

In collaboration with the **Kansas State Department of Education (KSDE)**, the **Center for Technical Assistance for Excellence in Special Education (TAESE)** provides the Capacity Development Project. Through this project, TAESE supports Kansas mediators, complaint investigators, due process hearing officers, KSDE staff, and state and local school district administrators and practitioners to maintain and increase their understanding of special education law and related issues necessary for them to perform their respective roles.

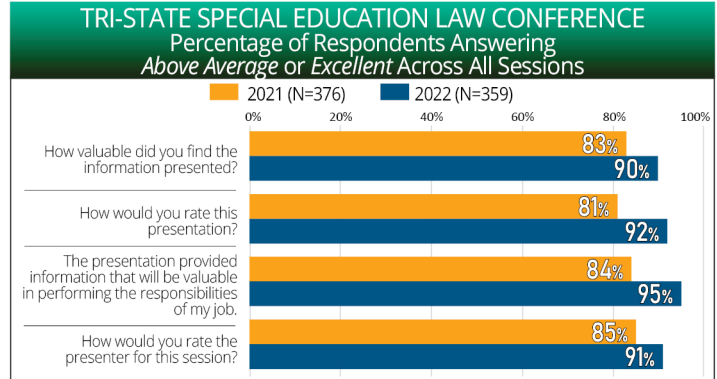
BUILDING CAPACITY THROUGH PROFESSIONAL DEVELOPMENT

TAESE assisted with the planning, facilitation, implementation, and evaluation of the 20th annual Tri-State Special Education Law Conference. The 2022 conference had 950 attendees from

98% of Kansas survey respondents rated the **TRI-STATE SPECIAL EDUCATION LAW CONFERENCE** as **ABOVE AVERAGE** or **EXCELLENT!**

Nebraska, Iowa, and Kansas. Of the 359 responses to an evaluation survey, 90% rated the overall conference as above average or excellent, and 98% rated the keynote speakers as above average or excellent.

TAESE facilitated three Dispute Resolution in Special Education workgroups to improve and maintain an effective and efficient dispute resolution system as part of the Individuals with Disabilities Education Act (IDEA) general supervision responsibilities. Mediators, complaint investigators, and due-process hearing officers met four times during the 2022–23 school year as part of the workgroups.



"THIS WAS ONE OF THE BEST CONFERENCES THAT I HAVE BEEN TO. THE INFORMATION WAS RELEVANT. THE PRESENTERS WERE KNOWLEDGEABLE AND ENGAGING. THANKS FOR A GREAT CONFERENCE!"

— Conference Participant

EXPANDING ACCESS TO SCHOOL-BASED SIGN LANGUAGE INTERPRETERS AND BRAILLE TRANSCRIBERS

TAESE coordinates the TASK12 Assessment for school-based sign language interpreters to improve services and outcomes for students who are deaf or hard of hearing. As part of this service, TAESE administers a valid and research-based performance assessment to eligible, school-based sign-language interpreters in Kansas. During the 2022–23 school year, 21 Kansas interpreters completed the TASK12 Assessment.

TAESE, in collaboration with the National Federation of the Blind (NFB) and other core agencies in the education of students

who are visually impaired, developed the K–12 State Braille Transcribers Project. The outcome of the project is to increase the level of access to academic content for students who are visually impaired by increasing state-level and district capacity to provide braille transcription. The online curriculum requires 12–18 months to complete and is followed by a final that consists of transcribing 35 pages in braille. With a passing score of 80% or higher, the participant earns a Library of Congress Certificate in Literary Braille Transcribing.

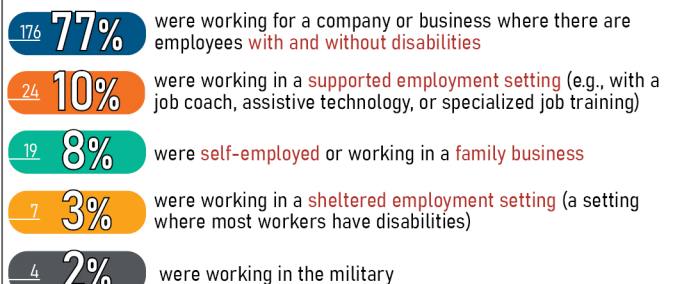
ANALYZING DATA TO INFORM DECISIONS

TAESE, in collaboration with Data Driven Enterprises, supported KSDE by collecting, analyzing, and reporting data for the Kansas IDEA State Performance Plan Indicators 4, 8, 9, 10, and 14. Highlights of this technical assistance included interviewing 339 former students who had individualized education programs (IEPs) to determine post-school outcomes and determining schools' engagement of families by surveying 5,122 parents of students, ages 3–21, who receive special education services. Survey results indicated that 86% of parents felt that the school district facilitated their involvement as a means of improving services and results for their child.

NUMBER OF PARENT SURVEYS COMPLETED OVER THE PAST 5 SCHOOL YEARS



Of the 230 individuals with disabilities who said they were currently working or had worked since leaving high school



86% of parents **AGREED** that schools **FACILITATED THEIR INVOLVEMENT** as a means of **IMPROVING SERVICES AND RESULTS FOR THEIR CHILD.**