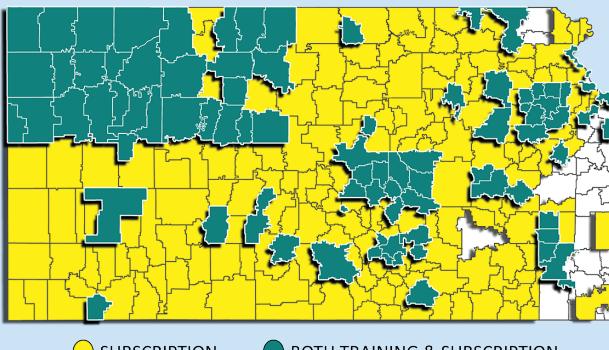


The Kansas Infinitec Coalition (KIC) is the result of an enduring partnership of more than 15 years between the **Kansas State Department of Education** and UCP Seguin of Greater Chicago. Through this partnership, KIC supports a Cadre of Kansas professionals who provide assistance to Kansas school districts on the consideration and use of instructional and assistive technologies (AT). Kansas Infinitec is committed to expanding the skills of educators to address the needs of all students with disabilities in order to improve outcomes.



A CADRE SERVING KANSAS

KANSAS SCHOOL DISTRICTS IMPACTED



Infinitec staff and Cadre members provided a combined 367 professional development sessions throughout all regions of the state, including 114 trainings focused on access to and use of digital text and 29 hour-long webinars for paraeducators. These events reached more than 7,000 participants across 73 different Kansas education agencies. All sessions included additional follow-up for the participants, such as on-site coaching and access to additional resources. Nine professional development events provided by Infinitec staff were observed by a member of the TASN Evaluation team. Trainers met 96% of the indicators regarding high-quality professional development, including 100% of the indicators in the Demonstration and Mastery domains.

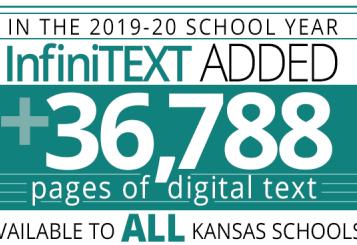
During the 2019–20 school year, the Cadre included 24 members, representing 12 Kansas school districts, the Kansas State School for the Blind, and 12 special education organizations throughout all regions of the state. The majority of the 2019–20 Cadre members served multiple roles, with roles including speech language pathologists, special educators, occupational therapists, assistive/instructional technology specialists, administrators, and general educators. As a testament to the dedication of Cadre members, 21% have been part of the Cadre for a decade and an additional 46% have been members for five years or more.

EVALUATION RESULTS FROM 214 WORKSHOP PARTICIPANTS

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.					4.53
I left the training with tools or functional methods to transfer my learning to practice.					4.39
I will use the content or implement the practice(s) from this training.					4.34
Overall, the training was of high quality.					4.41

DIGITAL TEXT REPOSITORY



The 258 districts with subscriptions to 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 than 50,800 files, including 3,174 complete textbooks/novels in multiple formats. During the 2019–20 school year, this repository increased by 36,788 pages, including 22 complete textbooks and 52 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 during the school year.

ACCESS FOR ALL USING TEXT-TO-SPEECH

In collaboration with the TASN Co-Teaching project, educators in three districts expanded their skills to include the use of digital text-to-speech during instruction. Twenty-seven elementary and 19 high school students were screened to determine their silent-reading versus listening comprehension. All of the students' silent-reading comprehension levels were below grade level (on average, two grades lower for elementary students and six grades lower for high school students), and 82% received reading accommodations and/or special education support. When provided a digital text-to-speech reader, all

"We communicate more efficiently and are more goal driven for the student."

the high school students and 59% of the elementary students comprehended at grade level with 75% accuracy or better. In the fall, one fifth grader, Abbie, was comprehending at the first-grade level with silent reading, had 50% listening comprehension at grade level with a digital text-reader, and 75% listening comprehension at grade level with a human reader. In the spring, as a result of her new-found excitement for reading with the Don Johnston Snap & Read digital text read aloud, she spent 120 hours reading and listened to over 15 hours of audiobooks, achieving 100% comprehension of grade-level text with a human reader and 75% with a digital text-reader.

100% of high school students & **59%** of elementary students
COMPREHENDED at grade level

when provided a
TEXT-TO-SPEECH READER