Idaho SESTA

IDAHO SESTA
SPECIAL EDUCATION SUPPORT
& TECHNICAL ASSISTANCE

Working with educators to improve outcomes for students with disabilities

End of Year Report
FISCAL YEAR 2024 (JULY 2023 – JUNE 2024)

IDAHO DEPARTMENT OF EDUCATION

IDAHO CDHD

B
BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION

# IDAHO SESTA FY24 END-OF-YEAR REPORT

PURPOSE STATEMENT

Idaho SESTA provides resources, technical assistance, and training for educational partners to improve outcomes for students with disabilities throughout Idaho.

BUDGET

University of Idaho (UI) spent 96% and Boise State University (BSU) spent 86% of total budget.

UI — $1,522,393 spent — $1,580,393 total budget

BSU — $1,509,024 spent — $1,746,681 total budget
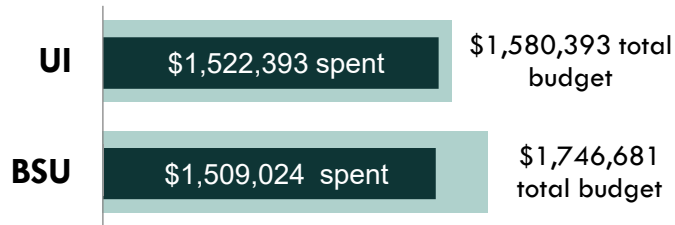
IDAHO SESTA TIERED SUPPORT
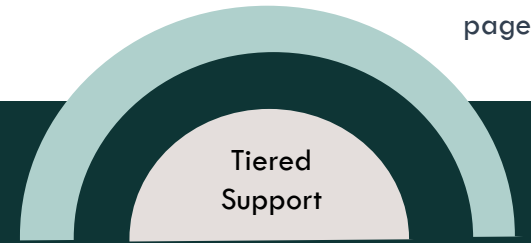
Tiered Support

Idaho educators request support directly from Idaho SESTA through the Help Desk. Idaho SESTA utilizes a **tiered model** to provide a wide range of LEA-initiated support in three levels, based on need: Level 1: info and Referral, Level 2: Short-term Support, and Level 3: Targeted Technical Assistance.

In addition to Tiered Support:
- Idaho SESTA provides statewide trainings which are available to all LEAs.
- Idaho SESTA supports the SDE in conducting General Supervision File Review (GSFR) and provides year-round GSFR TA to LEAs.
- LEAs who are assigned Corrective Action Plans (CAPs), through the SDE's Dispute Resolution office are provided training from Idaho SESTA.
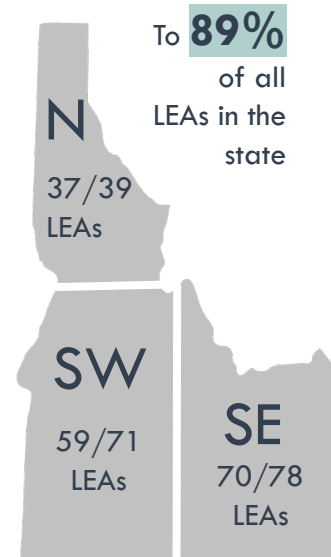
WHAT:

In FY24 SESTA provided

772 LEA-initiated Supports
137 Trainings
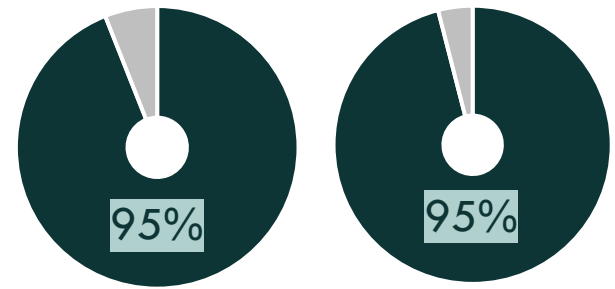**34** New online modules
28 New guides and docs

HOW:

2,406 educators attended a training
289 online resources accessed
83,530 resource views
44,390 file downloads

WHERE:

To **89%** of all LEAs in the state

N 37/39 LEAs

SW 59/71 LEAs

SE 70/78 LEAs

RESULTS:

95% Reported Idaho SESTA support was high quality*

95% Increased knowledge or skills*

1,183 respondents

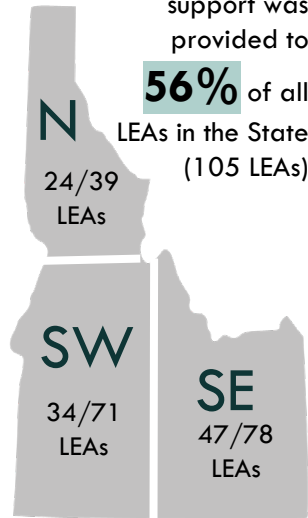## TIER 1- LEVEL 1 SUPPORT

Level 1 support includes answers to questions, locating resources on the ITC, and/or finding a link or contact information. Level 1 support is provided when educators request support through the Help Desk. Additionally, educators can access Idaho SESTA resources independently (self-serve) on the Idaho Training Clearinghouse to access FAQs, contacts, and all Idaho SESTA resources.
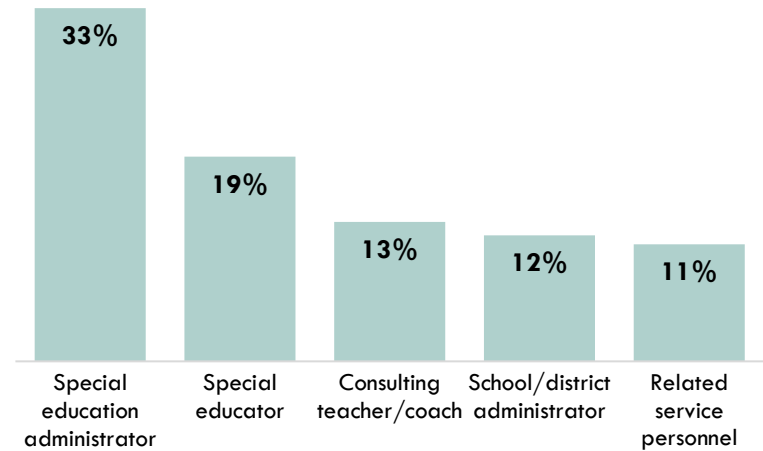
WHAT: Support was provided through **474** Level 1 Help Desk requests. Top areas of need were PBIS and IEP process (top 10 included below)

Area	Percent
PBIS	23%
SPED Process	21%
Eligibilty/Eval	20%
Behavior Support	5%
EdPlan	5%
Assessment	3%
Discipline	3%
Child find/Referral	2%
LRE/Inclusion	2%
FBA/BIP Process	2%
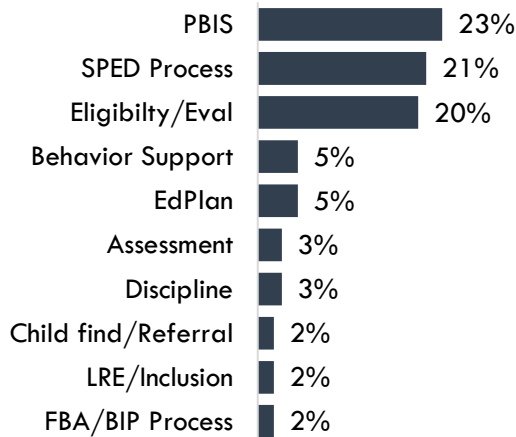
WHERE: Level 1 support was provided to **56%** of all LEAs in the State (105 LEAs)

N
24/39 LEAs

SW
34/71 LEAs

SE
47/78 LEAs

WHO: Special education administrators requested one third of Level 1 Support (top 5 included below)

Role	Percent
Special education administrator	33%
Special educator	19%
Consulting teacher/coach	13%
School/district administrator	12%
Related service personnel	11%

WHAT: Self-serve Level 1 support - **83,530** views of Idaho SESTA online resources on the Idaho Training Clearinghouse

130 Modules
Top Views:
1. Behavior Progress Monitoring pt 2 – 5030 views
2. Classroom Management Behavior pt 2 – 3710 views
3. Classroom Management Behavior pt 3 – 2846 views
4. Understanding Behavior – 2820 views
5. Classroom Management Behavior pt 1 – 1830 views

71 Guides
Top Views:
1. Behavior Quick Guides for parents – 2074 views
2. 1:1 Support Quick Guide – 1610 views
3. Score Types Quick Guide- 1568 views
4. Service Types Quick Guide – 1232 views
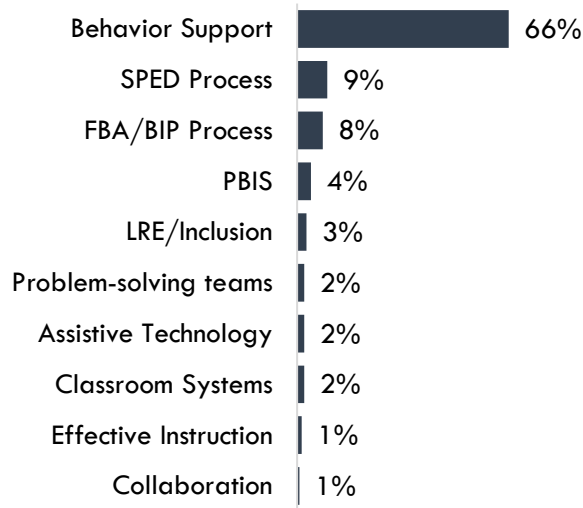5. Transition to Kindergarten Quick Guide – 1041 views

119 Other Resources

Flowcharts, Podcasts, Forms, Questionnaires, Templates, Checklists, etc.
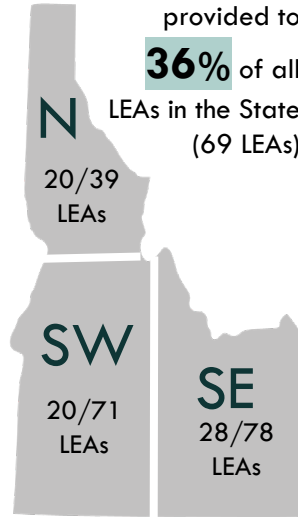
TIER 2- LEVEL 2 SUPPORT

Level 2 support is short-term training or support and may include guided modules, face-to-face training, online training, take & teach, and/or student-specific support. In some cases, a LEA-based training or consultation is provided.

WHAT: Support was provided through **140** Level 2 support requests. Top area of need was Behavior Support (top 10 included below)
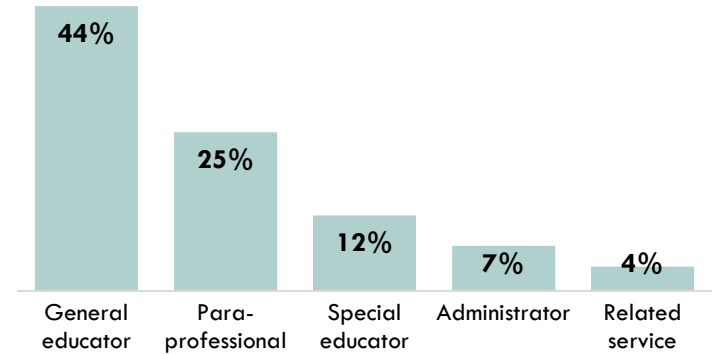
Category	%
Behavior Support	66%
SPED Process	9%
FBA/BIP Process	8%
PBIS	4%
LRE/Inclusion	3%
Problem-solving teams	2%
Assistive Technology	2%
Classroom Systems	2%
Effective Instruction	1%
Collaboration	1%

WHERE: Level 2 support was provided to **36%** of all LEAs in the State (69 LEAs)

N
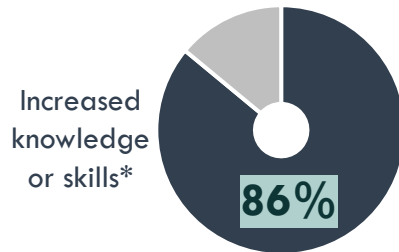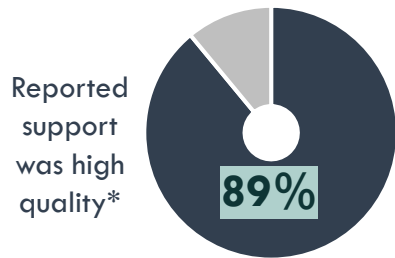20/39 LEAs

SW
20/71 LEAs

SE
28/78 LEAs

HOW: **704** educators from **23** LEAs received LEA-based training or consultation as part of their Level 2 support.

WHO: Just under 75% of attendees were General Educators and Paraprofessionals.

Role	%
General educator	44%
Para-professional	25%
Special educator	12%
Administrator	7%
Related service	4%

RESULTS: (on LEA-based training or consultation only)

Reported support was high quality* **89%**

Increased knowledge or skills* **86%**

☑ **93%** applied the knowledge/skills after the training (72% applied it weekly or more often)

83% said their professional practice benefitted

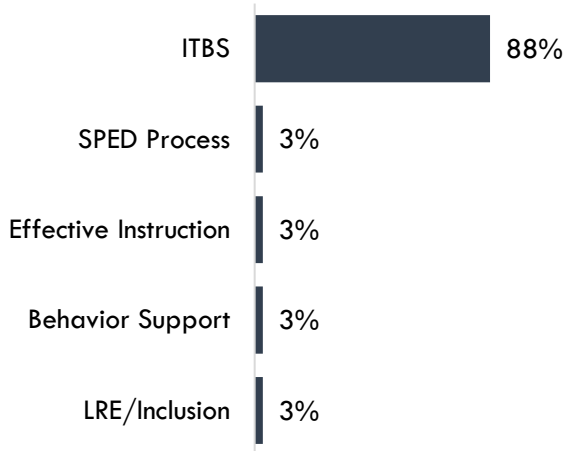**72%** said students benefited from their changed practice

Results include data from Level 2 support that included LEA-based training or consultation. Survey results include 251 responses on post survey and 52 responses on follow-up survey
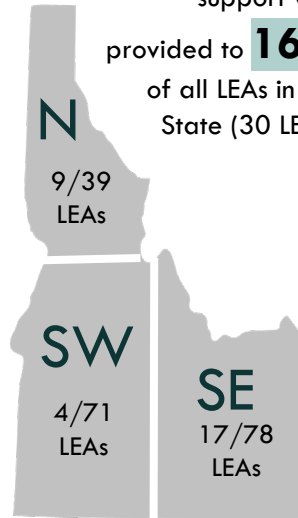
TIER 3
LEVEL 3 SUPPORT

Level 3 support is long-term targeted technical assistance and may include ongoing consulting and/or LEA-based training.

Idaho SESTA's Idaho Tiered Behavior Support Project provides long-term support in a cohort model to selected LEAs who successfully applied in the previous school year.

WHAT: Support was provided to **30** LEAs through Level 3 support requests and ITBS cohort participation. Level 3 areas of need are below.

ITBS	88%
SPED Process	3%
Effective Instruction	3%
Behavior Support	3%
LRE/Inclusion	3%

WHERE: Level 3 support was provided to **16%** of all LEAs in the State (30 LEAs)

N
9/39 LEAs

SW
4/71 LEAs

SE
17/78 LEAs

"The support from Idaho SESTA highlighted our strengths and provided clear and concrete strategies with follow-up on implementation."

"It was most helpful when the Idaho SESTA coordinator came to observe the student in question. It really helped us narrow down where we needed specific help and connect it to our data tracking and curriculum."

RESULTS (on LEA-based training or consultation only)

Reported support was high quality* **97%**

Increased knowledge or skills* **98%**
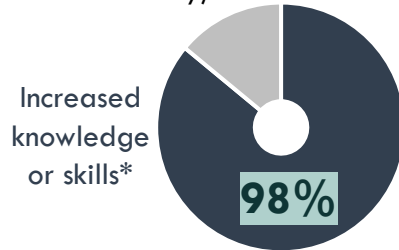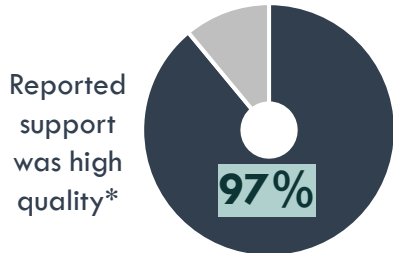
☑ **100%** applied the knowledge/skills after the training

💡 **83%** said their professional practice benefitted

👥 **83%** said students benefited from their changed practice

Results include data on Level 3 support that included LEA-based training or consultation only. Survey results include 250 responses (235 ITBS and 16 L3 TTA)

STATEWIDE TRAINING:

A staple of Idaho SESTA support over the last decade has been statewide face-to-face trainings. Throughout the implementation of Idaho SESTA's new tiered model of support that is centered on supporting *LEA's requests* based on need, Idaho SESTA has continued to provide statewide trainings. Statewide trainings are offered in multiple locations across the state to enable all educators to participate in a statewide training experience. Statewide trainings provide a day of education, hands-on practice, interaction, collaboration, and reciprocity with educators from other LEAs. Statewide trainings are one-day events intended for various roles and of no cost to participants. In FY24, three face-to-face statewide trainings were provided in 18 locations: Essential Components of the IEP, Behavior Change Processes, Proven Behavioral Practices.
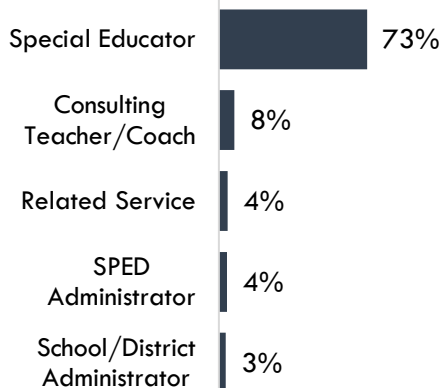
OTHER STATEWIDE OFFERINGS:

In addition to three statewide trainings, Idaho SESTA provided four additional opportunities.
- Escalation Cycle webinars, a four-part online webinar series
- Mastering Foundations of the FBA and BIP, an application-based credit course
- iPad Bootcamp, a two-day workshop presented by a contracted presenter
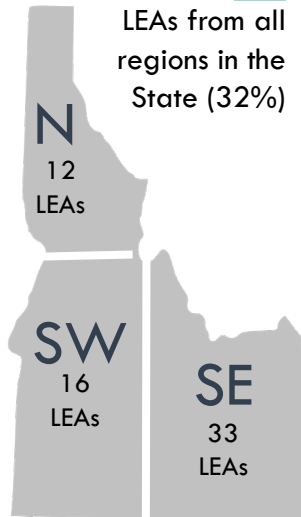- Cracking the AAC Code, in collaboration with the AT Project and contracted presenters

IDAHO SESTA
SPECIAL EDUCATION SUPPORT
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Essentials Components of the IEP

WHAT: A beginner training on the IEP process and the IEP team WEBPAGE

WHO: 299 educators

Role	Percent
Special Educator	73%
Consulting Teacher/Coach	8%
Related Service	4%
SPED Administrator	4%
School/District Administrator	3%

WHERE: To **61** LEAs from all regions in the State (32%)

N — 12 LEAs
SW — 16 LEAs
SE — 33 LEAs

RESULTS:

96% Indicated the training was high quality

97% Indicated they gained new knowledge/skills

96% Indicated they applied the knowledge

92% Indicated the knowledge benefited them

79% Indicated their students benefited

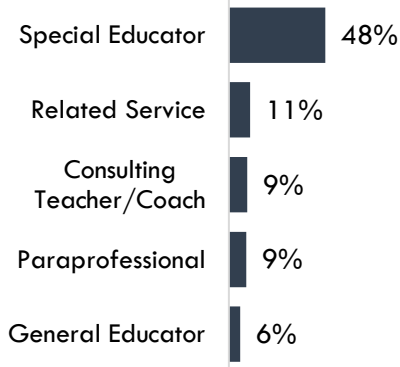**INCREASE:** Knowledge/skill increased by **22%** across learning objectives

COMMENTS:

"Going through the annual goal creating was extremely helpful. To see how to find a standard and relate the goal to the standard."
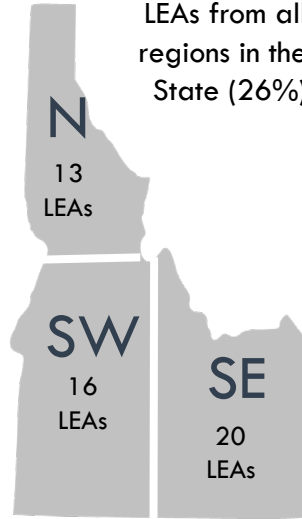
"Authentic discussion. Excellent presenters. "

"Learning about how to correctly use the state standards to develop IEP goals was very helpful."

Survey responses: Post survey = 92, follow-up survey = 51

Behavior Change Processes

WHAT: A step-by-step training on FBAs and BIPs.

WHO: 199 educators

- Special Educator — 48%
- Related Service — 11%
- Consulting Teacher/Coach — 9%
- Paraprofessional — 9%
- General Educator — 6%

WHERE: To **49** LEAs from all regions in the State (26%)

N — 13 LEAs

SW — 16 LEAs

SE — 20 LEAs

RESULTS:

95% Indicated the training was high quality

95% Indicated they gained new knowledge/skills

92% Indicated they applied the knowledge

88% Indicated the knowledge benefited them

73% Indicated their students benefited

Survey responses: Post survey = 170, follow-up survey = 26

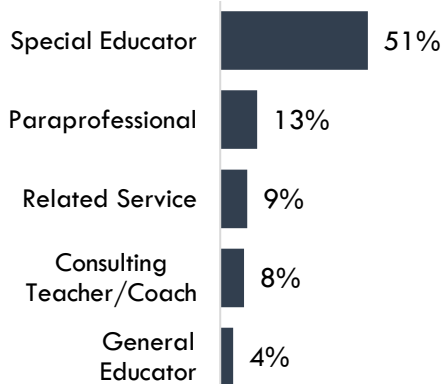**INCREASE:** Knowledge/skill increased by **34%** across learning objectives

COMMENTS:

"Very well done. The presentation and the 1:1 Q&A with the presenters were both beneficial."

"I needed to learn how Idaho does the FBA and BIPs. This was helpful. "

"Reviewing the different options for indirect assessment was especially helpful for me, as well as becoming familiar with the state FBA form. "
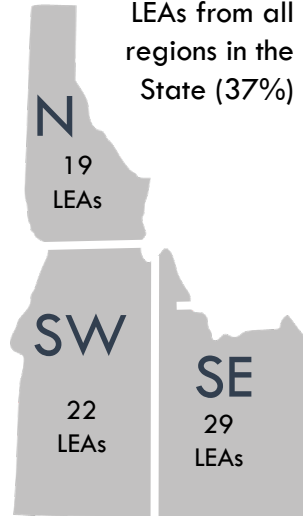

Proven Behavioral Practices

WHAT: A workshop style training on behavior practices

WHO: 269 educators

- Special Educator — 51%
- Paraprofessional — 13%
- Related Service — 9%
- Consulting Teacher/Coach — 8%
- General Educator — 4%

WHERE: To **70** LEAs from all regions in the State (37%)

N — 19 LEAs

SW — 22 LEAs

SE — 29 LEAs

RESULTS:

98% Indicated the training was high quality

98% Indicated they gained new knowledge/skills

97% Indicated they applied the knowledge

90% Indicated the knowledge benefited them

87% Indicated their students benefited

Survey responses: Post survey = 192, follow-up survey = 31

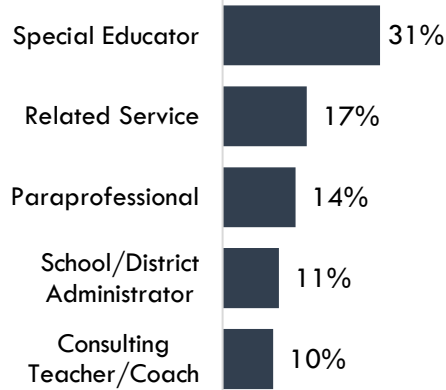**INCREASE:** Knowledge/skill increased by **19%** across learning objectives

COMMENTS:

"Loved this workshop! Most helpful were the handouts, concrete examples, action items to implement, and asking questions."

"Excellent resources and fantastic team! "

"I found the data collection and functional communication forms helpful."

Escalation Cycle Webinars

WHAT: An online, in-depth training on the escalation cycle

WHO: 90 educators
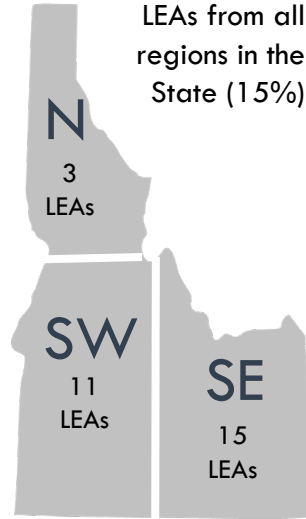
Special Educator	31%
Related Service	17%
Paraprofessional	14%
School/District Administrator	11%
Consulting Teacher/Coach	10%

WHERE: To **49** LEAs from all regions in the State (15%)

N
3 LEAs

SW
11 LEAs

SE
15 LEAs

RESULTS:

100% Indicated the training was high quality

100% Indicated they gained new knowledge/skills

100% Indicated they applied the knowledge

80% Indicated the knowledge benefited them

80% Indicated their students benefited

Survey responses: Post survey = 9, Follow-up survey = 3

INCREASE: Knowledge/skill increased by **21%** across learning objectives

COMMENTS:

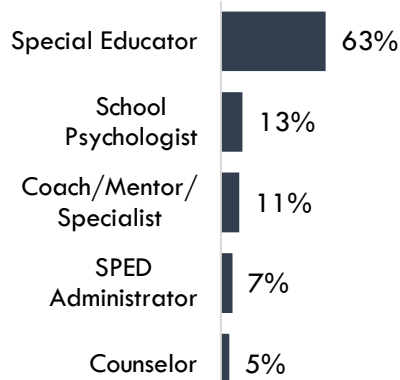"I learned so much using a case study to go through the escalation cycle to develop the crisis plan."

"Very informative webinar. Great review and examples!"

"The most helpful was learning how to anticipate the triggers and learning more about concepts and solutions."

Mastering Foundations Fall & Spring

WHAT: An application-based credit course on behavior assessment and intervention

WHO: 46 educators

Special Educator	63%
School Psychologist	13%
Coach/Mentor/ Specialist	11%
SPED Administrator	7%
Counselor	5%

WHERE: To **23** LEAs from all regions in the State (12%)

N
5 LEAs

SW
8 LEAs

SE
10 LEAs

RESULTS:

97% Indicated the training was high quality

100% Indicated they gained new knowledge/skills

86% Indicated they applied the knowledge

86% Indicated the knowledge benefited them

57% Indicated their students benefited

Survey responses: Post survey = 30, Follow-up survey = 7

INCREASE: Knowledge/skill increased by **19%** across learning objectives

COMMENTS:

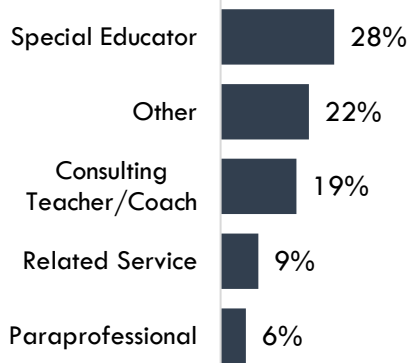"Learned a lot. I now have references and resources to use when completing FBAs and BIPs."

"Case studies were very helpful. The feedback was valuable. "

"I learned that there is much more to FBAs than I thought."

iPad Bootcamp

WHAT: A two-day workshop style training on supporting and interacting with iPad devices

WHO: 32 educators

- Special Educator — 28%
- Other — 22%
- Consulting Teacher/Coach — 19%
- Related Service — 9%
- Paraprofessional — 6%

WHERE: To 18 LEAs from all regions in the State (10%)

N — 2 LEAs

SW — 9 LEAs

SE — 7 LEAs
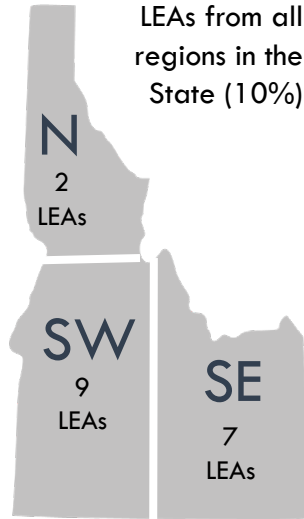
RESULTS:

79% Indicated the training was high quality

79% Indicated they gained new knowledge/skills

79% Indicated they applied the knowledge

"I learned a lot about built in supports for supporting students with learning disabilities."
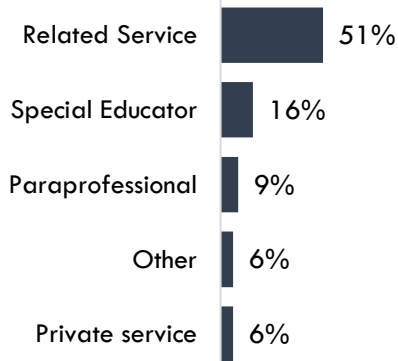
Survey responses: Post survey = 14

COMMENTS:

"The knowledge gained from this training will help many of my younger students who have the need for assistive technology! This was the best training, even for personal use."

I loved the hands-on opportunities to make sample devices; the iPad tips; the extensive lists of resources!"

Cracking the AAC Code

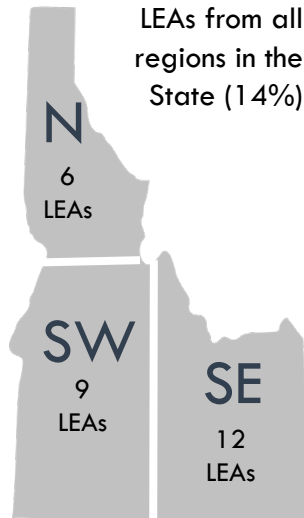**WHAT:** Hand-on training on Augmentative and Alternative Communication (AAC)

WHO: 81 educators

- Related Service — 51%
- Special Educator — 16%
- Paraprofessional — 9%
- Other — 6%
- Private service — 6%

WHERE: To 27 LEAs from all regions in the State (14%)

N — 6 LEAs

SW — 9 LEAs

SE — 12 LEAs

RESULTS:

100% Indicated the training was high quality

100% Indicated they gained new knowledge/skills

100% Indicated they applied the knowledge

"I loved testing all of the devices and scenario-based learning stations."

Survey responses: Post survey = 62

INCREASE: Knowledge/skill increased by **21%** across learning objectives

COMMENTS:

"I learned so much from the research-based practices shared. The discussion with the whole group that was facilitated had lots of encouraging collaboration."

"I learned how to embed AAC in my classroom and lots of knowledge about different programs. Lots of good resources and how-to."

IDAHO TIERED BEHAVIOR SUPPORTS

ITBS

Idaho Tiered Behavior Supports: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework that equips schools with the tools needed to incorporate behavioral supports into their Multi-Tiered System of Supports. When implemented with fidelity, PBIS improves outcomes for students, teachers, and schools.

ITBS is state-funded (no fee) and utilizes a cohort model with an application process that opens once each school year. The ITBS project is housed as a sub-project of Idaho SESTA and is funded by the Idaho Department of Education, Special Education Department. *PBIS is not a special education initiative.*

Students Experience: Improved academic, social, emotional, & behavioral outcomes.

Teachers Experience: Increased self-efficacy

Schools Experience: Reduced exclusionary discipline, office discipline referrals, and restraint and seclusion.

WHAT: **85** schools implemented PBIS during FY24

WHO:
ITBS teams are comprised of:
- Administrator (required)
- Tier 1 Facilitator (required)
- Teacher representatives
- Counselor
- District coach (if applicable)
- Other team members with helpful perspectives

WHERE: To **24** LEAs from all regions in the State (12%)

N
8 LEAs

SW
4 LEAs

SE
12 LEAs

RESULTS:

97% Indicated the training was high quality

98 Indicated they gained new knowledge/skills

100% Indicated they applied the knowledge

INCREASE: TFI (Tiered Fidelity Inventory) scores improved by

27% after Tier 1 training and

52% after Tier 2 training

COMMENTS:

"I can't wait to use it in our school."

"Collaboration made all the difference. I also love all the support that is made available throughout the journey!"

"All of the pre-built handbook is incredible. It was so simple to plug in our stuff and easily feel successful and ready for implementation. The whole training was one of the most useful and well thought out.

Post survey = 234 training participants   TFI Scores Tier 1 = 68 schools, TFI Score Tier 2 = 24 schools