

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

<b>Date of Report</b>	1/7/2025
<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>	Recent state board changes continue to be a focus as districts develop processes for addressing the new post-secondary transition requirements.
<b>What is working well?</b>	Monthly check-ins are helpful.
<b>What need(s) does the stakeholder group express?</b>	Information from the ADE regarding post-secondary transition recommendations to ensure compliance.
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	None at this time.

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<b>Date of Report</b>	1/7/25
<b>Member</b>	Beverlee Kroll
<b>Stakeholder Group(s)</b>	<p>A State Child Welfare Agency Responsible for Foster Care</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>Maintaining school stability and continuity of SpED services, including transportation when approved as a related service of the IEP.</p>
<b>What is working well?</b>	<p>State level communication with LEA Foster Care Points of Contact and the State (ADE) Foster Care Point of Contact. Teams are working collaboratively to maintain school stability, although many LEAs continue to not understand their responsibility to ensure transportation, or they understand but cite limitations (drivers, vehicles, budget).</p>
<b>What need(s) does the stakeholder group express?</b>	<p>It would be very helpful to have more data available on the academic progress and school stability for youth with disabilities who are also experiencing foster care.</p>
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	n/a

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<b>Date of Report</b>	1/8/20
<b>Member</b>	Leanne Murrillo
<b>Stakeholder Group(s)</b>	Individuals with Disabilities <span style="float: right;">▼</span>  <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>	Disability Awareness, Self-Advocacy and Transition services.  Students ability to know and identify their own disabilities along with know and demonstrate self-advocacy skills. Provided community resources for transition services, connection to community agencies and mentors of fellow students who have transitioned from high school to community life.
<b>What is working well?</b>	More youth mentors are growing in the community.
<b>What need(s) does the stakeholder group express?</b>	The ability to have resources early in the transition years in high school starting freshman year, what transition programs are available in their district schools and connections to community resources.
<b>What suggestions/ideas has the stakeholder group put forward, if any?</b>	