

**Arizona Special Education Advisory Panel (SEAP)  
Report from the Field**

<b>Date of Report</b>	March 20, 2023
<b>Member</b>	Fran Grossenbacher
<b>Stakeholder Group(s)</b>	<p>Administrators of Programs for Children with Disabilities</p> <p><b>If you are filling a dual role, please indicate the additional role below:</b></p>
<b>What is currently the stakeholder group's biggest concern?</b>	<p>The biggest concern currently is the lack of action by the ESA Department at ADE and County Superintendent of Schools to fulfill their statutory responsibility to publish a list of providers the ADE has contracted with to provide ESA evaluations per 15-2402.</p>
<b>What is working well?</b>	<p>Regular and ongoing communication from ESS to the field via their webinars.</p>
<b>What need(s) does the stakeholder group express?</b>	<p>As noted above, action from the ESA office to fulfill their statutory obligation to contract with evaluation providers for ESA students.</p> <p>(It is the intention of Districts to continue to fulfill their Child Find obligations and to continue to consider requests for Independent Educational Evaluations. These are functions under IDEA that Districts take seriously and will continue to undertake. However, the ESA evaluations are not part of IDEA, and are a new unfunded mandate approved by our state legislature.)</p>
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	<p>Districts can provide a list of proposed evaluators to the ADE ESA office to assist them in contracting with providers known to assist in independent educational evaluations.</p>

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<b>Member</b>	
<b>Stakeholder Group(s)</b>	<b>If you are filling a dual role, please indicate the additional role below:</b>
<b>What is currently the stakeholder group's biggest concern?</b>	
<b>What is working well?</b>	
<b>What need(s) does the stakeholder group express?</b>	
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	

**Arizona Special Education Advisory Panel (SEAP)  
Report from the Field**

<b>Date of Report</b>	03-21-2023
<b>Member</b>	Qwaye Bright
<b>Stakeholder Group(s)</b>	<p>If you are filling a dual role, please indicate the additional role below:</p>
<b>What is currently the stakeholder group's biggest concern?</b>	Students with disabilities are not earning credits commensurate w/ their peers.
<b>What is working well?</b>	Identifying needs. Student
<b>What need(s) does the stakeholder group express?</b>	Analysis
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	Improve basic skills deficits or provide HS content at the student's level.

**Arizona Special Education Advisory Panel (SEAP)  
Report from the Field**

<b>Date of Report</b>	3/18/23
<b>Member</b>	Shaylyn Savage
<b>Stakeholder Group(s)</b>	Teachers  <b>If you are filling a dual role, please indicate the additional role below:</b>
<b>What is currently the stakeholder group's biggest concern?</b>	The AZELLA has an alternative assessment; however, the understanding is that students can qualify for this if they qualify for the MSAA. Teachers are concerned that students with significant communication disabilities will not be able to pass the speaking portion of the assessment. This portion has caused many student frustrations and make the testing environment stressful.
<b>What is working well?</b>	
<b>What need(s) does the stakeholder group express?</b>	
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	

**Arizona Special Education Advisory Panel (SEAP)  
Report from the Field  
March 29, 2023 Meeting**

<b>Date of Report</b>	3/24/23
<b>Member</b>	Susan Voirol
<b>Stakeholder Group(s)</b>	<p>Representative of a Vocational, Community, or Business Organization Concerned</p> <p><b>If you are filling a dual role, please indicate the additional role below:</b></p>
<b>What is currently the stakeholder group's biggest concern?</b>	<p>Lack of employment providers with skill set/knowledge of services (i.e. supported employment) to provide appropriate assistance in seeking and obtaining jobs for ALL students/young adults. Lack of knowledge being provided to all families/students on resources/services available to support them.</p>
<b>What is working well?</b>	<p>The few efforts related to training/education to support community inclusion and competitive employment.</p>
<b>What need(s) does the stakeholder group express?</b>	<p>State agency policy reviews and updates to invest in all students/young people to be in the workforce and communities.</p>
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	<p>Individualized IEP planning; discuss programs, options that should be available to ALL students (e.g. TSW programs, project search, dual enrollment, apprenticeships).</p>