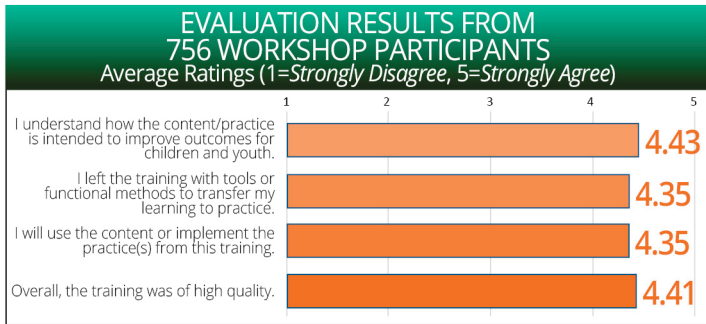
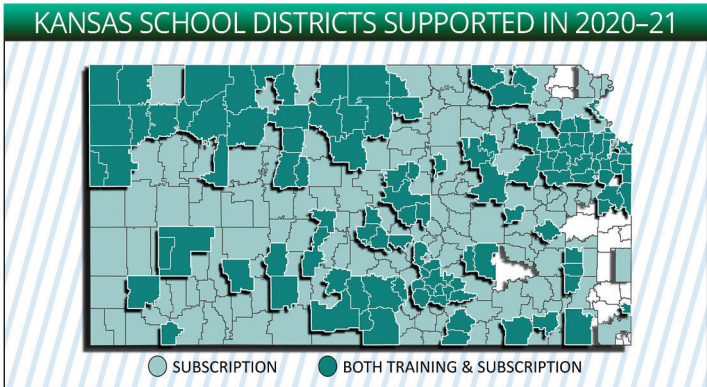


The **Kansas Infnitec Coalition (KIC)** is the result of a partnership between the **Kansas State Department of Education** and **UCP Seguin of Greater Chicago** since 2005. Through this partnership, Infnitec provides professional development on the instructional integration of technology to improve learning and supports a Cadre of Kansas professionals that assists Kansas school districts and agencies on the consideration and use of assistive technologies (AT). Kansas Infnitec is committed to expanding the skills of educators to address the learning needs of all students in order to improve their educational outcomes.

A CADRE SERVING KANSAS

During the 2020–21 school year, the Cadre included 29 members, representing 11 Kansas school districts, the Kansas State School for the Blind, and 12 special education organizations across all regions of the state. The majority of the Cadre members served multiple roles, including speech language pathologists, special educators, occupational therapists, assistive/instructional technology specialists, administrators, and general educators. As a testament to the dedication of Cadre members, 31% have been part of the Cadre for a decade and 52% have been members for five years or more.

Infnitec staff and Cadre members provided a combined 239 professional development sessions throughout all regions of the state, including instruction on universal design for learning, access to and use of digital text, literacy for complex learners, and



resources for paraeducators. These events reached more than 3,300 participants across 155 Kansas education agencies. All sessions included additional follow-up for the participants, such as onsite coaching and access to additional resources. Of the 36 sessions provided by the Infnitec staff, 92% involved multiple days across several weeks, allowing participants to practice new skills with constructive feedback, coaching, and reflection on their implementation fidelity and student outcomes. Eight of these professional development sessions were observed by a member of the TASN Evaluation team. Trainers met 90% of the adult learning indicators in the domains that address preparing and engaging the learners and contextualizing the content.

ON DEMAND ASSISTIVE TECHNOLOGY TECHNICAL ASSISTANCE

“Our Assistive Technology Team is grateful for the ongoing support we receive from the Infnitec team. They are always just an email away for specific questions regarding student needs.”
— Assistive Technology Team Member

Infnitec is a reliable place for educators and families to participate in professional learning, find resources, ask questions, and receive feedback on the use of the technology. Infnitec provides strategies for

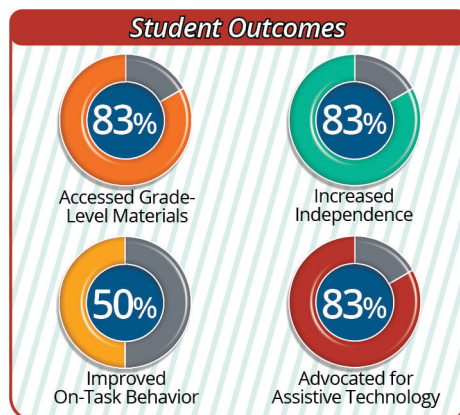
technology integration, feature matching, and the use of data to inform practice. Technical assistance covers topics such as assistive technology to support reading and writing, augmentative and alternative communication (AAC), assistive technology consideration and procedures, as well as training on the use of technology tools (PAR, uPAR, Read&Write, Snap& Read, Co:Writer, AAC Devices, etc.). All districts in Kansas have access to myriad webinars addressing both high- and low-incidence disabilities.

Additionally, the 254 districts with subscriptions to www.myinfnitec.org have access to expansive, on-demand, online, professional learning including an administrative learning management system.

“Universal use of technology tools will improve use of these tools for students with disabilities and can be available for all students who need them.”
— Administrator

IMPACT OF TEAM COLLABORATION & TECHNOLOGY

Six interdisciplinary teams across Kansas participated in a pilot online series to support the use of digital text for literacy. Each team designed and implemented a plan to increase a student’s access to core curricula based on data analysis. Of the students who were assessed through this pilot, 83% improved in independence and self-advocacy and were able to access grade-level materials. Five of the teams offered the use of digital text-to-speech to all the students in their districts.



“We are committed to digital text and universal technology tools because every student deserves access to grade-level content.”
— Administrator