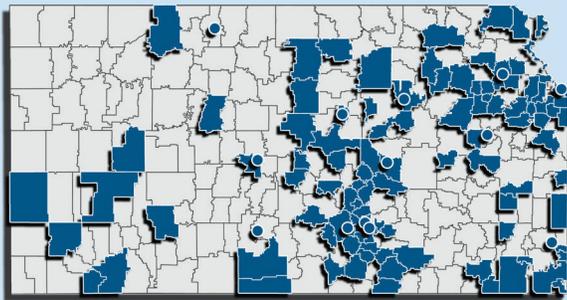


The **Kansas Instructional Resource Center for the Blind and Visually Impaired (KIRC)** provides instructional materials and services, including professional development seminars, to support teachers across Kansas working with students with visual impairments. The project represents a partnership between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



**STUDENTS RECEIVED TIMELY INSTRUCTIONAL RESOURCES**

**DISTRICTS / RELATED ORGANIZATIONS IMPACTED**



Dots represent the location of related organizations.

Currently, 989 Kansas students with visual impairments are registered in the KIRC lending database. To support these students, during the 2019–20 school year, KIRC provided \$489,122 in resources to 102 Kansas school districts, as well as providing resources 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).

**KIRC PROVIDED MORE THAN**  
**\$485,000**  
in instructional resources for students with visual impairments  
**ACROSS 102 KANSAS SCHOOL DISTRICTS**

Additionally, KIRC coordinates and maintains the annual federal count and funds for the American Printing House for the Blind. For 2020, the allocation of funds was \$291,649 for Kansas students who qualified for federal quota funds.

**EDUCATORS EXPANDED SKILLS**

During the 2019–20 school year, KIRC provided two workshops attended by a combined 117 participants, including teachers of students with visual impairments and other special education teachers, orientation and mobility specialists, braille transcribers, administrators, paraeducators, and related service providers. Through these workshops,

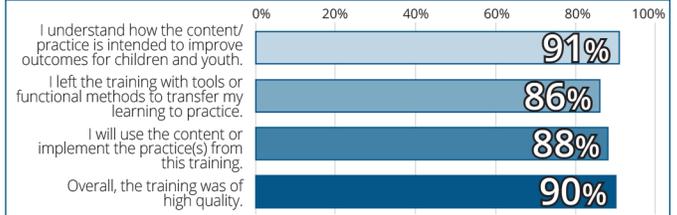
*"I have used the information I learned to write IEP goals and to enhance the assessment of my students."*

national experts provided training on tactile graphics, Learning Media Assessments, supporting teens to build skills as nondrivers, Cortical Visual Impairment Phase III assessments and strategies for instruction, and braille teaching strategies.

A vast majority of participants found the workshops to be practical, beneficial, and high quality.

Both of the 2019–20 KIRC workshops were observed by members of the TASN Evaluation team. Presenters met 73% of indicators regarding high-quality professional development, including 100% of indicators in the Demonstration domain and 92% in the Engagement domain.

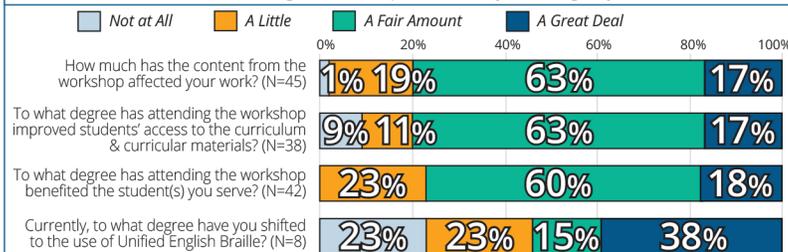
**EVALUATION RESULTS FROM 89 PARTICIPANTS**  
Percentage Responding "Agree" or "Strongly Agree"



**TEACHERS MET STUDENTS' INSTRUCTIONAL NEEDS**

**KIRC IMPLEMENTATION SURVEY RESULTS**

Percentage of Responses by Category



After each workshop, participants utilized newly learned skills to support students. Results from follow-up surveys showed that the workshops impacted educators' instructional practices and students' access to curricular materials.

*"I have a better understanding of how to help support my students in the classroom."*

*"The workshops have been great for applying my knowledge when working with teachers to create a good program for students with visual impairments."*