KANSAS INSTRUCTIONAL RESOURCE CENTER FOR THE BLIND AND VISUALLY IMPAIRED (KIRC) 2021

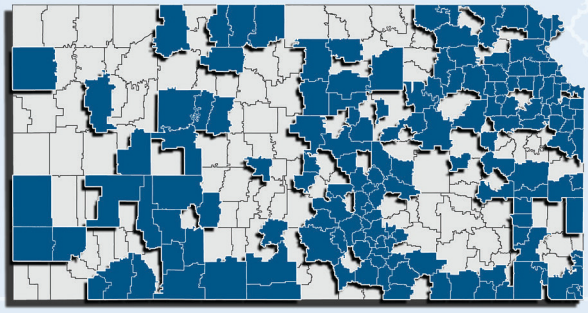
The **Kansas Instructional Resource Center for the Blind and Visually Impaired (KIRC)** provides instructional materials and services, including professional development seminars, to support teachers across Kansas working with students with visual impairments. The project represents a partnership between the **Kansas State Department of Education** and the **Kansas State School for the Blind**.

STUDENTS RECEIVED TIMELY INSTRUCTIONAL RESOURCES

Currently, 955 Kansas students with visual impairments are registered in the KIRC lending database. To support these students, during the 2020–21 school year KIRC provided $417,589.82 in resources to 84 Kansas school districts as well as to other educational organizations including private schools and infant–toddler programs. These resources, which can be found in a searchable, online catalog (**http://webopac.klas.com/ksirc**), include textbooks and library books in braille and large type, assistive technology, and electronic files that meet the National Instructional Materials Accessibility Standard (NIMAS). Additionally, KIRC coordinates and maintains the annual federal count and funds for the American Printing House for the Blind. For 2021, the allocation of funds was $315,572 for Kansas students who qualified for federal quota funds.

KIRC PROVIDED MORE THAN
$417,000
in instructional resources for children and youth with visual impairments
ACROSS KANSAS

157 DISTRICTS IMPACTED BY KIRC IN THE PAST FIVE YEARS

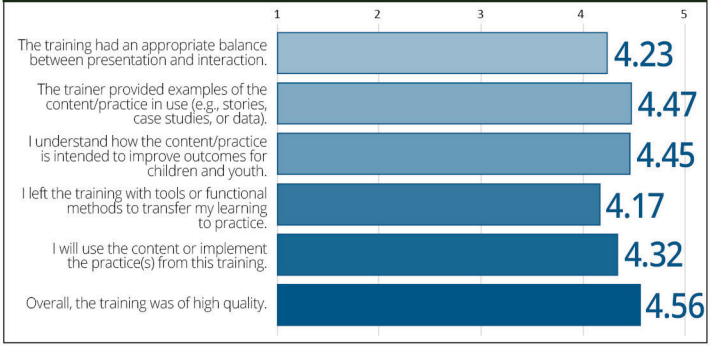


EDUCATORS EXPANDED SKILLS

During the 2020–21 school year, KIRC, in collaboration with the Teachers of Students with Visual Impairments and Certified Orientation and Mobility Specialist Preparation and Mentorship (TSVI/COMS) project, provided two virtual professional development opportunities: the Third Annual Kansas Vision Symposium attended by 93 participants and Introduction to the Brain, Visual System, Neuroplasticity, and Cortical Vision Impairment attended by 50 participants. The Vision Symposium consisted of three sessions: Effective Ways to Teach Echo-Identification, Access for Students With Deafblindness or Multiple Disabilities In a Distance Learning Environment, and The Approach to Comprehensive Evaluations That Support Technology Recommendations for Blind and Low Vision Students. On the post-training evaluation survey for the Symposium, 96% of participants mentioned a specific skill/practice learned from the training that they will implement while 76% of participants planned to implement the newly learned practices from at least two sessions.

*"The lineup for this conference was excellent and **I felt I really learned a lot from these presenters.**"*
— Symposium Participant

EVALUATION RESULTS FROM 52 TRAINING PARTICIPANTS
Average Ratings (1=*Strongly Disagree*, 5=*Strongly Agree*)



In collaboration with Dr. Lotfi Merabet, the follow-up webinar on Cortical Vision Impairment resulted in 80% of participants identifying a specific skill/practice learned from the session that they will implement. Participants reported that they gained functional methods to transfer their learning to practice. A sample of participants' next steps included:

- *"The largest take away is understanding brain function and how it impacts different learning modalities. There isn't one way to teach or learn."*
- *"I will use the brain scan examples to show other teachers and providers the impact that Cortical Vision Impairment has on visual processing."*
- *"I will provide a wide variety of experiences to maximize brain plasticity and use multi-sensory experience to engage multiple parts of the brain in learning. The brain is wonderful and can surprise you!"*

*"**This training was very applicable to what we do on a daily basis.** Thanks to everyone who put this together!"*
— Symposium Participant

MORE INFORMATION AT: WWW.KSDETASN.ORG/KIRC