Introduction

Patrick Pillai, SESA Executive Director

Service with SESA, 27 years

Started at SESA as a D/HH Specialist

www.sesa.org

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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 INVESTMENTS	**Activities**		**Participants**	**Short Term**	**Medium Term**	**Long Term**
	SESA	**Program**				
Money	SESA Support	Technical Assistance & Dissemination Activities	Alaska Dept. of Education	Provide customized, collaborative, student focused technical assistance and training via onsite and distance delivery to school district staff	Build local capacity of special educaton staff through provision of targeted and intensive instructional support	Ensure that qualified specialists are availale to assist districts and rural educational attendance areas to make more special education services available to exceptional children witout regard to their location in the state.
SESA Staff			AK School District Staff			
Facility						
Knowledge Base		Knowledge Development Activities	Children and Families		Increase use of evidence-based instructional practices by special education teachers	
Technology				Encourage collaboration between districts & community agencies to promote special education services to students with disabilities		Improved capacity and infrastructure to sustain implementation of evidence based practices.
Policy and Guidance		Leadership & Collaboration Activities	Related Service Providers		Increase the efficiencey and effectiveness of specific skill sets through teacher training	
Stakeholders			Stakeholders			

Process Measures   **Outcome Measures**

OBJECTIVES

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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

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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

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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

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Referrals and File Compliance

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

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
State ADM	129,047	128,886	128,966	128,435	128,580	129,705	130,295	129,954	129,005	128,797
LID Student Caseload	298	309	335	322	341	379	397	394	398	413

Fund Balance
FY2013 - FY2023 Projected

Special Education Service Agency FY2021 Budget
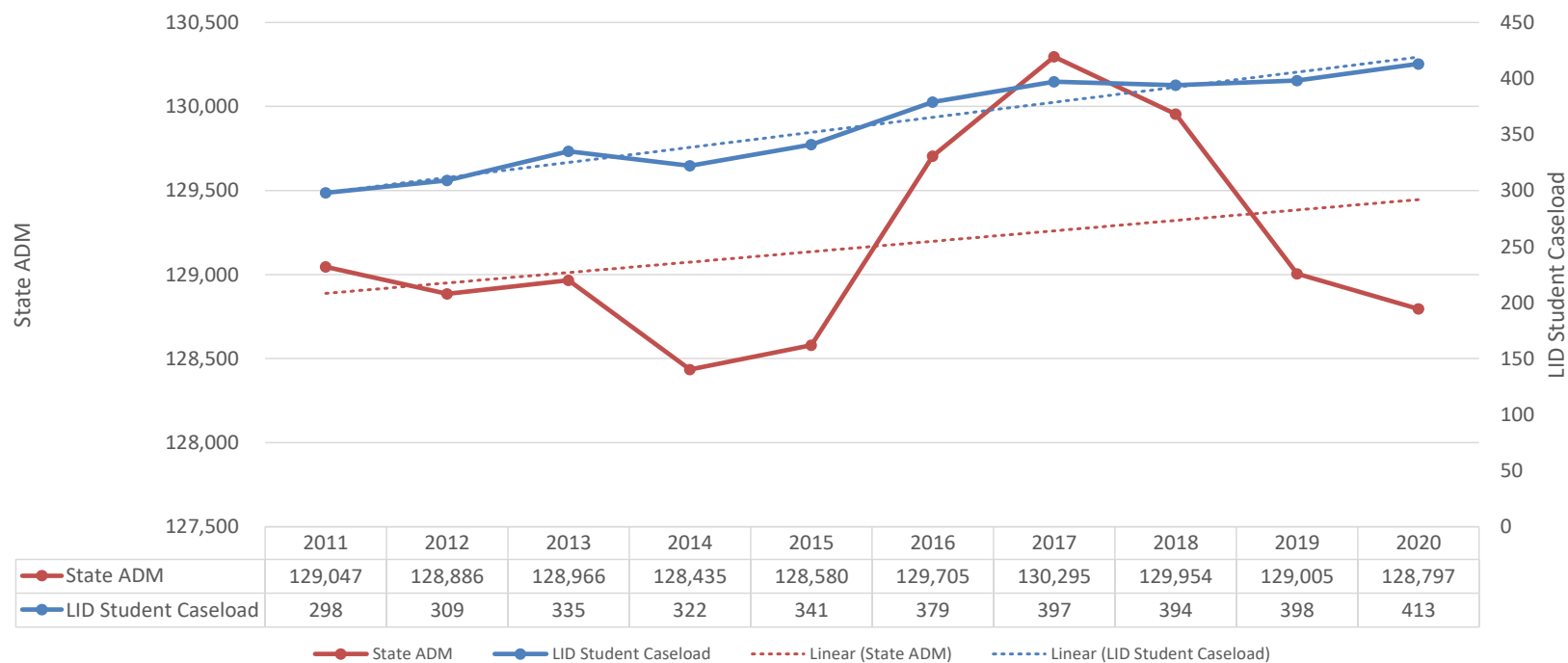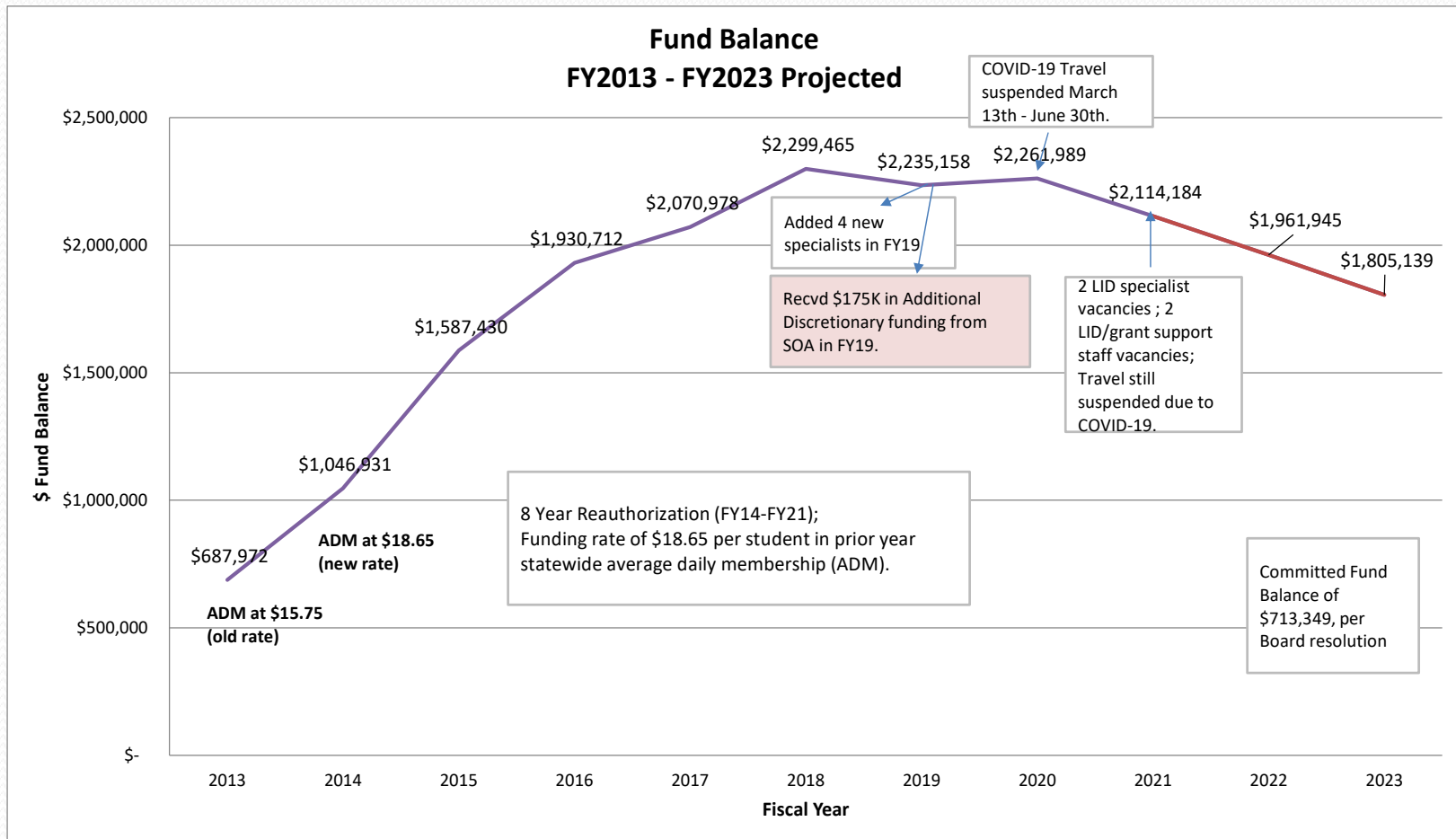
Legislative Audit Report

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.***

Your time is sincerely Appreciated!

Questions!