIES

April 2	First “COVID conversations” open forum meeting hosted by CAPER-BC, ACE-BC (formerly PCAS), and AT-BC to support Accessibility Services staff throughout BC.	June 12	CAPER-BC orientation with new Accessibility Services staff at University of the Fraser Valley.
April 7	CAPER-BC orientation with new Accessibility Services advisor at College of the Rockies.	June 12	Presentation at PRCVI for visually impaired students transitioning from K-12 to post-secondary, and teachers of the visually impaired.
April 9	COVID conversations meeting – Academic integrity considerations for remote assessment.	June 22	Faculty workshop at Langara College on making Zoom accessible to all students.
April 16	COVID conversations meeting – Presentation from the Wavefront Centre for Communication Accessibility on communication solutions for the virtual classroom.	June 25	COVID conversations meeting – Captioning tools and best practices.
April 30	COVID conversations meeting – Q&A session with StudentAid BC.	July 6	Faculty workshop at Langara College on making accessible course materials (print materials).
May 4-5	Annual CAER meeting (remote).	July 10	Faculty workshop at Langara College on making accessible course materials (presentation and video tools).
May 7	COVID conversations meeting – Supporting student mental health and wellbeing.	July 27	CAPER-BC orientation with new Accessibility Services staff at Douglas College.
May 13	CAPER-BC orientation with new Accessibility Services staff at Douglas College.	Aug 26	Corrie Playford represents CAPER-BC at an accessible STEM materials symposium hosted by UBC.
May 28	Disability Articulation committee partner’s day.	Aug 27 & 28	CAPER-BC, ACE-BC, and AT-BC host student drop-in sessions offering information about remote learning and postsecondary accessibility supports.
June 9	Faculty workshop at Langara College on accessibility considerations for online learning.	Sept 16-18	CAPER-BC, ACE-BC, and AT-BC host further student drop-in sessions.
June 11	COVID conversations meeting – Update from the Industry Training Authority on remote Trades certification support.	Oct 1	Presentation to the Metro Vancouver Teaching and Learning Librarians’ online information literacy instruction show & tell on accessibility tips and tools for remote information literacy instruction.

Note: On March 23, 2020, CAPER-BC moved to remote work for all staff due to COVID-19 pandemic. All post-secondary institutions in the province moved to predominantly remote teaching and learning, which had significant impacts on the delivery of student support services, including CAPER-BC services.

- Oct 5** Quarterly CAER conference call.
- Oct 14 & 15** CAPER-BC, ACE-BC, and AT-BC host further student drop-in sessions.
- Oct 27** Presentation at the British Columbia Institute of Technology for media literacy week on reducing media literacy barriers with accessible educational materials and UDL.
- Nov 12-19** All CAPER-BC staff remotely attend Accessing Higher Ground – Accessible Media, Web, and Technology Conference.
- Nov 19** ACE-BC Advisory Council meeting.
- Nov 23** CAER conference call.
- Nov 23** CAPER-BC annual Advisory Committee meeting.
- Nov 24** Presentation to Simon Fraser University Library Instruction Interest Group on accessibility issues in library instruction.
- Nov 26** Meeting with Canadian Trades publisher (CWB Group) to discuss accessible publishing considerations and workflows.
- Dec 3** Centre for Equitable Library Access (CELA) Educator Advisory Group meeting.
- Dec 14** Disability Resource Network of British Columbia (DRNBC) Executive Committee meeting.
- Jan 15** Meeting with representatives of the Provincial Health Services Authority (PHSA) and Vancouver Coastal Health (VCH) to discuss accessible online training materials for students with disabilities undertaking work integrated learning opportunities in public health settings.
- Jan 15** DRNBC Executive and Event Planning Committees meeting.
- Jan 25** Quarterly CAER conference call.
- Jan 28** PRCVI Advisory Committee meeting.
- Feb 5** DRNBC Executive and Event Planning Committees meeting.
- Feb 10-12** Corrie Playford represents CAPER-BC at the National Network for Equitable Library Service (NNELS) Accessible Publishing Summit.
- March 4** COVID conversations meeting – Presentation from the BC Parliamentary Secretary for Accessibility on the upcoming Accessible BC Act.
- March 9** Workshop for Canadian Trades Publisher CWB Group introducing accessible publishing practices and workflows.
- March 10** Workshop with Vancouver Community College Accessibility Services staff on alternate format production practices for complex content (part 1 of 2).
- March 11** Annual CAPER-BC internal strategic planning meeting.
- March 16** Jennifer Weldon, new CAPER-BC Accessibility Librarian, begins onboarding.
- March 17** Workshop with Vancouver Community College Accessibility Services staff on alternate format production practices for complex content (part 2 of 2).
- March 18** First meeting of BC alternate format producers working group.
- March 19** CAPER-BC orientation with new Accessibility Services advisor at the Justice Institute of British Columbia.
- March 31** Jennifer Weldon meets with Ministry liaison, Student Aid BC Executive Director, and other provincial accessibility support services representatives to introduce CAPER-BC services.

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