

The **Kansas State Department of Education (KSDE) Special Education and Title Services (SETS)** leadership provides core components of both IDEA and ESEA systems of general supervision through the Technical Assistance System Network (TASN). Districts access a wide array of support and evidence-based professional development essential to increasing adult capacity, preventing educational inequity, and establishing safe and supportive learning environments. Services are specialized, not designed to meet all needs but niche, interconnected areas critical to equitable outcomes for specific groups of underserved students, including those receiving IDEA special education and ESEA Title services. Carried out by a network of collaborators from numerous organizations, technical assistance and professional development are coordinated, based on sound data, and lead to improvements in each of the State Board of Education's five outcomes for student success. A collective of evidence-based professional development priorities provides flexible services and supports that build the capacity of general and special education teachers, paraprofessionals, family members, administrators, and support-service professionals.

EVIDENCE-BASED IMPLEMENTATION PRIORITIES

Establish system-level coherency and efficiency through collaboration, utilization-focused evaluation, family engagement, recruitment, retention, and accountability.

- Evidence-Based Coordination
- Evidence-Based Evaluation
- Kansas Parent Information Resource Center (KPIRC)
- eMentoring for Student Success (eMSS)
- Educate Kansas
- General Supervision, Timely and Accurate Data (GSTAD)
- IDEA Administration and Capacity

Increase adult capacity to provide inclusive, personalized instructional practices with co-teaching, technology, and a tiered instructional system of supports.

- Kansas Multi-Tier System of Supports (MTSS) and Alignment
- Kansas Learning Network (KLN)
- Instruction Within Inclusive Environments (Infinitec and Kansas Co-Teaching)
- School Mental Health Professional Development and Coaching

During the
2021-22
School Year

TASN supported

99%

of Kansas
School Districts

Increase adult capacity to provide effective specially designed instruction for students who are blind or visually impaired, deaf or hard of hearing, on the autism spectrum, and/or exhibiting challenging behaviors.

- Autism and Tertiary Behavior Supports (ATBS)
- Kansas Instructional Resource Center for the Visually Impaired (KIRC)
- Teachers of Students Who Are Blind or Visual Impaired (TSVI) and Certified Orientation and Mobility Specialists (COMS) Preparation and Mentorship
- Teachers of the Deaf (TOD) Endorsement and Professional Development

*"[TASN consists of] a team of passionate, knowledgeable people who will **help you move the needle forward in helping your students.**"*

— Superintendent

The degree to which each scope of work is successfully achieved is measured by a coordinated set of systemwide program and performance measures. Each contractor must: (a) conduct activities within an accountable delivery system of supports and services, (b) utilize data to identify the need for classroom supports and services at differing levels of intensity, (c) offer services of sufficient intensity to effectively sustain evidence-based instructional practices, (d) minimize and/or eliminate cost-driven participation barriers, and (e) adhere to standard operating principles and evaluation protocols. Each priority supports school districts' systemic implementation and evaluation of evidence-based practices that foster equitable outcomes for all students, pre-kindergarten through high school. [Evaluation briefs](#) outline project-specific outcomes.

Educators from 283 Kansas school districts engaged in professional development during the 2021-22 school year. In most cases, training was ongoing and included follow-up coaching. Additionally, all districts have access to the Educate Kansas teacher recruitment portal, and Management Information System (MIS) data clerks, representing every district, receive required annual training on special education data reporting. Apart from the many other professional development opportunities provided statewide, ongoing, systemic, district- and building-specific professional development was provided to districts and schools serving 255,643 Kansas students.

*"Kansas is very lucky to have so many **valuable TASN projects** to assist KSDE in our work."*

— KSDE Leadership

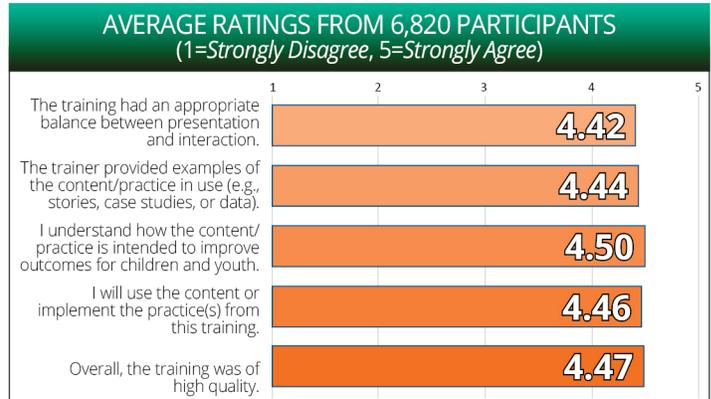
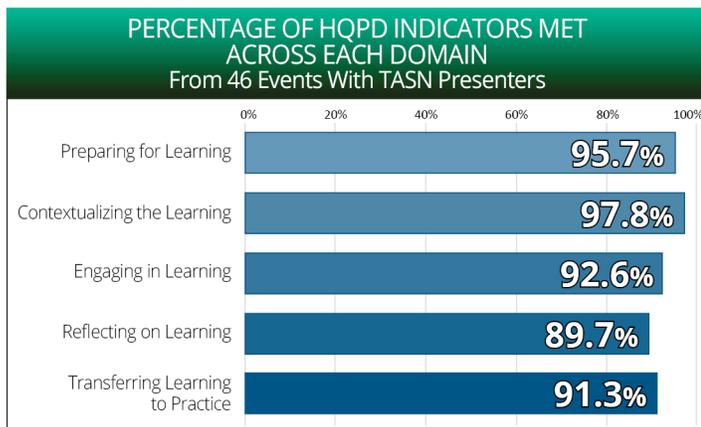
In addition to participating in professional learning, 96 school districts and other educational organizations submitted 298 requests for help through the "Big Blue Button." Participants responded to a follow-up survey, with 84% indicating that support was helpful. Collectively, providers also logged 3,409 instances of technical assistance with districts and special education organizations. Of the total, 1,703 (50%) included individual coaching, team coaching, or systems coaching, 928 (27%) included training or resources, and 461 (14%) included technical assistance. Of the participants who responded to a follow-up survey, 97% indicated that the support was helpful.

EVIDENCE-BASED IMPLEMENTATION

PROFESSIONAL LEARNING RESULTS IN IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

TASN professional development evaluation results showed that training was of high quality. During 2021–22, TASN posted 839 professional learning events on www.ksdetasn.org. These events included face-to-face workshops and online learning events involving more than 29,000 registrations handled directly through the TASN website, with the vast majority of participants reporting that they would use the content or implement the practices.

In total, 58 trainings were observed by an evaluation team member. Using the [Observation Checklist for High Quality Professional Development \(HQPDP Checklist\)](#), evaluators rated 21 adult learning indicators across five domains. Of the total observed events, 46 were provided by TASN project staff and 12 were provided by content experts outside of TASN. The graph provides the average domain scores across the observed events where TASN project staff presented content.



In 2021, Kansas administrators, representing 70% of school districts and 88% of special education organizations, responded to a survey regarding TASN as a whole. These 312 administrators were asked to rank order the type of supports they believed TASN should focus on providing. Both general and special education administrators ranked consultation/technical assistance as the top priority, followed by ongoing professional development. They also identified instructional practices and student outcomes that have improved as a result of TASN professional development.

The most commonly cited instructional impacts:

1. Tiered academic supports
2. Tiered behavioral and social-emotional supports
3. Co-teaching
4. Data collection, root cause analysis, and/or data-based decision making
5. Support for students with complex or challenging behaviors
6. Trauma-responsive practices

The most commonly identified improvements included:

1. Academic achievement
2. Social skills
3. Individualized, specialized instruction and support based on student needs
4. Inclusive practices for students with disabilities
5. Engagement in school
6. Resilience, self-determination, and social-emotional wellbeing

THOUSANDS ACCESS EVIDENCE-BASED RESOURCES

Since the summer of 2015, the TASN website (www.ksdetasn.org) has logged 562,148 visitors and 4,814,362 page views. Over 25,000 users have created logins, and the 2,563 vetted resources (1,828 file uploads, 447 videos, 288 external URLs) housed on the site have been accessed 294,924 times, including 75,611 times just during the 2021–22 school year.

