



SEAP Quarterly Narrative Report

Name of Contractor: The Arizona Center for Disability Law

Contract Period: 10/01/2022 to 09/30/2023

Reporting Period: Quarter 1, 10/01/2022 to 12/31/2022

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1. Provide a summary of the project for the period ending, summarizing the work based on the contractor's approved implementation plan and activities. This includes summary totals for the quarter of Basic TA, Complex TA, and Trainings provided.

The Special Education Advocacy Project (SEAP) began its second contract year on October 1, 2022. Over the first quarter of this contract year, SEAP has completed all activities and exceeded all benchmarks required by this contract. Those activities and benchmarks are detailed in the table below.

	Number Completed this Quarter	Total Number Completed So Far this Contract Year	Total Number Required	Additional Details
Basic Technical Assistance	55	55	50	12 (22%) have foster care/juvenile justice associations
Complex Technical Assistance	16	16	15	3 (19%) have foster care/juvenile justice associations
Trainings	3	3	8	<ul style="list-style-type: none"> Presented at Brown Bag training for Pima County Juvenile Court on new court rule Ariz. R. P. Juv. Ct. 310(c), impacting the court's obligation to identify a child's IDEA/special education parent in court documents in order to avoid ambiguity. 1 hour, 25 attendees. Presented at a family engagement workshop (virtual) for the Arizona Commission for the Deaf and Hard of Hearing on education advocacy. 1.5 hours, 5 attendees. Presented at the Arizona

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				Public Defenders Association (APDA) conference on the educational rights of students impacted by the dependency/delinquency systems. 1.5 hours, 20 attendees.
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2. Provide a fuller written narrative on how SEAP is implemented, partners involved this quarter, and feedback from participants. Include any staff changes, if applicable.

So far this quarter, SEAP has been implemented in much the same way as last contract year, except for the development of new resources/improvement of existing resources, which is not a component of this year’s contract. The SEAP project has been integrated into ACDL’s existing case management procedures, allowing for smooth intake, service provision, and follow up.

This quarter, the SEAP project has collaborated with Raising Special Kids, FosterEd, ACDHH, the University of Arizona’s Education Clinic, the Family Involvement Center, and the Native American Disability Law Center on referrals, collaborative service provision, and trainings.

We have received positive feedback both from recipients of technical assistance and from training attendees. For example, across the three trainings SEAP provided this quarter, we received 17 survey responses out of 50 attendees (34% response rate). 100% of those surveys returned indicated that the training attended was relevant and informative; 100% agreed or strongly agreed with the statement “After participating in this presentation, I have a better understanding of the educational rights of students with disabilities,” and 100% would recommend the training to others.

3. Provide a success story if any to report on. Ensure one story is captured by the end of the contract period.

Below is one example of the successful provision of basic technical assistance in Quarter 1:

“Steven” is a 17-year-old high school student with autism, ADHD, and emotional disabilities. His parent called SEAP for assistance with securing an appropriate educational placement for him. His public school district had placed him in their in-house separate day school “Level D” setting, but Steven was having problems in that school, getting into trouble, and his needs were not being met there. Steven’s parent wanted SEAP to help her advocate for the school district to place Steven in a private day school that would be better equipped to meet his needs.

Steven’s parent spoke with the SEAP intake advocate, who provided several resources created or modified by the SEAP program during the last contract year, including the special education dispute resolution animated explainer video series. Using these resources, Steven’s parent was able to successfully self-advocate for Steven’s school district to place him at a private day school for students with autism. Steven is now attending that school and so far has been successful.

Below is one example of the successful provision of complex technical assistance in Quarter 1:

“Greta” is a 14-year-old high school student with a learning disability. Greta’s service request with SEAP was opened at the end of the last contract year, but the majority of services were provided during Q1 of this contract year.

Greta was identified as a student with a disability under Section 504 of the Rehabilitation Act in elementary school. In middle school, Greta was experiencing educational difficulties as well as bullying and other social struggles. Greta’s parents asked the school district to evaluate Greta for possible eligibility for an IEP. The school district conducted an evaluation, but determined Greta was not eligible for an IEP. Her parents disagreed, and sought to exercise their right to an independent educational evaluation at public

expense (IEE). Although the district agreed to fund an IEE, Greta's parents then ran into several obstacles. There were problems with the credentials of the parents' chosen private evaluator, and once the parents' selected evaluator was approved, the district only approved testing in certain areas rather than in all areas of suspected disability.

The legal extern working with SEAP during the fall 2022 semester conducted research into the right of a parent to request an IEE in an area that the school itself did not assess as part of its own evaluation. Based on this research, the extern and SEAP managing attorney drafted a letter for Greta's parents to send to the district to request an IEE in all areas of suspected disability and citing to the law in support of their request. Greta's parents sent this letter on November 21, 2022, and on December 15, 2022, the school district agreed to fund Greta's IEE in all areas requested.

4. Describe any barriers that have been encountered and how it was managed and addressed.

We have a complex technical assistance case that has carried over from last contract year. This case involves a young elementary school student who is deaf and has concurrent disabilities, including autism, cerebral palsy, and intellectual disability. The student has been denied access to effective communication in his public school district for almost two years, and until this point, the SEAP project has been attempting to assist him and his family to seek placement at the Arizona State School for the Deaf and Blind, where he can have access to effective language.

Finally, as of January 2023, SEAP was able to get this student placed at ASDB. However, there is still the matter of the substantial compensatory education the parent and ACDL believe the student is owed for being denied access to a free and appropriate public education for two years. Unfortunately, the school district in question has been reluctant to come to the negotiating table to discuss the matter of compensatory education. In order to preserve the student's claims under the IDEA, the student will need to file a due process complaint against the school district this February. However, the SEAP grant does not allow for representation in direct adversarial matters like lawsuits and hearings. The question became whether ACDL could continue to assist this student or if we would need to end our representation as a result of the limitations of the grant.

ACDL addressed this challenge by determining that we would continue to represent the student and prepare to file a due process complaint on his behalf, but that we would do so using funding from a different grant we receive. We will therefore continue any informal advocacy efforts/negotiations on behalf of the student through the SEAP grant, but in the event filing a due process complaint proves necessary, will do so with a different case number using a different funding stream.

5. Are there any programmatic or fiscal changes to make that require a contract amendment?

There are no changes that require a contract amendment. ACDL has been aggressive in providing the services under this contract. The expectation would be about 30% percent of funds expended, with ACDL at 35% and 11% for in-kind. ACDL will make the appropriate adjustments to meet the contract.

6. Is financial expenditure reporting on track?

ACDL has submitted three invoices for \$32,500, 35% of the contract and \$3,688 toward the in-kind contribution, 11% of the requirement. ACDL is making the necessary adjustments to meet the in-kind expectation and balance to contract spending through the remainder of the contract.