Quarterly Board Meeting
Friday, April 26, 2024, 1:00 p.m.-3:30 p.m.

2400 N. Lincoln Blvd., Rm. C-48, Okla. City, OK 73105
Sequoyah Building, Oklahoma Human Services

Board Member(s) attending via Teleconference
Dr. Cynthia Wilkett, 2202 S. Madison Ave, Tulsa, OK 74114
Lori Wieder, 711 N. Country Club, Stillwater, OK 74075
Devin Williams, 4222 NW Lindy Ave, Lawton, OK 73505

* Possible action item

Board Members
Sharon Garrity, Guthrie, Chair
David Blose, Yukon
Margaret Bond, Broken Arrow
Mindee Brown, Edmond
Jeromy Buchanan, OKC
Sherri Coats, OKC
Brett Cunningham, OKC
Debra Espinosa, OKC
Janie Fugitt, Oklahoma City
Shelly Greenhaw, Edmond
Michelle Kelley, OKC
Lori Hauge, Sapulpa
Blaine Murdock, Meeker
Gina Richardson, OKC
Beth Scrutchins, OKC
Melissa Sublett, Tulsa
Lori Wieder, Stillwater
Dr. Cynthia Wilkett, Tulsa
Devin Williams, Lawton
Valerie Williams, OKC

Council Staff
Planning & Grants Director
John Houston

Council Administrator
Alissa Patterson

Advocacy Training Coordinator
Dr. Bradley Mays

Self-Advocacy Training Coordinator
Morgan Davis

Executive Director
Jenifer Randle

Friday, July 19, 2024, 1:00 p.m. – Council & Committee group photos! Please meet on the 1st floor of Sequoyah at 1:00 p.m. We will meet Caroline, our photographer. We'll take our photo outside with the Oklahoma State Capitol in the background. Wear OKC Thunder Colors (blue, orange, and/or white).

I.___ **Welcome and Recognition of Guests**: Ms. Sharon Garrity, Chair

II.___ **Call to Order for April Quarterly Meeting**: Ms. Sharon Garrity, Chair

III.___ **Roll Call and Recognition of Quorum**: Ms. Sharon Garrity, Chair and Staff

IV.___ **Recognition of New Board Members & Guests**: Ms. Sharon Garrity, Chair

V.___ **Review January 26, 2024, Meeting Minutes***: Ms. Sharon Garrity, Chair

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VI.___ Council Committee Reports*

a.___ **Advocacy, Training, & Outreach**: Ms. Janie Fugitt
- Committee updates and FY25 activity recommendations

b.___ **State Plan**: Ms. Michelle Kelley
- Committee updates
  - Inclusive Communication Conference
  - Best Buddies Inclusion Project

c.___ **Finance**: Ms. Lori Wieder
- Committee updates and FY25 budget recommendations

d.___ **Executive**: Ms. Sharon Garrity
- Committee updates and recommendations

VII.___ Outside Council Reports:

a.___ **Advisory Committee on Services to Persons with Developmental Disabilities**: Ms. Lori Hauge, Council Representative to Committee

b.___ **DD Network: Center for Learning & Leadership**: Dr. Valerie Williams, Director, or Designee

c.___ **DD Network: Oklahoma Disability Law Center**: Ms. Melissa Sublett, Director, or Designee

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The mission of the Developmental Disabilities Council of Oklahoma is to advance communities where everyone has the opportunity to live, learn, work, and play where they choose. The Council builds partnerships to change systems to improve services, resources, and supports for Oklahomans with developmental disabilities and their families.

d.__ **Developmental Disabilities Services** (DDS): Ms. Beth Scrutchins, Director, or Designee

e.__ **Community Living, Aging, and Protective Services** (CAP): Mr. Jeromy Buchanan, Director, or Designee

f.__ **Special Education Services** (SDS/SES): Ms. Sherri Coats, Program Director, or Designee

g.__ **Oklahoma Rehabilitation Services** (DRS): Ms. Janie Fugitt, Programs Field Representative, or Designee

h.__ **Oklahoma State Department of Health** (OSDH): Ms. Gina Richardson, Early Intervention Manager, or Designee

VIII.__ **Director's Report**: Ms. Jenifer Randle, Director

IX.__ **Old Business***

X.__ **New Business***

XI.__ **Federal and State Issues, Legislation, Court Actions***

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XII.__ **Public Comments** *(3 minutes each): If you would like to speak to the Council, please sign up with Council Staff upon arrival.*

XIII.__ Announcements

- Next **Council Committee Meetings**:
    o Friday, June 7, 2024: 1:00 p.m. – **A.T.O.**
    o Friday, June 7, 2024, 2:00 p.m. - **Finance**
    o Friday, June 7, 2024, 3:00 p.m. – **Executive**
    o Friday, July 19, 2024, 1:00 p.m. – **Full Board**

- Dates to meet with Meta Fund: 2 hours in person
    o Friday, May 3, 10:00 a.m. – 12:00 p.m.
    o Wednesday, May 8, 10:00 a.m. – 12:00 p.m.
    o Friday, May 10, 10:00 a.m. – 12:00 p.m.
    o Other choice?

XIV.__ Adjournment

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Developmental Disabilities Council of Oklahoma
Quarterly Meeting Minutes

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DATE: Friday, January 26, 2024

TIME: 1:00 PM

PLACE: 2400 N. Lincoln Ave., Room C-48 (basement), Oklahoma City OK, 73125

BE IT REMEMBERED that on Friday, January 26, 2024, at 1:00 pm, the Developmental Disabilities Council met at 2400 N. Lincoln Ave., Room C-48 (basement floor), Oklahoma City OK, 73125 in accordance with the Open Meetings Act.

NOTICE of the schedule for all regular and special meetings of the DDCO for the calendar year 2023 have been given in writing to the Oklahoma Secretary of State and public notice and agenda having been posted on the Council's website at or before 12:00 pm on Thursday, January 25, 2024, in accordance with the Oklahoma Open Meetings Act, 25 O.S. Section 311.

I. **CALL TO ORDER:** Ms. Garrity called the meeting to order at 1:15 PM.

II. **ROLL CALL:**

Present:	David Blose, Maggie Bond, Nadine Walter for Jeromy Buchanan, Sherri Coats, Janie Fugitt, Sharon Garrity, Michelle Kelley, Gina Richardson, Mark Lewis for Beth Scrutchins, RoseAnn Duplan for Melissa Sublett, Lori Wieder, Wanda Felty for Dr. Valerie Williams
Guests:	Dee Blose, Sharayah Fore, Ed Long
Online:	Lori Hauge, Blaine Murdock
Absent:	Mindee Brown, Brett Cunningham, Debra Espinosa, Shelly Greenhaw, Dr. Cynthia Wilkett, Devin Williams
Staff:	John Houston, Morgan Davis, Bradley Mays, Alissa Patterson, Jenifer Randle

By roll call having determined there were sufficient members to make a quorum, business was conducted.

III. **Introduction of new Board Members, Guests:** Ms. Garrity thanked past Council Board Members for their service: AJ Griffin, Susan Jorski, Alicia Murie, Daniel Prock and Lindsey Spoon. Ms. Garrity welcomed new Council Board Members: Maggie Bond, Sherri Coats, Gina Richardson, Lori Wieder, and Dr. Cynthia Wilkett who was just appointed last week. Ms. Wieder has agreed to serve as the Council Finance Chair.

IV. **Online presentation:** Ms. Elizabeth Morabito with **N&R Publications** discussed Council story publications for the Council.

V. Meeting Minutes of October 27, 2023, Sharron Garrity, Chair

DISCUSSION: The minutes from October 27, 2023, were reviewed.
ACTION: Ms. Duplan moved to accept the October 27, 2023, minutes, seconded by Ms. Felty.

AYES: Nadine Walter for Jeromy Buchanan, Janie Fugitt, Sharon Garrity, Michelle Kelley, Mark Lewis for Beth Scrutchins, RoseAnn Duplan for Melissa Sublett, Wanda Felty for Valerie Williams

NAYS:
ABSTAIN: David Blose, Maggie Bond, Sherri Coats, Lori Hauge, Gina Richardson, Lori Wieder

MOTION: Carried

VI. Committee Reports:

A. **Advocacy, Training & Outreach Committee**: Ms. Fugitt reported on activities from the ATO Committee. The ATO committee met a week before, though did not have quorum. The committee heard about N&R Marketing and wanted to bring it to the Council. PIP is going well and YLF is accepting applications, with a deadline of March 1. YLF 2024 is scheduled for June 18-22 (June 17-22 for staff). Ms. Davis reported that we had just completed a training with the Down Syndrome Association of Central Oklahoma (DSACO) and will be doing another with DSACO next week. Dr. Brad reported on PIP and YLF activities.
Ms. Felty and Ms. Duplan mentioned the importance of understanding the difference between the different ABLE accounts available. Oklahoma's ABLE accounts are OKSTABLE.

B. **State Plan Committee**: Ms. Kelley reported the State Plan Committee had heard several funding proposals and will be bringing activity recommendations to the Council in April. Discussions were had about helping funding applicants and contractors with understanding sustainability of their work.

C. **Finance Committee:** Ms. Garrity reported that there was a new CFOK report included in the packet and then asked Mr. Lewis to report on the council financial report included in the packet. Mr. Lewis commented on the first page of the financial report. One the first page, the top section shows expenditures, the bottom section shows Council revenue. The first six months of this fiscal year (July-Dec), the Council has averaged $110,000 spending per month (this shows in the purple box in the middle).

D. **Executive Committee:** Ms. Garrity reported the Executive Committee have approved a funding request to support this year's Joining Forces Conference hosted by the Oklahoma Family Network. Ms. Felty asked the amount of the funding for Joining Forces. Ms. Garrity answered $5,000.

VI. Reports from Outside Committees / Organization:

A. Advisory Committee on Services to Persons with Developmental Disabilities: Ms. Lori Hauge, Council Representative to Committee, reported the Advisory Committee had met for a short meeting. Extensive residential supports policy was addressed with a change related to having a Certified Mentor Trainer from a nationally recognized Person Centered Planning organization. Ms. Scrutchins provided an update about the Greer issue, that DDS is at Greer regularly along with OCA (Office of Client Advocacy), providing internal and external counseling supports to residents and employees.

B. DD Network Partner - CLL/UCEDD: Ms. Felty shared the Center for Learning and Leadership's website https://ouhsc.edu/thecenter/, and shared the CLL's newest product, an update of Alphabet Soup. The Guide to Community Services in Oklahoma has been updated and available on their website, too.

C. DD Network Partner - ODLC: Ms. Duplan mentioned the Law Center has an open investigation into the Greer situation, having investigators on site. There were a few bills filed because of what happened. One will require intermediate care facilities (ICF) to post contact information for the Disability Law Center. The other would require agencies who receive reports of neglect and abuse to share with the Disability Law Center. Other things working are sorting through the legislative bills that have been filed for this legislative session.

D. **Developmental Disabilities Services (DDS):** Mr. Lewis for Beth Scrutchins reported that DDS has been busy working the waiting list and are on schedule, having started working the last cohort on January 1, 2024. Persons on the waiting list through May 2, 2022, DDS has started contacting everyone. The other big item DDS is working is DSP+, a new recruitment and retention bonus initiative for Direct Service Providers. This initiative is a collaboration with CAP. A question was asked if job coaches were included, Mr. Lewis replied that initially they were not, but are hopeful they will be able to add them to the plan.

E. **Community Living, Aging and Protective Services (CAP):** Ms. Walters for Jeromy Buchanan reported they continue to work applications for ADvantage waivers. She also mentioned assistive technology remote supports with ADvantage. She mentioned Lifespan Respite Grants coming and if anyone is aware of an organization who wants to provide respite to families in creative ways, CAP will be having an RFP soon. The Medically Fragile Waiver Program, which provides hospital level of care and managed through the Healthcare Authority has asked CAP to transition the program into OHS. She then mentioned the survey for the Multisector Plan on Aging and encouraged members to take time to take the focus survey, which is on their website.

Special Education Services (SDE/SES): Ms. Sherri Coats, Program Director or Designee reported about a virtual meeting for all Special Education Directors, outlining priorities this year and opportunities to hear Office of Special Education Programs Director Valerie Williams, wanting to focus on improving outcomes for students and then spoke on the 4 areas of focus for Special Education Services (SES): Focus on Instructional Leadership, Implement the Multi-Tiered System of Supports (MTLSS) Statewide, Create positive and safe learning environments for students and educators, and Build a quality and robust workforce of educators.

F. **Department of Rehabilitation Services (DRS):** Ms. Fugitt shared their website to learn more about services and rehabilitation council meetings. They're working on rolling out a 40-hour training for providers about Customized Employment. DRS and DDS continue to work together to help streamline services within each agency.
Priority Group 1 (persons with the most significant supports needed) is currently open.
Janet Barresi has been appointed to serve as a member of the Commission on Rehabilitation.

G. **Oklahoma State Department of Health (OSDH):** Ms. Gina Richardson, Early Intervention Manager or Designee shared that Allied Health technical services will now be helping with making sure OSDH gets information they need.

VII. Directors Report: Ms. Randle welcomed all new Board members to the Council. She also reported that the webinar about Service Animals was a great success, having at least 90 attendees for the entire 90 minutes. Thanks to Alissa Patterson for her work in promoting the event, John Houston for creating a new quarterly report format for our contractors, Morgan Davis for her work on increasing the number of self-advocacy trainings scheduled, Brad Mays for the work he's done with PIP students, hosting online office hours to support students when not in class, putting together a great agenda for the year. Ms. Randle invited all Members to join staff and Erin Prangley, the NACDD Public Policy Director for lunch at Johnnie's on February 7.

VIII. Other Old/New Business:

No old or new business.

IX. Announcements:

Ms. Fugitt wanted to remind Council Members of People with Disabilities Awareness Day on March 5, from 12-4 p.m. and Developmental Disabilities Awareness Day on March 27. She also wanted to mention that a prison in Oklahoma will be brailling textbooks for students in Oklahoma.

X. Adjournment: The meeting was adjourned by Ms. Garrity at 3:50pm.

ADVOCACY, TRAINING, & OUTREACH (ATO) UPDATES

PARTNERS IN POLICYMAKING (PIP)

January
- Completed PIP Session Four of Partners in Policymaking (January 19-20). Chuck Roberts, Dr. Lorrie Sylvester, Dr. Josh Hawkins, and Wanda Felty presented to our students during the weekend.
- Met with students during weekly office hours to discuss the class and answer questions about homework assignments.

February
- Completed PIP Session Five of Partners in Policymaking (February 16-17). Former Rep. Collin Walke, Derrick Dufresne, and Erin Prangley, Policy Director for the National Association of Councils on Developmental Disabilities (NACDD) were presenters to the class during the weekend.
- Met with students during weekly office hours to discuss the class and answer questions about homework assignments.

March
- Completed PIP Session Six of Partners in Policymaking (March 8-9, 2024). Carly Putnam from OK Policy spoke to students about the legislative process on Friday night. Students participated in a mock legislative hearing on Saturday afternoon. Sen. Jack Stewart, Rep. Ellyn Hefner, and Rep. Jacob Rosecrants listened to students' testimonies about disability-related bills and provided feedback for them.
- Met with students during weekly office hours to discuss the class and answer questions about homework assignments.

April
- Met with students during weekly office hours to discuss the class and answer questions about homework assignments.
- Final PIP & graduation held April 12-13, 2024.

YOUTH LEADERSHIP FORUM (YLF)

January
- Worked on schedule, made reservations for facilities, transportation, and confirmed presenters for YLF (June 18-22). Continued recruitment of potential delegates for YLF.
- Attended virtual meeting for the Association of Youth Leadership Forums (AYLF) to share ideas with other coordinators across the country to help make YLF successful.

February
- Prepared contracts and scope-of-works for speakers, staff, and facilities at YLF.
- Continued recruitment of nurses and "Game of Life" participants.

- Attended virtual meeting for the Association of Youth Leadership Forums (AYLF).

March
- Scheduled and began conducting interviews with YLF applicants
- Attended Down Syndrome Association of Central Oklahoma (DSACO) Awards. Recruited for YLF and conducted an interview with an applicant.
- 15 interviews with applicants.

April
- Contacted staff and alumni to confirm working at YLF next Summer.
- Completed interviews with YLF applicants. Seven conducted in April. The total number of applicants interviewed for YLF 2024 is 22.
- 21 YLF applicants were invited to attend YLF 2024.

PRESENTATIONS/FAIRS

January
- 1/16/2024: Provided information to Midwest City High School students, parents, and teachers at a resource fair.

March
- 3/5/24: Provided information about PIP and YLF to attendees of the "People with Disabilities Awareness Day" event by DRS at the Oklahoma History Center.
- 3/27/24: Helped people find their legislators at the "Developmental Disabilities Awareness Day" event at the State Capitol.

SELF-ADVOCACY TRAINING REPORT:

- As of April 2024, all Peer Trainers have taught at least one training
- Jan. 10 – April 2024- Peer Trainers have met 33 times, 90 min each. These sessions are designed to support relearn / practice / adjust training curriculum.
- There have been 54 total sessions (August 2023 – April 2024)
- Business cards for Peer Trainers were created and delivered
- In April of 2024, Peer Trainers learning Microsoft Teams

Self-Advocacy Trainings completed as of April 10, 2024
- January 12 - SALT - OU Peer Mentoring Program -
- January 25- Stand up to Bullying – DSACO-
- January 30- Taking Control of your health – DSACO-
- February 8- Stand up to Bullying- Bridges Foundation-
- February 29 – SALT – DSACO-
- March 12- Emergency Preparedness Training – DSACO-
- March 16- Stand Up to Bullying- We Rock the Spectrum-
- March 19- Emergency Preparedness Training- Bridges Foundation-

- April 8- Standing Up to Bullying – virtual training-
- April 10 – SALT – virtual training-

<u>Scheduled Trainings as of April 10, 2024</u>
- April 11- Emergency Preparedness Training- Bridges Foundation
- April 25 - Taking Control of your Health- Bridges Foundation
- May 21-22- SALT – DDS Staff Training Conference
- June 13- DD Awareness Training – Safe Care Super Summer

Rebranding the name and logo of self-advocacy trainings with discussion from Self-Advocate Peer Trainers.

This is a summary of each project broken into Quarters. In addition, the current amount spent and total requested are present for each project.

- **Autism Foundation of Oklahoma (AFO)**
  - Current amount Spent: $83,445.15
  - Total Requested: $125,000
  - Quarter 1 (July, August, September)
    - **Trained**: *MetaFund* in person
    - **Participants at MetaFund:** 9
    - Received Certificate and digital badges.
    - **Trained**: *Oklahoma Science Museum* in person
    - **Participants at OSM**: 13
    - Received Certificate and digital badges.
    - AFO has made Online Training available each month
    - AFO connected with SHRM Chapters and Chambers across Oklahoma to promote LEAD.
    - Tulsa Area Human Resources Association highlighted LEAD in their August newsletter.
    - Two open-invitation online trainings for July and August.
  - Quarter 2
    - **Trained**: *OIC* in person
    - **Participants at OIC**: 10
    - Received Certificate and digital badges.
    - **Trained**: *Oklahoma City Community College* in person
    - **Participants at OCCC**: 30
    - Received Certificate and digital badges.
    - **Trained**: *Tulsa County Juvenile Justice Bureau* in person
    - **Participants at OCCC**: 3
    - Received Certificate and digital badges.
    - **Trained**: *Oklahoma City College of Law* in person
    - **Participants at OCCC**: 15
    - Received Certificate and digital badges.
    - Completed a Reverse Job Fair with Pervasive Parenting
    - Quadrupled the number of trainings provided in quarter 2 vs quarter 1

- **OUHSC – NCDET**
  - Current amount Spent: $12,655
  - Total Requested: $35,000.00
  - Quarter 1

- July met with OK-DRS business unit to collaborate over a few activities. (2 people)
- August met with the Green Country Business Advisory Council and present what "Inclusive Employment Initiative" is (About 25-30 people)
- August presented to the pre-ETS and work skills trainers' staff and sharing information about what "Inclusive Employment Initiative" is (about 20 people).
- August Presentation to Mercy Ardmore Staff (topic #1) (22-25) Mercy is handling the registration.

- **OUHSC Autism Center (ADOS)**
  - Current amount Spent: $80,191.79
  - Total Requested: $135,076.00
  - Quarter 1
    - Our ongoing training activities continued with Home Visitors and other Health Department providers with 7 professionals receiving our introduction to autism and developmental monitoring training.
    - We conducted Community Screening Partner Training in Lawton for providers at the Fort Sill and Crossroads Youth and Family Services with 5 providers receiving in-depth screening training.
    - During the reporting period, the Early Access team provided direct screening services to 16 families and assisted 41 families with screening related questions and referrals, in addition to resource and referrals provided to 51 other families and 14 non-family community members.
  - Quarter two
    - Our ongoing training activities continued with providers from the Oklahoma Department of Health and the Chickasaw Nation, with 27 professionals receiving our introduction to autism and developmental monitoring training.
    - We conducted Community Screening Partner Training in Ada for providers at the Chickasaw Nation with 17 providers receiving in-depth screening training.
    - We trained an additional 147 childcare providers with the Citizen Pottawatomie Nation at a special training session in developmental milestones and monitoring.
    - During the reporting period, the Early Access team provided direct screening services to 7 families and assisted 60 families with screening related questions and referrals, in addition to

resource and referrals provided to 46 other families and 17 non-family community members.

- Our work to expand our diagnostic capacity in the state has continued with Dr. Kathryn Moore completing a major additional step in the process of becoming a certified ADOS-2 trainer.
- Dr. Moore has achieved research reliability on the ADOS-2.
- Dr. Moore is also participating on an interdisciplinary team of providers in collaboration with the Oklahoma LEND (Leadership Education in Neurodevelopmental and Related Disabilities) program to increase capacity for early childhood/developmental evaluations among providers at the Chickasaw Nation as they prepare to launch their new pediatric specialty clinic.

- **Opportunity Orange Scholars (OOS)**
    - Current amount Spent: $49,937
    - Total Requested: $115,074.00
    - Quarter 1
        - Oklahoma State University Center for Developmental Disabilities (OSUCDD) fostered the continued development and growth of Opportunity Orange Scholars (OOS), an inclusive post-secondary education program for students with intellectual disability.
        - In preparation for the second academic year of the program, activities during Q1 of the current contract focused on building out the Fall/Second Year curriculum, developing course syllabi for the 3 new OOS courses, assigning course instructors to OOS courses.
        - Significant focus was also given to developing an OOS logic model that will guide future program development and evaluation activities.
        - OOS student baseline data was collected in August 2023 and will be used to guide program evaluations
    - Quarter 2
        - Oklahoma State University Center for Developmental Disabiliites (OSUCDD) fostered the continued development and growth of Opportunity Orange Scholars (OOS), an inclusive post-secondary education program for students with intellectual disability.
        - Activities during Q2 of the current contract focused on finalizing the OOS logic model, implementing person-centered planning meetings with each student to assess

student support needs, began developing Spring 2024 curriculum and building syllabi for new courses to be offered for second year students (OOS 1413, OOS 1423, OOS 1433), and further developed a plan for long-term program evaluation

- o **Q3**
  - In Q3, Oklahoma State University Center for Developmental Disabilities (OSUCDD) fostered the continued development and growth of Opportunity Orange Scholars (OOS), an inclusive post-secondary education program for students with intellectual disability.
  - Activities during Q3 of the current contract focused on finalizing development of Spring 2024 curriculum and syllabi and implementing 3 new courses offered for second year students (OOS 1413, OOS 1423, OOS 1433).
  - beginning review and preliminary analysis of program evaluation data collected through January 2024.

- **OUHSC SOONER Success**
  - o Current amount Spent: $70,773
  - o Total Requested: $108,496.00
  - o Quarter Information
    - Q1
      - First two retreats are scheduled, and venues confirmed.
      - Target counties have been selected to recruit caregivers from.
      - First retreat is scheduled for October 13-15, 2023 and we have 27 caregivers registered to attend from Canadian, Custer, Washita, Garfield, Alfalfa, Major, Grant, and Woodward Counties.
      - Venue is Roman Nose Lodge in Watonga.
      - A variety of self-care activities are planned.
      - The second scheduled retreat is in Region 4 at the Chickasaw Retreat and Conference Center in Sulphur for October 13-15
      - As with region 1, 27 caregivers are scheduled to attend.
    - Q2
      - Region 1 retreat - This retreat is targeting caregivers in northwestern Oklahoma.
      - The retreat was held October 13-15, 2023 and we had 20 caregivers attend.
      - We had 24 caregivers registered and attended.

- Caregivers attended from Canadian, Custer, Washita, Garfield, Alfalfa, Major, Grant, and Woodward Counties.
- We hosted the retreat again at Roman Nose State Park as this has proved to be a central location with a wide range of activities and a beautiful environment for caregivers to enjoy.
- All of the caregivers seemed to really appreciate the goody bags, door prizes, self-care packets, commemorative photos, and the shoulder massages!
- Region 4 Retreat was held at the Chickasaw Retreat and Conference Center in Sulphur on October 13-15 In region 4, 27 caregivers participated.
- Art was the favorite activity at this retreat.
- Caregivers attended from the following counties: Custer, Cleveland, Johnston, Comanche, Bryan, Stephens, Latimer, Pittsburg, Greer.
  - Q3

    - Region 2's retreat will be held April 26-27, 2024 at Stoney Creek Hotel in Broken Arrow.
    - We have 31 participants registered. The event will include hotel, dinner, music, games, prizes, portraits, and painting craft on Friday evening.
    - Registrants will receive a basket of self-care items for their enjoyment.
    - A diverse group of caregivers have registered to participate, from Tulsa, Rogers, Creek and Pawnee Counties.
    - Families will receive navigation and ongoing respite discussions. Region 3 "SW OK Caregiver Retreat" is scheduled to be held May 3 & 4th, 2024 at Quartz Mountain Lodge in Lone Wolf, OK.
    - The retreat will be serving up to 46 Caregivers from the following counties: Beckham, Caddo, Comanche, Cotton, Greer, Harmon, Jackson, Kiowa, Tillman and Washita counties.
    - We had to expand the number of counties due to low registration of the original 5 counties being so rural (Beckham , Caddo, Greer, Harmon and Kiowa).
    - We currently have 8 caregivers registered. All recruitment will be intentionally looked at to bring respite to the widest and most diverse audience possible.

- We will have self-care activities like painting, nature hike, and smore's for our caregivers to enjoy along with a self-care welcome basket for each family. We will have door prizes also.
- Each family will have a service navigation plan and ongoing respite care discussed

FY 25 Funding

Project: Inclusive Communications Conference
Organization(s): DSACO, Autism Foundation of Oklahoma, Beyond the Spectrum

Proposal Description:
DSACO, Beyond the Spectrum, and the Autism Foundation are collaborating to host a one-day conference for educators, providers, and caregivers to discuss and educate others about communication in all forms.

Target:
Educators, providers, and caregivers

Hosted/Method:
Single event conference (one day)

Occurrence:
Summer of 2024.

Impact:
Improving access to educational tools for people with intellectual disabilities and complex communication disorders is crucial for their academic success and well-being. Through this conference, we hope to empower educators, providers, and caregivers with a better understanding of communication, technology available and how to use it to meet the need of the student with communication difficulties.

Funding requested for FY25

Council	Match (in kind)	Total
$10,240	**$6,250**	**$25,000**

2024 Communications Conference
Budget

REVENUE

Description	DDCO Request	Other Funds	Total Project Costs	Notes
Sponsorships	10,240	9,760	20,000	Confirmed: $5k Masonic Charity Foundation of Oklahoma
Donations		5,000	5,000	Confirmed: Community Foundation of Oklahoma
Total Revenue	**$ 10,240**	**$ 14,760**	**$ 25,000**	

EXPENSES

Description	DDCO Request	Other Funds	Total Project Costs	Notes
Venue	1,200	800	2,000	Metro Tech (Room, Technology, and Furniture)
Catering	-	4,000	4,000	
Printing	960	1,040	2,000	Programs, signage for conference
Conference Materials	1,400	5,100	6,500	Attendee items/bags/resource materials
Public Relations	675	325	1,000	
Photographer & Videographer	-	2,000	2,000	
Speaker Fees and Travel	5,000		5,000	1 keynote options, 4 breakout speakers
Family Travel (mileage)	1,005		1,005	25 families, avg 60 miles x .67
Miscellaneous	-	1,495	1,495	
Total Expenses	**$ 10,240**	**$ 14,760**	**$ 25,000**	
NET INCOME	**$ -**	**$ -**	**$ -**	

Based off of 250 Attendees

View results

Respondent

12   Anonymous

213:48
Time to complete

Part 1 - Contact Information

1. What is today's date?

> 12/18/2023   📅

2. Full Legal Name *

> Sarah Soell

3. Mailing Address *

> 521 W. Wilshire, Suite 130

4. City *

> Oklahoma City

5. State *

> OK

6. Zip *

> 73116

7. Email *

> sarah@dsaco.org

8. Phone number *

> 4056009981

9. Website

> www.dsaco.org

State Plan Goals

To qualify for funding, projects must meet the goals in the 5 Year DDCO State Plan. The state plan is available for review
https://oklahoma.gov/ddco/about/state-plan.html.

10. Select the goal your project will be addressing. *

○ Goal 1: Advocacy and Self-Advocacy Skills Improvement Individuals with developmental disabilities and their families will be skilled and empowered advocates and leaders in individual and systems change advocacy.

○ Goal 2: Good Lives Across the Lifespan Individuals with developmental disabilities, their families and caregivers will have increased access to quality, long-term, individualized supports and services across the lifespan in the home and community of their choice.

⦿ Goal 3: Community Awareness and Inclusion People with developmental disabilities and their families will experience increased inclusion and integration so that they may fully participate in all aspects of the community.

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract (See page 2) where they may receive an actual or perceived benefit. The following questions assist us in making this determination.

11. Does this application specify a person or organization that will complete any part of the work described within the proposal or application ?   *

⦿ Yes

○ No

12. Do you have any personal, professional or financial relationships with the organizations listed in 9 above ?   *

⦿ Yes

○ No

13. If you answered yes to either question 9 or 10 above, please explain in detail. Identify names and relationships as necessary.

> Sarah Soell - I am a parent of a child who has Down Syndrome. I am also the Executive Director for DSACO. This proposal is to host a conference for educators on Communication - I will be coordinating the event along with counterparts from the Autism Foundation and We Rock the Spectrum.

Proposal

The DDCO thoughtfully reviews complete and materially accurate submissions at the committee level. The information provided in Part III will assist committee members in understanding your application and any expectations for DDCO.

14. Provide a written overview of the proposal. *

> DSACO, Beyond the Spectrum, and the Autism Foundation are collaborating to host a one-day conference for educators, providers, and caregivers to discuss and educate others about communication in all forms. We are fulfilling a need in the community by providing training opportunities that support a better understanding of the multiple avenues of communication modes. People with disabilities and complex communication disorders often face barriers in academic settings. We believe that by training and educating on all the communication modules, whether it is devices, sign language, or verbal vs. nonverbal we can address this critical issue to help eliminate confusion on both sides for successful academic successes. Educators are not being trained about the new technology used for communication nor do they have a complete understanding of the different methods of communication for individuals with intellectual disabilities. We are putting our resources together to directly address this critical issue.

15. Has a needs assessment been completed? If no, why not?

> No, we just feel this is a crucial need for our community. Both organizations do receive numerous calls and inquiries about this topic, which we believe is necessary to discuss and educate others on.

16. Provide a list of all people and organizations proposed to work on the project. *

> Caregivers
> Educators
> DSACO Staff
> Autism Foundation Staff
> Beyond the Spectrum Staff
> Speakers in the field of Communication (professors, educators, providers)

17. Describe the experience and qualifications of the persons and or organization proposed to provide goods and services associated with the proposal. *

> Sarah Soell - Executive Director, DSACO - served as a board member and parent. Served as ED since 2018 and has increased fundraising, resources, and supports for DSACO. Established more than 10 new programs/services; oversaw more than 300 events and activities per year.

18. Describe how the proposal will help DDCO meet the goals in the 5 Year DDCO State Plan found at www.okddc.ok.gov   *

> This conference will help in identifying the most pressing needs of people with developmental disabilities. By providing education on how individuals with IDD communicate is enhancing their lives for them to gain more independent skills. We can also educate those in attendance more about the council and how it helps us and is a resource to many organizations across the state. We plan to provide reliable and useful information and tools to meet the growing needs of individuals and their families by learning more about communication efforts.

19. Define the benefitting population targeted by describing the age, region, familial status, learning or support needs, type of disability.
    *

> Caregivers - adult age who are caring for loved ones
> Educators - teachers, administration, aids, etc - anyone who works daily with individuals with IDD.

20. Describe the impact on the target audience ?
    *

> It is known by caregivers that educators and providers are not properly trained in understanding the many forms of communication that are used by people with intellectual disabilities. Therefore, it is imperative that we provide a one-day training opportunity to teach and have a better understanding of how one communicates. Communication is key for success in academics, overall wellness, and life outcomes. As technology is evolving, the demand is there to keep up with all the new items available for communication. It is also so important to have a complete understanding of communication by all providers. Our goal is to lead with foresight and innovation in response to frequent technology changes by providing equitable approaches to our communities that may not have access to all the communication knowledge and technology.

21. Describe the impact on people with disabilities ?
    *

> Improving access to educational tools for for people with intellectual disabilities and complex communication disorders is crucial for their academic success and well-being. Through this conference, we hope to empower educators, providers and caregivers with a better understanding of communication, technology available and how to use it to meet the need of the student with communication difficulties. This one-day conference will also address different forms of communication to gain knowledge and skills for all to effectively communicate in the classroom or other academic or therapy session. By reducing communication barriers to individuals with intellectual disabilities we can improve academic outcomes, relieve anxiety issues in the classroom, and train educators to have a better understanding of how one communicates, whether verbal or nonverbal. This will lead to improved academic success and quality of life. It also eliminates much of the frustration between the educator/caregiver/provider by having a complete understanding of how one communicates through their own modules.

22. Is the proposal a duplication or expansion of work already being done in Oklahoma or elsewhere ?   If yes, describe what is being duplicated and what makes this project unique or different.

    *

> No

23. Will the proposed project use current best practices in the field of developmental disabilities ?   If yes, explain what they are and how they will be incorporated. Please cite source material.
    *

> Yes, the proposed project appears to align with current best practices in the field of developmental disabilities. The collaboration between DSACO, Beyond the Spectrum, and the Autism Foundation to host a one-day conference demonstrates a proactive approach to addressing critical issues related to communication in individuals with intellectual disabilities and complex communication disorders.
> The best practices being incorporated in this project include:
>
> 1. Comprehensive Approach to Communication Modes:
> • The project recognizes the importance of addressing all communication modules, including devices, sign language, verbal, and nonverbal communication.
> • The focus on training and educating educators, providers, and caregivers on diverse communication methods reflects an understanding of the complex nature of communication in individuals with disabilities.
> 2. Technology Integration:
> • Acknowledging the evolving nature of technology, the project emphasizes the need for educators to be trained on new communication technologies.
> • The goal to keep up with advancements in communication tools aligns with best practices in leveraging technology to enhance communication for individuals with developmental disabilities.
> 3. Equitable and Inclusive Communication Practices:
> • The conference aims to provide a structured, collaborative opportunity for stakeholders in education, extending beyond special education, to develop equitable and inclusive communication practices.
> • This approach aligns with best practices in fostering inclusive environments and ensuring that individuals with intellectual disabilities have access to effective communication strategies.
> 4. Stakeholder Collaboration:
> • The collaboration between DSACO, Beyond the Spectrum, and the Autism Foundation demonstrates a collective effort to pool resources and expertise to address the identified need.
> • Mutual alignment of communities, missions, and networks reflects a best practice in creating a unified front to tackle challenges related to communication in individuals with complex communication disorders.
> 5. Focus on Academic Success and Well-being:
> • The project recognizes the impact of communication barriers on academic outcomes, anxiety issues in the classroom, and overall quality of life.
> • The emphasis on improving access to educational tools for people with intellectual disabilities aligns with best practices in promoting holistic well-being.
> 6. Innovative Approach to Communication Training:
> • The project is innovative in its approach to providing a comprehensive discussion of all forms of communication, filling a gap in existing conferences.
> • The goal to lead with foresight and innovation in response to technology changes reflects a commitment to staying ahead of evolving communication practices.
>
> In summary, the proposed project incorporates best practices by addressing the diverse communication needs of individuals with intellectual disabilities, leveraging technology, fostering inclusivity, and promoting collaboration among stakeholders. The structured one-day conference is designed to equip educators, providers, and caregivers with the knowledge and skills needed to support effective communication and improve overall outcomes for individuals with complex communication disorders.

24. When the work is complete, how will it have provided systems change to programs or services for people with developmental disabilities? *

> To our knowledge, there is not a conference that solely discusses all forms of communication. We all communicate in different ways, through emotions, signs, visual cues, verbally, through technology devices, etc. Educators/Providers/Caregivers are not given the tools or resources to understand complex communication issues every individual with a disability may have. Through this conference, we are collaborating and combining our resources to tackle an innovative way to discuss all communication modules. We are mutually aligning our communities, missions, and networks to meet the needs of our loved ones who have complex communication disorders and training those who care for them on how to overcome those barriers. This conference will provide a structured, collaborative opportunity for stakeholders in education, outside of solely special education, to develop equitable and inclusive communication practices.

25. Will the proposal be implemented or offered statewide? If no, define the counties and cities served and the rationale for why these locations were selected.
         *

> Yes. All educators, caregivers etc. may attend. We expect 250 attendees. Self-Advocates will be helping with the conference and may also be participants. We are planning to have a panel of self-advocates to talk about miscommunication throughout their life and the challenges they have overcome in the classroom. It will also address how their voices need to be heard.

Performance Measures

The DDCO is required to provide performance measure reports to evaluate the effectiveness of our activities. As a result, DDCO requires contracted vendors to submit performance measure reports prior to receiving final payment. Performance reports include actual counts and / or the collection of survey information. As a required component of the application, provide projected data for the following performance measures. (Not all measures are applicable. You may identify measures not applicable to this application as "N/A to this activity") All contractors will be required to collect baseline data to evaluate outcomes.

26. INDIVIDUAL & FAMILY ADVOCACY: The number of people with developmental disabilities who participated in Council supported activities designed to increase their knowledge of how to take art in decisions that affect their lives, the lives of others, and or systems.

> 100

The value must be a number

27. INDIVIDUAL & FAMILY ADVOCACY: The number of family members who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and or systems.

> 100

The value must be a number

28. INDIVIDUAL & FAMILY ADVOCACY: After participation in Council supported activities, the percent of people with developmental disabilities who report increasing their advocacy as a result of Council work.

> 100

The value must be a number

29. INDIVIDUAL & FAMILY ADVOCACY: After participation in Council supported activities, the percent of family members who report increasing their advocacy as a result of Council work.

> 85

The value must be a number

30. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them.

> 95

The value must be a number

31. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people who are participating now in advocacy activities.

> 85

The value must be a number

32. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

> 50

The value must be a number

33. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people with developmental disabilities satisfied with a project activity.

> 100

The value must be a number

34. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of family members satisfied with a project activity.

> 95

The value must be a number

35. <u>SYSTEMS CHANGE:</u> The number of policy and or procedures created or changed.

> 5

The value must be a number

36. <u>SYSTEMS CHANGE:</u> The number of statutes and or regulations created or changed.

> 5

The value must be a number

37. <u>SYSTEMS CHANGE:</u> The number of promising practices created.

> 10

The value must be a number

38. <u>SYSTEMS CHANGE:</u> The number of promising practices supported through Council activities.

> 10

The value must be a number

39. <u>SYSTEMS CHANGE:</u> The number of best practices created.

> 6

The value must be a number

40. <u>SYSTEMS CHANGE:</u> The number of people trained or educated through Council systemic change initiatives.

> 250

The value must be a number

41. <u>SYSTEMS CHANGE:</u> The number Council supported systems change activities with organizations actively involved.

> 20

The value must be a number

42. <u>SYSTEMS CHANGE:</u> The number of Council efforts that led to the improvement of best or promising practices, policies, procedures, statute, or regulation changes.

> 25

The value must be a number

43. <u>SYSTEMS CHANGE:</u> The number of Council efforts that were implemented to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

> 250

The value must be a number

44. <u>SYSTEMS CHANGE:</u> The number of policy, procedure, statute, or regulation changes improved as a result of systems change.

> 20

The value must be a number

45. <u>SYSTEMS CHANGE:</u> The number of policy, procedure, statute, or regulation changes implemented.

> 20

The value must be a number

46. <u>SYSTEMS CHANGE:</u> The number of promising and/or best practices improved by systems change activities.

> 20

The value must be a number

47. <u>SYSTEMS CHANGE:</u> The number of promising and/or best practices that were implemented.

> 20

The value must be a number

Additional Requirements for funding

48. FINACIAL INFORMATION: Include a detailed revenue and expenditure budget, in a proper accounting format, detailing the total costs and revenues of the proposal.

    Identify the amount requested from DDCO within the context of the budget.
    DDCO requires a match of 25%. Specify the source of this match.

    Identify projected funding sources not currently in place.
      Provide a narrative explaining each category of expenditure and source or revenue associated with the project. Revenue sources include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.

    If space does not permit the details necessary, please email to John.Houston@okdhs.org and include the Project Name in the subject line.   *

> Income Budget Amount Comment
> Event Registrations $0.00 (we would like to offer this for free)
> Grants $6,500.00
> DDDC $25,000.00
> DSACO/AFO/Sooner Success/SDE $25,000.00
> Total Income $56,500.00
>
> Expenses
> Event Location/Food $8,000.00 includes continental breakfast, lunch and afternoon snacks
> Meeting Expenses $3,000.00 meeting room rental/tables, chairs etc.
> Miscellaneous $1,500.00
> Printing & Photography $2,000.00 signage for conference
> Prizes and Giveaways $2,500.00 Swag items/bags/resource materials
> Professional Fees $1,000.00 additional staff help or entertainment
> Public Relations $1,000.00 promotional materials
> Speaker Fees and Travel $30,000.00 2 keynote options, 4 breakout speakers
> Supplies $2,500.00 handouts, pens, materials for sessions
> AV Equipment $5,000.00 virtual option included
> Total Expenses $56,500.00
>
>
> This Budget is based on 250 attendees.

49. STATEMENT OF WORK: Provide a proposed statement of work for the contractual requirements detailing the goods and services you will provide in exchange for DDCO funding. *

1. Project Overview:
• Develop and execute a one-day conference in collaboration with DSACO, Beyond the Spectrum, and the Autism Foundation.
• Target audience: Educators, providers, and caregivers.
• Focus: Comprehensive discussion and education on various communication modes for individuals with intellectual disabilities and complex communication disorders.
2. Objectives:
• Address the need for improved understanding of communication modules, including devices, sign language, verbal, and nonverbal communication.
• Provide training on new communication technologies to educators.
• Foster equitable and inclusive communication practices in academic settings.
• Enhance collaboration among stakeholders in education.
• Empower educators, providers, and caregivers to support individuals with communication difficulties.
3. Scope of Work:
• Curriculum Development:
• Develop a comprehensive curriculum covering various communication modes and technologies.
• Include practical training sessions, case studies, and interactive workshops.
• Conference Logistics:
• Secure a suitable venue for the one-day conference.
• Coordinate event logistics, including registration, materials, and audiovisual requirements.
• Ensure accessibility for individuals with disabilities.
• Speaker Recruitment:
• Identify and secure expert speakers in the field of developmental disabilities and communication.
• Ensure diverse perspectives and experiences are represented.
• Collaboration with DSACO, Beyond the Spectrum, and the Autism Foundation:
• Regular coordination meetings to align project goals and share resources.
• Joint marketing efforts to maximize outreach and participation.
• Technology Showcase:
• Organize a technology showcase to highlight new communication tools and devices.
• Facilitate hands-on experiences for attendees.
• Evaluation and Feedback:
• Implement pre and post-conference evaluations to measure the effectiveness of the training.
• Gather feedback for continuous improvement.
4. Deliverables:
• Comprehensive conference curriculum and materials.
• Successful execution of the one-day conference.
• Documentation of participant feedback and evaluation results.
• Collaborative report highlighting the impact and outcomes of the conference.
5. Milestones:
• Month 1-2: Curriculum development and speaker recruitment.
• Month 3-4: Venue and logistics coordination.
• Month 5: Execution of the one-day conference.
• Month 6: Evaluation analysis and reporting.
6. Budget:
• Breakdown of funds allocated for venue rental, speaker fees, marketing materials, technology showcase, and miscellaneous expenses.
• Detailed budget to be submitted for DSACO funding approval.
7. Reporting:
• Regular progress updates provided to DSACO, including milestones achieved and any challenges encountered.
• Final report summarizing the impact of the conference and lessons learned.
8. Evaluation Criteria:
• Success will be measured based on the number of participants, participant feedback, and the effectiveness of the training in improving communication practices.
9. Terms and Conditions:
• The project will adhere to all relevant laws and regulations.
• Any changes to the scope of work must be mutually agreed upon by all collaborating parties.
This proposed Statement of Work outlines the key components, objectives, and deliverables for the "Enhancing Communication for Academic Success" project. Funding from DSACO will contribute to the successful execution of the conference, addressing critical issues in the field of developmental disabilities.

50. Sustainability Plan (Required for recurring requests)

Typically, DDCO will fund an activity for a maximum of five (5) years. Projects continuing for more than five years are expected to be self-sustaining by the end of the contract period. Include a detailed plan and timeframe for the project to become self-sustainable, including projected budgets, identified partners, and annual funding goals for each year.

At this time, we do not plan to offer this for 5 years. This is a one-time conference.

51. Logic Model (Required for contracts in excess of $5,000)

A logic model is a tool used by DDCO to evaluate the effectiveness of the program. An example is included, or you may use one of the many formats found by Googling "logic model."

Inputs:
1. Financial Resources:
• Funding from DSACO to cover venue rental, speaker fees, materials, and other conference expenses.
2. Human Resources:
• Project coordinators from DSACO, Beyond the Spectrum, and the Autism Foundation.
• Expert speakers in the field of developmental disabilities and communication.
• Event staff and volunteers.
3. Partnerships:
• Collaboration with DSACO, Beyond the Spectrum, and the Autism Foundation for shared resources and expertise.
Activities:
1. Curriculum Development:
• Develop a comprehensive curriculum covering various communication modes and technologies.
2. Speaker Recruitment:
• Identify and secure expert speakers in the field of developmental disabilities and communication.
3. Logistics Coordination:
• Secure a suitable venue for the one-day conference.
• Coordinate event logistics, including registration, materials, and audiovisual requirements.
4. Collaboration Meetings:
• Regular coordination meetings with partner organizations to align project goals and share resources.
5. Marketing and Outreach:
• Joint marketing efforts to maximize outreach and encourage participation.
• Engage with educators, providers, and caregivers through various channels.
6. Technology Showcase:
• Organize a showcase to highlight new communication tools and devices.
• Facilitate hands-on experiences for attendees.
7. Conference Execution:
• Host the one-day conference, including presentations, workshops, and networking opportunities.
8. Evaluation and Feedback:
• Implement pre and post-conference evaluations to measure the effectiveness of the training.
• Gather feedback for continuous improvement.
Outputs:
1. Comprehensive Curriculum:
• Developed curriculum and materials for the conference.
2. Expert Speakers:
• Secured expert speakers representing diverse perspectives.
3. Successful Conference:
• Executed a one-day conference with active participation.
4. Documentation:
• Participant feedback and evaluation results.
5. Collaborative Report:
• Report highlighting the impact and outcomes of the conference.
Outcomes:
1. Increased Knowledge:
• Educators, providers, and caregivers gain increased knowledge of diverse communication modes.
2. Technology Integration:
• Educators acquire training on new communication technologies.
3. Equitable Practices:
• Stakeholders develop and adopt equitable and inclusive communication practices.
4. Improved Collaboration:
• Enhanced collaboration among stakeholders in education.
5. Empowered Participants:
• Empowered educators, providers, and caregivers with skills to support individuals with communication difficulties.
Impact:
1. Improved Academic Outcomes:
• Reduced communication barriers lead to improved academic success for individuals with intellectual disabilities.
2. Enhanced Quality of Life:
• Reduced anxiety issues in the classroom and improved overall well-being.
3. Innovation in Communication:
• Foresight and innovation in response to evolving communication technologies.
External Factors:
• Technological Advances:
• Keeping up with the latest communication tools and devices.
• Regulatory Environment:
• Adherence to laws and regulations related to the project.
Assumptions:
• Participants engage actively in the training.
• Collaborative efforts among partner organizations remain strong.
Risks:
• Potential low attendance.
• Technological challenges during the conference.

This logic model provides a visual representation of the inputs, activities, outputs, outcomes, and impact of the "Enhancing Communication for Academic Success" project, along with external factors, assumptions, and risks.

52. Are you a registered vendor with the State of Oklahoma: *

  ◉ Yes

  ○ No

53. Is the proposed vendor applicant an IRS Registered 501(c)3: *

  ◉ Yes

  ○ No

54. Is the proposed vendor a Government entity: *

  ○ Yes

  ◉ No

55. If yes, in question 52, provide form of government and name of entity

  [   ]

56. Is the proposed vendor a tribal nation: *

  ○ Yes

  ◉ No

57. If yes in Question 53, list tribe.

  [   ]

58. Is the proposed vendor a sole proprietor: *

  ○ Yes

  ◉ No

59. Is the proposed vendor a registered partnership? *

  ○ Yes

  ◉ No

60. Is the proposed vendor a registered corporation? *

○ Yes

◉ No

61. Social Security or FEI Number: *

| 731594411 |

The value must be a number

Contact information

62. Name of individual with contract signatory authority / title / Phone number / email address *

> Sarah Soell
> Executive Director
> 405-600-9981
> sarah@dsaco.org

63. Primary Contact: Name of individual to contact regarding contract performance & operations / Title / Phone number / E-mail address *

> Sarah Soell
> Executive Director
> 405-600-9981
> sarah@dsaco.org

64. Legal Notices: Name of individual to send legal notices / Title / Phone number / E-mail Address *

> Tessa Gross
> DSACO Board President
> 405-313-8694
> tessa73@cox.net
>
> Sarah Soell
> Executive Director
> 405-600-9981
> sarah@dsaco.org

65. Finance Contact: Name of individual responsible for finance and accounting / title / phone number / e-mail address *

> Lisa Kern
> DSACO Board Treasurer
> 405-612-6766
> lisapkern@gmail.com
>
> Sarah Soell
> Executive Director
> 405-600-9981
> sarah@dsaco.org

Attachment A
Statement of Work
DSACO

1. Project Overview:
    a. Develop and execute a one-day conference in collaboration with DSACO, Beyond the Spectrum, and the Autism Foundation.
    b. Target audience: Educators, providers, and caregivers.
    c. Focus:
        i. Comprehensive discussion and education on various communication modes for individuals with intellectual disabilities and complex communication disorders
2. Objectives:
    a. Address the need for improved understanding of communication modules, including devices, sign language, verbal, and nonverbal communication.
    b. Supply training on new communication technologies to educators.
    c. Foster fair and inclusive communication practices in academic settings.
    d. Enhance collaboration among stakeholders in education.
    e. Empower educators, providers, and caregivers to support individuals with communication difficulties.
3. Scope of Work:
    a. Curriculum Development:
    b. Develop a comprehensive curriculum covering various communication modes and technologies.
    c. Include practical training sessions, case studies, and interactive workshops.
    d. Conference Logistics: Secure a suitable venue for the one-day conference.
    e. Coordinate event logistics, including registration, materials, and audiovisual requirements.
    f. Ensure accessibility for individuals with disabilities.
    g. Speaker Recruitment: Identify and secure expert speakers in the field of developmental disabilities and communication.
    h. Ensure diverse perspectives and experiences are represented.
    i. Collaboration with DSACO, Beyond the Spectrum, and the Autism Foundation: Regular coordination meetings to align project goals and share resources.
    j. Joint marketing efforts to maximize outreach and participation.
    k. Technology Showcase: Organize a technology showcase to highlight new communication tools and devices.
    l. Facilitate hands-on experiences for attendees.
    m. Evaluation and Feedback: Implement pre- and post-conference evaluations to measure the effectiveness of the training.

      n. Gather feedback for continuous improvement.
4. Deliverables:
    a. Comprehensive conference curriculum and materials.
    b. Successful execution of the one-day conference.
    c. Documentation of participant feedback and evaluation results.
    d. Collaborative report highlighting the impact and outcomes of the conference.
5. Milestones:
    a. Month 1-2: Curriculum development and speaker recruitment.
    b. Month 3-4: Venue and logistics coordination
    c. Month 5: Execution of the one-day conference.
    d. Month 6: Evaluation analysis and reporting.
6. Budget: Breakdown of funds allocated for venue rental, speaker fees, marketing materials, technology showcase, and miscellaneous expenses. Detailed budget to be submitted for DSACO funding approval.
7. Reporting: Regular progress updates provided to DSACO, including milestones achieved and any challenges encountered. Final report summarizing the impact of the conference and lessons learned.
8. Evaluation Criteria: Success will be measured based on the number of participants, participant feedback, and the effectiveness of the training in improving communication practices.
9. Terms and Conditions: The project will adhere to all relevant laws and regulations. Any changes to the scope of work must be mutually agreed upon by all collaborating parties. This proposed Statement of Work outlines the key components, objectives, and deliverables for the "Enhancing Communication for Academic Success" project. Funding from DSACO will contribute to the successful execution of the conference, addressing critical issues in the field of developmental disabilities.

Inclusive Communications Conference Budget
July 17, 2024

Description of item	Cost of item	DSACO, AFO, BTS	DDCO	Other Sources TBD
Venue	$ 1,200.00	No funds allocated in budget	$ 1,200.00	
Speaker fees (this includes travel)	$500 Stipened per speaker plus travel	No funds allocated in budget	$ 5,000.00	
Registration - Whova App		No funds allocated in budget		
Technology at venue	price included in Metro Tech package	No funds allocated in budget	$ -	
Printing	Signs for breakout sessions and sponsors- $80 ea.; agenda's and presentations as requested and attendee nametags	No funds allocated in budget	$ 960.00	
Public Relations	Social Media posts boost on each platform - $25/boost	No funds allocated in budget	$ 675.00	
Resource material (define this)	Bags for attendees- 200@$7/ea	No funds allocated in budget	$ 1,400.00	
Catering	250 ppl. @ $25/person	No funds allocated in budget		$ 6,250.00
Family Reimbursement Mileage	25 families - average 60 miles round trip @.67/mile	No funds allocated in budget	$ 1,005.00	
Total Conference Cost			**$ 10,240.00**	

Attachment C

Logic Model

DSACO

Inputs
1. Financial Resources:
   a. Funding from DSACO to cover venue rental, speaker fees, materials, and other conference expenses.
2. Human Resources:
   a. Project coordinators from DSACO, Beyond the Spectrum, and the Autism Foundation. Expert speakers in the field of developmental disabilities and communication. Event staff and volunteers.
3. Partnerships:
   a. Collaboration with DSACO, Beyond the Spectrum, and the Autism Foundation for shared resources and expertise.
4. Activities:
   a. Curriculum Development: Develop a comprehensive curriculum covering various communication modes and technologies.
   b. Speaker Recruitment: Identify and secure expert speakers in the field of developmental disabilities and communication.
5. Logistics Coordination:
   a. Secure a suitable venue for the one-day conference. Coordinate event logistics, including registration, materials, and audiovisual requirements.
6. Collaboration Meetings:
   a. Regular coordination meetings with partner organizations to align project goals and share resources.
7. Marketing and Outreach:
   a. Joint marketing efforts to maximize outreach and encourage participation. Engage with educators, providers, and caregivers through various channels.
8. Technology Showcase:
   a. Organize a showcase to highlight new communication tools and devices. Facilitate hands-on experiences for attendees.
9. Conference Execution:
   a. Host the one-day conference, including presentations, workshops, and networking opportunities.
10. Evaluation and Feedback:
    a. Implement pre and post-conference evaluations to measure the effectiveness of the training. Gather feedback for continuous improvement.

Outputs
   a. Comprehensive Curriculum: Developed curriculum and materials for the conference.
   b. Expert Speakers: Secured expert speakers standing for diverse perspectives.
   c. Successful Conference: Executed a one-day conference with active participation.

    d. Documentation: Participant feedback and evaluation results.

    e. Collaborative Report: Report highlighting the impact and outcomes of the conference.

Outcomes

    a. Increased Knowledge: Educators, providers, and caregivers gain increased knowledge of diverse communication modes.

    b. Technology Integration: Educators acquire training on new communication technologies.

    c. Equitable Practices: Stakeholders develop and adopt equitable and inclusive communication practices.

    d. Improved Collaboration: Enhanced collaboration among stakeholders in education.

    e. Empowered Participants: Empowered educators, providers, and caregivers with skills to support individuals with communication difficulties.

Impact

    a. Improved Academic Outcomes: Reduced communication barriers lead to improved academic success for individuals with intellectual disabilities.

    b. Enhanced Quality of Life: Reduced anxiety issues in the classroom and improved overall well-being.

    c. Innovation in Communication: Foresight and innovation in response to evolving communication technologies.

External Factors

    a. Technological Advances: Keeping up with the latest communication tools and devices.

    b. Regulatory Environment: Adherence to laws and regulations related to the project.

    c. Assumptions: Participants engage actively in the training.

        a. Collaborative efforts among partner organizations stay strong.

    d. Risks: Potential low attendance. Technological challenges during the conference.

This logic model provides a visual representation of the inputs, activities, outputs, outcomes, and impact of the "Enhancing Communication for Academic Success" project, along with external factors, assumptions, and risks.

<u>FY 25 Funding</u> (July 1, 2024-June 30, 2025)
<u>Project</u>:   Best Buddies
<u>Organization</u>: [Best Buddies, Oklahoma](#)

<u>Proposal Description:</u>
The goal of the Best Buddies Inclusion Project is to **address and reduce the barriers that prevent social interactions between individuals with IDD and their typical peers** in five Tulsa-area schools.

<u>Target:</u>
The target population for the project includes 125 middle and high school students with and without IDD, aged approximately 11 to 18 years, in the greater Tulsa area.

<u>Hosted/Method:</u>
Through the project, Best Buddies school-based chapters will create and support:
- one-to-one friendships,
- supply leadership training,
- deliver inclusive activities throughout the year,

helping all students to create a positive, inclusive school environments.

<u>Duration/Time:</u>
School year

<u>Impact:</u>
- Will afford the opportunity for meaningful social interactions.
- Increase critical communication and social skills
- Create expanded social circles beyond family members and paid professionals,
- Allow for enhanced inclusion in the community

Funding requested for FY25 (Including Match)

Council funds	Match (cost share)	Total
$25,000	$8333.00	$33.333

Best Buddies
Oklahoma New Friendship Chapter Project - OK DD Council

Summary of Expenses		OKDDC Request	Other funding	Total Project costs
Staff/Volunteer Time				
Director, Mission Advancement	(12% time on project)	$ 8,034	$ -	$ 8,034
Program Manager	(20% time on project)	$ 9,000	$ -	$ 9,000
Benefits @ 15%		$ -	$ 2,555	$ 2,555
Subtotal		**$ 17,034**	**$ 2,555**	**$ 19,589**
Program Operations				
Site Visits/Travel		$ 1,152		$ 1,152
Volunteer Training & Management		$ 3,494	$ 2,748	$ 6,242
Community Engagement		$ 250		$ 250
Office Operations		$ 320		$ 320
Chapter Grants		$ 2,500		$ 2,500
Supplies & Materials		$ 250		$ 250
Subtotal		**$ 7,966**	**$ 2,748**	**$ 10,714**
Indirect Costs (10% of total program costs)		$ -	$ 3,030	$ 3,030
Total Expenses		**$ 25,000**	**$ 8,333**	**$ 33,333**

Personnel ($19,589 total project cost/$17,034 in Council funding):

- **Director, Mission Advancement (DMA)**: 12% of their time supporting this project. Responsible for providing project management, supervision, and fiscal oversight.

- **Lead Program Manager (LPM)**: 20% of their time supporting this project. Lead efforts in outreach to five new chapters and support communication amongst chapters once established. Once established, responsible for training all identified chapter leaders of those five new chapters.

Fringe ($2,555 total project cost/$0 in Council funding):

- The Fringe Benefits line was calculated at 15% of the total salaries of the staff on this project. Benefits include FICA, medical and dental insurance, unemployment insurance, and workers' compensation.

Operations ($10,714 total project cost/$7,966 in Council funding) includes:

- **Travel** *($1,152 total project costs/ $1,152 in Council funding):* Staff travel to support chapters/participants in the field. FTE on project calculated at 300 miles/month @ $0.50/mile.

- **Volunteer Training & Management** *($6,242 total/$3,494 in Council funding):* Expenses includes Leadership Conference for five students to attend Leadership Conference in Bloomington, Indiana at $1,000/attendee and $1200 per FTE on project. Student Leadership conference fees include a $400 registration fee and approximately $600 avg flight cost. Includes costs for local trainings, Local Leadership Training Day and Back to Best Buddies, at $425/each. Costs for these trainings include venue fee, training materials, certificates, and meals for student leaders.

- **Community Engagement** *($250 total/$250 in Council funding)* Includes fees associated with public awareness and the cost of- promotional materials such as stickers, brochures, flyers, and program ads to participate in community awareness initiatives.

- **Office Operations** *($320 total/ $320 in Council funding)* Percentage of telecommunications costs, which includes portion of monthly cell phone reimbursement for designated project staff. Includes portion of technology costs to support new chapter communications.

- **Chapter Grants** *($2,500 total/ $2,500 in Council funding)*: $500 for five new chapters to utilize as an advisor stipend and/or provide chapter materials and resources for chapter activities. Chapter resources and materials could include adaptive equipment, entry and admission fees to community events, games, puzzles, sensory friendly activities, arts and crafts, transportation costs, etc.
- **Supplies & Materials** *($250 total project costs/$250 in Council funding)* Includes expenses associated with materials needed to recruit five new chapters and help support chapter operations (recruitment materials, consumable office supplies, folders, brochures, etc.)

Indirect Costs ($3,030 total/$0 in Council funding)

- Calculated at 10% of total program costs. These funds are used by Best Buddies International to oversee the administrative and training needs in each local market. This includes, but is not limited to Human Resources including payroll, benefit plans and administration, recruitment, legal services, IT, Finance and Accounting including financial statements, audit services, billing, AP and AR, Marketing/PR/National Branding, graphic design, websites, training and staff development, volunteer training conferences, and program development and evaluation.

Match ($8,333 total):

- Best Buddies will match 25% of the project cost ($8,333) through special event revenue. Oklahoma hosts two annual fundraisers, Friendship Walk and Champion of the Year gala. These events are standardized nationally with training, materials and various staff resources available to our teams to support successful implementation. We have found continual success establishing sustainable fundraising strategies through these event models, as our peer-to-peer fundraising models successfully leverage and build our volunteer support. As our programs increasingly engage participants, parents, professionals, school staff and community members in our mission, these individuals become our biggest supporters and fundraiser.

Chapters Supported

- Best Buddies is well poised to support five new school-based chapters in the Tulsa area. Best Buddies will conduct outreach to identify five potential schools for expansion in Sand Springs Public Schools, Collinsville Public Schools and Union School District.

Respondent

8   Anonymous

19:57

Time to complete

Part 1 - Contact Information

1. What is today's date?

10/31/2023	🗓

2. Full Legal Name *

Best Buddies International, Inc.

3. Mailing Address *

6110 E 51st Place

4. City *

Tulsa

5. State *

OK

6. Zip *

74135

7. Email *

emilyhunt@bestbuddies.org

8. Phone number *

> 407-716-0899

9. Website

> www.bestbuddies.org/oklahoma

State Plan Goals

To qualify for funding, projects must meet the goals in the 5 Year DDCO State Plan. The state plan is available for review
https://oklahoma.gov/ddco/about/state-plan.html.

10. Select the goal your project will be addressing. *

- ○ Goal 1: Advocacy and Self-Advocacy Skills Improvement Individuals with developmental disabilities and their families will be skilled and empowered advocates and leaders in individual and systems change advocacy.

- ○ Goal 2: Good Lives Across the Lifespan Individuals with developmental disabilities, their families and caregivers will have increased access to quality, long-term, individualized supports and services across the lifespan in the home and community of their choice.

- ⦿ Goal 3: Community Awareness and Inclusion People with developmental disabilities and their families will experience increased inclusion and integration so that they may fully participate in all aspects of the community.

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract (See page 2) where they may receive an actual or perceived benefit. The following questions assist us in making this determination.

11. Does this application specify a person or organization that will complete any part of the work described within the proposal or application ? *

- ○ Yes
- ⦿ No

12. Do you have any personal, professional or financial relationships with the organizations listed in 9 above ? *

- ○ Yes
- ⦿ No

13. If you answered yes to either question 9 or 10 above, please explain in detail. Identify names and relationships as necessary.

> The project will be delivered in its entirety by staff members of Best Buddies International, Inc.

Proposal

The DDCO thoughtfully reviews complete and materially accurate submissions at the committee level. The information provided in Part III will assist committee members in understanding your application and any expectations for DDCO.

14. Provide a written overview of the proposal. *

Best Buddies is a non-profit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development, and inclusive living for people with intellectual and developmental disabilities (IDD). A critical part of education for children and youth with IDD is the development of social skills which are essential to success in the community and the workplace following school. Best Buddies provides youth with IDD the opportunity to have a friend and to be one, thereby learning how to successfully interact with peers. The goal of the Best Buddies Inclusion Project is to address and reduce the barriers that prevent social interactions between individuals with IDD and their typical peers in five Tulsa-area schools. Through the project, Best Buddies school-based chapters will create and support one-to-one friendships, provide leadership training, and deliver inclusive activities throughout the year, benefiting students both with and without IDD and leading to positive, inclusive school environments. As Best Buddies participants interact with classmates, family members, coaches, and neighbors, their larger communities become more inclusive of those with intellectual disabilities.

Best Buddies school-based chapters function as school clubs that conduct activities on campus and in their community. To deliver the project, Best Buddies will partner with administrators, special education professionals, and general education teachers at Tulsa area schools and school districts to identify and recruit student volunteers as members. By hosting a Best Buddies chapter, schools agree to provide a time and space for the chapter to hold meetings and conduct activities. Although chapter activities regularly take place on campus, students who are paired in one-to-one friendships are encouraged to spend time together off-campus in the community or at each other's homes. Best Buddies pairs students in one-to-one friendships based on factors like common interests, preferences, transportation and scheduling needs, and compatibility. By participating in a one-to-one friendship, students agree to communicate with each other at least once a week and spend time together in-person twice per month throughout the academic year.

Each Best Buddies chapter enlists an inclusive officer corps made up of students with and without disabilities to lead the chapter. Additionally, each chapter enlists the support of a volunteer faculty advisor who serves as a liaison between the chapter and school administration. Student officers and faculty leaders receive multiple individual and group training opportunities delivered by Best Buddies staff throughout the year. These trainings provide opportunities for chapter leaders to identify milestones to be achieved, plan inclusive activities to be delivered, learn best practices for creating and supporting one-to-one friendships between students with and without IDD, and ensure chapter sustainability. Once trained, student and faculty leaders can return to their chapter and implement what they have learned. Best Buddies staff support chapters throughout the year with additional training as needed, free access to online tools and resources, and the use of a secure, cloud-based chapter management database. In the spring semester, Best Buddies staff support the successful transition of chapter leadership by identifying new student officers to lead their chapter in the next school year and engaging them in summer and fall training opportunities.

The Best Buddies Inclusion Project will establish five new Best Buddies chapters at middle and high schools in the Tulsa area; recruit and engage 125 student volunteer members; deliver 50 inclusive group activities; and train 25 student and five faculty leaders. The project will engage a minimum of 30 students with IDD, at least five of whom will serve in a leadership role in their chapter

15. Has a needs assessment been completed? If no, why not?

We have not completed a needs assessment because the need for Best Buddies programs is well documented. In Oklahoma, only 37.64% of students with intellectual disabilities spend most of their day in inclusive settings. (U.S. Department of Education, 2021-2022) This figure indicates that 62.36% of Oklahoma students with intellectual disabilities spend a significant part of their day in a separate setting. Even when students with IDD and their typical peers do share a classroom, "interaction rarely occurs without intentional programming," since students with IDD frequently work alone or separated from their typical peers. (Carter, 2017) Studies have found that students with IDD are at higher risk of experiencing bullying than their typical peers, due to deficits in social and communication skills. (Rose et al., 2011) Student experiences in the classroom vary by disability, whereby students with autism experience high rates of bullying in inclusive settings, and students with IDD face increased bullying when they are in restrictive settings. (Rose et al., 2015) Regardless of the educational setting, students with IDD face increased rates of victimization due to social and communication deficits and social marginalization (Rose & Gage, 2017). This demonstrates a need for programs that reduce the physical and social barriers that prevent students with IDD from having meaningful social interactions and forming relationships with typical peers.

The significant shortage of special education teachers in Oklahoma is also evidence of the broader need for additional resources for special education students to support skills development in communication and relationship-building with their peers. There is a nationwide shortage of special education teachers - a problem that is likely compounded in Oklahoma due to its comparatively low teacher salaries – which limits the support available to students with disabilities. As the number of Oklahoma students in special education continues to increase, an immediate solution to this problem is unlikely. In the face of this challenge, one way to make use of available resources is to engage typical students in ensuring students with disabilities are included in the social fabric of their school and community. By enlisting typical students to regularly participate in inclusive programming and develop authentic friendships with their disabled peers, Best Buddies enhances and expands the social support network of students with disabilities beyond other students with disabilities, immediate family members, or paid staff.

16. Provide a list of all people and organizations proposed to work on the project. *

Grant McCarty, Director, Mission Advancement, Best Buddies International, Inc.
Maggie Bond, Lead Program Manager, Best Buddies International, Inc.

17. Describe the experience and qualifications of the persons and or organization proposed to provide goods and services associated with the proposal. *

> Founded in 1989, Best Buddies has 34 years of experience delivering community-based inclusion programs for people with IDD. Best Buddies has supported programs in Oklahoma since the founding of our oldest chapter at Oklahoma City University in 2017. Since we established our Oklahoma state office in 2020, we have grown to support chapters at 12 elementary, middle, high schools, and colleges in the counties of Cleveland, Oklahoma, Payne, and Tulsa. The 223 participants in our programs positively impact the lives of 2,230 people in Oklahoma. Support from the Developmental Disabilities Council of Oklahoma would allow Best Buddies to establish five new school-based chapters and serve an additional 125 participants.
>
> The project will be delivered by Director, Mission Advancement Grant McCarty and Lead Program Manager Maggie Bond. Grant McCarty joined Best Buddies in 2021 as Director, Mission Advancement and has played a critical role in the establishment of Best Buddies in Oklahoma. Grant has 10 years of experience in building community networks, overseeing projects, and managing budgets. Grant holds a Bachelor's in business administration with a specialization in marketing from the University of Tulsa. Grant will support the project by generating broad community support and providing guidance and supervision to Lead Program Manager Maggie Bond.
>
> Maggie Bond has also played a critical role in the establishment of our local programming by serving on the Best Buddies in Oklahoma Advisory Board since 2016. With 10 years of volunteer and employment experience in the disability field, Maggie has contributed to the fundraising and advocacy efforts of several disability service organizations in Oklahoma, including Autism Speaks, Blessings to Share Foundation, Disabled American Veterans, Down Syndrome Association, Not Your Average Joe, Oklahoma Miss Amazing Pageant Organization, and Special Olympics, before joining Best Buddies as a program manager in 2023. In addition to advocacy and fundraising, Maggie has proven expertise in operations, public speaking, resource development, and securing community partnerships. Maggie holds a Bachelor's degree from Oklahoma City University.

18. Describe how the proposal will help DDCO meet the goals in the 5 Year DDCO State Plan found at www.okddc.ok.gov *

> The Best Buddies Inclusion Project will assist the Developmental Disabilities Council of Oklahoma with meeting Goal 3: Community Awareness and Inclusion by providing opportunities for students with intellectual and developmental disabilities and their families to experience increased inclusion and integration so that they may fully participate in all aspects of the community. As a result of the project, individuals with IDD at Tulsa area schools, and their families, will have a community support system that will help them to live their best lives.
>
> The project will support Goal 3, Objective 1 by engaging Best Buddies members in training and programming that educates them about intellectual and developmental disabilities. Through participating in the program, students without disabilities gain experience communicating and interacting with their disabled peers and become role models for other students as they promote inclusion at their school. Students with disabilities also develop critical social and communication skills which better prepare them to meaningfully socialize with their peers. As a result, students with IDD will experience increased inclusion and support at school and in the community, empowering them to live their best lives.
>
> The proposal will support Goal 3, Objective 4 by creating more inclusive school environments, conducting activities that remove the physical barriers that segregate students with IDD from their typical peers, and supporting the development of meaningful relationships between students with IDD and their peers. Participation in Best Buddies provides an opportunity for students with and without IDD to view each other as unique, authentic individuals. As a result of these activities, an increased number of students with IDD will receive individualized support and services in inclusive and integrated settings that will allow them to foster and reach their potential.
>
> Best Buddies will assist the Council in reaching Goal 3, Objective 5 by directly providing greater opportunities for individuals with IDD to have meaningful friendships and relationships, recreational activities, and social inclusion at their school and in their communities.
>
> Through their experience, Best Buddies participants without IDD gain enhanced knowledge and awareness of people with IDD as active, contributing members of their school and community. While the project will allow students both with and without IDD to gain skills that prepare them for college or careers, students without disabilities will likely become the hiring managers of tomorrow. By understanding the unique contributions of people with disabilities, this next generation of hiring managers will ultimately recognize the value of including individuals with IDD as friends and co-workers. Ultimately, the project will assist the Council with meeting Goal 3, Objective 6: Employers, community leaders, family members, and the wider community will have an increased understanding of the benefits of having individuals with IDD participate in the workforce and volunteer activities.

19. Define the benefitting population targeted by describing the age, region, familial status, learning or support needs, type of disability.
    *

> The target population for the project includes 125 middle and high school students with and without IDD, aged approximately 11 to 18 years, in the greater Tulsa area. We expect that the project will serve a minimum of 30 students with IDD.

20. Describe the impact on the target audience ?
    *

> The Best Buddies Inclusion Project will impact the target audience by affording the opportunity for students with disabilities and their typical peers to have meaningful social interactions. As a result, students with IDD will gain critical communication and social skills that help them become college and career-ready. Through their new friendships, students with IDD will also expand their social circles beyond family members and paid professionals, allowing for enhanced inclusion in the community.
>
> Through Best Buddies, typical peers become more confident interacting with students with IDD and become role models for other students in the general school population. The enriching experience of these real relationships teaches typical peers that students with IDD have many strengths and abilities, that they belong in communities and workplaces, and that community inclusion for people with IDD should be normalized. This critical outcome would not be possible without involving people with IDD in our project.
>
> Each year, Best Buddies distributes an annual survey to stakeholders to gauge participant satisfaction and community impact. In response to Best Buddies' 2022 Annual Survey, 87.4 percent of respondents were satisfied or very satisfied; 91 percent would recommend participation in the program to others, and 78 percent of respondents reported that Best Buddies has made their school and community more inclusive.

21. Describe the impact on people with disabilities ?
    *

> The Best Buddies Inclusion Project will create opportunities for greater access to community-based inclusion, subsequently providing an environment that will help a person with IDD develop vital social skills needed for the successful transition of students with IDD into post-secondary education and the workforce. Best Buddies provides youth with IDD the opportunity to have a friend and to be one, thereby learning how to successfully interact with peers. Best Buddies is a life-changing experience for a person with IDD. For these young people, developing friendships is critical to a successful transition out of school and into the working world and community life. As a result of participation in our programs, youth with IDD gain social and leadership skills that lead to their increased sense of self-worth, employability, and independence.

22. Is the proposal a duplication or expansion of work already being done in Oklahoma or elsewhere ?   If yes, describe what is being duplicated and what makes this project unique or different.

    *

> The project is an expansion of work already being done in Oklahoma. Best Buddies currently supports 223 members with and without IDD in 12 school-based chapters. The Best Buddies Inclusion Project will allow Best Buddies to replicate our model to establish chapters at five additional schools in the greater Tulsa area and engage an additional 125 participants, including 30 participants with IDD. Additionally, the project will train 25 student leaders and five faculty advisors, and deliver 50 inclusive group activities.

23. Will the proposed project use current best practices in the field of developmental disabilities ?   If yes, explain what they are and how they will be incorporated. Please cite source material.
    *

> Studies have found that even when students with IDD are in the same classrooms as their typical peers, "interaction rarely occurs without intentional programming" and "peer support programs are recommended to promote the general education participation of students with disabilities and their interaction with peers." While teachers can make informal attempts to increase peer-to-peer interactions through learning groups, structured programs demonstrate the highest rates of success. (Copeland et al., 2004) The Best Buddies Inclusion Project will reduce social barriers by fostering meaningful friendships and social connections between students with IDD and their typical peers. Our programs help to create accepting school climates that decrease the impact of restrictive environments, which can place youth with IDD at a higher risk for victimization (Rose, Swearer & Spillage, 2011).
>
> Best Buddies has been identified as a Peer-Mediated Instruction & Intervention evidence-based practice that supports inclusion. (Steinbrenner et al, 2020) Expanding Best Buddies programs to reach new schools is a time-tested and cost-effective way to connect students with and without IDD in meaningful, positive social relationships. An independent evaluation concluded that adolescents with IDD involved in one-to-one friendships through Best Buddies showed "lower frequencies of peer victimization, better adaptive behavior, higher levels of self-esteem, and fewer psychological symptoms" than those not matched in the program. In addition, the same evaluation concluded that "'Best Buddy' relationships were similar to friendships with best friends, with additional levels of support, nurturing and 'scaffolding' in skill development" (Prinstein and Aikins, 2005). The Center for Evaluation and Policy at Indiana University cited Best Buddies as an "exemplary model" in promoting non-disabled student interaction with students with disabilities in a 2008 report.

24. When the work is complete, how will it have provided systems change to programs or services for people with developmental disabilities? *

> Once the project is complete, five Oklahoma middle and high schools will have joined Best Buddies' global volunteer movement to provide opportunities for inclusion for people with IDD through friendship and leadership development. The project will enhance the capacity of Tulsa County schools to address and reduce the physical and social barriers that prevent social interactions between students with IDD and their typical peers. The individuals impacted through the project will be more prepared to promote opportunities for inclusion in their schools, communities, and workplaces.

25.   Will the proposal be implemented or offered statewide? If no, define the counties and cities served and the rationale for why these locations were selected.
      *

> Due to the recent establishment of a Best Buddies state office in Oklahoma, there is tremendous potential for program expansion throughout the state. However, since Best Buddies' staff and state office are located in the Tulsa area, they have generated significant support from the local Tulsa community. Best Buddies has received formal permission from Union Public Schools to access school campuses and engage district schools in hosting Best Buddies chapters. The project will be strategic in capitalizing on our partnership with Union Public Schools as well as local community support for our programs.

Performance Measures

The DDCO is required to provide performance measure reports to evaluate the effectiveness of our activities. As a result, DDCO requires contracted vendors to submit performance measure reports prior to receiving final payment. Performance reports include actual counts and / or the collection of survey information. As a required component of the application, provide projected data for the following performance measures. (Not all measures are applicable. You may identify measures not applicable to this application as "N/A to this activity") All contractors will be required to collect baseline data to evaluate outcomes.

26. INDIVIDUAL & FAMILY ADVOCACY: The number of people with developmental disabilities who participated in Council supported activities designed to increase their knowledge of how to take art in decisions that affect their lives, the lives of others, and or systems.

> 0

The value must be a number

27. INDIVIDUAL & FAMILY ADVOCACY: The number of family members who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and or systems.

> 0

The value must be a number

28. INDIVIDUAL & FAMILY ADVOCACY: After participation in Council supported activities, the percent of people with developmental disabilities who report increasing their advocacy as a result of Council work.

> 0

The value must be a number

29. INDIVIDUAL & FAMILY ADVOCACY: After participation in Council supported activities, the percent of family members who report increasing their advocacy as a result of Council work.

> 0

The value must be a number

30. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them.

> 0

The value must be a number

31. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people who are participating now in advocacy activities.

> 0

The value must be a number

32. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

> 0

The value must be a number

33. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of people with developmental disabilities satisfied with a project activity.

> 85

The value must be a number

34. <u>INDIVIDUAL & FAMILY ADVOCACY:</u> The percent of family members satisfied with a project activity.

> 85

The value must be a number

35. <u>SYSTEMS CHANGE:</u> The number of policy and or procedures created or changed.

> 0

The value must be a number

36. <u>SYSTEMS CHANGE:</u> The number of statutes and or regulations created or changed.

> 0

The value must be a number

37. <u>SYSTEMS CHANGE:</u> The number of promising practices created.

> 0

The value must be a number

38. <u>SYSTEMS CHANGE:</u> The number of promising practices supported through Council activities.

> 1

The value must be a number

39. SYSTEMS CHANGE: The number of best practices created.

> 0

The value must be a number

40. SYSTEMS CHANGE: The number of people trained or educated through Council systemic change initiatives.

> 30

The value must be a number

41. SYSTEMS CHANGE: The number Council supported systems change activities with organizations actively involved.

> 1

The value must be a number

42. SYSTEMS CHANGE: The number of Council efforts that led to the improvement of best or promising practices, policies, procedures, statute, or regulation changes.

> 0

The value must be a number

43. SYSTEMS CHANGE: The number of Council efforts that were implemented to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.

> 0

The value must be a number

44. SYSTEMS CHANGE: The number of policy, procedure, statute, or regulation changes improved as a result of systems change.

> 0

The value must be a number

45. SYSTEMS CHANGE: The number of policy, procedure, statute, or regulation changes implemented.

> 0

The value must be a number

46. SYSTEMS CHANGE: The number of promising and/or best practices improved by systems change activities.

> 1

The value must be a number

47. <u>SYSTEMS CHANGE:</u> The number of promising and/or best practices that were implemented.

> 1

The value must be a number

Additional Requirements for funding

48. FINACIAL INFORMATION: Include a detailed revenue and expenditure budget, in a proper accounting format, detailing the total costs and revenues of the proposal.

Identify the amount requested from DDCO within the context of the budget.
DDCO requires a match of 25%. Specify the source of this match.

Identify projected funding sources not currently in place.
  Provide a narrative explaining each category of expenditure and source or revenue associated with the project. Revenue sources include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.

If space does not permit the details necessary, please email to John.Houston@okdhs.org and include the Project Name in the subject line. *

> Please see email to John Houston with subject line, "FY25 Best Buddies Inclusion Project."

49. STATEMENT OF WORK: Provide a proposed statement of work for the contractual requirements detailing the goods and services you will provide in exchange for DDCO funding. *

> The Best Buddies Inclusion Project will establish school-based inclusion programs at five middle and high schools, engage a total of 125 students including 30 students with IDD, deliver 50 inclusive group activities, and conduct leadership training to 25 student leaders and five faculty members who will serve as chapter advisors.

50. <u>Sustainability Plan (Required for recurring requests)</u>

Typically, DDCO will fund an activity for a maximum of five (5) years. Projects continuing for more than five years are expected to be self-sustaining by the end of the contract period. Include a detailed plan and timeframe for the project to become self-sustainable, including projected budgets, identified partners, and annual funding goals for each year.

> Once funding from the Developmental Disabilities Council of Oklahoma ends, Best Buddies will continue to train, manage, and support the 17 total chapters in the state. Collaborators, like volunteer faculty and student leadership teams, will not need to take on additional responsibilities to maintain the project after the grant period. Based on organizational experience expanding to new markets, we will utilize the newly established programs and increased awareness of our mission to gather broad community support that will help sustain service delivery. As the number of chapters increases, so will the efficiency of local staff as they facilitate connections among student leaders and identify and replicate strategies for success. Best Buddies provides an online reference site for student and teacher leaders, as well as conference calls and webinars which can be accessed by chapter leaders at any time.
>
> Best Buddies staff works tirelessly to grow and diversify our funding sources in order to sustain and expand our programs. We expect the project to become self-sustaining within two years through a combination of special event revenue, private foundation revenue, individual donations, and any available federal, state, or municipal grants. Once contract funds end, we are poised to sustain this local project and continue expanding in the state by raising $25,000 per year through special events, foundation support, other government grants, and support from individual and corporate donors.

51. Logic Model (Required for contracts in excess of $5,000)

A logic model is a tool used by DDCO to evaluate the effectiveness of the program. An example is included, or you may use one of the many formats found by Googling "logic model."

Inputs: Available inputs for the project include existing funding and staff; community support; a replicable, cost-effective program model; promotional materials; trainings, tools, and resources for program delivery; and school-provided resources such as student volunteers with and without IDD, faculty members to serve as chapter advisors, and a designated time and place on campus for chapters to hold meetings.

Activities: Best Buddies staff will utilize available inputs to conduct outreach to schools, deliver training for student and faculty leaders assist with identifying and recruiting student members, select an inclusive corps of student officers, help chapter leaders create and support one-to-one friendships, plan and deliver inclusive group activities on- and off- campus throughout the year, and generate broad community support for the project to create a path for future program expansion.

Outputs: Through participation in project activities, 25 students and 5 faculty advisors will attend leadership training delivered by Best Buddies staff; 95 students without disabilities and 30 students with disabilities will submit member applications and attend chapter events; and Best Buddies members will plan and attend a total of 50 inclusive group activities.

Outcomes: As a result of the project, 25 students and 5 faculty advisors will be prepared to lead inclusion programs at their school by planning and delivering inclusive group activities, holding chapter meetings, and creating one-to-one friendships through their chapters. A minimum of 30 students with IDD will have enhanced social networks and increased opportunities to improve social and communication skills by interacting with typical peers, better preparing them for college or careers. The 95 students without disabilities will experience a positive change in their attitudes toward people with intellectual and developmental disabilities. Long-term outcomes of project activities will include increased understanding among participants of the value and benefits of community inclusion and more inclusive school communities.

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52. Are you a registered vendor with the State of Oklahoma: *

○ Yes

◉ No

53. Is the proposed vendor applicant an IRS Registered 501(c)3: *

◉ Yes

○ No

54. Is the proposed vendor a Government entity: *

○ Yes

◉ No

55. If yes, in question 52, provide form of government and name of entity

N/A

56. Is the proposed vendor a tribal nation: *

○ Yes

◉ No

57. If yes in Question 53, list tribe.

| N/A |

58. Is the proposed vendor a sole proprietor: *

○ Yes

◉ No

59. Is the proposed vendor a registered partnership? *

○ Yes

◉ No

60. Is the proposed vendor a registered corporation? *

◉ Yes

○ No

61. Social Security or FEI Number: *

| 521614576 |

The value must be a number

Contact information

62. Name of individual with contract signatory authority / title / Phone number / email address *

| Anthony Shriver/ Founder, Chairman & CEO/ 305.374.2233/ akshriver@bestbuddies.org |

63. Primary Contact: Name of individual to contact regarding contract performance & operations / Title / Phone number / E-mail address *

| Emily Hunt/ Director, Expansion and Mission Advancement/ 407.716.0899/ emilyhunt@bestbuddies.org |

64. Legal Notices: Name of individual to send legal notices / Title / Phone number / E-mail Address *

| Tiffany Taylor/ Compliance Manager/ 305.374.2233/ tiffanytaylor@bestbuddies.org |

65. Finance Contact: Name of individual responsible for finance and accounting / title / phone number / e-mail address *

Lori Penaloza/ Senior Vice President, Finance and Operations/ 305.374.2233/ LoriPenaloza@bestbuddies.org

DDCO SFY25 DRAFT Budget

Description			FY-24		FY-25	
			Requested	Projected	Requested	Chg / 24 Proj
29144001	**GRANTS MANAGEMENT**					
	Payroll (3)	1	283,117	83,117	283,117	200,000
	Operating	2	49,422	1,422	49,422	48,000
	Total	3	332,539	84,539	332,539	248,000
29141001	**PLAN & ADMIN (25% State)**					
	Council & Operating	4	59,409	4,409	59,409	55,000
	Translation & ADA Accommodations	5	5,000	-	5,000	5,000
	NACDD Mbrship	6	7,600	7,600	7,600	-
	Total	7	72,009	9,516	72,009	62,493
29142001	**PLAN/PROJ MGT (12.5% State)**					
	Payroll (2)	8	173,409	-	173,409	173,409
	Operating	9	23,053	3,053	23,053	20,000
	Total	10	196,462	3,053	196,462	193,409
29143002	**Partners in Policymaking**					
	100% in person	11	50,000	51,321	60,000	8,679
29143003	**Youth Leadership Forum**					
	100% in person	12	70,000	70,000	80,000	10,000
29143007	**Self-Advocacy Training**					
	statewide self-advocacy trainings	13	27,245	16,000	41,906	25,906
29143004	**CIF / PDF**					
	CIF / PDF	14	5,000	7,000	5,000	(2,000)
29143005	**Library**					
	Updating / adding to collection	15	500	-	500	500

DDCO SFY25 DRAFT Budget

Description			FY-24		FY-25	
			Requested	Projected	Requested	Chg / 24 Proj
29143006	**Projects & Activities**					
FEAT Curriculum License		16	1,000	1,000	1,000	-
Supporting Families C.O.P.		17	6,180	-	6,180	6,180
Conference Support		18	7,500	7,500	7,500	-
L.E.A.D. employer training		19	125,000	-	125,000	125,000
Early Access Screenings & ADOS		20	135,076	35,076	135,024	99,948
Youth Expedition Summit		21	24,500	24,500	24,500	-
Family Respite Retreats		22	108,496	108,496	117,585	9,089
Recite Me Website tool bar		23	5,145	1,400	5,350	3,950
Look Out Art Programming (NEW)		24	-	-	24,000	24,000
Black Feathers Podcast (NEW)		25	-	-	24,961	24,961
Inclusive Communications Conference (NEW)		26	-	-	10,240	10,240
Best Buddies Inclusion Project (NEW)		27	-	-	25,000	25,000
Opportunity Orange		28	115,635	115,635	-	(115,635)
OAALA		29	10,950	10,950	-	(10,950)
Rural Inclusive Employer Initiative		30	35,000	35,000	-	(35,000)
Great Plains Neuro Nights		31	4,579	4,579	-	(4,579)
Discretionary Funding		32	-	-	-	-
2 Mth Expenditures in Reserve		33	-	-	-	-
Total		34	579,061	344,136	506,340	162,204
						-
Total DDCO Budget		35	**1,332,816**	**356,836**	**1,294,756**	937,920
Indirect & Cost Allocations		36	**90,000**	**90,000**	**90,000**	90,000
Total DDCO Costs		37	**1,422,816**	**356,836**	**1,384,756**	1,027,920
Less: State Funding		38	**(42,560)**	**(2,761)**	**(42,560)**	(39,799)
Less: DSA Adm @ 5% of Grant		39	**(45,961)**	**-**	**(45,961)**	-
NET GRANT USE		40	**1,334,295**	**354,076**	**1,296,235**	942,159

Developmental Disabilities
Council of Oklahoma

Fiscal Year (FY) 2025

Council Project Proposals
April 26, 2024 – 1:00 PM

2400 N. Lincoln Blvd
Sequoyah Building, Room C-47,
Oklahoma City, OK 73105

State & Federal Budget Periods

The Oklahoma **S**tate **F**iscal **Y**ear 2025 (SFY25)

July 1, 2024 & Ends June 30, 2025

The **F**ederal **F**iscal **Y**ear 2025 (FFY25)

October 1, 2024 & September 30, 2025

Grant Funding

DDCO's source of funding is a federal grant from:

- The Administration on Disabilities (AoD)

- Administration for Community Living at the U.S. Department of Health & Human Services (ACL)

Grant Availability

Grant funding is available for 3 years, BUT…

Grants must be **<u>obligated</u>** before the start of the 3rd year, or the Council gives up funding. This means the money needs to be put towards a specific project before the start of the 3rd year.

Grants must be **<u>expended</u>** prior to the end of the 3rd year or DDCO gives up funding. The 3rd year is used to wrap up the activity through reporting and payment of all invoices. This

means we must use the grant money within 2 years. The 3rd year is only for final reports and paying bills.

Selected Grant Requirements

- Funding is conditional on the 5-Year State Plan meeting federal requirements.

- State must identify a Designated State Agency (DSA) to provide assurances and support services.

- The DSA for the Council is Oklahoma Human Services

(OHS).

- Must designate and have a council.

Project Matching Funds

Match funding is the money an organization gives to a project. Matching funds an organization gives for a project can't be federal funding because Council funding is federal.

Match funding can be cash or in-kind. Cash is money outright. In-kind contributions include things like donated staff time, materials, or office space.

- Projects or activities carried out by the Council or

    Council directly requires no (0) match.

- Projects or activities NOT carried out by Council or

Council Staff in <u>designated poverty areas</u> **require a 10% match in funds**.

- All other projects or activities NOT carried out by Council or Council Staff **require a 25% match in funds**.

Grant Fund Distribution

- A minimum of 70% of our grant must be used on projects or activities.

- No more than 20% of our grant may be used for planning.

- The lower of 5% or $50,000 may be paid to the DSA.

Project Proposals
For FY25

Project: Translation & ADA Accommodations
Organization: Developmental Disabilities Council of Oklahoma

Budget line item 5

Proposal Description: To provide translation for persons, families, and professionals who attend a Council event and to translate Council publications into other languages (Spanish, etc.). This supports all Council State Plan Goals, making sure all persons participating in a Council training has access.

Funding:

Funding for FY 22, Year 1: $0

Funding for FY 23, Year 2: $0

Funding for FY 24, Year 3: Requested $5,000, spent $0

Funding for FY 25, Year 4: Requested $5,000

Project: NACDD Membership

Organization: National Association of Councils on Developmental Disabilities (NACDD)

Budget line item 6

Proposal Description: Developmental Disabilities Councils are part of the Developmental Disabilities Network (also known as the DD Network) as outlined by the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 2000 (The DD Act). The DD Network works independently through federal funding provided by the Administration on Intellectual and Development Disabilities under the leadership of the Administration for Community Living (ACL) in the Department of Health and Human Services. NACDD supports Council members and staff in the development, implementation, and reporting of the Council State Plan Goals, specifically, NACDD provides to the Council:

- Technical assistance to all DD Councils
- Advocates for the national public policy agenda
- Advocates for DD Councils' appropriations in Congress
- Convenes DD Councils for leadership and development training

Funding:

Funding used for FY 22, Year 1: $7,591

Funding used for FY 23, Year 2: $7,493

Funding used for FY 24, Year 3: $7,571

Funding requested for FY 25, Year 4, $7,600

Project: Partners in Policymaking (PIP)
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 11

Proposal Description: Oklahoma Partners in Policymaking (PIP) is a nationally trademarked disability advocacy training program that has run for 30 years in Oklahoma. PIP develops advocacy skills as well as promotes innovative, inclusive approaches for person with disabilities and their family members. PIP is a 7-weekend course in which we bring the nation's premier speakers to speak on one or multiple of the learning objectives as stipulated by the national program. An increase is being requested of the Council to move PIP back into an in-person format.

Goal 1: Self-advocacy & Advocacy Skills Improvement

Objective 4: Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.

Funding:

Funding for FY 22, Year 1: $46,980

Funding FY23 (for 75% virtual format), Year 2: $47,000

Funding for FY 24 (100% in-person), Year 3: Requested: $50,000, Spent: $51,321

Funding requested for FY 25 (100% in-person), Year 4: $60,000

Project: Youth Leadership Forum (YLF)
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 12

Proposal Description: YLF is a 5-day leadership and advocacy training for high school students with disabilities. Students who attend improve their leadership and advocacy abilities, specifically in understanding their strengths and weaknesses, and the supports they need. While there, students work with staff (teachers and alumni) to set future goals for themselves. Team collaborative initiatives are done to help improve their confidence while giving opportunities to discover leadership roles. YLF provides many opportunities for students to grow.

Goal 1: Self-advocacy & Advocacy Skills Improvement

Objective 1: Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong, and effective self-advocate leaders. (Self-Advocacy Objective)

Funding:

Funding for FY 22, Year 1: Requested $70,000

Funding for FY 23: Year 2: Requested $70,000

Funding for FY 24: Year 3: Requested: $70,000; Spent: $63,102.48

Funding for FY 25, Year 4: Requested: $80,000

Project: Self-Advocacy Training & Skills Development
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 13

Proposal Description: In FY25, the Council will continue to work with Self-Advocate Peer Trainers in training others (self-advocates, caregivers, family members, professionals) as well as continue revising training materials as needed. This is to ensure content being taught by Self-Advocate Peer Trainers are current and relevant. Work includes evaluations from training participants to help measure the long-term effects of participants' skills and advocacy based on the content they learned in a training.

FY25 Training goals:
- 50 virtual trainings
- 20 in-person trainings
- 50 virtual Peer Trainer meetings, 90 minutes each

Goal 1: Advocacy & Self-Advocacy Skills Improvement

Objective 1: Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong, and effective self-advocate leaders. (Self-Advocacy Objective)

Funding:

Funding for FY22, Year 1: Requested: $71,685; spent $58,515.92

Funding for FY23, Year 2: Requested: $40,000; spent $9,094.08

Funding for FY24, Year 3: Requested: $27,245.50 DDCO and $27,245.50 DDS; spent $11,134.49

Funding for FY25, Year 4: Requested: $41,906

Project: Consumer Involvement Fund & Professional Development Fund (Also known as CIF and PDF)
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 14

Proposal Description: The Council sets aside funds annually to help advocates, self-advocates, and professionals to participate in conferences, workshops, trainings, and other short-term educational programs. The Council provides this support to build community capacity in Oklahoma. It is the Council's expectation that those who receive assistance will share information learned with others, including the Council. This information exchange increases knowledge in Oklahoma and ultimately improves services for persons with developmental disabilities.

Goal 3: Community Awareness and Inclusion

Objective 5: Individuals with developmental disabilities will have greater opportunities for meaningful friendships and relationships, recreation activities and social inclusion in their communities.

Funding:

Funding for FY22: Year 1: Requested $5,000; spent $1,305

Funding for FY23: Year 2: Requested $5,000; spent $2,965

Funding for FY24: Year 3: Requested: $5,000; Spent $8,000

Funding for FY25, Year 4: Requested $5,000

Project: Justin A. McCurry Library & Resource Center
Organization: Redlands Partners (DDCO, UCEDD/CLL, ODLC)

Budget line item 15

Proposal Description: The Justin A. McCurry Library and Resource Center is a collaborative effort with the Developmental Disabilities Council of Oklahoma, the Oklahoma Disability Law Center, and The Center for Learning and Leadership at the University of Oklahoma Health Sciences Center.

Supports all Council State Plan Goals, making sure persons have access to information.

Funding:

FY22 Funding, Year 1: Requested: $1,500, Spent $0

FY23 Funding, Year 2: Requested: $1,000, Spent $0

FY24 Funding, Year 3: Requested: $500, Spent: $0

FY25 Funding, Year 4: Requested $500

Project: Family Employment Awareness Training (FEAT)
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 16

Proposal Description: The mission of the Family Employment Awareness Training (FEAT) is to increase expectations for competitive employment and increase knowledge of local, state, and federal resources to support the employment of the youth/young adults who have disabilities. The curriculum was developed and is maintained with the University of Kansas and the funding requested is for annual curriculum access.

Goal 3: Community Awareness and Inclusion

Objective 6: Employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.

Funding:

Funding for FY 22, Year 1: Requested $1,000; Spent $1,000

Funding for FY23, Year 2: Requested $1,000; Spent $1,000

Funding for FY24, Year 3: Requested $1,000; Spent $0

Funding for FY25, Year 4: Requested $1,000

Project: Supporting Families Across the Lifespan Community of Practice
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 17

Proposal Description: Families are the core unit in our society, serving as a source of support for all its members. Family members play key roles in identifying and securing opportunities for their family members to participate within their community in meaningful ways and ensuring access to self-determined lives.

The Council contracts with the National Association of State Directors of Developmental Disabilities Services (NASDDDS) for access to technical assistance which includes educational materials, facilitated quarterly advisory meetings, and three annual stakeholder conference registrations. The Oklahoma Community of Practice is facilitated by Council Staff, Developmental Disabilities Services (DDS), and The Center for Learning and Leadership (CLL/UCEDD).

Goal 2: Good Lives across the Lifespan

Objective 1: Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and Supporting Families Community of Practice principles.

Funding:

Funding for FY22, Year 1: Requested $6,000; Spent $6,000

Funding for FY 23, Year 2: Requested $6,180; Spent $6,180

Funding for FY 24, Year 3: Requested $6,180; Spent $6,180

Funding for FY25, Year 4: Requested $6,180

Project: Conference Support
Organization: Developmental Disabilities Council of Oklahoma (DDCO)

Budget line item 18

Proposal Description: Funding reserved to assist in implementation of local conference.

Goal: Determined upon funding proposal request.

Objective: Determined upon funding proposal request.

Funding:

Funding for FY22, Year 1: Requested $5,000

Funding for FY23, Year 2: Requested $7,500

Funding for FY24, Year 3: Requested $7,500; spent $5,000

Funding for FY25, Year 4: Requested $7,500

Project: [LEAD (Learn, Educate, Accept, Develop) Employer Training](#)
Organization: Autism Foundation of Oklahoma (AFO)

Budget line item 19

Proposal Description: AFO's goal for this training is to increase employment opportunities for autistic adults through training and providing consultation and resources to Oklahoma's employers who seek to create diverse and equitable workspaces. AFO would also like to develop and facilitate a model of job coaching that will address the following goals: - evaluate the interests and needed supports of everyone - provide career counseling to identify employment opportunities- train in specific skills, communication, and workplace behavior - assist with resumes, applications, interview preparation, and job placement - provide on the job coaching and long-term support for the life of the job.

Anticipated outcomes include increasing employer knowledge of autism and other developmental disabilities and decreasing the number of neurodiverse adults in OK who are unemployed or under-employed. Employers participating in the training will better understand the benefits of employing individual with autism, as well as how to best support their growth in the workplace.

Goal 3: Community Awareness and Inclusion:

Objective 6: By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.

Funding:

Funding for FY22, Year 1: Requested $100,000; Rebudgeted $75,000; spent $74,111.70

Funding for FY23, Year 2: Requested $125,000; spent $123,779.08

Funding for FY24, Year 3: Requested $125,000; spent $70,679.03

Funding for FY25, Year 4: Requested $125,000

Project: <u>Early Access: Building Capacity for Autism Identification & Screenings</u>
Organization: Oklahoma Autism Center

Budget line item 20

Proposal Description: Families encounter long waiting lists for diagnostic services due to the lack of trained providers and the increased numbers of children needing this service. The need has exceeded the capacity. A typical wait time for a comprehensive diagnostic evaluation in Oklahoma is 12 to 18 months.

The Oklahoma Autism Center's Early Access Program with support from the Council, the Center for Disease Control (CDC) and the Association of University Centers on Disabilities (AUCD) has worked to improve early identification practices throughout the state. A great deal has been accomplished over the past 10 years through awareness activities emphasizing the importance of identifying delays as early as possible and acting on any concerns. These efforts have included the establishment of a network of Community Screening Partners, training on autism-specific screening tools to add to general developmental screening, and training on resources to share with families. More recently the Early Access team added an additional focus on increasing parent engagement around developmental monitoring using the CDC's "Learn the Signs. Act Early." materials but there is still more to be done.

If funded, the Early Access Program will continue providing training on high quality autism diagnostic evaluations that include the ADOS-2 (Autism Diagnostic Observation Schedule, Second Edition), which is the gold standard for identifying autism at all ages. This will increase the number of diagnostic providers and shorten the wait time for families so children can begin receiving services as soon as possible. Currently there is no certified ADOS-2 trainer in the state. This plan is to continue to work with an out-of-state ADOS-2 trainer until our team's psychologist, Dr. Kathryn Moore, PhD, completes the training to become a certified trainer. She has completed the initial steps of the trainer-in-training process, with plans to continue with next steps. The path to becoming an ADOS-2 trainer is lengthy and includes applying and being accepted to participate in the ADOS-2 trainer-in-training program. Her completion of all steps will ensure sustainability for this project. To better address the needs of underserved communities, we also plan to purchase an ADOS-2 Spanish Add-On Kit in order to increase accessibility of high-quality autism evaluations for members of Spanish-speaking communities.

Included in this proposal will be activities to identify new screening partners and strengthen our existing screening partner network by providing additional training and support, as well as activities to improve access to high quality autism evaluations, to the lack of trained providers and the increased numbers of children needing this service.

Goal 2: Good Lives across the Lifespan

Objective 3: Families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.

Funding:

Funding for FY22, Year 1: Requested $133,885; Rebudgeted $105,021; spent $101,005.82

Funding for FY23, Year 2: Requested $100,000; spent $99,999.90

Funding for FY24, Year 3: Requested $135,076; spent $93,735.41

Funding for FY25, Year 4: Requested $135,024

Project: Youth Expedition Summit
Organization: Pervasive Parenting Center (PPC), Community Parent Resource Center (CPRC)
Budget line item 21

Proposal Description:
The Pervasive Parenting Center (Community Parent Resource Center (CPRC) proposes a community outreach and recreational event, targeting youth in middle and high school who have developmental disabilities. The event will be a 3-day event, on the campus of Carl Albert State College in Poteau. Youth from surrounding rural and frontier areas will be invited. Event will included developmentally appropriate opportunities for youth to learn leadership skills, job skills, self-advocacy skills, team building skills, ways to positively connect with peers and providers, and provide a way to gain resources. Event will be planned through a network of stakeholders, mental health providers, and family support providers. Children, youth, and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings to support meaningful engagement with their community. This is a continuation of the program provided last year alongside the Department of Mental Health. They also plan to use parts of YLF promising practices during the event.

Goal 2: Good Lives across the Lifespan

Objective 4: Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.

Funding:

Funding for FY22, Year 1: Requested $16,500; spent $16,500

Funding for FY23, Year 2: Requested $24,500; spent $24,500

Funding for FY24, Year 3: Requested $24,500; spent $24,500

Funding for FY25, Year 4: Requested $24,500

Project: Family Respite Retreats
Organization: Sooner SUCCESS

Proposal Description:
The goal of this project activity is to continue to expand current respite options available in Oklahoma for persons identified as primary caregivers of children and adults with intellectual and/or developmental disabilities. The respite option will provide longer respite opportunities in formats that also offer social connection for both caregiver and self-advocates. New respite options will include:

A weekend retreat for family caregivers. Over the course of the weekend, family caregivers would benefit from the following:
- A respite voucher to cover the cost of providing a substitute caregiver for their loved one.
- Meals and lodging for all caregivers during the weekend retreat.
- Social connection – Each retreat will include group activities designed to encourage connection between the caregivers and parent to parent mentoring/support.
- Surprises - Drawings for door prizes focused on self-care or utilizing local recreational opportunities will be incorporated into all retreats.
- A gift bag of self-care items and self-care educational materials.
- Down time –the most fundamental type of self-care is the opportunity to simply relax. Each retreat will incorporate some unstructured time to relax or strengthen partner relationships. To ensure options for caregivers, each retreat site will offer indoor and outdoor activity suggestions.
- Whole family support – Prior to their retreat each caregiver will receive a 1 on 1service navigation session with a Sooner SUCCESS staff member to ensure that the family has access to the resources and supports across the lifespan that would benefit their family's unique needs. The service navigation will also include the use of life course tools created by the ARCH National Respite Network to help each family identify ongoing respite resources and supports.
- A Council board member will also be invited to share about the activities and programs of the Council with the group and DDCO handouts/materials will be disseminated.
- Bilingual staff will be available to assist caregivers who are Spanish speaking.
- Assessment: Intention will be put into making each retreat available to diverse populations within our state and pre and post-weekend surveys will be completed with participants to determine the impact of the respite on their stress level as well as their satisfaction with the content and implementation of the retreat.

A multi-night Respite/Sibshop camp for children with special needs and their typically developing siblings. Will include ages 8- 25. This event also has a partnership with the Cavett Kids Foundation. Event will be at no cost to the family.
- The children would enjoy camp activities in combination with custom Sibshop activities geared especially for children who have siblings with special needs.
- While the kids are enjoying camp, family caregivers will have the opportunity to enjoy 3 days of respite and relaxation.

- Self-care educational materials will be provided to family caregivers.
- A 1 on 1 service navigation session with a Sooner SUCCESS staff member to ensure that the family has access to resources and supports across the lifespan that would benefit their family's unique needs.
- Pre- and post-camp surveys will be completed by each participating family.
- Bilingual staff will be available to assist campers who are Spanish speaking.

Goal 2: Good Lives across the Lifespan

Objective 2: Oklahomans with developmental disabilities and their families will have increased access to resources, services and supports across the lifespan that will allow them to live their best lives.

Funding:

Funding (with camp & Sibshop camp) for FY22: Requested Year 1: $123,750; spent $119,835.54

Funding (with no camp & Sibshop) for FY23: Requested: Year 2: $100,000; spent $99,999.98

Funding (with camp & Sibshop camp) for FY24: Requested: Year 3: $108,496; spent $72,583.63

Funding (with camp & Sibshop camp) for FY25: Requested: Year 4: $117,585

Project: Recite Me

Organization: Developmental Disabilities Council of Oklahoma

Budget line item 23

Proposal Description:

To provide a cloud-based web accessibility assistive toolbar on the Council website that allows website visitors to customize the site in a way that works best for them, including language translation.

Supports all Council State Plan Goals, making sure all persons engaging with the Council website has the language and other supports needed.

Funding:

Funding for FY 22, Year 1: Requested $4,995; spent $4,995

Funding for FY 23, Year 2: Requested $3,745; spent $3,745

Funding for FY 24, Year 3: Requested $5,145; spent $5,145

Funding for FY 25, Year 4: Requested $5,350

Project: LookOut Art Program (NEW)
Organization: AutismOklahoma

Budget line item 24

Proposal Description:
The goal of the LookOut Art program is to increase and expand AutismOklahoma art programming for persons with autism and developmental disabilities by finding new artists, connect artists to artist mentors, connect artists to art classes, help artists learn new artistic skills, help families feel hope for the future, increase partnerships with service providers, schools, and community friends, and provide a place for artists to showcase their talents through art shows and artistic exhibition events/locations.

AutismOklahoma's primary art education audience consists of persons on the autism spectrum or with developmental disabilities who are either already an artist/filmmaker or would like to become an artist/filmmaker. Art programming participants range in age from 10 to 50, and our filmmakers are age 18 and above.

Goal 3: Community Awareness and Inclusion

Objective 5: By 2026, individuals with developmental disabilities will have greater opportunities for meaningful friendships and relationships, recreation activities and social inclusion in their communities

Funding:

Funding for FY 22, Year 1: $0

Funding for FY 23, Year 2: $0

Funding for FY 24, Year 3: $0

Funding for FY 25, Year 4: Requested $24,000

Project: Black Feather Podcast (NEW)
Organization: University of Kansas

Budget line item 25

Proposal Description:
The proposed project would set up a new six-part series of the podcast bringing in guests from Tribal Nations in Oklahoma to discuss issues facing Tribal citizens with ID/DD across the life span trajectory. To align with the goals of the Council, the episodes would parallel the LifeCourse life stages hosting a new episode focused on the experiences of Tribal members with disabilities and their families at each of the developmental stages. The following is a draft outline of the podcast episodes:

      Ep.1) early identification and accessing developmental pediatricians.
      Ep.2) supporting culture and family in early development.
      Ep.3) education and educational supports.
      Ep.4) transition from of school to adult programs.
      Ep.5) honoring tribal culture in adulthood.
      Ep.6) honoring elders and aging caregivers.

The format of the podcast would be an interview format where Tribal citizens and subject matter experts would join Dr. Hernandez in discussing relevant information, lived experience, and conclude with resources and action steps. Podcast guests and hosts would be compensated for their time and ability. The remaining funds would be used for the production team, equipment, and software needed to host the podcast across platforms and support the execution of a communications strategy.

Goal 2: Good Lives Across the Lifespan

Objective 2: By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.

Funding:

Funding for FY 22, Year 1: $0

Funding for FY 23, Year 2: $0

Funding for FY 24, Year 3: $0

Funding for FY 25, Year 4: Requested $24,961

Project: Inclusive Communications Conference (NEW)
Organizations: Down Syndrome Association of Central Oklahoma, Autism Foundation of Oklahoma, & Beyond the Spectrum

Budget line item 26

Proposal Description:
DSACO, Beyond the Spectrum, and the Autism Foundation will host a one-day conference for educators, providers, and caregivers to discuss and educate others about communication in all forms.

Goal 3: Community Awareness and Inclusion

Objective 5: By 2026, individuals with developmental disabilities will have greater opportunities for meaningful friendships and relationships, recreation activities and social inclusion in their communities.

Funding:

Funding for FY 22, Year 1: $0

Funding for FY 23, Year 2: $0

Funding for FY 24, Year 3: $0

Funding for FY 25, Year 4: Requested $10,240

Project: Best Buddies Inclusion Project (NEW)
Organization: <u>Best Buddies Oklahoma, Best Buddies International</u>

Budget line item 27

<u>Proposal Description:</u>
The Best Buddies Inclusion project wants to address and reduce the barriers that prevent social interactions between individuals with IDD and their typical peers in five Tulsa-area schools. The target population for this project includes 125 middle and high school students with and without IDD, ages approximately 11 to 18 years.

Goal 3: Community Awareness and Inclusion

Objective 5: By 2026, individuals with developmental disabilities will have greater opportunities for meaningful friendships and relationships, recreation activities and social inclusion in their communities.

Funding:

Funding for FY 22, Year 1: $0

Funding for FY 23, Year 2: $0

Funding for FY 24, Year 3: $0

Funding for FY 25, Year 4: Requested $25,000

2024 OIDD Training and Technical Assistance Institute. Annually, a training and technical assistance institute is planned in partnership and collaboration with the Administration for Community Living, Administration on Disabilities, Office of Intellectual and Developmental Disabilities staff.

Registration link: https://itacchelp.org/oidd-training-and-technical-assistance-institute-registration/

Session 1: Administration for Community Living (ACL) Updates

Date and time: Tuesday, May 7, 2024, 1:00 – 2:30 p.m. Eastern Time
Session description: Leadership and staff from the Administration for Community Living, Administration on Disabilities, Office of Intellectual and Developmental Disabilities will share information about federal agency initiatives and updates.

Session 2: Administration for Community Living (ACL) Office of Fiscal Operations (OFO)

Date and time: Tuesday, May 7, 2024, 3:00 – 4:30 p.m. Eastern Time
Session description: Leadership and staff from the Administration for Community Living, Office of Fiscal Operations will share information about grant financial management, reporting, and will share some trends and lessons learned from the Match Monitoring Project.

Session 3: Leading for Engagement: Culturally Competent Practices to Engage People from Diverse Communities and Backgrounds

Date and time: Thursday, May 9, 2024, 1:00 – 2:30 p.m. Eastern Time
Session description: Tawara Goode, Director of the National Center for Cultural Competence (NCCC), Georgetown University is the featured speaker. Participants will explore NCCC values and guiding principles for community engagement and strategies and approaches for engaging diverse communities.

Session 4: Leading Engagement: Council Strategies for Engaging Diverse Communities and Backgrounds

Date and time: Thursday, May 9, 2024, 3:00 – 4:30 p.m. Eastern Time
Session description: Participants will hear from a diverse panel of speakers who will share information about how they used the values, guiding principles, strategies, and approaches for engaging diverse communities.

Session 5: Leadership Development: Investing and Enhancing Council Member Leadership Skills

Date and time: Tuesday, May 14, 2024, 1:00 – 2:30 p.m. Eastern Time
Session description: Attendees will explore leadership development and the benefits of furthering the leadership development of Council members. Practical information about the practice of using Council self-assessments will be presented. A variety of leadership development approaches used by Councils will be showcased.

Session 6: Leadership and People with Developmental Disabilities: Supporting the Journey of Developing Leaders

Date and time: Tuesday, May 14, 2024, 3:00 – 4:30 p.m. Eastern Time
Session description: Attendees will hear from people with developmental disabilities who are self-advocates and leaders. Participants will explore ways to support the self-advocacy journey for people with intellectual and developmental disabilities and further develop leadership skills.

Session 7: We Amplified: Maximizing Influence for Collective Success.

Date and time: Thursday, May 16, 2024, 1:00 – 2:30 p.m. Eastern Time
Session description: What happens when individuals come together with a shared purpose? Transformative power can be leveraged to amplify influence, foster a sense of unity, and accomplish shared goals. Participants will embark on a journey to uncover the collective strength that emerges when professionals effectively collaborate, communicate, and harness the power of WE to drive success. Join me for this entertaining and engaging keynote that will not only empower you but give you practical tips to maximize your influence collectively and achieve greatness as a united force.

Session 8: Leading through Key Leadership Transitions: Before, During, and After

Date and time: Thursday, May 16, 2024, 3:00 – 4:30 p.m. Eastern Time
Session description: This session will focus on how to prepare for key leadership transitions, ensuring stability during the transition, and strategies to use when coming out of a transition. Information on the mechanics of transitions will be laid out with a focus on what a Council needs to consider when experiencing transitions.

Dear Executive Directors and Policy Committee Members,

We are celebrating a huge victory this week with the Census Bureau's decision not make any modifications to the disability questions in its American Community Survey for 2025.

This decision is the direct result of robust advocacy by the disability community, including NACDD's comment signed by 41 state councils on developmental disabilities, that opposed the changes because it would have severely undercounted the disability population and undermined the diligent efforts of disability rights activists and federal agencies who have worked collaboratively to address flawed data on disability prevalence in our country. You can read our comment here https://www.regulations.gov/comment/USBC-2023-0009-9194

Additionally, the Census committed to bring together various stakeholders in the disability community, federal agencies, researchers, data users and others to discuss data needs and data uses surrounding the topic of disability. NACDD will be following up with Census and continuing to engage in this very important policy issue. You can read the full Census Bureau statement here: https://www.census.gov/newsroom/blogs/director/2024/02/next-steps-on-acs-disability-questions.html

Thank you all for your outstanding advocacy in this area and so others. We at NACDD appreciate all you do and encourage you to share this outcome with your Council members as an example of what we can do when we work together as a network for systems change.

Sincerely,

Erin Prangley
Director, Policy
National Association of Councils on Developmental Disabilities

EmPOWER

Empowering Me to Empower Others

You're Invited to a Day of Insight & Inspiration!

DDS STATEWIDE TRAINING

May 22, 2024

Oklahoma City Convention Center
8:30 AM — 4:30 PM

WHAT TO EXPECT

Doors open at 7:30 AM.
Enjoy a breakfast buffet and connect with fellow attendees before the sessions begin. Opening session starts at 8:30 AM!

FREE Registration
(Includes breakfast, lunch, and snacks)

Prepare to be amazed and entertained by our Emcee **Jon Petz**, a world-renowned magician who will share awe-inspiring tricks and compelling insights that will captivate and promise to be a highlight of the event!

Learn about employment opportunities from **Kevin McShan**, a renowned disability rights advocate and journalist, as he moderates a panel featuring three exemplary employers — from local to national companies — dedicated to creating inclusive workplaces where individuals with disabilities thrive.

Don't miss the opportunity to hear from **Dr. Deborah Shropshire**, State Secretary and Executive Director of Oklahoma Human Services, as she highlights recent advancements in Developmental Disabilities Services and broader human services initiatives.

Breakout Sessions

Explore a variety of relevant-to-you topics.

Self-advocacy

Trauma-informed approaches to care

And more!

Experience **ASD Band**, a group of four autistic musicians from Canada who have been captivating audiences in appearances on the Kelly Clarkson Show, Canada's Got Talent, and more.

Explore the Accessibility Playground

Step into the **Accessibility Playground** and discover interactive tools and technologies that enhance independence and make daily activities more accessible and empowering.

Join **Scott Robley** in our Crucial Conversations session to learn effective communication strategies that enhance dialogue across all levels, ensuring that crucial interactions lead to positive outcomes for families, DDS staff, and community providers.

DON'T MISS THIS OPPORTUNITY!

Join the conversation and stay informed on the latest developments in Developmental Disabilities Services.

DDS Statewide Training, 2024
DDS Invited Guest Manual Registration Worksheet

Complete the below form and email to PossABLE@PublicStrategies.com by Wednesday, April 24, 2024.

* Answer required for registration.

First Name*					
Last Name*					
Organization*		Center for Learning & Leadership		Oklahoma Family Network	
		Dept. of Rehabilitation Services		OSU Center for Dev. Disabilities	
		Dev. Disabilities Council of OK		Sooner Success	
		Disability Law Center		Special Olympics of Oklahoma	
		Oklahoma Autism Network		The Arc of Oklahoma	
		Down Syndrome Association of Central Oklahoma			
		Other:			
Job Title*					
Work Email*					

Years Worked at current organization*		0-2 years		**Years in Current Role***		0-2 years
		3-5 years				3-5 years
		5-7 years				5-7 years
		7-9 years				7-9 years
		10+ years				10+ years

"U" Number			
Hotel Accommodations		Yes, please book a room for me for May 20 & 21.	
		No, I do not require a hotel room.	
Hotel Accessibility Accommodations		Hearing accessible	
		Wheelchair accessible	
		Not Applicable	
Event Accessibility Accommodations*	*Please identify any accessibility accommodations you require to participate in this event. Examples: assistive listening device, large font on printed materials, mobility or physical accommodations, lactation room, etc.*		
Emergency Contact*	Name		Phone	

Dietary Restrictions*		Not Applicable		Nut Free
		Vegetarian		Vegan
		Gluten Free		Dairy Free
		Other, please describe:		

Media Release*

I grant Public Strategies (PS) and Oklahoma Human Services (OKDHS) permission to use my name, voice, photograph and/or likeness in photographic, video and audio recordings without compensation and for any lawful purpose related to the work of OKDHS and PS. I understand the recordings may be used in promotional materials, social media posts, educational and informational presentations and reports, and posted on the PS, OKDHS, or other affiliated websites (such as YouTube) or in Corporate or Agency facilities. There is no time frame for this release or any geographical limitation on where these materials may be distributed. I further acknowledge that PS owns all rights to the images, videos, photographs, and audio recordings, and to any derivative works created from them. I release all parties from liability and affirm that I have the legal authority to consent to these provisions.

	I agree.

PREPARING FOR A LIFETIME
It's Everyone's Responsibility

The Oklahoma State Department of Health Commissioner's Action Team on Reduction of Infant Mortality was convened May 2007 with the overarching goal of reducing infant mortality in Oklahoma. The team has expanded to include external partners in a collaborative initiative, "Preparing For A Lifetime, It's Everyone's Responsibility", to reduce infant mortality and other adverse birth outcomes, as well as reduce racial disparities for such outcomes. Factors such as maternal health, quality and access to medical care, socioeconomic conditions, and public health practices play a part in protecting our families. The statewide initiatives to address infant mortality include: breastfeeding; infant injury prevention, infant safe sleep, maternal mood disorders, preconception/interconception health, premature birth, and tobacco and pregnancy.

To learn more about Preparing for a Lifetime or to be connected to one of the initiative's work groups, contact Maternal & Child Health Services, mch@health.ok.gov.

Quarterly Partnership Meetings
Meetings are 8:30 to 10:00 AM
February 6, 2024**
May 2, 2024
September 12, 2024
November 14, 2024

Breastfeeding
Meetings are 10:00 to 11:30 AM
January 11, 2024
April 11, 2024
August 8, 2024
October 10, 2024

Infant Injury Prevention
Meetings are 2:30 to 4:00 PM
January 10, 2024
March 27, 2024
June 26, 2024
October 9, 2024

Infant Safe Sleep
Meetings are 10:30 to 12:00 PM
February 1, 2024
April 25, 2024
September 5, 2024
November 7, 2024

Maternal Mood Disorders
Meetings are 2:00 to 3:30 PM
January 30, 2024
March 26, 2024
May 28, 2024
July 30, 2024
September 24, 2024
November 26, 2024

Preconception/Interconception
Meetings are 3:00 to 4:00 PM
January 11, 2024
March 14, 2024
May 9, 2024
July 11, 2024
September 12, 2024
November 14, 2024

Premature Birth
Meetings are 12:00 to 1:00 PM
Every 2nd Tuesday monthly

Tobacco
Meetings are 10:00 to 11:00 AM
February 1, 2024
April 4, 2024
June 6, 2024
August 11, 2024
October 3, 2024
December 5, 2024

Meetings are held hybrid or virtually.
For more details, contact Maternal & Child Health Services at the above email.

Preparing for a Lifetime
It's Everyone's Responsibility

OKLAHOMA
State Department of Health

Maternal & Child Health Service

YOUR INPUT MATTERS!

Just a few minutes of your time will help shape programs and guide funding of resources for pregnant women, mothers, and children in Oklahoma.

The Maternal and Child Health Services Block Grant, Title V of the Social Security Act, is the only federal program devoted to improving the health of all women, children, and families. Title V legislation *(Section 505(a)(1))* requires Oklahoma to conduct a comprehensive Needs Assessment (NA) every five years that identifies needs in the maternal and child health (MCH) population.

SCAN FOR SURVEY
or
Follow link: Title V Public Input Survey

For more information about the Title V Needs Assessment Public Input Survey, contact:

Oklahoma State Department of Health
Maternal & Child Health Service
MCHAssessment@health.ok.gov

OKLAHOMA
Human Services

OKLAHOMA
State Department
of Health

¡SU OPINIÓN IMPORTA!

Solo unos minutos de su tiempo ayudarán a dar forma a los programas y guiar la financiación de los recursos para las mujeres embarazadas, madres y niños de Oklahoma.

La subvención global para servicios de salud materno infantil, Título V de la Ley de Seguridad Social, es el único programa federal dedicado a mejorar la salud de todas las mujeres, niños y familias. La legislación del Título V *(Sección 505(a)(1))* exige que Oklahoma realice una Evaluación de Necesidades integral cada cinco años que identifique las necesidades de la población de salud materno infantil.

ESCANEE EL CÓDIGO
o
Haga clic en el enlace:
Encuesta de opinión pública del Título V

Si tiene alguna pregunta o inquietud específica sobre la encuesta, comuníquese con el:

Departamento de Salud del Estado de Oklahoma
Servicio de Salud Materno Infantil
MCHAssessment@health.ok.gov

OKLAHOMA Human Services

OKLAHOMA State Department of Health