




Council Members

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

State Plan Committee Meeting Agenda

Friday, March 15, 2024, 11:00 a.m.
2400 N. Lincoln Blvd, Sequoyah Bldg., Room 513
Oklahoma City, OK 73107

I.  **Call to Order & Roll Call** – Shelly Greenhaw, State Plan Vice Chair

II.  **Discussion and Possible Voting***: Review Meeting minutes of January 4, 2024 State Plan meeting. **pp 3-14**

III.  **Discussion and Possible Voting***: Funding Proposals s

DDCO Staff


Planning & Grants Director
John Houston

Administrative Officer
Alissa Patterson

Advocacy Training Coordinator
Dr. Bradley Mays


Self-Advocacy Training Coordinator
Morgan Davis

Executive Director
Jenifer Randle

A.  **Funding proposals presentations**—John Houston *10 minutes each presentation, 5–10-minute question period*

1. Inclusive Communications Conference – Sarah Soell **pp 15-32**

2. Black Feathers Podcast – Shea Tanis, Crystal Hernandez **pp 33-53**

B.  **Committee discussion & funding recommendations* presentations**—Shelly Greenhaw, John Houston

1. Inclusive Communications Conference **pp 15-32**

2. Black Feathers Podcast **pp 33-53**

3. Best Buddies **pp 53-71**

IV.  **Other Business ***





V.  Announcements

Council Members

David Blose, Yukon
Maggie Bond, Broken Arrow
Mindee Brown, Edmond
Jeromy Buchanan, Okla. City
Sherri Coats, Oklahoma City
Brett Cunningham, Okla. City
Debra Espinosa, Okla. City
Janie Fugitt, Okla. City
Sharon Garrity, Guthrie
Shelly Greenhaw, Edmond
Michelle Kelley, Okla. City
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Jenifer Randle

VI.  * Adjournment

State Plan Committee Members:

Michelle Kelley, Committee Chair, Shelley Greenhaw, Committee Vice Chair, RoseAnn Duplan, Wanda Felty, Janie Fugitt, Sharon Garrity, Lori Hauge

State Plan Committee Minutes
Developmental Disabilities Council of Oklahoma


DATE: Thursday, January 4, 2024

TIME: 1:30 PM

PLACE: 2400 N. Lincoln Blvd, Sequoyah Bldg. Rm. 513, Oklahoma City,
Oklahoma 73105

BE IT REMEMBERED that on Thursday, January 4, 2024, at 1:30 p.m., the State Plan Committee met at 2400 N. Lincoln Blvd, Sequoyah Bldg. in Rm. 513, Oklahoma City, Oklahoma 73105 per the Open Meetings Act.

NOTICE of the schedule for all regular and special meetings of the DDCO State Plan Committee 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 Wednesday, January 3, 2024, per the Oklahoma Open Meetings Act, 25 O.S. Section 311.

I.  **CALL TO ORDER:** Michelle Kelley called the meeting to order at 1:50 P.M.

II.  **ROLL CALL:**

| | | |
|----------|-----------------|---|
| Present: | Shelly Greenhaw | State Plan Committee Vice Chair |
| | Janie Fugitt | ATO Chair |
| | Sharon Garrity | Council Chair |
| | RoseAnn Duplan | Designee for Melissa Sublett, arrival 1:50 PM |


| | | |
|---------|-----------------|-----------------------------------|
| Online: | Michelle Kelley | State Plan Committee Chair |
| | Wanda Felty | Designee for Dr. Valerie Williams |


| | | |
|---------|------------|------------------|
| Absent: | Lori Hauge | Committee Member |
|---------|------------|------------------|

Guests:

| | | |
|--------|----------------|-------------------------------|
| Staff: | John Houston | Planning & Grants Director |
| | Bradley Mays | Advocacy Training Coordinator |
| | Morgan Davis | Self-Advocacy Training |
| | Jenifer Randle | Executive Director |

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

III.  **Review of the Minutes of the State Committee Meeting of November 30, 2023.**

 **DISCUSSION:** The minutes from November 30, 2023, were reviewed.
ACTION: Motion by Ms. Fugitt and seconded by Ms. Greenhaw to approve the November 30, 2023, State Plan Committee meeting minutes as corrected.

 **AYES:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Sharon Garrity


 **NAYS:** none

MOTION: Carried 

IV.  **Discussion and Possible Voting: Old and New Items**

A. Funding proposals presentations:

Before hearing proposals, Ms. Duplan mentioned she had noticed all funding proposals to be heard today are requesting the same amount of funding from previous years and the committee should keep this in mind.


-  Ms. Kelley introduced Ms. Gelhardt with Best Buddies. Ms. Gelhardt presented a funding request for fiscal year 2025 to increase the number of school-based inclusive Best Buddies chapters in Oklahoma. Best Buddies trains student leaders to deliver student inclusion programs in the elementary, middle school, high school, and colleges with and without students with disabilities. Oklahoma currently has 13 schools, with 379 members. This proposal will help the Council accomplish goal 3,

Community Awareness & Inclusion.


- ? Ms. Duplan asked Ms. Gelhardt who receives the leadership training. Ms. Gelhardt responded that at the high school level, chapter officers (students) attend. They only require the Chapter President to attend. Within the officers, a person with a disability. At the middle school level, they don't require this as it's a 4-day training.
- ? Ms. Kelley asked for clarification on what opening a chapter entails and expectations of chapters. Ms. Gelhardt explained opening a club entails a lot of outreach to school administration, identifying a faculty leader, and chapter president. During the year, Best Buddies provides the summer leadership training (for officers) and then two local trainings that can be attended by any leaders. Best Buddies supports the chapter officers as 1:1 friendships are created (through scheduling, hobbies, logistical requirements). Commitments for students: communication to their friend once a week, spend time together in person twice per month. Best Buddies provides support to chapters for logistics, training, trouble shooting, depending on what the chapter is doing.
- ? Ms. Greenhaw asked how Best Buddies selects the schools they partner. Ms. Gelhardt answered they believe their program should be in every school. They will go wherever they can, some schools easier to work with. They have interest in building programs in 5 schools in the Tulsa area.
- ? Ms. Fugitt followed up with asking for confirmation as to how many chapters. Ms. Gelhardt said that upon submitting this request, there were 12 chapters in Oklahoma, but now there are 13 including: OCU, OU, OSU, UT, Bixby West Elementary and Intermediate, Bixby East Elementary and Intermediate, Bixby North Intermediate, Union High, Bixby High, Bixby 9th Grade Center, and Bixby Middle School. The last chapter is newly formed and didn't have the name off the top of her head.
- ? Ms. Randle asked if they had thought about having chapters in schools in rural Oklahoma. Ms. Gelhardt responded this was a national initiative

for Best Buddies. In Oklahoma, it is recognized there is potential, but because this program is relatively new to the state, they want to reach the 'low hanging fruit' for now.

- ? Ms. Kelley asked if other DD Councils worked with Best Buddies. Ms. Gelhardt believes there has been success with other Councils.


2.  Ms. Kelley introduced **Dr. Annie Baghdayan with the National Center on Disability Education and Training (NCDET)**. Dr. Baghdayan presented a proposal with NCDET for fiscal year 2025 to continue the work NCDET is doing (training employers in designated rural / poverty areas of Oklahoma). They are currently in their second year of this five-year State Plan (FY22). Dr. Baghdayan spoke about the work NCDET does and then the progress of the current inclusive employment initiative project partnership with the Council.

- ? Ms. Greenhaw followed up with Dr. Baghdayan about reaching out to employers in rural areas. Dr. Baghdayan responded she presents at different meetings frequently. She usually follows up twice with groups that show interest as well as trying to develop new relationships.
- ? Ms. Duplan asked Dr. Baghdayan how many trainings were done last year. Dr. Baghdayan didn't have the exact number but has done introduction trainings to let persons know it's being done. This year they have trained approximately 5 or 6 trainings by December 2023. She estimates 6-8 more by the end of the contract period.
- ? Ms. Duplan asked how many trainings were done in designated areas and Dr. Baghdayan said 3. They've also trained in Hinton.
- ? Ms. Fugitt asked where the upcoming trainings would be, to which it was answered in Ardmore and Oklahoma City. She's had interest outside of Oklahoma as well.

3.  Ms. Kelley introduced **Ms. Miranda Kieffer with Oklahoma Human Services: Community Living, Aging, and Protective Services**. Ms. Kieffer presented a funding request for fiscal year 2025 to support the advocacy training program called Oklahoma Aging Advocacy and Leadership Academy

(OAALA). Ms. Kieffer explained OAALA was founded in 1997 and trains and develops volunteer leaders, aging services professionals and advocates in issues related to aging. The training has shortened from 10 to 6 months, spring to the fall and focuses on systems advocacy.

- ? Ms. Duplan asked how participants were determined if they're a person with a developmental disability, Ms. Kieffer replied this is asked on the application so she would have that information before class.
- ? Ms. Duplan asked if it asked specifically developmental disability, Ms. Kieffer responded she was almost sure it stated developmental disability, but then stated she got the information from the Council. Ms. Felty confirmed it is in question 13 of the OAALA application.
- ? Ms. Randle mentioned that the topics discussed during the class are lifespan focused and bridges developmental disabilities and aging services.
- ? Ms. Felty asked Ms. Kieffer about data and how it was reported to the Council. Ms. Kieffer responded data can be given in any way the Council needs.
- ? Ms. Garrity asked about the application if someone marks caregiver, is that the person is aging or caregiver. Ms. Kieffer responded it was in general.
- ? Ms. Felty asked how long the DD Council has funded OAALA. Ms. Kieffer responded the Council and Aging services have had a long-standing partnership, some with funding, some without.

4.  Ms. Duplan asked how we received the Elevatus Training proposal. Ms. Randle answered she developed it, with the purpose of supporting Peer Trainers in improving their trainer skills in the subject of Sexuality.


Mr. Kelley introduced Ms. Katherine McLaughlin with Elevatus Training. Ms. McLaughlin presented a funding request for fiscal year 2025 to support work that is currently being done with the Council's Peer Training work, to help Peer Trainers. Ms. McLaughlin introduced herself and the work of her company Elevatus Training. The project proposed is to focus on skills to teach of the subject and then a follow-up training in a second year would be

to help Peer Trainers become trainers to be able to teach others on how to teach the subject. The second year, training would be online.

Ms. Felty asked if Ms. McLaughlin had met the Peer Trainers. She has met one trainer. Ms. Felty asked how they felt about this. Ms. McLaughlin responded it would be great to get to know them and would draw on their expertise.

Ms. Duplan asked about the training agenda of the curriculum. Ms. McLaughlin responded the curriculum on how to lead classes using already developed curriculum.

Ms. Fugitt asked for confirmation that year one training would be in person or virtual. Ms. McLaughlin said it could be either, it's less expensive if virtual.


5.  Ms. Kelley introduced **Ms. Melinda Lauffenburger, Executive Director with AutismOklahoma** presented a funding request for fiscal year 2025 to support a project called "Look Out." AutismOklahoma started 22 years ago with a parent support group structure and expanded into programming for families and persons with developmental disabilities. Work around the arts and film making started about 10 years ago. The request is to build upon what has started into new areas of the state.

Ms. Kelley asked for more information about the proposal. Ms. Lauffenburger explained the expansion of Look Out, which helps to on board local artists with developmental disabilities, experience an art show, and pairs them with another person to mentor them. The proposal includes offering the same experiences in another area of the state, specifically Tulsa.


Ms. Kelley asked current location and specifics for growth. Ms. Lauffenburger didn't have specifics for programming in Tulsa yet. They want to look at where students were located and where would it be best. AutismOklahoma will begin renting space in Tulsa. They have studios in Oklahoma City for film and one for art.


Ms. Garrity asked if they worked with any of the art councils across


the state. Ms. Lauffenburger answered they do work with the Oklahoma City Arts Council and in Lawton.


 Ms. Kelley mentioned the Career Tech Centers were working on developing film programs and what partnerships did AutismOklahoma may be pursuing. Stacy answered they have recently partnered with Oklahoma City Community College and the Film Education Institute of Oklahoma. Ms. Lauffenburger also mentioned they also have a partnership with the Dead Center Festival.


B.    Committee discussion & funding recommendations:

1.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from Best Buddies.

 Ms. Felty asked how it would work to expand Best Buddies but it's an already existing program. Ms. Duplan confirmed it's an expansion into new areas (establish 5 chapters in the greater Tulsa area).

 Ms. Felty mentioned in the proposal, they list wanting funding for chapters, but no specifics. She wasn't sure what the funding was for.

 Ms. Randle mentioned we could ask for a more specific budget to help decisions.





 Ms. Duplan stated from the proposal, it is expected this project would be sustained in two years.

ACTION: Ms. Duplan moved to table the funding request to March 15 (the next State Plan Committee meeting) pending a more specific, line-item budget from Best Buddies, seconded by Ms. Fugitt.

 **AYES:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Sharon Garrity

 **NAYS:** none

MOTION: Carried 





2.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from the National Center for Disability Education and Training (NCDET).
-  Ms. Randle mentioned not knowing about the training being done in Ardmore, outside the counties designated.
 -  Ms. Duplan mentioned not being comfortable with approving a project at 90% funding if they're not abiding by the guidelines now.
 -  Ms. Kelley mentioned it seemed the project had a lot of interest with Mercy as well as calling people only twice isn't enough.

ACTION: Ms. Fugitt moved to approve the funding request from NCDET as presented. Motion seconded by Ms. Duplan.

 **AYES:** none

 **NAYS:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Sharon Garrity

MOTION: Declined 

3.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from Oklahoma Human Services / Community Living, Aging, and Protective Services.
-  Ms. Duplan asked how many years the Council has helped fund OAALA. Ms. Randle responded she would have to verify, but it has been 4 to 5 years since the Council has helped fund.
 -  Ms. Greenhaw asked about the application form, in the summary, as it doesn't define developmental disabilities.
 -  Ms. Felty said she likes the program. She used to present at the program a few years ago. She also stated this program is not for

persons with developmental disabilities and their family and it concerns her because considering the Council's federal source.

Ms. Duplan explained this further that the program was not designed originally for persons with developmental disabilities and their family. The target audience is for anyone who wants to advocate for those in the aging population.

Ms. Felty stated that it's still the target audience and that the only reason they changed the language is because they wanted Council funding.

Ms. Felty again stated it concerns her because they don't pick their people, they just ask if they have a developmental disability. Ms. Felty said she thinks we have parallel advocacy stuff, but the Council is funded by the DD Act, and it defines what a developmental disability is in the act. She remains concerned about this. She said it is targeted for aging. Ms. Felty said her daughter is aging and she is as well.

Ms. Duplan said its similar with trying to partner with AARP. AARP advocates only for those aging.

Ms. Randle mentioned she has recommended several Partners in Policymaking graduates which included family members and self-advocates.


Ms. Duplan stated if they are going to continue to recruit persons with an intellectual disability, they need to support them more and the self-advocate last year needed more support than they provided.

ACTION: Ms. Garrity moved to approve the funding request from Oklahoma Human Services / Community Living, Aging, and Protective Services and seconded by Ms. Greenhaw.

 **AYES:** Shelley Greenhaw, Sharon Garrity

 **NAYS:** Janie Fugitt, RoseAnn Duplan

MOTION: Declined 

4.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from AutismOklahoma.

 Ms. Garrity answered Ms. Kelley's question, stating that the request is to expand their Look Out program.

 Ms. Duplan appreciated the sustainability goal in their request.


ACTION: Ms. Duplan moved to fund the proposal as presented. Motion seconded by Ms. Garrity.


 **AYES:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Sharon Garrity

 **NAYS:** none

MOTION: Carried 

5.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from Ms. Randle to enhance self-advocacy trainings with Elevatus Training.

 Ms. Kelley asked Ms. Randle if the Council had reached out to other agencies and asked what they had done been working on around sexuality and wellness. Partners in Policymaking and the Youth Leadership Forum has a curriculum, and this would help build capacity for the state. Ms. Randle would like to partner with other organizations...


 Ms. Duplan stated she would like to give background history, that the Council paid for a sexuality expert to work with self-advocates to teach them to become trainers and to build a curriculum. For 3 years, the Council funded this work. Self-Advocates have brought concerns to Ms. Duplan that the self-advocates were assured their curriculum would not be dismantled.

- 20 Ms. Garrity mentioned there were issues with the curriculum for 3 years.
- 20 Ms. Randle mentioned there have not been trainings with the full curriculum.
- 20 Ms. Duplan explained she understood this and there were differences in opinions on the Council about the curriculum. Ms. Duplan doesn't know what has been done with self-advocates and explaining this.
- 20 Ms. Randle explained again she wasn't sure if they would use the Elevatus curriculum or what. This was to help the Peer Trainers become educators. Ms. Randle has explained the Peer Trainers they aren't dismantling any curriculum, we are trying to support them and help them learn it. Ms. Randle also is unaware if the Council can use the curriculum because it's only branded as being OU Health Sciences Center.
- 20 Ms. Felty stepped in to state the curriculum was not OU Health Sciences Center, the Council paid for it and was handed over to the Council. Anytime there's a funded program, the ownership is of the funder, and it was turned back to the Council.
- 20 Ms. Fugitt would like to possibly table the proposal, letting Peer Trainers meet with Ms. McLaughlin.
- 20 Ms. Felty mentioned the proposal left out families.
- 20 Ms. Duplan stated families should be included in the process from the beginning to feel more comfortable in understanding the curriculum development.
- 20 Mr. Houston said we could discuss with whomever is doing the work we want to include families.

ACTION: Ms. Garrity moved to table the proposal until Peer Trainers meet with Katherine, CEO of Elevatus Training. Motion seconded by Ms. Greenhaw.

 **AYES:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Sharon Garrity

 **NAYS:** none

MOTION: Carried 

V.  Other New Business

VI.  Announcements

VII.  Adjournment

Ms. Kelley moved to end the State Plan Committee meeting. Seconded by Ms. Garrity.

 **AYES:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Sharon Garrity

 **NAYS:** none

MOTION: Carried 

The meeting was adjourned at 3:45 pm

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 | \$16,490 |

[View results](#)

Respondent

12 Anonymous

213:48

Time to complete

Part 1 - Contact Information

1. What is today's date?

2. Full Legal Name *

3. Mailing Address *

4. City *

5. State *

6. Zip *

7. Email *

8. Phone number *

9. Website

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.

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 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 modes, 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 part 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. INDIVIDUAL & FAMILY ADVOCACY: 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.

The value must be a number

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

The value must be a number

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

The value must be a number

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

The value must be a number

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

The value must be a number

35. SYSTEMS CHANGE: The number of policy and or procedures created or changed.

The value must be a number

36. SYSTEMS CHANGE: The number of statutes and or regulations created or changed.

The value must be a number

37. SYSTEMS CHANGE: The number of promising practices created.

The value must be a number

38. SYSTEMS CHANGE: The number of promising practices supported through Council activities.

The value must be a number

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

The value must be a number

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

The value must be a number

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

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.

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.

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.

The value must be a number

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

The value must be a number

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

The value must be a number

47. SYSTEMS CHANGE: 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.

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.

FY 25 Funding

Project: Black Feathers

Organization: Kansas University Center on Developmental Disabilities

Contact Person: Dr. Shea Tanis, Crystal Martinez

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.

Target:

Tribal citizens with ID/DD

Host/Method:

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.

Occurrence:

A six-part podcast series.

Impact:

The goal of the proposal is to inform and support people with ID/DD and their families on Tribal lands to obtain information on ID/DD related issues from peers and obtain valued and vetted resources on culturally responsive services and supports. However, the alternative impact is having others outside of the Tribal community learn from the shared journey and design

innovative approaches that are culturally bound solutions to navigating a complex world.

Funding requested for FY25:

| Council funds | Match (cost share) | Total |
|---------------|--------------------|----------|
| \$24,961 | \$9,757 | \$34,718 |

REQUIRED SUBMISSION DOCUMENTS

UNSOLICITED PROPOSAL

&

APPLICATION FOR CONTRACT FUNDING

PART I – Contact Information

Full Legal Name of Organization: University of Kansas for Research, Inc.

Mailing Address: 2385 Irving Hill Rd.,

City: Lawrence State: KS Zip: 66045

Email: PI Email: Tanis@ku.edu

Phone: 785-864-0404 FAX: N/A

Website: [Home | State of the States in Intellectual and Developmental Disabilities \(ku.edu\)](#)

For DDCO Use Only:

Date Received: _____

Reviewed by: _____

PART II – Contract Limitations & Conflict of Interest

The Oklahoma Office of Management and Enterprise Services has established policy for the purchase of goods or services by a state agency. A contract with DDCO represents such a purchase. As part of the Council’s compliance with the Central Purchasing Act, staff must ensure no collusion or conflict of interest exists between the Council and any individual or organization entering into a contract. Entities of State Government are exempt from the Central Purchasing Act.

Please read below, check appropriate boxes, then sign and return the page with your packet.

A1 I am submitting this proposal on behalf of an entity of State Government.

Yes No

If “Yes,” this form needs only to be signed at bottom of the page, if “No” continue to A2.

A2 I understand and agree that submission of this proposal on behalf of myself as an individual, or on behalf of an organization of which I am a part that is NOT an entity of State Government, creates the following restrictions for proposals more than \$5,000:

- Prohibits persons, whether as individuals or as an affiliate or an organization, from participating in the development of a competitively bid contract, including, but not be limited to, writing a scope of work or developing a project outline.
- Causes myself and my organization to be ineligible to respond to any resulting ITB, RFP, or other competitive purchasing methodology defined in the Central Purchasing Act.

I understand and agree to the restrictions as outlined in A2 above: Yes

A3 Do you, or does your organization, have personal, professional, or financial relationship with any members or staff of the Developmental Disabilities Council of Oklahoma? This disclosure does not necessarily create a real or perceived conflict of interest, but disclosure of such relationships is required.

Yes No

If “Yes”, please attach a separate page detailing the relationship(s).

A4 Under penalty of perjury, I attest the above representations are complete and correct.



3/7/24

Signature of Applicant

Date

Emily Shea Tanis

Printed Name

PART III - Proposal

The DDCO reviews complete and materially accurate submissions. The information provided in Part III will assist committee members in understanding your application and any expectations for DDCO. Provide responses to the following questions on a separate attachment.

B1 Provide a written overview of the proposal. (750 words or fewer)

Black Feathers Proposal – Developmental Disabilities Council of Oklahoma

In 2019 the State of the States in Intellectual and Developmental Disabilities Ongoing Longitudinal Project of National Significance established the Black Feathers podcast to partner with Tribal citizens across the United States to understand the journey of disability on Tribal lands. The podcast was created out of necessity to learn from Tribal communities using preferred methods of communication during the height of the worldwide pandemic. The podcast was hosted by two Tribal citizens from Oklahoma, Dr. Crystal Hernandez (Cherokee Nation) and Shauna Humphreys (Choctaw Nation) who discussed disability-related topics of interest through data, storytelling, and innovative content with Tribal leaders. From March 2022 to August 2023 the podcast reached over one thousand (1,292) listeners, across 47 states in the U.S. and 15 countries. The content ranged from ID/DD and Autism early diagnosis to partnerships with Tribal Nations on national data collection [The Black Feathers Podcast | Kansas University Center on Developmental Disabilities \(ku.edu\)](#). Each episode had related resources posted on the podcast website for listeners to view that were vetted by our hosts and experts from the State of the States project team.

The podcast recorded its final episode of the program's funding in December 2023. The proposed project would establish 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 expertise. 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.

One thing that supported the success of the initial Black Feathers podcast was the production and communications strategy used to disseminate information about the episodes. Each episode had three social media blasts that went out monthly to maintain interest and expand the audience. The first touchpoint was focused on providing a teaser of the upcoming episode content; the next touchpoint, a reminder of the upcoming episode with an audio clip; and finally, a communication post regarding the resources that were cultivated as a result of the topic of discussion. This strategy kept the audience engaged and resulted in frequent listeners returning to hear more content each month. In the proposal, the podcast episodes would be recorded every other month for 12 months. A similar approach to outreach would be used to entice and bring in new listeners.

To reach the measurement objectives of the Council, the podcast would host a feedback link for each of the episodes to hear from members of the community about the content and draw greater information from listeners. There would also be an added feature that would allow followers of the podcast to post information and respond to questions posted by the host. The project will gather listener statistics from the Buzzsprout platform used to post the episodes across podcast channels. This proposal will have the unique opportunity to outreach to Tribal citizens in Oklahoma and introduce them to the Council and their work while providing needed content honoring culture.

B2 Has a needs assessment been completed?

Yes No If no, why not? A formal needs assessment was not completed in Oklahoma, but was identified as a need from the Project Advisory Committee of the State of the States in Intellectual and Developmental Disabilities which includes representation from NACDD, The Arc U.S., SABE, and ASAN.

B3 Provide a list of all people and organizations proposed to work on the project.

Oklahoma

Dr. Crystal Hernandez, Psychologist and Cherokee Nation Citizen

University of Kansas:

PI, Dr. Shea Tanis, Kansas Center for Developmental Disabilities

Communications Specialist, Austin Myers, Kansas Center for Developmental Disabilities

TBA, Student hourly, Kansas Center for Developmental Disabilities

Podcast producer, Drew Rosdahl, Kansas University Life Span Institute, Communications Department

B4 Describe the experience and qualifications of the persons and or organization proposed to provide goods and services associated with the proposal.

Dr. Crystal Hernandez: Dr. Crystal Hernandez is a proud Cherokee who is a psychologist by training, Tribal disabilities expert, researcher, and mother to 3, including a wonderful Autistic young man. Recently serving the State of Oklahoma as an inpatient psychiatric hospital administrator, she has over 2 decades of experience in the mental health and addiction field. Dr. Hernandez serves as a Board member for the Autism Foundation of Oklahoma and the Arc of Oklahoma, and is also a Program Advisory Committee member for the State of the States in Intellectual and Developmental Disabilities. She believes in service to others and works relentlessly to improve clinical treatments, diagnosis, and equitable access to care for all. Culturally rooted supports and services are central to Dr. Hernandez and she embeds this principle in every aspect of her life. Dr. Hernandez holds several executive level contracts, including those with several Tribal Nations.

Dr. Shea Tanis: Currently an Associate Research Professor at the Kansas University Center in Developmental Disabilities, Life Span Institute, University of Kansas. She has published articles and investigated the definition of intellectual disability, the measurement of adaptive behavior and support need, the construct of self-determination, federally funded supports and services for people with IDD and their families, and self-directed employment strategies. She is nationally recognized for her expertise in applied technology solutions, Technology First Systems Change, cognitive accessibility, and advancing the rights of people with cognitive disabilities to technology and information access.

Austin Myers: Austin graduated from Missouri Western State University in 2019 with a bachelor's degree in Digital Animation. He has also served as a freelance artist since 2014, specializing in animation, graphic design, and video editing. Austin started his KU career in 2021 as a Research Aide for the KU Center on Developmental Disabilities, before becoming their Communications Specialist in early 2022.

Drew Rosdahl: Drew graduated from the University of Kansas in 2004 with a bachelor's in History of Art. He has worked at KU Life Span Institute in a variety of roles from research assistant, to communications for 17 years. His current role is Associate Director for Communications and Media Services. He supports research across the Life Span Institute by creating digital and print media, social media, research website for communication and data collection, video and audio projects. Drew has a passion for problem solving communications challenges and learning new media. On the State of the States project, Drew is managing website transition efforts with accessibility first approach, and producing the Black Feathers Podcast.

B5 Describe how the proposal will help DDCO meet the goals in the 5 Year DDCO State Plan found at <https://oklahoma.gov/ddco/about/state-plan.html>.

The proposal will help the Council by meeting “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; 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” by providing information and resources about areas of need and services available for a targeted disparity group.

B6 Define the characteristics of the benefitting population by describing the age, geographic region, culture, language, support needs, type of disability, and the like.

The 2020 Census identified Oklahoma as the having the largest American Indian alone population of (14.2%)¹. It has also been reported that disability rates for children in the U.S were highest among American Indian and Alaskan Native children (5.9%)². This population is one that is in need of culturally-responsive supports and services as the national data still neglects to report on demographics for Tribal citizens with ID/DD and produce culturally-driven resources. Due to the lifespan nature of the project, it has the opportunity to touch not only a variety of families from various Tribal Nations across the state, but also address people of all ages. The focus of the podcast would continue to focus on Tribal citizens with ID/DD and their families. It would be statewide and even could reach a national and international audience.

B7 Describe the expected impact on the target audience described above.

The goal of the proposal is to inform and support people with ID/DD and their families on Tribal lands to obtain information on ID/DD related issues from peers and obtain valued and vetted resources on culturally-responsive services and supports. However, the alternative impact is having others outside of the Tribal community learn from the shared journey and design new approaches that are culturally-bound solutions to navigating a complex world.

B8 Describe the expected, broad impact on people with developmental disabilities.

The proposed project intends to elevate the lived experiences of Tribal citizens with developmental disabilities and their families and impact the creation and enhancement of culturally and inclusively designed products and programs. This is accomplished through the inclusively designed forum where content is driven by the

¹ U.S. Census Bureau (2023) Retrieved from: [Detailed Data for Hundreds of American Indian and Alaska Native Tribes \(census.gov\)](https://www.census.gov/data/tables/2023/indianandalaska/indianandalaska.html)

²² U.S. Census Bureau (2021). Retrieved from: [Childhood Disability in the United States: 2019 \(census.gov\)](https://www.census.gov/data/tables/2021/disability/childhood-disability.html)

community for the community. It also provides a form for others outside of the Tribal community to learn from the members and implement new and innovative solutions for community and family belonging.

B9 Is the proposal a duplication, continuation, or expansion of work being done in Oklahoma or elsewhere?

Yes No

If yes, describe what is being duplicated and what makes this project unique or different.

While past content has been driven by, and inclusive of a national perspective of the 574 recognized Tribal Nations, this series of episodes would be focused on the experiences of Tribal citizens in Oklahoma. It would highlight lived experiences from Oklahomans allowing for commonalities and consistencies to resonate with listeners. This targeted approach leads to greater knowledge translation for Tribal members and targeting of resources across the state.

B10 Will the proposed project use current best or promising practices in the field of developmental disabilities?

Yes No

If yes, explain what they are and how they will be incorporated. Please cite source material.

The podcast has historically highlighted resources vetted for best-practices for companion pieces to each podcast episode based on the topic of discussion. The best-practices are identified and vetted by the Kansas University Center for Excellence in Developmental Disabilities faculty and are often found through the Association of University Centers on Disabilities (AUCD) NIRS database. To view past resources highlighted visit the Black Feathers website [The Black Feathers Podcast | Kansas University Center on Developmental Disabilities \(ku.edu\)](https://www.ku.edu/blackfeathers)

B11 When the work is complete, how will it have provided capacity building or systemic change to programs or services for people with developmental disabilities?

Through information translation and empowerment of Tribal citizens, the opportunities for engagement in systems change relevant to the delivery of services to Tribal Nations may shift. But more specifically, Tribal citizens will have had the opportunity to build capacity in system navigation, community inclusion, and service access.

B12 Will the proposal be implemented or offered statewide?

Yes No

If no, define the counties and cities served and the rationale for why these locations were selected.

Include all supporting documentation and provide any additional information you would like considered by the DDCO.

PART IV – Performance Measures

The DDCO is required to provide performance measure reports to evaluate the effectiveness of our activities. As a result, DDCO requires contractors to submit performance measure reports annually, at the request of Council staff. Please note that regardless of contract dates, **performance measures must be reported within the period of October 1 – September 30** that is inclusive of a contract period. Performance reports include actual counts and / or the collection of survey information, including baseline measures. As a required component of the application, indicate on the list below on the line to the left of the measure data you expect to collect during the proposed work of the contract. Not all measures are applicable. You may identify measures not applicable to this application as “N/A” in line to the left of the measure.

The Council reviews this information carefully. Proposers are strongly encouraged to consider data elements their proposals CAN collect and to **minimally** use “N/A.”

These measures and their definitions are listed on the Council’s website:

<https://oklahoma.gov/ddco/about/state-plan.html>.

INDIVIDUAL & FAMILY ADVOCACY

__X__ IFA 1.1 The number of people with developmental disabilities who participated in the contractor’s project activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

__X__ IFA 1.2 The number of family members who participated in the contractor’s project activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and or systems.

__N/A__ IFA 2.1 After participation in the contractor’s project activities, the percentage of people with developmental disabilities who report increasing their advocacy because of Council work. This measure will require a baseline percentage and post-activity percentage.

__N/A__ IFA 2.2 After participation in the contractor’s project activities, the percentage of family members who report increasing their advocacy because of contractor’s work. This measure will require a baseline percentage and post-activity percentage.

__N/A__ IFA 2.2.1 The percentage 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. Percentage derived from total number of people who received a service or support because of the contractor’s activities. This measure will require a baseline percentage and post-activity percentage.

__X__ IFA 2.2.2 The percentage of people who are participating now in advocacy activities. Percentage derived from total number of people who received a service or support because of the contractor’s activities. This measure will require a baseline percentage and post-activity percentage.

N/A **IFA 2.2.3** The percentage of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions. Percentage derived from total number of people who received a service or support because of the contractor's activities. This measure will require a baseline percentage and post-activity percentage. *Note: The names of these boards/organizations must be reported.*

N/A **IFA 3.1** The percentage of people with developmental disabilities satisfied with a project activity. Percentage derived from total number of people who received a service or support because of the contractor's activities.

N/A **IFA 3.2** The percentage of family members satisfied with a project activity. Percentage derived from total number of people who received a service or support because of the contractor's activities.

SYSTEMS CHANGE

N/A **SC 1.1.1** The number of policy and or procedures created or changed.

N/A **SC 1.2.1** The number of statutes and or regulations created or changed.

SC 1.3.1 The number of promising practices created.

N/A **SC 1.3.2** The number of promising practices supported through Council activities.

N/A **SC 1.3.3** The number of best practices created.

N/A **SC 1.4.1** The number of people trained or educated through Council systemic change initiatives.

N/A **SC 1.5.1** The number of Council supported systems change activities with organizations actively involved.

N/A **SC 2.1** The number of Council efforts that led to the improvement of best or promising practices, policies, procedures, statute, or regulation changes.

N/A **SC 2.2** 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.

N/A **SC 2.1.1** The number of policy, procedure, statute, or regulation changes improved as a result of systems change.

N/A **SC 2.1.2** The number of policy, procedure, statute, or regulation changes implemented.

N/A **SC 2.1.3** The number of promising and/or best practices improved by systems change activities.

N/A **SC 2.1.4** The number of promising and/or best practices that were implemented.

DEMOGRAPHIC INFORMATION

The Council's federal funders also require demographic information about the people who participated in the activities funded by the Council. This information should be collected from persons who implement the activity; any advisory committee members involved in the activity; participants in any conference, training or similar event; and any "service" or "support" recipients. Data will be collected in the areas of Race/Ethnicity, Gender, Disability Experience, and Geography. Following is the EXACT format required by the Council and its federal funders:

RACE/ETHNICITY:

White, alone
Black or African American alone
American Indian or Alaskan Native alone
Hispanic/Latino
Asian alone
Native Hawaiian & Other Pacific Islander
alone
Two or more races
Race Unknown

GENDER:

Female
Male
Other

DISABILITY EXPERIENCE:

Individual with a Developmental Disability
Family Member of an Individual with a
Developmental Disability
Other

GEOGRAPHY:

Urban
Rural

SEXUAL ORIENTATION:

Lesbian or gay
Straight, that is, not gay or lesbian
Bisexual
Two-Spirit
Uses a different term
Don't know
Prefers not to answer

GENDER IDENTITY (What sex were you assigned at birth):

Female
Male
Don't know
Prefer not to answer

CURRENT GENDER:

Female
Male
Transgender
Two-Spirit
Uses a different term
Don't know
Prefer not to answer

In addition to these measures, consumer satisfaction data will also be required annually – in formats provided by the Council. Please discuss this with Council staff upon completion of any signed contract.

PART V – Additional Requirements for Contract Funding

Financial Information (Required for all submissions)

Proposals must include a detailed revenue and expenditure budget, in a proper accounting format, detailing the total costs and revenues of the proposed project. This budget must include:

- The amount requested from DDCO within the context of the budget.
- Identification of funding not currently in place.
- A segregated and detailed account of matching funds to be contributed to the project, and their source.
- A narrative explaining each category of expenditure and source, or revenue associated with the project. Revenue sources might include conference registration fees, third party grants, booth rentals, in-kind contributions, etc.

Please note, our federal funding requires specific cost identification for all expenditures associated with the project identified within the terms of the contract. In addition, DDCO funds must be the funding of “last resort.” If net proceeds from the project exceed total expenditures and generate a profit, the DDCO reimbursement shall be limited to the lesser of the contract amount or the amount required to break-even.

A Statement of Work (SoW) is required for all submissions

Provide a proposed statement of work for the contractual requirements detailing the goods and services you will provide in exchange for DDCO funding. An example of the format is included. (Provided on separate attachment)

A Sustainability Plan is required for activities that will continue beyond one year

For projects / activities expected to continue indefinitely, sustainability plans must be included. Typically, DDCO will fund an activity for a maximum of five years. Include a detailed plan and timeframe for the project to become sustainable, including projected budgets, identified partners, annual funding goals for each year, or other such indicators that a project or activity will continue. Sustainability is not solely focused on financial support.

For example, a project to train teachers on positive IEP strategies result in a policy change within a school district or a change in teacher certification requirements. This sustainability proves systems change.

Proposals for activities such as studies that would not continue past a project period do not require sustainability plans.

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."

Are you a registered vendor with the State of Oklahoma in the OMES Supplier Portal: Yes No

If the Council approves funding, you will be required to be a registered vendor. You can learn more about becoming a vendor online: <https://oklahoma.gov/omes/services/purchasing/supplier-portal/supplier-and-payee-training.html>.

Legal Entity

Is the proposed vendor applicant an IRS Registered corporation?

Yes No

If yes, which type: KUCR is a not-for-profit research foundation.

Is the proposed vendor a government entity:

Yes No If yes, provide form of government and name of entity:

Is the proposed vendor a Tribal Nation:

Yes No If yes, name Tribe(s) _____

Is the proposed vendor a sole proprietor: Yes No

Is the proposed vendor a registered partnership: Yes No

Social Security or FEI Number: _____ EIN 48-0680117

Authorized Signer

Name of individual with contract signatory authority:

_____KUCR_____

Title: __Program Management_____

Telephone: 785-864-3441_____

Email: kucrprogrpmgmt@ku.edu_____

Primary Contact

Name of individual to contact regarding contract performance & operations:

____Shea Tanis_____

Title: __Associate Research Professor_____

Telephone: _____785-864-4040_____

Email: Tanis@ku.edu_____

Legal Notices

Name of individual to send legal notices:

_____TBD_____

Title: _____

Telephone: _____

Email: _____

Finance Contact

Name of individual responsible for finance and accounting:

_____Jamie Jones_____

Title: Associate Director, Project Development_____

Telephone: _____785-864-8166_____

Email: jamiejones@ku.edu_____

Please ensure your proposal is complete. Incomplete proposals will not be forwarded for consideration.

Applicants will be notified by email within 10 business days of a decision per the specific timeframes in General Information.

If you have questions or need assistance, contact us through email at John.Houston@okdhs.org.

Submit application and all required information by email to:

John.Houston@okdhs.org

PD:

Project Title:

Budget Year One: 07-01-24 to 08-31-25

| <u>Name</u> | <u>Title</u> | Annual | | | | | |
|--------------------------------------|--|---------------|--------------|-------------|-----------------|-----------------|------------------------|
| <u>Personnel</u> | | <u>Salary</u> | <u>% EFT</u> | <u>Mos.</u> | <u>Salary</u> | <u>Fringe</u> | <u>Total</u> |
| | PI | | 2.00% | 0.24 | 2,660.00 | 984.00 | 3,644.00 |
| | Specialist | | 2.00% | 0.24 | <u>925.00</u> | <u>342.00</u> | <u>1,267.00</u> |
| | | | | | 3,585.00 | 1,326.00 | 4,911.00 |
| <u>B. Other Personnel</u> | | | | | | | |
| TBA | Student Hourly | | 10.00% | 1.20 | 2,808.00 | 197.00 | 3,005.00 |
| | | | 0.00% | 0.00 | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> |
| | | | | | 2,808.00 | 197.00 | 3,005.00 |
| | | | | | 6,393.00 | 1,523.00 | 7,916.00 |
| <u>C. Equipment</u> | | | | | | | |
| | | | | | | | 0.00 |
| <u>D. Travel</u> | | | | | | | |
| | Dom. Travel | 0.00 | | | | | 0.00 |
| | For. Travel | 0.00 | | | | | 0.00 |
| <u>E. Participant/Trainee</u> | | | | | | | |
| | | | | | | | 0.00 |
| <u>Support Costs</u> | | | | | | | |
| <u>F. Other Direct Costs</u> | | | | | | | |
| | Supplies | | | | | | 2,426.00 |
| | 2. Publication Costs | | | | | | 0.00 |
| | 3. Consultant Services | | | | | | 0.00 |
| | Services | | | | | | 0.00 |
| | 5. | | | | | | 0.00 |
| | Subawards/Consortium/Contractual Costs | 0.00 | | | | | |
| | Facility Rental/User Fees | | | | | | 0.00 |
| | Renovations | | | | | | 0.00 |
| | Education | | | | | | 0.00 |
| | 9. Participant Expenses | | | | | | 0.00 |
| | Costs | | | | | | <u>12,350.00</u> |
| | | | | | | | 14,776.00 |
| | Direct Costs | | | | | | 22,692.00 |
| | Costs Base | | | | | | 22,692.00 |
| | MTDC) | | | | | | <u>2,269.00</u> |
| | Total Costs | | | | | | 24,961.00 |

Budget Year One: 06-01-24 to 07-31-25 COST SHARE BUDGET

| <u>Name</u> | <u>Title</u> | <u>Annual</u> | | | | | |
|-------------------------------|--|---------------|--------------|-------------|---------------|---------------|-----------------|
| Personnel | | <u>Salary</u> | <u>% EFT</u> | <u>Mos.</u> | <u>Salary</u> | <u>Fringe</u> | <u>Total</u> |
| | PI | 133,024.50 | 0.00% | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 0.00 | 0.00% | 0.00 | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> |
| | | | | | 0.00 | 0.00 | 0.00 |
| TBA | Title | 0.00 | 0.00% | 0.00 | 0.00 | 0.00 | 0.00 |
| | | 0.00 | 0.00% | 0.00 | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> |
| | | | | | 0.00 | 0.00 | 0.00 |
| | | | | | 0.00 | 0.00 | 0.00 |
| C. Equipment | | | | | | | 0.00 |
| D. Travel | | | | | | | |
| | Dom. Travel | 0.00 | | | | | 0.00 |
| | For. Travel | 0.00 | | | | | 0.00 |
| E. Participant/Trainee | | | | | | | 0.00 |
| Support Costs | | | | | | | |
| F. Other Direct Costs | | | | | | | |
| | Supplies | | | | | | 0.00 |
| | 2. Publication Costs | | | | | | 0.00 |
| | 3. Consultant Services | | | | | | 0.00 |
| | Services | | | | | | 0.00 |
| | 5. | | | | | | 0.00 |
| | Subawards/Consortium/Contractual Costs | 0.00 | | | | | 0.00 |
| | Facility Rental/User Fees | | | | | | 0.00 |
| | Renovations | | | | | | 0.00 |
| | 8. Tuition & Fees | | | | | | 0.00 |
| | 9. Participant Expenses | | | | | | 0.00 |
| | Costs | | | | | | <u>0.00</u> |
| | | | | | | | 0.00 |
| | Direct Costs | | | | | | 0.00 |
| | Costs Base | | | | | | 0.00 |
| | MTDC) | | | | | | 0.00 |
| | Costs - Cost-Share | | | | | | 0.00 |
| | Budget | | | | | | |
| | Unrecovered Indirect | | | | | | 9,757.00 |
| | Costs - Main Budget | | | | | | |
| | Total Costs | | | | | | 9,757.00 |

Year 1

| | |
|----------------|-------------------|
| Target | 6,240.00 |
| Actual | <u>9,757.00</u> |
| Balance | (3,517.00) |

Developmental Disabilities Council of Oklahoma
with
Kansas University Center on Excellence on Developmental Disabilities
Life Span Institute

Scope of Work
07/01/2024 – 08/31/2025

Responsible Party:
Emily Shea Tanis, Ph.D. FAIDD, Associate Research Professor

The proposed project aims to develop new accessible resources with culturally driven content created by and for Tribal citizens with ID/DD and their families in Oklahoma. The University of Kansas (KU) will work in collaboration with Tribal citizens, podcast hosts, and the Council to produce 6 podcast episodes (a communication platform of choice) focused on disability-related issues at different stages in the lifespan relevant to Tribal citizens. The content creation will be driven by Tribal hosts and guests and honor the journey of disability and culture through storytelling, information sharing, and outreach. The party agrees to complete the following activities for an estimated \$25,000 for one year of engagement. The proposed budget is included in the proposal package and the timeline of activities as follows:

Objective 1.1 Communications strategy and podcast content planning
July 2024 – August 2024

Within the first two months of funding, the project team will develop a branding and communications strategy to implement alongside the release of the podcast episodes. Branding of the special Oklahoma Black Feathers series will be designed and disseminated to build anticipation of the first episode to be launched in September. Established KUCDD and Black Feathers social media handles, website, and Facebook page will be integrated into the podcast communications strategy to leverage all points of access for listeners. The communications strategy will include three touchpoints with potential listeners: the first communication leading up to the podcast will share information about the podcast topic and/or guest, the second communication will provide a recorded audio clip from the upcoming session, and the third communication will provide highlights of the resources identified to accompany the content covered in the podcast. The communications strategy will identify communication release dates, platform utilization, and content.

Also, within the first two months of the project, the project team, hosts, and members from different Tribal communities in Oklahoma will come together to investigate and identify disability-related topics relevant to Tribal citizens across the lifespan. Through this inclusive design approach, the project team and hosts will work to identify and outreach to potential podcast guests and gather stories of lived experience from Tribal citizens to create the episode content. Finally, a podcast script will be written for consistency across episodes and to facilitate the engagement of podcast guests.

Objective 2.1 Data collection and analysis July 2024 – August 2025

The podcast will be set up in Buzzsprout, a podcast dissemination platform that supports distribution on various podcast libraries. The Buzzsprout account will allow the project team to collect information on the location of listeners and the platform from which they accessed the podcast episodes.

Throughout the project it will be important to create different strategies to gather data given limitations in data collection from podcast hosting channels. In order to capture the data necessary to report Council performance measures, a new survey tool will be designed to allow listeners to provide demographic information live during each of the podcast episodes. In addition, the project team will collect feedback on episode content and demographics of users of the best-practice resources posted on the website by building into the website a questionnaire that will be required prior to accessing resources.

In the last month of the project, the team will compile the data gathered throughout the year and create a final report for the Council with podcast highlights and total listener demographics.

Objective 3.1 Podcast episode production September 2024 – July 2025

The podcasting production will take up the bulk of the time throughout the year. The six episodes will be released every other month starting in September 2024 and ending in July 2025. There are four stages to the podcast episode production:

1. *Preparation of guest for the episode.* Prior to each episode members of the production team will reach out to guests, gather relevant

biographies, hold a meeting to discuss content and script, and host a final meeting to test the recording quality in the guest's remote location and technology.

2. *Episode recording.* The 45-minute-long podcast will be recorded in a session lasting anywhere from one to two hours. During this time, the host and guest will move through the script with the production team and make multiple recordings of questions based on the interaction between the host and guest.
3. *Episode editing.* In the editorial stage, the production team adds the podcast intro/outro and clips the content for a seamless product. The edited episode is reviewed by the host and the project team at KU prior to release.
4. *Episode posting.* Once the final edited product is created, the production team launches the episode on Buzzsprout and embeds the content on the Black Feathers website.

Objective 4.1 Resource and information sharing September 2024 – July 2025

The final objective of the project is to cultivate culturally relevant and vetted resources to accompany each episode. The project team at the University of Kansas will initially identify best-practice resources on topics anticipated to be covered by the podcast episodes and view them for accessibility. Hosts and guests are also encouraged to identify resources for episodes. Historically, podcast guests have been a valued partner in identifying resources relevant to their podcast episode.

Resources will be released as a follow-up to each of the podcast episodes. It is important to leave time to obtain relevant resources after each episode recording. This is because we often find additional resources relevant to the topic that result from unanticipated discussions that occur between the host and guest during the recording. At minimum, the team will identify three best-practice resources for each episode with a total of 18 resources listed on the OK Black Feathers special series website.

FY 25 Funding (July 1, 2024-June 30, 2025)

Project: Best Buddies

Organization: [Best Buddies, Oklahoma](#)

Proposal Description:

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.

Target:

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.

Hosted/Method:

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.

Duration/Time:

School year

Impact:

- 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 | | Foundation/Agency 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 new chapters and support communication amongst chapters once established. Once established, responsible for training all identified chapter leaders.

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 each new chapter 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 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.

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 new chapters and support communication amongst chapters once established. Once established, responsible for training all identified chapter leaders.

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 each new chapter 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 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.

[View results](#)

Respondent

8 Anonymous

19:57

Time to complete

Part 1 - Contact Information

1. What is today's date?

2. Full Legal Name *

3. Mailing Address *

4. City *

5. State *

6. Zip *

7. Email *

8. Phone number *

9. Website

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.

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 part in decisions that affect their lives, the lives of others, and or systems.

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.

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.

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.

The value must be a number

30. INDIVIDUAL & FAMILY ADVOCACY: 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.

The value must be a number

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

The value must be a number

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

The value must be a number

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

The value must be a number

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

The value must be a number

35. SYSTEMS CHANGE: The number of policy and or procedures created or changed.

The value must be a number

36. SYSTEMS CHANGE: The number of statutes and or regulations created or changed.

The value must be a number

37. SYSTEMS CHANGE: The number of promising practices created.

The value must be a number

38. SYSTEMS CHANGE: The number of promising practices supported through Council activities.

The value must be a number

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

The value must be a number

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

The value must be a number

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

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.

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.

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.

The value must be a number

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

The value must be a number

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

The value must be a number

47. SYSTEMS CHANGE: 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. 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.

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.

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.

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: *

The value must be a number

Contact information

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

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

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

From: [Emily Hunt](#)
To: [Jenifer Randle](#); [John Houston](#)
Cc: [Jen Gelhardt](#)
Subject: [EXTERNAL] Best Buddies
Date: Thursday, January 4, 2024 3:33:32 PM

Dear Jenifer and John,

Thank you so much for the opportunity to present our Best Buddies Inclusion Project proposal to the Developmental Disabilities Council of Oklahoma.

In total, Best Buddies supports 13 chapters in Oklahoma, including at 12 schools and one community-based adult friendship program, Best Buddies Citizens. Best Buddies currently partners with Bixby East Elementary School, Bixby West Elementary and Intermediate School, Bixby East Intermediate School, Bixby North Intermediate School, Bixby Middle School, Bixby 9th Grade Center, Bixby High School, Union High School, Oklahoma City University, Oklahoma State University, University of Oklahoma, and University of Tulsa to deliver school-based inclusion programs. These school-based chapters engage 379 participants with and without disabilities, positively impacting the lives of almost 4,000 people in Oklahoma.

Best Buddies has partnered with 18 developmental disabilities councils to deliver projects that create inclusive schools, communities, and workplaces across the country. We would be very grateful to assist the Developmental Disabilities Council of Oklahoma to support the full participation of people with intellectual and developmental disabilities in all aspects of the community.

Thank you very much for considering our proposal. Please do not hesitate to let us know if we can supply any additional information. Thank you.

All the best,

Emily Hunt

Senior Director, Expansion | BESTBUDDIES®

HEADQUARTERS | 100 Southeast Second Street, Suite 2200 | Miami, FL 33131

Cell: 407.716.0899

www.bestbuddies.org

Best Buddies programs help people with intellectual and developmental disabilities (IDD) form meaningful friendships with their peers, secure successful jobs, live independently, and develop self-advocacy and communication skills. Support people with IDD today by visiting bestbuddies.org/donate.