

## Stakeholder engagement activities during the 2021-2022 school year

Following the submission of the new targets for the FFY 2020-2025 SPP/APR cycle, the Office of Special Education (OSE) has continued to collaborate closely with numerous partners and through various initiatives in order to obtain authentic engagement and reciprocal exchange of information regarding the targets and improvement activities for all indicators. During the 2021-22 school year at least 83 parents were involved in various stakeholder activities. However, the process of setting targets and implementing the various improvement activities, including statewide initiatives, overlapped with the 2020-21 and 2021-22 school years. Stakeholder groups and selected activities are listed below.

- The State Special Education Advisory Council is an integral group of stakeholders who provide input on target setting and improvement activities. The State Special Education Advisory Council meetings are held in April, July, and October and January. Each meeting provides a forum for solicitation of feedback regarding SPP/APR targets and the SSIP Theory of Action.
- The Center for Exceptional Families (TCFEF) is a Parent Training and Information (PTI) center for the state with the mission of improving educational opportunities for students with disabilities, including students transitioning to adult life beyond high school. TCFEF maintains a large database of families of students with disabilities, and engages with them via social media, virtual and in-person meetings and through email.
- The Arkansas IDEA Data and Research Office provides quality data management, analysis, technical assistance, and research for the enhancement of the Office of Special Education's general supervision of local education agencies' special education programs by ensuring accurate, valid, and timely data to meet all state and federal reporting.
- The Inclusive Practices Project has an intentional focus on inclusive practices, ensuring students who are IEP eligible, as well as other groups of struggling learners, have meaningful access to core instruction and established systems of intervention. Through the Inclusive Practices Project, LEAs have partnered with families to collaborate around data-driven decisions that occur with scheduling, placement, and access to core instruction through tiered system of supports.
- The Arkansas Association of Educational Administrators (AAEA) is an agency of diverse school leaders that promotes quality public education for all children in Arkansas.
- The ALL IN Initiative of the DESE-OSE promotes equitable access to core instruction to foster greater opportunities for students to reach college, career, and life goals.
- The Arkansas Collaborative Consultants (ACC) Convening and ACC Monthly Director Meetings represent key stakeholders from DESE-OSE's technical assistance arm.
- The Arkansas School-Based Therapy Conference provides an opportunity for the constituencies of special education administrators, occupational therapists, physical therapists, and speech-language pathologists to discuss indicator targets and data, and to have meaningful dialogue to connect their roles to the targets when considering flexible service delivery, scheduling, funding, collaborative teaming structures, and high-leverage practices.
- In partnership with the State Personnel Development Grant and the SSIP, the Office of Innovation for Education (OIE) at the University of Arkansas engages stakeholders through Innovation Landscape Focus Groups, Coaching Communities of Practice, Empathy Interviews, and Process Mapping to transform of Arkansas' professional learning system from a traditional compliance model, to a nested model that encourages choice, educator capacity and efficacy.
- Presentations at various state conferences.