

## Building A Program: Data Management & Resource Development

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### Basics: Garnering Resources & Respect

- Going beyond “running” the program – first the fundamentals then the refinements
  - Who you’re serving, tracking use of services, trends in students and services; areas of significant impact
- What to track and how to report
  - Build a data base and enlist support
  - Develop an annual report with exec summary
- Resource development tips – know your campus
  - Where are the sources of funds: internal and external
  - Make friends, learn to share tidbits of data, pay it forward (serve and invest), define needs & build your case

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### Beyond ‘running’ your program

- Begin to track and record some basic data:
  - How many students are you serving, what type and number of disabilities?
    - ADS-Harper has grown from 741 students in 2003 to 1,280 students in 2009: ADHD, LD, Psych Disabilities are the largest populations
  - Usage of accommodations should be tracked and related to emerging/growing populations
    - Increases in exam accommodations, e-text, auxiliary services
  - Collaborate with your academic affairs and/or student affairs colleagues to track retention, GPA, credits, etc.
    - What does your College track and report? Who manages?

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### When/how to share your data?

- Like the old saying, “an apt word spoken at the right moment...”
  - Prepare the information before you need it.
  - Create fact sheets, charts, anecdotes, lists of needs
- Formats and opportunities for sharing the nature and impact of your work
  - Tell your story in a variety of ways..seek out the venues, the people, i.e short memos to your boss, other key people
  - Who is successful at telling their story on your campus and how to they leverage attention and resources?

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### Thoughts on a basic data system

- Develop what you can manage – do you have or can you access administrative and IT support?
  - ADS literally started with index cards, then moved to spread sheets, then to data bases: MS Access software
  - Have a demographic data base (shaped by an Illinois initiative). Draw data from your enterprise system.
  - Work with IR on your campus: pre-plan their assistance in pulling and analyzing large amounts of data, i.e. for a program review or internal/external review
  - Develop a means of contact or point of service tracking, i.e. number and hours of various services
    - ADS is currently working on five year, trend charts

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### Data comparisons

- Internally – your campus
  - Other departments – how/what do they count
  - Cycle of reviews or evaluation – what data
- State-wide data
  - Annual URG: Underrepresented Groups report
  - ISEG: Shared Enrollment and Graduation (P-20)
- Regional or national
  - State chapters of AHEAD – surveys, doctoral projects, grants
  - AHEAD national data and research work
  - Other disability organizations
  - Become an advocate for inclusion of disability data in state and regional studies

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### Q and A time: Your campuses?

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### Resource Development – Money!

- Careful accumulation and presentation of data, from your program is one key to obtaining funds
  - Use of fact sheets, annual reports, need/budget oriented memos, use of program/external reviews (NIU example)
  - Do your homework when requesting more funding: why needed (demonstrate all along), what others are doing/paying (Interpreter wage memo)
- Following the money!
  - Budget development on your campus: how, who?
  - Sources of special allocations (Foundation/private support)
  - Tapping internal funds for travel, professional development

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### Examples from Harper College

- Variable expenditures – preplan and warn as the need is arising, i.e. interpreting, student workers, etc.
  - Teach your management about fixed versus variable costs (happens with utilities, IT, etc.)
  - Justifying a significant increase in pay for interpreters
  - General fees to provide access to funds needed
- Dealing with the unexpected – your campus system
  - Midyear budget allocations
  - Fiscal year budget exceptions
  - Transfer of unused funds from colleagues accounts

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### Continued examples: Harper College

- Documenting future needs based on growth/usage:
  - Greater assistive tech support and e-text support
    - Grant funds obtained
    - Sought private/corporate funding thru Foundation
    - Created liaison position within IT, support has grown
    - Building support within Library & Instructional Tech
  - Growth in the usage of accommodations
    - Hiring and training additional student workers
    - Advocating for AT Specialist to become full time
    - Advocated for Coordinator of Accommodations to move from 10 month to 12 month role, upgrading position level

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### Q and A time: Your campuses?

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### Creating an Action Plan

- Break into groups of two to discuss the following:
  - What are two areas of current need on your campus?
  - Explain these needs to one another – what can you document now?
  - How would you prioritize the two needs?
  - Who must you convince to get support for these needs?
  - What are the next three steps you must do to build an appeal for funding within the next fiscal year?
  - What data do you have and what do you need to support your request? Who can assist you in obtaining it?

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