

**Arizona Special Education Advisory Panel (SEAP)
Report from the Field
March 30, 2021 Meeting**

Date of Report	11/23/20
Member	Jonas Camp
Stakeholder Group(s)	Other State Agencies Involved in the Financing or Delivery of Related Services t <input type="text" value="▼"/> If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	There are two concerns that I have at the current moment. The labor shortage of bus drivers, coupled with the increased costs to provide transportation are major stability concerns to provide FAPE. Second I think is a problem for most educational facilities. Antiquated facilities around the state need to be updated to meet current educational requirements. I have a third that is addressed in the last question.
What is working well?	Prop 301 funding. I have limited knowledge on this topic but in my discussions with teachers, the increase in pay from 301 funding has helped teachers stay in the field and want to continue educating Arizona students.
What need(s) does the stakeholder group express?	With regards to transportation, I think that additional funding in the route mileage could assist Arizona transportation departments. This funding should be flexible to spend on wages, equipment, and facilities to provide a holistic approach to Attract (competitive pay) Recruit (updated equipment), and Retain (up to date facilities that improve morale). Antiquated facilities are a concern for all special education schools. In the long run, a statewide facilities plan will be required to address the problem in a systematic approach. This would need to address
What suggestions/ideas has the stakeholder group put forward, if any?	The two items addressed above are related more to my area of expertise. With that being said I do believe there is one solution that could solve a lot of issues for education and that is a comprehensive Quality Assurance (QA) program for education. The current standards are limited to test scores but in my opinion miss the mark and only address one aspect of education. A comprehensive quality assurance program would audit and hold all schools accountable to a set of standards in facilities, transportation, special education, general

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Date of Report	11/30/21
Member	Michelle Capriotti
Stakeholder Group(s)	<p>Parent of Children with Disabilities (child age birth through 26)</p> <p>If you are filling a dual role, please indicate the additional role below:</p> <p>Teacher</p>
What is currently the stakeholder group's biggest concern?	<p>Case load sizes Lack of educators to hire Filing in learning gaps Workload Lack of paras to hire</p>
What is working well?	<p>This is hard to say-teachers are really stressed. Hoping that students graduating mid-year will seek jobs.</p>
What need(s) does the stakeholder group express?	<p>Need to increase retention of special education teachers and recruitment into the field.</p>
What suggestions/ideas has the stakeholder group put forward, if any?	<p>Need to increase retention of special education teachers and recruitment into the field.</p>

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November 30, 2021 Meeting

Date of Report	11/21/21
Member	Susan Voirol
Stakeholder Group(s)	Representative of a Vocational, Community, or Business Organization Concerned If you are filling a dual role, please indicate the additional role below:
What is currently the stakeholder group's biggest concern?	Lack of meaningful transition plans to support student's engagement in employment and higher education. Lack of true inclusion.
What is working well?	Engaged parents. Inter-agency collaboration; when school staff secures transition partners to engage in student's transition planning.
What need(s) does the stakeholder group express?	More examples and practical ways to support students to have meaningful options to engage in real-life experiences, work based learning, and be more self-determined; teaching students to self-advocate.
What suggestions/ideas has the stakeholder group put forward, if any?	Need to find ways to connect directly with students and families. Most of us have access to professionals, but the families and students are the ones we need to reach; they need to receive the information directly. Or a process to assure resources are being given, and info is disseminated, directly to families/students.