

The **Kansas Infinitec Coalition (KIC)** is the result of an enduring partnership of more than 14 years between the **Kansas State Department of Education** and UCP Seguin of Greater Chicago. Through this partnership, KIC supports a local cadre of Kansas professionals who provide assistance to Kansas districts on the consideration and use of instructional and assistive technologies (AT). Kansas Infinitec is committed to expanding the skills of local IEP teams to address the needs of all students with disabilities in order to improve students' outcomes.

## ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY DELIVERED

During the 2018-19 school year, the Cadre included 26 members, representing 11 Kansas school districts, the Kansas State School for the Blind, and 10 special education organizations throughout all regions of the state. The majority of the 2018-19 Cadre members served multiple roles, with roles including occupational therapists, speech language pathologists, assistive/instructional technology specialists, special educators, administrators, and general educators.

**IN 2018-19  
INFINITEC & THE KIC CADRE PROVIDED**

**254** Professional Development Sessions

ACROSS KANSAS

Infinitec staff and Cadre members provided a combined 254 professional development sessions throughout all regions of the state. These events reached 4,008 participants across 81 public school districts. The sessions included an annual two-day Summer Institute for Cadre members; an annual statewide AT Conference; in-depth, multi-session online courses; and 65 trainings focused on access to and use of digital text and AT tools. Other training topics included the AT consideration process, AT for students

with traumatic brain injuries, developing core vocabulary, teaching self-advocacy, and working with paraeducators. All trainings included additional follow-up for the participants, such as on-site coaching and access to additional resources or professional development sessions. As a testament to the dedication of Cadre members, 22% have been part of the Cadre for a decade while 59% have been members for five years or more.

### EVALUATION RESULTS FROM 245 PARTICIPANTS FOLLOWING 27 TRAININGS

Average Ratings (1 = Strongly Disagree, 5 = Strongly Agree)

	1	2	3	4	5
I understand how the content/practice is intended to improve outcomes for children and youth.					4.52
I left the training with tools or functional methods to transfer my learning to practice.					4.44
I will use the content or implement the practice(s) from this training.					4.47
Overall, the training was of high quality.					4.56

Nine professional development events were observed by a member of the TASN Evaluation team. Trainers met 89% of the indicators regarding high-quality professional development, including 100% of the indicators in the Demonstration domain.

## DIGITAL TEXT REPOSITORY

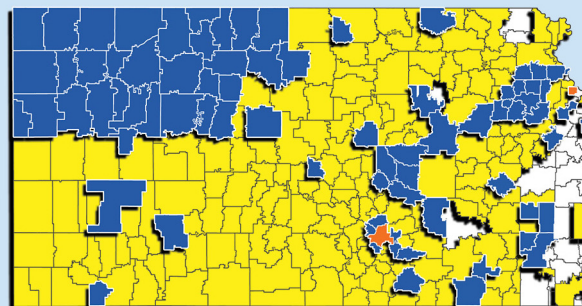
The 253 districts and three other education agencies with subscriptions to [www.myinfinitec.org](http://www.myinfinitec.org) access on-demand online professional development, curriculum supports, and professional learning opportunities. In addition, all districts in Kansas have access to InfiNITeXt, a continuously expanding repository of digital materials to support students with print disabilities. Through an agreement with KSDE, this repository is available to students in any Kansas school and currently houses more

**IN THE 2018-19 SCHOOL YEAR**

**InfiNITeXt** ADDED more than **+36,000** pages of digital text

than 49,000 files and more than 3,100 complete textbooks/novels in multiple formats. During the 2018-19 school year, this repository increased by 36,227 pages, including 39 complete textbooks and 30 novels. Kansas school staff may request books or chapters of books, which Infinitec will scan and add to the digital text repository at any time throughout the school year.

### KANSAS SCHOOL DISTRICTS IMPACTED



## STUDENTS SUCCEED USING ASSISTIVE TECHNOLOGY

As an example of how significant the impact of AT can be for student success, Aiden, a 3rd grade student in Kansas, was unable to do most of his schoolwork independently because he struggled with decoding written text. His teacher began using text-to-speech digital technology during class, and his mom gave him an audio recording of a 5th grade reading level book that was a favorite of his peers. He read/listened to the book and received a 90% comprehension score, earning all the accelerated reading points. He demonstrated that he could comprehend 5th grade material if it was presented through digital text-to-speech.

*"Having access to digital text has given Aiden the ability to read books his peers are reading as well as higher level books to grow his vocabulary and knowledge base. He LOVES to see his progress highlighted on the AR wall with his peers."*

— PARENT

*"Having electronics help me read makes me feel happy, smarter, and [feel] better about myself! I loved reading all the 39 Clue books!!! Thank you for helping me!"*

— STUDENT