



Introduction

Patrick Pillai, SESA Executive Director
Service with SESA, 27 years
Started at SESA as a D/HH Specialist



SPECIAL EDUCATION SERVICE AGENCY

Serving Alaska for 34 years!

SESA provides consultation and training to support the unique educational needs of individuals and the Alaskan communities that serve them.

2004 Individuals with Disabilities Education Act (IDEA)

The Legislature intended for SESA to help DEED fulfill IDEA's requirements by assisting schools to provide special education to children affected by LID.



A.S. 14.30.630(b)(1) requires SESA to provide special education services including:

- (A) Itinerant **outreach services** to students who are deaf, deaf-blind, cognitively impaired, hearing impaired, blind and visually impaired, orthopedically disabled, health-impaired in other ways, and severely emotionally disturbed, and to students with multiple disabilities;
- (B) Special education instructional **support and training** of local school district special education personnel; and
- (C) **Other services** appropriate to special education needs.

Eligibility for Service

- AS 14.30.630 (b). SESA **shall** provide services to students with low incidence disabilities.
- In addition to low incidence disabilities, SESA **may** provide services to a child with a disability, **as defined in AS 14.30.350.**

LOGIC MODEL : SPECIAL EDUCATION SERVICE AGENCY (SESA)

Goal: To Provide Outreach Services, Instructional Training and other Services Appropriate to Special Education

Context - SESA Statute, Alaska Department of Education, Special Education Law and Regulations

INPUTS

OUTPUTS

OUTCOMES

PROGRAM

Activities

Participants

Short Term

Medium Term

Long Term

INVESTMENTS

SESA

Program

Money

SESA Staff

Facility

Knowledge Base

Technology

Policy and Guidance

Stakeholders

SESA
Support

Technical
Assistance &
Dissemination
Activities

Alaska Dept.
of Education

AK School
District Staff

Provide customized,
collaborative, student
focused technical
assistance and training
via onsite and distance
delivery to school
district staff

Build local capacity
of special education
staff through provision
of targeted and intensive
instructional support

Ensure that qualified
specialists are available to
assist districts and
rural educational attendance
areas to make more special
education services
available to exceptional
children without regard to
their location in the state.

Knowledge
Development
Activities

Children and
Families

Encourage collaboration
between districts & community
agencies to promote special
education services to
students with disabilities

Increase use of evidence-based
instructional practices by special
education teachers

Improved capacity and
infrastructure to sustain
implementation of evidence
based practices.

Leadership &
Collaboration
Activities

Related Service
Providers

Stakeholders

Process Measures

Outcome Measures

OBJECTIVES

Program Specific Objectives

- Contact school to plan technical assistance and/or training based on site need.
- Review student file to for expired documentation, and update student records.
- Based on file review and district communication prioritize site need as intensive, targeted, or general.
- After review of relevant information, clearly articulate a technical assistance objective.
- Plan and provide technical assistance and training, site based and/or distanced delivered.

What is Technical Assistance

- Classroom/Remote observations
- Educational assessments
- Educational Interventions
- Modeling of educational strategies
- Inservice training
- Coordinating services for rural schools
- Assistance with IEP & ESER
- Assistance with mini-grants
- Training for use of Assistive technology
- Evidence based strategies

Program Evaluation (1)

- Each specialist will be evaluated annually, using a standardized evaluation form.
- Each specialist, post provision of service will email an agency designed satisfaction survey to service recipients.
- Satisfaction survey will be analyzed for indicators including, quality of service, level of preparedness, coordination with site staff, preferred mode of technical assistance, and use of evidence-based practices.

Program Evaluation (2)

Data is analyzed against benchmarks for:

- # of specialist trips effectively completed
- # of student service reports written
- # of trip cancellations
- # of consultations provided via distance delivery
- # of online e-modules and videos created/accessed
- Data is analyzed to identify cost savings through use of distance delivery services.

Customized Management System

Reports & Graphs Builder

016

Graph of Specialist LID Activities Comparison

Bar Graph tallying Activities Count, graphing each specialist for comparison.

Criteria for inclusion: User Selected Date Range; Activities are counted for all active specialists. Activities must be Mission-Centric and marked as "Finalized";

Options: Date-Range; show/hide Specialist Name

TAGS



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017

Graph of Specialist Completed Reports Comparison

Bar Graph tallying Completed Reports, graphing each specialist for comparison.

Criteria for inclusion: User Selected Date Range; Activities are only counted for the activity Leader. Activities must be Mission-Centric and marked as "Finalized." Reports must be *filed*. Includes all 3 report types.

Options: Date-Range; show/hide Specialist Name

TAGS



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Graph of Specialist Activity Category Performance

Graph displaying the breakdown of a selected specialist's activities by type

Criteria for inclusion: Selected dates and specialist, activity status: "Finalized"

Options: Selected specialist name and time frame

You can view a single specialist, or build a compound PDF for all specialists


TAGS



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Referrals and File Compliance




REFERRALS - SUMMARY LIST and LAUNCH
 Currently Viewing 15 of 200 Records

Filter By Program/Specialist ▼
 Custom FInd

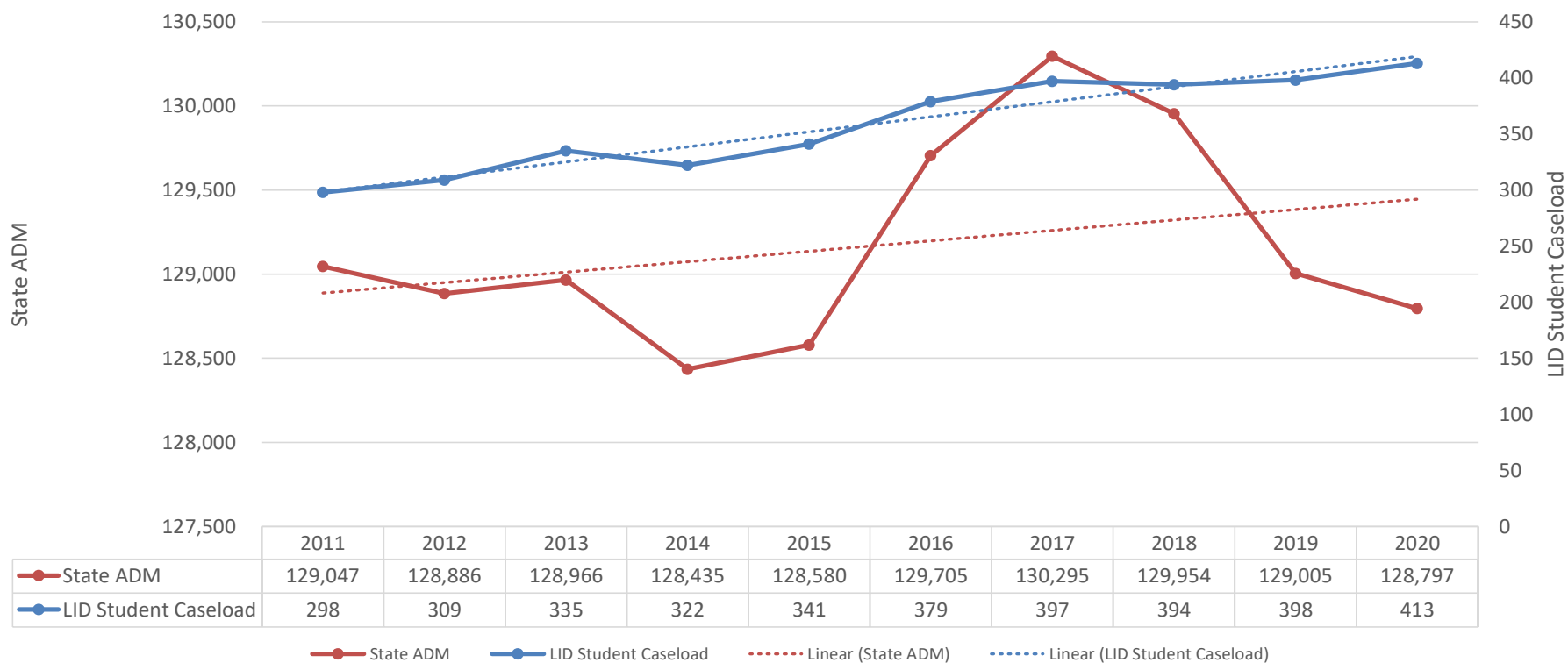
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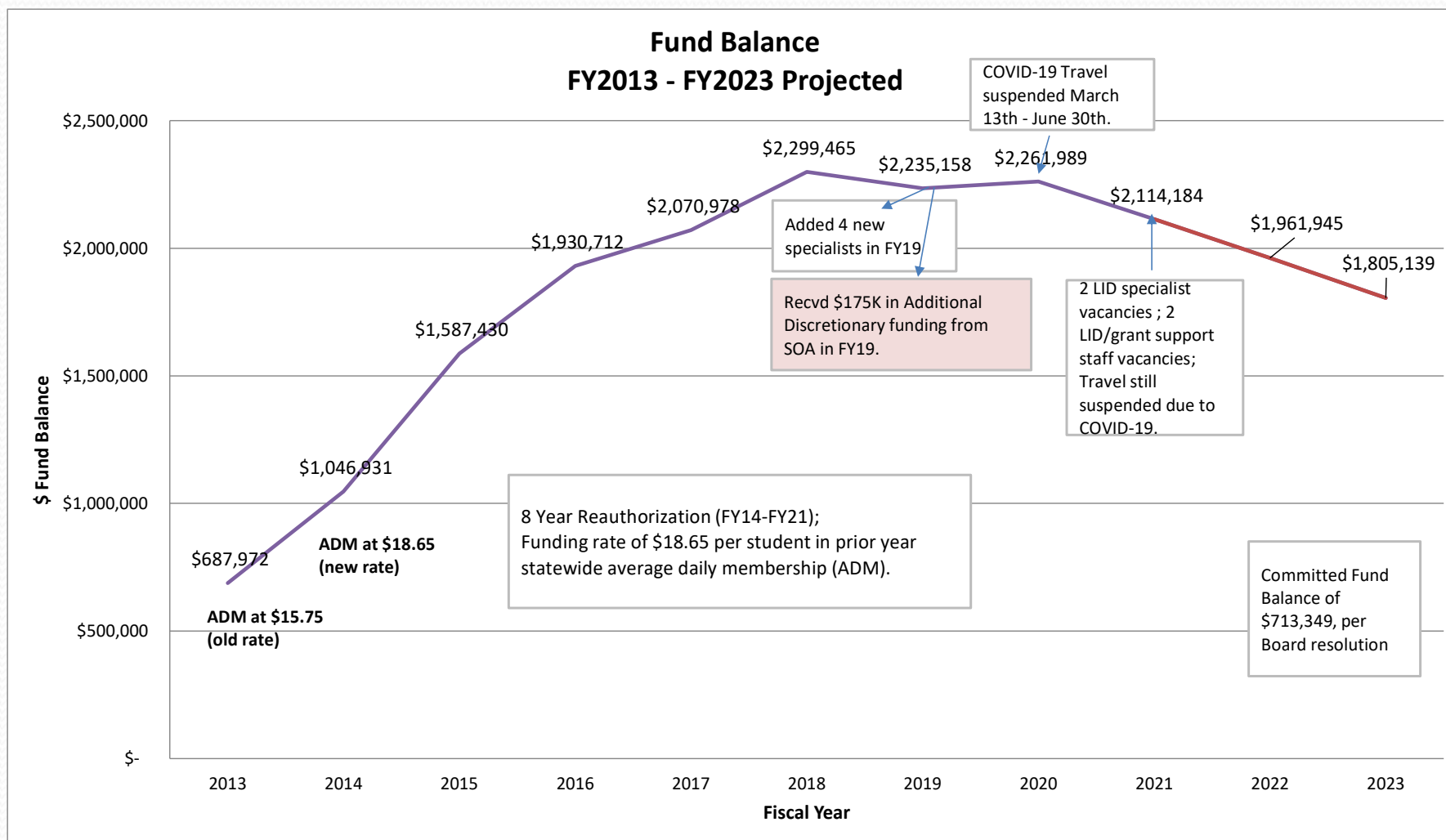
IN PA PROCESSING
 PENDING SPECIALIST REVIEW
 IN SPECIALIST PROCESSING
 PENDING EXEC REVIEW
 APPROVED
 ALL

SORT...

MOLLY MAKE-BELIEVE STATUS: INITIAL PROCESSING CATEGORY: Vision Impairment LEAD SPECIALIST: Angelique Black, M.S.Ed., TVI DETERMINATION:	PA Progress..... 60% SPEC Progress..... EXEC Approval.....	Last Modified..... 12/8/2020 5:51:13 PM PA Processing Completed..... PA Name..... Forwarded to Lead Specialist..... Lead Specialist Name..... Angelique Black Assigned to Specialist..... Specialist Name..... Approved by Executive Director.....	 Digital Transfer
FRANK FAKE STATUS: INITIAL PROCESSING CATEGORY: Vision Impairment LEAD SPECIALIST: Angelique Black, M.S.Ed., TVI DETERMINATION:	PA Progress..... 67% SPEC Progress..... EXEC Approval.....	Last Modified..... 12/10/2020 11:12:20 AM PA Processing Completed..... PA Name..... Forwarded to Lead Specialist..... Lead Specialist Name..... Angelique Black Assigned to Specialist..... Specialist Name..... Approved by Executive Director.....	 Digital Transfer

State Average Daily Membership (ADM) vs. Low Incidence Disabilities (LID) Student Caseload
10 Year History





Legislative Audit Report

November 12, 2020

Recommends reauthorization based on SESA serving the public interest by:

1. Assisting school districts meet the unique needs of students with low incidence disabilities (LID).
2. Providing opportunities to enhance teachers' and paraprofessionals capabilities.
3. Providing LID and special education resources.

Reauthorization allows us to ...

- Promote evidence based practices
- Conduct classroom observation & program enhancement
- Promote child specific educational intervention strategies modeled on-site
- Recruit & retain quality specialists



SESA Productivity

- *In FY2019 SESA specialists logged 1887 technical assistance activities serving 356 student teams in 159 schools across 52 districts. Four hundred and sixty four (464) activities were distance-delivered.*
- *Specialists conducted two hundred and fourteen (214) customized trainings, 84 of which were provided via distance delivery.*
- *Based on an average agency travel cost of \$1076, eighty four distance delivered trainings (84) saved the state \$90,384.*



The Key to Success

for Alaskan Educators Serving Students
with Low-Incidence Disabilities



Your time is sincerely Appreciated!

Questions!