



State Plan Committee Meeting Agenda

Thursday, January 4 , 2024, 1:30 p.m.
2400 N. Lincoln Blvd, Sequoyah Bldg., Room 513,
Oklahoma City, OK 73107

<https://zoom.us/j/95983884924?pwd=L0d5K0VidlYxSWRQKzRUN1JGSjdyUT09>

DDCO Officers

Chair

Sharon Garrity

Vice Chair

Vacant

Secretary

Mark Lewis, Norman

Parliamentarian

Vacant



Call to Order & Roll Call – Michelle Kelley, State Plan Chair



Discussion and Possible Voting:
Review Meeting minutes of Sept. 29, 2023, State Plan meeting.



Discussion and Possible Voting*: Old and New Items

DDCO Staff

Planning & Grants Director

John Houston



Funding proposals presentations – John Houston

10 minutes each presentation, 5–10-minute question period

1. Best Buddies (pg. 13 - 26)
2. NCDET (pg. 27 - 61)
3. OAALA (pg. 62 - 75)
4. Elevatus training (pg. 76 - 85)
5. Autism Oklahoma (pg. 86 - 95)

Administration Officer

Alissa Patterson

Advocacy Training

Coordinator

Bradley Mays

Self-Advocacy

Training

Coordinator

Morgan Davis



Committee discussion & funding recommendations

1. Best Buddies
2. NCDET
3. OAALA
4. Elevatus training
5. Autism Oklahoma




Comptroller

Dawnmarie Kroft

Executive Director

Jenifer Randle

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

- IV.  Other New Business *
- V.  Announcements
- 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, November 30, 2023

TIME: 1:30 PM

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

BE IT REMEMBERED that on Thursday, November 30, 2023, at 1:30 pm, the State Plan Committee met at 2400 N. Lincoln Blvd, Sequoyah Bldg. 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, November 29, 2023, per the Oklahoma Open Meetings Act, 25 O.S. Section 311.

- I.  **CALL TO ORDER:** Michelle Kelley called the meeting to order at 1:45 P.M.

- II.  **ROLL CALL:**

Present:	Michelle Kelley	State Plan Committee Chair
	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
	Wanda Felty	Designee for Dr. Valerie Williams


Absent: Lori Hauge Committee Member


Guests: Kyle Britt Autism Foundation of Oklahoma
Dr. Bonnie McBride Oklahoma Autism Center


Aietah Stephens Sooner SUCCESS
Lori Wathen Sooner SUCCESS

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 September 29, 2023.**

 **DISCUSSION:** The minutes from September 29, 2023, were reviewed.
ACTION: Motion by Ms. Greenhaw and seconded by Ms. Felty to approve the September 29, 2023, State Plan Committee meeting minutes as corrected.

 **AYES:** Shelley Greenhaw, Janie Fugitt, RoseAnn Duplan, Michelle Kelley, Sharon Garrity, Wanda Felty,


 **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.

1.  Mr. Houston introduced Kyle Britt with the Autism Foundation of Oklahoma (AFO). Mr. Britt presented a funding request for fiscal year 2025 to continue the work AFO is doing (LEAD – Learn. Educate. Accept.

Develop, a workplace training project) for the Council now, currently in their third year of the five-year State Plan (FY23).

Mr. Britt provided background information about AFO's LEAD workplace training project. In 2023, AFO provided 15 LEAD trainings for a total of 280 participants. They presented at 4 conferences (AAIDD, Inclusion & Leadership Summit, Non-Profit Law & Finance, and Oklahoma Transition Institute). Mr. Britt continued explaining the project. This training is created to enhance employer's knowledge and educate participants on challenges and barriers people with disabilities face in getting and keeping employment as well as how to create a more inclusive and accommodating workplace.


Ms. Garrity asked if they had any prospects to present to workforce of the employers, so they know what to expect when staff are in the workplace. Mr. Britt explained the training has two modules. Module one is 'Neurodiversity 101' and serves as a basic introduction to what autism and I/DD is and what they aren't. Module two is geared more for HR. They encourage all staff to Module 1. Seventy percent of an employer's HR and Management team must attend Module 1 and 2 to receive a certificate.


Ms. Duplan asked how many individual companies they trained (not total persons). Mr. Britt answered more than ten employers but didn't have the exact number.

Ms. Greenhaw asked if they (AFO) would be including persons with I/DD or if the job hiring website would only be for persons with autism when creating the hiring website mentioned during the presentation. Mr. Britt answered the website currently created is specific to autism. They (AFO) would like to become a regional ambassador and include persons with I/DD.

Ms. Kelley asked for examples of what technical assistance offered to companies looks like. Mr. Britt answered that Tulsa Community College wanted assistance towards developing a training program they could use with their staff to make it specific to their program.


- ? Ms. Duplan asked concerning the impact towards how many persons have a job because of the training. Mr. Britt responded AFO did post evaluations after each module. He also mentioned wanting a 3 month or 6 month follow up survey to assess the training.
- ? Ms. Fugitt asked Mr. Britt if the training is done with individual companies or with more than one at the same time. Mr. Britt answered they like to do in person training with one company, though they have created virtual trainings for multiple. Ms. Fugitt asked how AFO were recruiting and spreading the word about the trainings. Mr. Britt said the most successful method has been word of mouth and online ads (online social media), but also with attending conferences. They have sent information to the Chamber of Commerce with little success so far.

2.  Mr. Houston introduced **Dr. Bonnie McBride with the Oklahoma Autism Center. Dr. McBride presented a funding request for fiscal year 2025 to continue the work the Autism Center is doing (screenings to identify autism and/or other developmental disabilities as well as increasing capacity for diagnosing autism). They are currently in their third year of the five-year State Plan (FY23).**

 Dr. McBride provided background information about the work Oklahoma Autism Center is doing for Dr. Kathryn Moore and Seth Kastner. She then answered committee questions. The proposal is a continuation and expansion of the current work being done. They would like to continue the relationships with the Cherokee Nation and Oklahoma Department of Health. This work has built a similar model that the Autism Center is doing with the Council (early identification and awareness, screenings, and evaluation). They (OK Autism Center) have recently begun work with the Choctaw Nation. Dr. Moore is nearing completion of her training to become a certified trainer. They continue to support their screening partners around the state and hope to move their efforts into communities to better sustain the work. The CDC continues to be a partner to promote early

developmental monitoring as well as develop new partnerships. The Oklahoma Partnership for School Readiness is a new partner and written a grant with Oklahoma Autism Center to help identify children as early as possible so services can be received.


- ? Ms. Garrity asked when Dr. Moore would be finished. Dr. McBride didn't have an exact date, but knew she had one more training and one more certification process. She also mentioned it is a very intensive training for clinicians. Dr. McBride added that the approach they've chosen to use for this project (targeting to increase capacity for evaluations) is to start with existing providers, reaching out to them, and speaking to them about how to incorporate autism specific comprehensive evaluations. This hasn't been an easy task, but the work with the Cherokee Nation has helped us to look how to roll this out. We know we need to come at this from different avenues. Ms. Garrity asked how many clinicians Oklahoma has that can make a diagnosis. Dr. McBride doesn't have a list but have 6 clinicians they refer families. Waiting list time for a diagnosis of autism is on the average, one year.
- ? Ms. Greenhaw asked if there had been interest from the private sector for this service (i.e., ABA clinics). Dr. McBride said there were some clinics look for creative ways to access the evaluation. They don't want to water down the process, wanting to promote high quality evaluations as well as look for creative ways to do so. She also mentioned the issue was capacity. One must have specific credentials to provide training. Oklahoma Autism Center has not been approached with funding to continue. They believe the best approach would be to train more clinicians – 'grow our own' – to build capacity for our state.
- ? Ms. Garrity asked if there were more clinicians in line to be trained or if Dr. Moore must be complete with her training. They do train school teams. Currently, they bring in a clinician from Colorado to train members. Dr. Moore is in process to be a trainer to be able to take this over and they will not have to bring someone from another state.

3.  Mr. Houston introduced Ms. Aietah Stephens with Sooner SUCCESS. Ms. Stephens. Ms. Stephens and Ms. Lori Wathen presented a funding request for fiscal year 2025 to continue the work Sooner SUCCESS is currently doing (providing weekend respite retreats for family members). They are in currently in their third year of the five-year State Plan (FY23). Ms. Stephens and Ms. Wathen provided background information about the work Sooner SUCCESS is doing. They are requesting funding to continue four family respite weekends and one sibling respite weekend. Two of these weekends will be in rural Oklahoma. Weekends include unstructured time for families and respite vouchers to help families with care for loved ones. Educational information is provided, but they work to make sure respite weekends are true respite for family caregivers. The cost of meals and lodging has increased. They are intentional to making sure Hispanic families are reached as well. They do include LifeCourse tools in the respite weekends, helping with conversations around caregivers taking care of themselves. Caregivers have attended weekends that have not had a weekend without their child in many years. One mother said it had been 22 years.
- ? Ms. Greenhaw asked Ms. Wathen how families would know about these weekend retreats and how families sign up. Ms. Wathen responded there isn't information out there. From past events advertised on social media, demographics who were able to reserve a place was not diverse. They now typically advertise to families they serve as well as being strategic to reaching out to families. They purposefully reach out to underserved families, using our connections to reach out to families. If families attend a Wellspring Retreat, they are not eligible to attend. Ms. Greenhaw asked if there was a rubric or criteria for families to be eligible to attend. Ms. Wathen said due to the funding from the Council they must be raising a child with an I/DD, and they cannot have attended a Wellspring Retreat within one year. They do try to look at

race and ethnicity of who they're reaching, wanting to make sure the event is diverse. Sooner SUCCESS doesn't ask income level. They do target communities.


- ? Ms. Duplan asked what they used to select families, where they get names. Ms. Wathen responded there were different places. In the past, they had advertised on Facebook. Just because families sign up, doesn't guarantee a spot. Ms. Duplan asked if it would be more equitable if they had it on their website and Facebook and made it an application process. This would allow them to screen applicants. Ms. Wathen said that's what they do. Ms. Duplan asked if the application was widely disseminated outside of their Facebook page. Ms. Wathen answered it would be shared with their partners. Ms. Wathen mentioned she could only speak as to how she has coordinated the weekend respite in her region. The next weekend will be in southwest Oklahoma, partnering with the Oklahoma Family Network, May 3-4, at Quartz Mountains. Outreach has not begun (flyers, etc.).
- ? Ms. Fugitt asked what the maximum capacity was for a weekend. Ms. Wathen responded it depends upon the location. Last year, her area served fifty caregivers, but region one in northwestern Oklahoma served 12-15 families.
- ? Ms. Garrity added that this is a great project. Families she met in northwestern Oklahoma were so appreciative of the weekend.

B.   Committee discussion & funding recommendations:

1.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from the **Autism Foundation of Oklahoma**.


ACTION: Ms. Duplan moved to approve the funding request from the Autism Foundation of Oklahoma with additions to the Scope of Work: End of year data on how many people with autism and I/DD were hired by the companies that resulted from L.E.A.D. training, and any website

created with Council funding must include intellectual and developmental disabilities and sustainability. Seconded by Ms. Greenhaw.

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

 **NAYS:** none

MOTION: Carried 


-  **DISCUSSION:** Ms. Duplan made a motion for the committee, wanting to add a to the scope of work for continuing projects must include a statement reminding the organization DD Council funding is limited to five years and any subsequent proposal must include a sustainability of funding plan for said project.

ACTION: Ms. Duplan moved to add a to the scope of work for continuing projects must include a statement reminding the organization DD Council funding is limited to five years and any subsequent proposal must include a sustainability of funding plan for said project. Seconded by Ms. Garrity.


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

 **NAYS:** none

MOTION: Carried 


-  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from the Oklahoma Autism Center, building capacity for autism, Early Access project. Ms. Duplan's concern will be covered with the previous motion, discussing sustainability of projects.

ACTION: Ms. Fugitt moved to approve the funding request from the Oklahoma Autism Center and seconded by Ms. Garrity.

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

 **NAYS:** none

MOTION: Carried 

4.  **DISCUSSION:** Ms. Kelley started the discussion of the funding request from the Sooner SUCCESS. Ms. Duplan appreciates the work but is concerned with the lack of awareness for the project. She's also concerned for the sustainability of the work. How do we help support the sustainability of this and other projects? Ms. Kelley has concerns with the lack of awareness for the weekends as well, but it's a needed service, so difficult discussion. Council staff will work to make sure they are using state rates for lodging.

ACTION: Ms. Duplan moved to approve the funding request from the Sooner SUCCESS and add to the Scope of Work: Respite weekend retreat participant applications must be available on a public website and available to all. Motion seconded by Ms. Garrity.

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

 **NAYS:** none

MOTION: Carried 

V.  **Other New Business**

Ms. Randle mentioned the PPR is in the works as well as MetaFund has begun interviewing stakeholders.

VI.  **Announcements**


Ms. Randle mentioned the next meeting is scheduled for January 5 (Friday) at 1:30 with three more proposals. Ms. Kelley won't be able to meet then, she could on the fourth. Ms. Duplan and others said they could meet Thursday, January 4 at 1:30 p.m.

VII.  **Adjournment**

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

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

 **NAYS:** none

MOTION: Carried 

The meeting was adjourned at 3:54 pm

FY 24 Funding

Project: Best Buddies

Organization: Best Buddies

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)

Total Required Match	25%	\$6,250
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Total Funding Requested		\$25,000
Total Project Costs		\$31,250

Request(s):

None at this time.

[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.

0

The value must be a number

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

0

The value must be a number

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

0

The value must be a number

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

0

The value must be a number

30. 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 *

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

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

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. Includes costs for local trainings, Local Leadership Training Day and Back to Best Buddies, at \$425/each.
- **Community Engagement** (\$250 total/\$250 in Council funding) Includes fees associated with public awareness- stickers, brochures, 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.
- **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.

FY 25 Funding

Project: Inclusive Employment Initiative

Organization: NCDET

Proposal Description:

The training will focus on awareness to advocate for the rights, accommodations, tools, and resources that help successful employment inclusion of individuals with disabilities.

Target:

Trainings help all ages of disabilities as it relates to employment, youth and transition age individuals with disabilities, post transition, adults, and veterans.

Hosted/Method:

NCDET is in the phase of delivering the trainings as outlined. NCDET will continue supplying trainings to rural parts of Oklahoma. The training will continue to promote Inclusive employment and build the capacity of business owners for a successful implementation

Duration/Time:

Ongoing – Providing training as requested and having online options to increase availability.

Impact:

- Lower absenteeism rates
- Lower employee turnover
- Higher ROI in training and development
- Positive work environment
- Increased productivity
- Higher levels of innovation
- Increased business performance, market share, and shareholder value
- Foster quality of life and self-determination
- Diversity in the workplace

Funding requested for FY25 (Including Match) (Year 4)

Total Required Match	10%	\$3,889
Total Funding Requested		\$35,000
Total Project Costs		\$38,889

Request(s):

None at this time.



Developmental Disabilities
Council of Oklahoma

P. O. Box 25352
Oklahoma City, OK 73125-9975
staff@okddc.ok.gov
www.okddc.ok.gov
(405) 521-4984

Unsolicited Proposal

&

Application for Contract Funding

**Read this entire publication prior to
starting the application.**

General Information

The Developmental Disabilities Council of Oklahoma (DDCO) welcomes unsolicited proposals and applications for contracts to fund activities to advance the independence, productivity, and inclusion of individuals with developmental disabilities and their families.

- All proposals and applications must be for activities currently included, or eligible for inclusion, in the 5 Year DDCO State Plan found at <https://oklahoma.gov/ddco/about/state-plan.html>.
- Applications must be complete for consideration by the Council.
- Incomplete applications will not be considered.

The Council does not provide grants. All funding is provided through a contract in which the vendor agrees to perform specific duties. DDCO requires all contractors to contribute matching funding that is not derived from federal sources. Matching funds are expected to equal or exceed 25% of the total activity costs. An exception to this rule is made for projects specifically serving a designated poverty area. In those situations, the Council expects a contractor to contribute a minimum of 10% of the total activity costs. Other exceptions to the 10% or 25% match requirement may be negotiated but are rarely approved. The required match may be in the form of cash, direct expenditures, indirect expenditures, or in-kind contributions, but may not include any direct or indirect federal funds.

Federal law prohibits the Council from investing in real property, building enhancements, vehicles, or vehicle enhancements. Generally, any equipment purchased via a Council contract should be an item that could be returned to the Council in the event of contract cancellation.

The Council does not consider grant applications that would provide any item solely for the use of a single individual – such as a wheelchair or other personalized assistive technology.

Proposals for a contract of \$5,000 or less:

- Proposals for contracts less than \$5,000 can be approved by the Executive Committee.
- Applications received prior to the last day of the month are reviewed at the next scheduled meeting, usually the following month.
- The applicant will be notified by email within ten business days of meeting of the decision.
- A resulting contract will have an effective start date of no less than 45 days from the approval date.
- Per Oklahoma Statute, no funding will be reimbursed for any good or service purchased prior to the effective start date of a contract.

Proposals for a competitive contract more than \$25,000:

- Per Oklahoma statute, proposals from non-governmental entities more than \$25,000 must be competitively bid. Governmental entities include state agencies, local government agencies, tribal governments, public school districts, or public colleges and universities. Non-governmental organizations include, but are not limited to, not-for-profit corporations and for-profit corporations. Individual persons are also non-governmental organizations for this purpose.
- All state purchasing, including competitive contracting, is managed by the Oklahoma Office of Management and Enterprise Services. Questions regarding the competitive bidding process should be directed to the Central Purchasing Division at the Office of Management and Enterprise Services. The website for purchasing guidelines is <https://oklahoma.gov/omes/services/purchasing.html>.
- DDCO is prohibited from having any contact with persons or organizations submitting proposals **that are subject to competitive bidding**. If you or your organization is submitting a response for a competitive contract or is part of any other organization's proposal for a contract, please DO NOT discuss or disclose any information about your proposal with any DDCO member or staff.
- General Timelines:
 - Proposals received between May 1 and October 31 are evaluated by a committee, and if approved, a recommendation is forwarded to the full Council for a decision in January. If approved by the Council, contracts may become effective March 1 or April 1.
 - Proposals received between November 1 and April 30 are evaluated by a committee, and if approved, a recommendation is forwarded to the full Council for a decision in July. If approved by the Council, contracts may be effective September 1 or October 1.
- The applicant shall be notified by email within ten business days of a final decision.
- Per Oklahoma Statute, no funding shall be reimbursed for any good or service purchased prior to the effective date of a contract.

If you have questions, contact DDCO through email: staff@okddc.ok.gov and John.Houston@okdhs.org, or call (405) 521-4984.

REQUIRED SUBMISSION DOCUMENTS

UNSOLICITED PROPOSAL

&

APPLICATION FOR CONTRACT FUNDING

PART I – Contact Information

Full Legal Name of Organization: Board of Regents of The University of Oklahoma

Mailing Address: 3200 Marshall Avenue, Suite 201

City: Norman

State: Oklahoma

Zip: 73072

Email: abaghda1@ou.edu

Phone: (405)325-0158 FAX: (405) 325-1632

Website: <https://outreach.ou.edu/training-and-development/ncdet/>

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.

Annie Baghdayan, PhD, BCBA-D, LBA
Signature of Applicant

10/26/2023
Date

Dr. Annie Baghdayan, Director NCDDET
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)

See Attached

B2 Has a needs assessment been completed?

Yes No If no, why not?

This is the 3rd year for the proposal.

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

Annie Baghdayan, Ph. D, BCBA-D, LBA

Debra Farmer

Vicki Farley

Occasional Employees

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

The National Center for Disability Education and Training is the organization that is applying for the continued funds to support the “Inclusive Employment Initiative” proposal. As a Department within The Public and Community Services Division of University Outreach, the National Center for Disability Education and Training has access to services and expertise within Outreach specifically and within OU at large, thus bringing the depth and breadth of a research university to bear upon the mission of this project and its supporting activities.

Through a variety of federal grants and state contracts, NCDDET has conducted disability-focused programs integrating evidenced-based practices for over sixty years. NCDDET has developed and conducted a large variety of state and federally funded professional development courses for thousands of professionals working at all levels in the disability field, from executives of state agencies to direct service personnel. NCDDET also provides direct services designed to enhance postsecondary education and career opportunities for youth with disabilities.

NCDDET currently receives funding from the Social Security Administration, to provide benefits assistance and employment supports to Social Security disability beneficiaries statewide. NCDDET also receives state funding by the Oklahoma Department of Rehabilitation Services (OK-DRS) expand opportunities for employment, independent life, and economic self-sufficiency by helping Oklahomans with disabilities bridge barriers to success in the workplace, school and at home. For a detailed list of the projects and their details please refer to Appendix A.

NCDDET has conducted disability-focused training and service programs integrating evidenced-based practices for several decades such as programs in youth leadership training, youth mentoring, rehabilitation leadership training, supported employment training, and Social Security benefits assistance and outreach. NCDDET reinforces DDCO strategic goals, by serving the public through stronger and more responsive disability programs and fostering an inclusive and diverse culture for the Workforce.

We have the expertise in our department to design and develop the training materials. We will deliver the training after all training materials are developed. See Appendix B for organizational chart for NCDDET.

The NCDDET director, **Dr. Annie Baghdayan** will lead the project. She has been leading NCDDET since 2014. She is principal investigator for the departments' grants and contracts and manages the implementation of the projects. She has more than twenty years of experience in the disability education. She holds a doctoral degree in special education. She is nationally board-certified behavior analyst and a certified legal advocate.

Occasional Employees: The program will utilize different NCDDET staff members based on their experience. NCDDET employs work skills trainers, individuals with disabilities, and Pre_Employment Transition Specialists who are involved in Building Employment Skills Today (BEST) and Summer Transition Employment Program (STEP).

Debra Farmer is the current NCDDET's Financial associate who will be responsible for overseeing the budget and processing the invoices. After her retirement, Sara Senter will take over the role.

Vicki Farley is a Staff assistant who is responsible for printing training materials, scheduling training, and ant details related to the successful implementation of the event.

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 proposed training will take into consideration the DDCO 5-year state plan. The DDCO website published the FY 2020 goals, objectives, and activities.

Goal 1: Advocacy and Self-Advocacy: Creating a culture and workforce that values individual differences will help people with disabilities to self-advocate. The first step of the training will focus on awareness to advocate for the rights, accommodations, tools, and resources that help successful employment inclusion of individuals with disabilities.

Goal 2: Good Lives Across the Lifespan: Promoting inclusive employment will help Oklahomans achieve their personal goals. People with disabilities face barriers to employment. We spend effort and resources to provide support to individuals with disabilities on successful employment strategies such as, how to apply for a job, interview skills, and maintain a job. This project will address the barriers that individuals with disabilities face by companies, business, or other entities toward inclusive employment. Companies lack the knowledge on how to employ individuals with disabilities and they fear to take the first step. Person-Center planning and transition skills will generalize across environments.

Goal 3: Community Awareness and Inclusion: The purpose of this training will be informing citizens and policy makers on resources to support inclusive employment of individuals with disabilities. In addition to raising awareness, the trainings will focus on sharing evidence-based strategies for successful employment. This will help build a community full of support system that will provide people with disabilities the opportunities to live their best lives.

Above all, this proposal will support DDCO initiative to support innovative employment practices that will increase inclusive hiring practices in the entire state of Oklahoma.

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

Population: Trainings benefit all ages of disabilities as it relates to employment, youth and transition age individuals with disabilities, post transition, adults, and veterans.

Geographic region: This will be a full circle for the NCDDET as an employment training center. The current projects focus on many of the pieces of employment education. We provide training to employment consultants, teachers, Project-SEARCH business partners, and others by request. These trainings are provided statewide, urban, and rural parts of Oklahoma. Trainings include supported employment, customized employment, advocacy, job exploration and benefits analysis.

Culture: The disability community is the most diverse culture. People with different abilities who share common experiences such as stigma, barriers, related services, accommodations, resilience, and healthcare. Race, ethnicity, religion, gender, sexual orientation, and age are commonly recognized as cultural domains. People with wide range of abilities (disabilities). Individuals who need low support and high support for successful inclusive employment.

Language: NCDDET recognizes linguistic diversity and ability of individuals with disabilities. We have bilingual staff who are fluent in Spanish, Arabic, American Sign Language, Assistive Technology tools, Voice output devices, and other visual aids to that promote communication.

Below is a list of characteristics that will result as a benefit of inclusive employment:

-
- Lower recruiting costs and improved retention. People with disabilities stay on the job longer. Studies report that turnover for employees with disabilities was half the rate of those without disabilities.
 - Lower absenteeism. Some studies have found that people with disabilities have fewer absences than their co-workers. Employees with disabilities had fewer scheduled absences than those without disabilities.
 - Climate where people feel comfortable disclosing their disabilities is a significant indicator of an inclusive culture.
 - The right candidate to the right job.
 - Employees with disabilities learn new skills and advance in their career which benefits everyone.
-

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

Accenture 2018 white paper published that companies that succeed in incorporating candidates with disabilities have seen 28 percent higher revenue and two times higher net income. This was the result of efforts to improve service delivery systems to enhance the inclusion of people with developmental disabilities in all aspects of community life. Workplace Initiative, a network of companies, nonprofits and government agencies working to remove barriers for those with disabilities, reports that those companies also experienced reduced turnover, lower recruiting costs, increased productivity, and improved customer outreach.

A reason why commitment to disability inclusive hiring is limited may be low employer

knowledge, especially at the HR and management levels (Saleh and Bruyère, 2018), as well as social barriers resulting from a lack of social support (Naraine and Lindsay, 2011). If more companies recognize the potential of disabled workers and manage to recruit the right person for the right job, everyone could benefit.

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

Aichner (2021) discussed three major outcomes for hiring individuals with disabilities: moral, legal, and economic. From a moral point of view, respect and charity are among the most important cultural values of our society. It's just the right thing to do!

From legal perspective, looking at the size of the company and the federal mandates to implement equal hiring opportunities. Helping companies understand the federal mandates and tax incentives to assist with this process.

The researcher found many positive outcomes that presented economic advantages of hiring people with disabilities

-
- Lower absenteeism rates
 - Lower employee turnover
 - Higher ROI in training and development
 - Positive work environment
 - Increased productivity
 - Higher levels of innovation
 - Increased business performance, market share, and shareholder value
 - Foster quality of life and self-determination
 - Diversity in the workplace
-

According to Kaletta et al., 2012, employee turnover was half that of other employees, and people with disabilities had a third fewer incidents or accidents than their non-disabled colleagues. A study including 140 U.S. companies confirmed that disability inclusion efforts increase business performance, specifically innovation, shareholder value, productivity, and market share (Accenture et al., 2018). Comparing so-called "disability inclusion champions" with companies that score lower in their efforts to hire and include people

with disabilities, revenue of companies hiring disabled employees is 28% higher, economic profit margins are 30% higher, and net income is 111% higher.

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.

This proposal was initially funded in 2022. NCDET is in the phase of delivering the trainings as outlined. NCDET will continue providing trainings to rural parts of Oklahoma. The training will continue to promote Inclusive employment and build the capacity of business owners for a successful implementation. Businesses and managers who attend the series of the training will receive a certificate of completion. Feedback from trainings will be compiled and adjust to the needs of the trainees and participants. NCDET will also offer trainings on site or by zoom and make registration available to anyone interested in the trainings if we have not been able to deliver all required trainings by request only. This will ensure that we are fulfilling the scope of work as expected by the council.

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.

In the seminal 2004 U.S. Supreme Court case *Tennessee v. Lane*, the late Justice Ruth Ginsburg wrote of the centrality of the ADA's accommodation principle: "Including individuals with disabilities among people who count in composing "We the People," Congress understood in shaping the ADA, would sometimes require not blindfolded equality, but responsiveness to difference; not indifference, but accommodation. Central to the Act's primary objective, Congress extended the statute's range to reach all government activities, [], and required ... "reasonable accommodations."

The project's objectives and purpose are to provide policy makers and employers evidence-based options for inclusive employment and workforce development. It will disseminate information widely to target audiences in employment policy. Online and in-person training will be provided for policymakers, business leaders, professionals, and people with disabilities to cover the entire state of Oklahoma.

There is a robust literature on disability inclusive employment policy and practice for people with disabilities. Although the accommodation principle is of most-obvious import for the traditional employment of people with disabilities, it also must be framed as a principle that should apply for all employment, encouraging the use of universal design approaches, and underlying the approach to non-traditional as well as traditional forms of work (Blanck, 2014).

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?

The project will continue to educate the community and the business on the most significant needs that hinder the employment of individuals with disabilities. As companies face a war for talent and a lack of qualified workers in many fields, individuals with disabilities will be recognized as a source of engaged, committed employees. The project will continue to promote removing barriers for those with disabilities by teaching employers and businesses developing an accessible workplace. Capacity building will only be achieved by teaching businesses and employers “where to start with disability inclusion”. Awareness is not enough to achieve results. We need to break all the steps down to model the implementation plan, teach, model, support, and repeat. Change takes time, but for it to happen, we need to start taking action steps and replicate successful evidence-based practices.

The significant change will be measured based on the performance measures provided by DDCO. There are statewide efforts to teach individuals with disabilities on how to apply for a job or obtain a job. These efforts will reinforce the self-advocacy skills taught to people with disabilities. When job seekers practice self-advocacy for their individualized supports and an employer provides that, that’s when we can achieve systemic change. The workplace culture adjusts and creates an inclusive environment for its employees. This will not only have an impact on an individual level, but on system’s level. Enhancing the inclusion of people with developmental disabilities in all aspects of community life, is our responsibility.

The benefits derived from inclusive employment policies and practices has untapped positive effects on future participation in the economic mainstream by people with disabilities and others. Improving awareness and use of disability inclusive employment policies and practices, and the accommodation principle, by multiple stakeholders may further enhance and sustain societal engagement as compared to present approaches (Blanck, Hyseni, & Altunkol Wise, 2021).

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

 20 **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.

 25-30 **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.

 We had 262 students who were employed by 194 different business this summer in 17 different counties. We want to make sure these businesses participate in the Inclusive employment training and continue to employ year round.

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.

 10% **We participate in the Oklahoma Parents Center annual and regional conference, Pervasive Parenting Center, Public Schools Transition Fair, Workforce Conference, OK-APSE, Autism Conference, OHSF, CAPE, and many others. I believe and confident that at least 10% will increase their advocacy.**

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.

 50% **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.

__2__ we had two individuals who completed summer employment activities traveled around the state to advocate for employment and teach employability.

_ 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.

__2__ 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.*

COWIB

OPC

OTC

OKAPSE

_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

__1__ 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.

__4__ SC 1.3.1 The number of promising practices created.

__1__ SC 1.3.2 The number of promising practices supported through Council activities.

__3__ 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.

__1__ SC 1.5.1 The number of Council supported systems change activities with organizations actively involved.

__1__ SC 2.1 The number of Council efforts that led to the improvement of best or promising practices, policies, procedures, statute, or regulation changes.

__1__ 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

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:

- Female
- Male
- Other

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

- Female
- Male
- Don’t know
- Prefer not to answer

DISABILITY EXPERIENCE:

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

CURRENT GENDER:

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

GEOGRAPHY:

- Urban
- Rural

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.

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.”

Attached

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: _____

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: 73-1377584_____

Authorized Signer

Name of individual with contract signatory authority:

Stacy Conatser _____

Title: Sponsored Programs Coordinator _____

Telephone: 405-325-9029_____

Email: sconatser@ou.edu_____

Primary Contact

Name of individual to contact regarding contract performance & operations:

Annie Baghdayan _____

Title: Director, NCDET _____

Telephone: 405-325-0158_____

Email: abaghda1@ou.edu _____

Legal Notices

Name of individual to send legal notices:

The Executive Secretary of the Board of Regents of the University of Oklahoma

600 Parrington Oval, Room 119

Norman, OK 73019

Finance Contact

Name of individual responsible for finance and accounting:

Donald E. Smith _____

Title: Director, Research Financial Services

Telephone: 405-325-4979 _____

Email: Donald.e.smith-1@ou.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

Project Narrative for the Proposed Project

The National Center for Disability Education and Training has the depth and breadth of a research university to bear upon the mission of this project and its supporting activities. Through a variety of federal grants and state contracts, NCDDET has conducted disability-focused programs integrating evidenced-based practices for over sixty years. NCDDET provides services to Oklahomans statewide with the focus on enhancing the lives of individuals with disabilities across the lifespan. For a detailed list of the projects and their details please refer to **Appendix A**.

NCDDET submitted this proposal in 2022 in response to Developmental Disabilities Council of Oklahoma announcement. We would like to pursue and continue the efforts and the materials put in place. We believe that our proposal addresses the needs to train and educate stakeholders and businesses on many levels to include individuals with disabilities in the workplace. NCDDET will continue to train on implementing supportive and inclusive employment models for individuals with disabilities throughout rural areas in the state of Oklahoma. NCDDET has a long history of conducting disability-focused training to promote employment of individuals with disabilities. NCDDET will reinforce DDCO strategic goals, by serving the public through stronger and more responsive disability programs and fostering an inclusive and diverse culture for the Workforce.

Despite the emphasis of the current literature on the advantages that people with disabilities can offer to their employers, too many companies hold themselves back when it comes to hiring people with disabilities. In fact, a recent study by the National Organization on Disability indicates that only 13% of companies in the U.S. have reached the Department of Labor's target of having 7% disability representation in their workforce. This means that we have work to do and address the gaps identified by the literature.

The NCDDET is proposing these trainings to increase employment opportunities for people with disabilities. This will provide financial and community support to the individuals and their families. Successful models will increase businesses tap in the talent pool of persons with disabilities as the very first step. Helping build an inclusive workplace will align with businesses Diversity and Inclusion activities and impact on their efforts in a positive way. These will be evaluated to ensure the efficacy of the trainings and achieving goals and objectives as outlined in DDCO state plan.

The goals of these training will be:

- Increase awareness of employing people with disabilities.
- Increase knowledge on evidence-based ways to recruit and hire individuals with disabilities.
- Implement workplace accommodations to remove barriers.
- List the benefits of inclusive workplace such as retention, accessing talent, identifying abilities. and others.
- Design and update company policies on anti-discrimination, diversity, or human rights.
- Create an enabling work environment for disability inclusion.
- Equal access to career development and progression.
- Help employers reduce absenteeism rates and turnover of staff.

The project will address the needs and challenges derived from the current literature and from our B.E.S.T camp challenges. The list of the topics provided here are the result of the recommendations to address the gap and the barriers that hinder disability inclusion in the workplace.

Topics for promoting inclusive employment for people with disabilities:

1. Understanding Disability at Work: Who are people with disabilities? Foster wider awareness.
2. Disability language and etiquette.
3. Disability Rights: What do you need to know about disability rights?
4. Understanding and Using Policy Initiatives: Impact on Practice; Learn about the business impact of employment first policies, section 503 of the Rehab. Act, executive orders, and WIOA.
5. Building organizational capacity: Effective structures for learning, culture, and change. (This topic will focus on the importance of “doing it right” when engaging with employers, develop effective business engagement strategies. This session is for anyone interested in playing a role in creating a culture of excellence in employment.)
6. Successful Employer Engagement: Application and Recruitment: Broaden your talent Practices- For help recruiting people with disabilities, companies can turn to community organizations.
7. Creating an inclusive culture: Teaching companies strategies on embracing inclusive workers with disabilities. Evaluating employee attitudes toward diversity in the workplace. Nominate a diversity champion and support disability-specific resource groups. Help leadership to underscore the importance of inclusion.
8. Sustainability and Outcomes: Identify and change processes that support unconscious bias. Are your recruiting and hiring processes discouraging applicants with disabilities, or limiting their ability to demonstrate their strengths?

Dissemination Plan: NCDDET is a resource center for many employment trainings. Further funding may be requested to create and publish the web version of these trainings.

Evaluation Plan: All trainings will include an evaluation process to ensure they address the need and to evaluate the efficacy.

Objectives and Project Activities (Timeline) Attached

DDCO PROJECT IMPLEMENTATION PLAN Inclusive Employment Initiative

Project Objectives and Strategies:	Estimated Timeline:	Begin:	End:
1. Increase inclusive employment for individuals with disabilities			
Continue to update and develop the materials for the series of training to increase inclusive employment.	Ongoing	Current	June, 2025
Provide the developed trainings to selective rural areas in Oklahoma (identified rural areas by CDC) add other locations each funding cycle.	2 times in each listed area	July1 2024-	June 2025
2. Increase practice of inclusive employment through the participation of businesses			
Provide implementation tools for participants	3 years	July 2024	June 2026
Partner with agencies to disseminate the learning tools statewide	3 years	July 2024	June 2026
Disseminate web-based resources	Final year of the funding cycle	July 2025	June 2026
Connect with local and national resources	Ongoing		
3. Provide evidence of the worth of the inclusive employment training model			
Report evaluation results (post survey)	Ongoing		June 2026
Update survey as needed	Ongoing		June 2026
Conduct evaluation analysis	through end of year 4		June, 2026
<p>Note: When the program evaluation tool has been developed and tested, it will be used to demonstrate the efficacy of the project in assisting participants to increase a) self-awareness and advocacy; b) accomplish personal goals; c) employment; d) health; and e) community resources, f) create disability inclusion toolkit. Evaluations will be conducted through electronic surveys with participants.</p>			

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- Naraine MD, Lindsay PH (2011). Social inclusion of employees who are blind or low vision. *Disability Soc* 26(4):389–403. <https://doi.org/10.1080/09687599.2011.567790>

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Soc Inclusion 6(1):18–28. <https://doi.org/10.17645/si.v6i1.1201>

Appendix A

National Center for Disability Education and Training University of Oklahoma

List of Current Projects

The Oklahoma Work Incentives Planning and Assistance Project (OWIPA)

Social Security Administration awarded Work Incentives Planning and Assistance cooperative agreement to 74 organizations. Through that funding, NCDet staff provide direct work incentives planning and assistance services to Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) beneficiaries across the state of Oklahoma:

- to assist them with assessing their current benefit situation,
- to resolve Work Incentive issues, and
- to explore employment options.

Certified Employment Support Professionals

Through collaboration with the Department of Rehabilitation Services, NCDet provides competency based continuing education for professionals to improve employment services and independent living for individuals with significant disabilities. Specialized courses meet the APSE and ACRE Supported Employment competencies/standards. Technical assistance and support is provided to Oklahoma CRP agencies. NCDet provides 80 training clock hours to educate Community Rehabilitation Employment Support Professionals, to assist individuals with disabilities to gain and maintain employment and independent living.

Project SEARCH

Project SEARCH is a non-paid internship program for High School Seniors and Post-Secondary Technology Center students with disabilities that provides training and education intended to lead to competitive employment. This program provides hands-on work experiences within a corporation, combined with training in employability and independent living skills. Each interested student is required to make a formal application to the program and to interview with a selection committee. Project Search is funded through the Oklahoma Department of Rehabilitation Services.

Pre-Employment Transition Services (Pre-ETS)

In alignment with WIOA (Workforce Innovation and Opportunity Act), comprehensive and coordinated pre-employment transition service activities are provided to students with disabilities in order to increase successful transitions from high school to post-secondary education and / or competitive employment. Pre-ETS activities promote inclusion and equal participation of individuals with disabilities in the community. The goal is to enhance the quality of life, independence, and productivity through education, advocacy efforts, and increased employment. As a result, there is a positive impact not only on the lives of participating students and families, but on our state and society. In partnership with Oklahoma Schools and guided by WIOA, students receive educational activities in the areas of Job Exploration Counseling, Work-based Learning, Workplace Readiness, Self-Advocacy and Secondary Education Counseling.

Peer Mentoring

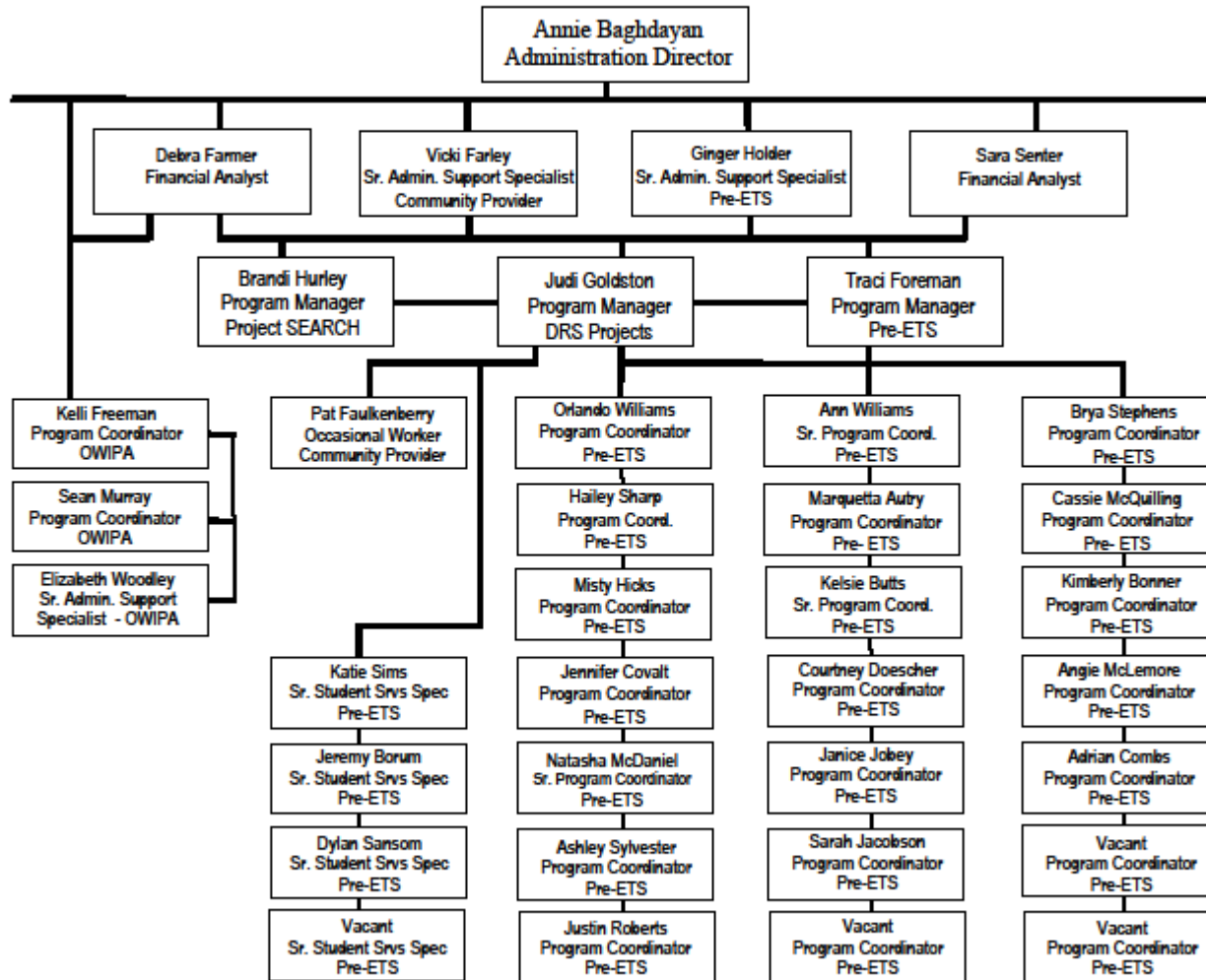
Peer Mentoring is a program that focuses teaching self-advocacy. The goal is to increase the ability to effectively communicate, convey personal interests and needs, and learn about self-determination by helping the student learn more about themselves, their disability, and how to present themselves responsibly. The mentees are matched with the mentors who are teaching mentees essential skills (intentionally or unintentionally) that are helping them to advocate for themselves.

Inclusive Employment Initiative

The National Center for Disability Education and Training received funding from the Developmental Disabilities Council of Oklahoma to design and provide training in creating an Inclusive Employment Workplace environment. The disability community is the most diverse culture. The trainings offered by NCDDET will result in supporting and promoting inclusive employment in the state of Oklahoma with an emphasis on rural regions in Oklahoma. The project's objectives and purpose are to provide policy makers and employers evidence-based options for inclusive employment and workforce development.

Appendix B
NCDET Organizational Chart
Attached

NCDT Organizational Chart – October 2023



Appendix C
Logic Model
Attached

Program: The National Center for Disability Education and Training (NCDET)

Logic Model

Project: Inclusive Employment Initiative

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<ul style="list-style-type: none"> Identify the staff members Identify partners Identify existing disability entities/agencies in rural Oklahoma that can partner with this training effort Disability coalitions Public libraries Life course Self-determination Person-Centered FEAT WIPA Pre-ETS Etc. 	<ul style="list-style-type: none"> Review existing evidence-base Models Design and develop appropriate trainings Presentations Provide/conduct training and education Advocacy Topics finalized Connect with resources 	<ul style="list-style-type: none"> Technology schools Medical professionals Workforce Potential businesses HR and management Legal groups Advocates Self-advocates VR Transition service coordinators 	<ul style="list-style-type: none"> Awareness and Knowledge Learning and education Number and percent of programs/initiatives employing best practices Time to service Improve planning & development Improve program activities Increase program/organizational 	<ul style="list-style-type: none"> Increase/Improve employment of individuals with disabilities Number and percent of businesses employing individuals with disabilities Number and percent of individuals achieving their employment goals 	<ul style="list-style-type: none"> Increase accountability Increase/improve system effectiveness Reduce unemployment of individuals with disabilities Increase workplace accommodations Increase diversity and inclusion in the workplace Change in hiring process Greater coordination among businesses and job seekers

Assumptions

We believe that with partnership and collaboration we will increase awareness and understanding in hiring individuals with disabilities. Research indicates that training and knowledge on various inclusive strategies will result in diverse employment opportunities.

External Factors

Stigma and long-term history of disability may influence the program. People have low expectations or attitudes toward employing individuals with disabilities.

Appendix D
The National Center for Disability Education and Training
Annie Baghdayan, PhD, BCBA-D, LBA
Inclusive Employment Initiative
Statement of Work

The University will provide services as identified and described herein:

The need to train businesses, employers, workforce for inclusive employment strategies to diversify and include the talent pool of individuals with disabilities must be addressed. This proposal is addressing the need to increase inclusive employment in the state of Oklahoma. The goal of entering this contract is to assure that well employers value the diverse abilities of individuals with disabilities and the positive outcomes of creating an inclusive environment in their businesses. We will be offering a wide variety of inclusive employment strategies. The following sections describe the major planned activities to be provided by the UNIVERSITY under this agreement.

All training designed, delivered, and conducted by the University of Oklahoma through the National Center for Disability Education and Training (NCDET) will be built upon evidence-based practices. University staff will design and develop training materials. NCDET staff will make all arrangements for scheduling of training sessions described below, and participant enrollment. All training materials will be offered in accessible formats, with the exception of interpreters, when requested in advance by training participants. Training sites will be free of architectural barriers. University staff may teach training classes or make arrangements with co-trainers and other consultants to participate in the delivery of training.

Topics for promoting inclusive employment for people with disabilities:

- A. Understanding Disability at Work: Who are people with disabilities? Foster wider awareness- Raising awareness is an important step to combat stigma and lend authenticity
- B. Disability language and etiquette
- C. Disability Rights: What do you need to know about disability rights? Learn about the employment and human rights protection granted by the ADA and certain sections of the Rehabilitation Act of 1973.
- D. Understanding and Using Policy Initiatives: Impact on Practice; Learn about the business impact of employment first policies, section 503 of the Rehab. Act, executive orders, and WIOA.
- E. Building organizational capacity: Effective structures for learning, culture and change. (will focus on the importance of “doing it right” when engaging with employers, develop effective business engagement strategies. This session is for anyone interested in playing a role in creating a culture of excellence in employment.)
- F. Successful Employer Engagement: Application and Recruitment: Broaden your talent Practices- For help recruiting people with disabilities, companies can turn to community organizations.
- G. Creating an inclusive culture: Companies that are inclusive of workers with disabilities manage their culture in various ways. Some survey employee attitudes and invite employees to self-identify; others nominate a diversity champion and support disability-specific resource groups. Including senior leadership in messaging and awareness efforts helps underscore the importance of inclusion.

H. Sustainability and Outcomes: Identify and change processes that support unconscious bias. Are your recruiting and hiring processes discouraging applicants with disabilities, or limiting their ability to demonstrate their strengths?

NCDET will offer the 8 trainings twice each year. These trainings will be offered statewide with the focus on rural areas. These areas are listed in rural counties by the funding agency. We will also provide informational sessions to let agencies and businesses learn about the project.

Additional offerings can be scheduled at the request of DDCO based on available funding. Increases or decreases in the number scheduled courses may occur should demand vary from projections. Adjustments in the curriculum may occur during the contract year in order to best meet the needs of targeted participants and promote best practices. Any requests for changes, additions or direction in the Statement of Work, budget and /or expenditures will be requested from the DDCO Director.

Appendix E

Inclusive Employment Initiative Year 2
Developmental Disabilities Council of Oklahoma
Budget Detail and Narrative

Senior Personnel: \$10,150

NCDDET Director up to .10 FTE

The director will be responsible to manage and monitor the project. She will also develop, design, and deliver the trainings.

Other Personnel: \$6,000

Co-Trainer

Responsible for updating training materials. The specialist is also responsible for providing the training to participants as needed.

Staff Assistant III up to .10 FTE

Responsible for providing clerical support.

Financial Associate up to .05 FTE

The Financial Associate is responsible for maintaining the fiscal and financial management and inventory of systems. She issues all purchase orders, processes all invoices, prepares monthly reports on income and expenditures for the Project Director and Coordinator, and reconciles all accounts with reports from The University Office of Sponsored Programs. She prepares financial reports and performs the day-to-day accounting services for the contract.

Fringe Benefits: \$5,491

At the University of Oklahoma (OU), the current fringe benefits rates as negotiated with DHHS, are: 34.00% for senior personnel, 19.13% for postdoctoral associates, 11.27% for graduate research assistants and 0.35% for undergraduates. These benefits may include FICA, workmen's compensation, unemployment compensation, retirement, and life, dental, and health insurance. The fringe benefits have been computed based on the negotiated University rates and assigned positions of project personnel. <https://ou.edu/research-norman/research-services/rates-and-reports> The OU fiscal year is July 1 to June 30. Project year may vary from fiscal year and normally consists of increments of 12 months from project start.

Travel: \$2,837

Funds for domestic travel for conference attendance to network and disseminate results estimated at \$2,837

Destination/ Reason for Travel	# of travelers	Transportation	Per diem	Lodging	Registration or other meeting costs	Total
In State (Oklahoma) Training	1	\$2173 \$0.655/mile plus tolls for local transportation	\$236 (4 days at \$59 per day)	\$ 428 (4 nights at \$107 per night)	N/A	\$2837

Travel costs based on PI prior experience; will not exceed government established rates or state/institutional policies.

Other Direct Costs: \$3300

Materials and Supplies: \$500

This includes project office supplies: such as jump drives, pens, paper, binders, and other training materials used for the staff to conduct the trainings.

Other: \$2800

This will include in-house printing services for training manuals and photocopying for training materials for the project. It also includes the training sites, marketing the trainings, facility fees, AV equipment rentals.

Indirect Costs: \$7,222

Indirect Costs (IDC) are calculated using the University's current federal negotiated pre-determined Other Sponsored Activity rate which is 36.3% of modified total direct costs (MTDC) per agreement with DHHS dated 03/01/2023. However, the Provost has agreed to allow a rate of 26% IDC on this project for this time period. The MTDC base excludes equipment costing \$5,000 or more, tuition remission, and subaward amounts in excess of \$25,000. Indirect costs represent research support costs incurred by the University of Oklahoma. IDC expenses include the cost of laboratories and facilities usage, building maintenance, utilities, general grant administration and accounting, and other University services. Cognizant agency & contact: DHHS, Arif Karim, 214.767.3261. URL: <https://ou.edu/research-norman/research-services/rates-and-reports>

Mandatory Committed Cost Share (10%) = \$3,889

Ten percent (10 %) mandatory committed cost share requirement will be met by the unrecovered indirect costs and other NCDET sources.

Total Project Cost: \$38,889

Total Budget Requested: \$35,000

FY 25 Funding

Project: OAALA

Organization: [Oklahoma Human Services – Community Living, Aging and Protective Services](#)

Proposal Description:

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

Target:

OAALA seeks to train and develop volunteer leaders and advocates not only in issues facing older adults and other populations, but it also ultimately strives to empower individuals to identify needs, and effectively research and utilize gained resources to impact any community need.

Hosted/Method:

When seating the class, efforts are made to ensure diversity including age, geographic region, culture, etc. This not only brings a richer collective perspective to the discussions, but also aids in service advocacy to individuals in those communities or populations. It also informs individuals in different areas of available programs, services, barriers, gaps, etc., allowing for deep idea sharing, collaboration, and networking.

Duration/Time:

Ongoing – A course that has been evolved over two decades to account for the growth of older adults on the horizon.

Impact:

The impact on the target audience includes having additional trained leaders and advocates, armed with education and resources as well as project experience, available to be a voice of advocacy and empowered to initiate needed changes in the community, with lawmakers, etc.

This is a continuation of the program supplied last year alongside the Department of Mental Health.

Funding requested for FY25 (Including Match) (Year 4)

Total Required Match		\$0
Total Funding Requested		\$10,950
Total Project Costs		\$14,600

Request(s):

None at this time.

[View results](#)

Respondent


7 Anonymous

231:17

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. *

Oklahoma Aging Advocacy Leadership Academy (OAALA) is an extraordinary, award-winning program administered by Oklahoma Human Services (OKDHS) Community Living, Aging and Protective Services (CAP) division for 26 consecutive years.

The mission of OAALA is to identify, train and develop volunteer leaders, aging services professionals, and advocates in issues related to aging. Through the Academy, persons are empowered to become committed leaders for today and tomorrow to successfully advocate for Oklahoma’s aging population.

A primary academy focus is on aging issues, available services, and gaps in services, a focus relatable to multiple populations, as we are all aging. Over 100 Oklahomans turn 65 each day, and Oklahoma’s 65 and older age group is in the process of doubling. By 2030, older adults are expected outnumber children in 2030 for the first time in history. It is imperative to our communities to have informed and trained individuals throughout the state able to advocate and assist our neighbors. OAALA serves this purpose through collaborative learning, networking, and project development/application of skills. Applicant selection is designed to bring together a diverse group with varying experiences, skills, educational backgrounds, etc.

Many OAALA standard topics are transferrable to the developmental disabilities population and caregivers, such as aging, legislative advocacy, socialization/connectedness, etc. Additionally, OAALA currently includes topics specific to developmental disabilities programs and services. As in past years, OKDHS CAP appreciates the opportunity to partner with the Developmental Disabilities Council to continue operation of this crucial program. Budget expenses for program operation is estimated as \$14,600 per year with CAP covering \$3,650 and requesting \$10,950 total from DDCO. The proposed budget expenses include supplies-\$1,000; Meals \$3,650; Travel \$5,000; and Speakers \$5,000).

OAALA was revamped beginning 2020 to modernize and respond to needs assessment results, including opportunities to orient agency staff without losing community volunteers. Both are valuable to the classroom, discussion, and results. OAALA currently meets on a Wednesday and Thursday each month for 6-months (rather than during weekends for 10-months prior to 2020); the fundamental mission remains the same. The 2020 through 2023 years have been completely or partially conducted via Zoom. Four of the six sessions were in-person during 2023, and the program is moving back towards in-person sessions but is also using learned successes from virtual sessions to maximize opportunities. Improvements are ongoing and will align with OKDHS-CAP priorities including the upcoming Multisector Plan on Aging: <https://oklahoma.gov/okdhs/services/cap/mpa.html>.

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

Yes

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

Administration and primary responsibility of this project falls to the Oklahoma Human Services (OKDHS) Community Living, Aging and Protective Services’ Quality Innovation Unit (CAP-QIU). Oklahoma Aging Advocacy Leadership Academy (OAALA) is an OKDHS CAP-QIU facilitated academy with multiple expert speakers from state, local and national entities.

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

CAP is the division of OKDHS responsible for administering older adult programs. CAP provides leadership by fostering strong relationships with community partners to support independence of vulnerable adults, protect their quality of life, and promote person-centered planning and delivery of services across the lifespan. CAP has administered this training and development program for 26 consecutive years.

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

OAALA aligns with each of the goals set forth in the DDCO five-year State Plan, with particular potential to contribute to the following objectives.

Goal 1 Advocacy and Self-Advocacy Skills Improvement, Objective 4: Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.

Goal 2 Good Lives Across the Lifespan, Objective 1: By 2026, 150 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and Supporting Families Community of Practice principles.

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

Goal 2 Good Lives Across the Lifespan, Objective 5: By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.

Goal 3 Community Awareness and Inclusion, Objective 1: Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.

Goal 3, Objective 3: By 2026, 150 service professionals in rural and frontier areas of Oklahoma will have increased awareness and training about how to best support people with developmental disabilities and their families. (Targeted Disparity Objective)

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

OAALA's emphasis is on aging and includes session topics related to developmental disabilities including person-centered thinking. OAALA seeks to train and develop volunteer leaders and advocates not only in issues facing older adults and other populations, but it also ultimately strives to empower individuals to identify needs, and effectively research and utilize gained resources to impact any community need.

When seating the class, efforts are made to ensure diversity including age, geographic region, culture, etc. This not only brings a richer collective perspective to the discussions, but also aids in service advocacy to individuals in those communities or populations. It also informs individuals in different areas of available programs, services, barriers, gaps, etc., allowing for deep idea sharing, collaboration, and networking.

20. Describe the impact on the target audience ?

The impact on the target audience includes having additional trained leaders and advocates, armed with education and resources as well as project experience, available to be a voice of advocacy and empowered to initiate needed changes in the community, with lawmakers, etc.

21. Describe the impact on people with disabilities ?

As people with developmental disabilities and their caregivers continue to age, the information the OAALA program provides is timely and relevant.

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.

Continuation. This proposal supports an educational and training effort with over two decades of experience and involvement. With a growth of older adults on the horizon in Oklahoma, the academy equips a class of emerging leaders and advocates with tools and resources to impact needed changes in their various Oklahoma communities.

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.

No

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

As individuals learn advocacy techniques and gain valuable resources, they will have sharper skills to research, advocate, and influence change.

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

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.

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. *

Proposed Budget for Oklahoma Aging Advocacy Leadership Academy (OAALA):

Category Item Estimate for up to 25 participants
Supplies (books, notepads, etc.) \$950
Meals (catering) \$3,650
Travel (mileage, lodging) \$5,000
Speakers \$5,000

DDCO Cost \$10,950 75% of Cost
CAP Cost \$3,650 25% of Cost*
Estimated Budget Total \$14,600**

*CAP will also provide staff and facilities needed to administer the program.
**Cost estimate is for one year; subsequent years are estimated to be similar.

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. *

Oklahoma Human Services Community Living, Aging, and Protective Services (OKDHS-CAP) with Developmental Disabilities Council of Oklahoma (DDCO) regarding Oklahoma Aging Advocacy Leadership Academy (OAALA) October 1, 2021 through September 30, 2026 Programs Administrator: Miranda Kieffer, OKDHS-CAP Statement of Work and Sustainability Plan

A. Introduction/Background

Oklahoma Aging Advocacy Leadership Academy (OAALA) is an extraordinary, award-winning program administered by Oklahoma Human Services (OKDHS) Community Living, Aging and Protective Services (CAP) division for over 20 consecutive years. It was revamped recently to modernize and respond to needs assessment results, including opportunities to orient agency staff without losing community volunteers. Both add much value to the classroom, discussion, and results. OAALA currently meets on a Wednesday and Thursday each month for 6-months (rather than weekends for 10-months per previous schedule); the fundamental mission remains the same.

The mission of OAALA is to identify, train and develop volunteer leaders, aging services professionals, and advocates in issues related to aging. Through the Academy, persons are empowered to become committed leaders for today and tomorrow to successfully advocate for Oklahoma's aging population. A primary academy focus is on aging issues, available services, and gaps in services, a focus relatable to multiple populations as we are all aging. Over 100 Oklahomans turn 65 each day; the Oklahoma 65 and older age group is in the process of doubling; and older adults will outnumber children in 2030 for the first time in history. It is imperative to our communities to have informed and trained individuals throughout the state able to advocate and assist our neighbors. OAALA serves this purpose through collaborative learning, networking, and project development/application of skills. Applicant selection is designed to bring together a diverse group with varying experiences, skills, educational backgrounds, etc.

Many OAALA standard topics are transferrable to the developmental disabilities population and caregivers, such as aging, legislative advocacy, socialization, etc. Additionally, OAALA currently includes topics each year specific to developmental disabilities programs and services.

As in past years, OKDHS CAP appreciates the opportunity to partner with the Developmental Disabilities Council to continue operation of this crucial program. Budget expenses for program operation is estimated as \$14,600 per year with CAP will cover \$3,650 and requests \$10,950 total from DDCO. The proposed budget expenses include supplies-\$950; Meals \$3,650; Travel \$5,000; and Speakers \$5,000).

B. Scope of Work

The program will continue and funding opportunities explored with additional entities.

C. Period of Performance

OAALA was implementation over 20 years ago, is continuously monitored for improvement and efficiencies and runs from spring to fall each year.

D. Place of Performance

Each two-day six-month session is slated to be in Oklahoma City at a low to no cost facility with "fieldtrips" infused in some of the sessions.

E. Work Requirements

- Release applications and press releases to the public and press
- Review returned applications, select and seat the class
- Order necessary books and materials
- Provide 6 training sessions using SME's in the field of aging

F. Schedule/Milestones

- Winter – Schedule dates, secure location, release application and recruit
- Spring – Kickoff session every year
- Fall – Graduation and project presentations

G. Sustainability Plan

CAP has provided this program for 26 years. Other funding sources have included tribal and community partners; CAP will provide staff support and continue to pursue other funding sources.

H. Acceptance Criteria

CAP will invoice DDCO for reimbursement of expenses outlined in the proposed budget. Mileage is submitted in the shared system for reimbursement.

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.

CAP has provided this program through partnerships such as DDCO for 26 years. Other funding sources have included tribal and community partners; CAP will provide staff support and continue to pursue other funding sources to continue to provide this program for Oklahoma communities and to enhance the aging opportunity in OK

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."

Program: Oklahoma Aging Advocacy Leadership Academy (OAALA)
 Goal: Provide the state with a trained group of aging advocates

INPUTS: OKDHS CAP staff, ODDC funding, CAP funding, qualified training staff & session presenters

ACTIVITIES:

- *Release applications and press releases to the public and press
- *Review returned applications, select and seat the class
- *Order necessary books and materials
- *Provide 6 training sessions using SME's in the field of aging
- *Evaluate class member learning

OUTPUTS:

- *Class members have a better understanding of the issues of older Oklahomans
- *Class members are provided information and resources geared toward older Oklahoman issues
- *Better understanding of the various forms of advocacy

Initial OUTCOMES:

- *Improved knowledge of available and unavailable resources, services and supports
- *Advocacy skills instilled into class members

Intermediate OUTCOMES:

- *Advocates will seek advocacy opportunities to improve services & supports for older Oklahomans
- *Using the skills learned, class members will become agents of change
- *Change in supports, services and available programs will occur

Long-term OUTCOMES:

As the number of OAALA graduates increases so will the systems change necessary to improve the lives of older Oklahomans

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

Oklahoma Human Services - Community Living, Aging and Protective Services

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 *

Miranda Kieffer
Programs Administrator
405-209-7054
Miranda.Kieffer@okdhs.org

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

Jeromy Buchanan
CAP Director
405-397-3672
Jeromy.Buchanan@okdhs.org

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

Jenean Arnold
Programs Administrator
405-626-3514
Jenean.Arnold@okdhs.org

FY 24 Funding

Project: Elevatus Training

Organization: [Elevatus](#)

Proposal Description:

For the year of this program, Elevatus Training will present the training to the DD Council’s self-advocate trainers and other professionals interested in being trained in this topic. After this year one training, self-advocate trainers will use the Elevatus curriculum to become familiar with the materials in order to train others in becoming sexuality educators.

Target:

10-20 For Oklahoma DD Council’s self-advocate trainers and other staff/professionals

Hosted/Method:

Elevatus Training will hold 4 webinars for the self-advocates to continue their professional development and technical assistance in leading classes.

Duration/Time:

24 hours (3 full days). Training is conducted preferably in-person, but can adapt to online, if needed.

Impact:

Participants will:

- Define what sexuality means
- Explore messages we got growing up about sexuality
- Examine what it means to be a good sexuality educator
- Practice skills for being an effective sexuality educator
- Discuss sexuality content for teaching the topic
- Review manual/curriculum
- Explore challenges to teaching sexuality and relationships, and how to overcome the challenges
- Discuss working as a team and practice
- Practice teaching from the curriculum

Funding requested for FY25 (Including Match)

Total Required Match	25%	N/a
Total Funding Requested		-
Total Project Costs		\$33,450

Request(s):

None at this time.

July 1, 2024-June 30th 2026 Project: Oklahoma DD Council

Year One: July 1, 2024-June 30, 2025

For the year of this program, Elevatus Training will present the training to the DD Council's self-advocate trainers and other professionals interested in being trained in this topic.

Following the training, All participants will take an assessment to measure whether the learning objectives were achieved. If participants pass the assessment, they will receive a certificate of completion and become sexuality educators.

After this year one training, self-advocate trainers will use the Elevatus curriculum (either the general curriculum or the adapted curriculum for people with high support learning needs) to become familiar with the materials in order to train others in becoming sexuality educators.

Elevatus Training will hold 4 webinars for the self-advocates to continue their professional development and technical assistance in leading classes.

Year Two: July 1, 2025-June 30, 2026

In year two, Elevatus will offer the self-advocate trainers (and possibly some professionals) the 'train the trainer' program (TOT). This would enable the state to have trainers able to train new teams of self-advocates and professionals. They will be trained in how to present the 3-day training (year one training) on their own. The state would continue to order curriculum from Elevatus for all future training.

Elevatus will offer 4 opportunities for technical support to begin to implement these 3-day training for self-advocates and professionals to become sexuality educators.

Training Description: Year 1

Training Title:

Leading Sexuality and Relationship Classes for People with I/DD

Ideal Number of Participants:

10-20

Audience:

For Oklahoma DD Council's self-advocate trainers and other staff/professionals

Number of Training Hours:

24 (3 full days). Training is conducted preferably in-person, but can adapt to online, if needed.

Training Description:

Join us for a 3-day training for self-advocates and professionals who want to learn how to lead sexuality and relationship classes for people with developmental disabilities. We will discuss what makes a good sexuality educator and learn skills and tools for leading sexuality and relationship classes. Your team/participants will also receive a copy of the 22-lesson sexuality education curriculum titled, Sexuality Education for People with Developmental Disabilities, that includes teaching tools and handouts. This training plus the curriculum will give you everything you need to get started teaching classes.

Following the training, participants will have the skills and a curriculum to lead: Sexuality and relationship classes for people with intellectual and developmental disabilities.

Participants will:

- Define what sexuality means
- Explore messages we got growing up about sexuality
- Examine what it means to be a good sexuality educator
- Practice skills for being an effective sexuality educator
- Discuss sexuality content for teaching the topic
- Review manual/curriculum
- Explore challenges to teaching sexuality and relationships, and how to overcome the challenges
- Discuss working as a team and practice
- Practice teaching from the curriculum

Training Agenda: Year 1

Day One

- 9:00-9:30 Introduction
- 9:30-10:00 Messages We Received
- 10:00-10:10 Break
- 10:10-11:00 Role and Skills to be a Sexuality Educator
- 11:00-11:10 Break
- 11:10-12:00 Showing Respect and Managing our Values
- 12:00-12:45 Lunch
- 12:45-1:15 Being a Good listener
- 1:15-1:40 Asking Open Ended Questions
- 1:40-1:50 Break
- 1:50-3:00 Types of Questions
- 3:30-4:30 Answering Questions and Sexuality Information

Day Two

- 9:00-9:30 Introduction
- 9:30-10:30 Review the Curriculum
- 10:30-10:45 Break
- 10:45-12:00 Review the Curriculum
- 12:00-1:00 Lunch
- 1:00-4:00 Demonstration of Curriculum Activities
- 4:00-4:30 Wrap-up

Day Three

- 9:00-9:30 Introduction
- 9:30-10:00 Setting Up Your classes
- 10:00-10:10 Break
- 10:10-10:40 Challenges When Teaching
- 10:40-10:50 Break
- 10:50-12:00 Planning as a Team
- 12:00-12:45 Lunch
- 12:45-2:15 Practicing as a Team
- 2:15-2:25 Break
- 2:25-3:00 Worries and Concerns
- 3:00-4:00 Returning Home
- 4:00-4:30 Wrap-up and Evaluations

Training Description: Year 2

Training Title:

Becoming a Sexuality and Relationship Trainer (TOT): Leading Year 1 Trainings

Ideal Number of Participants:

10, can be flexible

Audience:

Self-advocates and professionals who have participated in the 3-day training (in year 1) and are familiar with the Sexuality Education for People with Developmental Disabilities Curriculum.

Number of Training Hours:

12 (6 online sessions at 2 hours each). This training is conducted online due to smaller class size, and improves cost effectiveness.

Training Description:

This online training is for self-advocates and professionals who want to learn how to train new teams to become sexuality educators. You will learn how to lead a 3-day workshop titled, "Leading Sexuality and Relationship Classes for People with I/DD." During this training, we will review skills for being a trainer using our unique Train the Trainer (TOT) materials. We will explore the difference between being an educator and trainer, what makes a good TOT trainer, and the challenges that occur when training others to be sexuality and relationship educators.

Goals:

- Review what makes effective sexuality and relationship classes

- Examine what it means to be a good TOT Trainer

- Practice skills for being an TOT Trainer

- Review TOT materials

- Explore challenges to teaching the three-day and how to overcome the challenges

- Practice teaching the TOT Training.

Training Agenda: Year 2

Online Agenda:

Session One:

Introduction

Effective Sexuality Education Classes

Role and Skills to be a Train the Trainer (TOT)

Session Two:

Preparation for the Training

Review the Training Materials

Session Three:

Presenting Skills

Session Four

Practice Presenting Skills

Session Five

Training Challenges

Session Six:

Implementing your Training

Wrap-up and evaluations

Budget: Year 1 (July 1, 2024 - June 30, 2025)

	In Person	Online
<p>Training Fee.....</p> <p>One, 24 hour training (3 days) on Leading Sexuality Education Classes for People with I/DD. If conducted online, tech support is provided.</p>	\$7,500	\$7,5000 includes tech support
<p>Curriculum.....</p> <p>The training cost per copy of <i>Sexuality Education for People with Developmental Disabilities</i> curriculum is \$250 (usually \$299). 9 X \$250 plus shipping</p>	\$3,150	\$3,150
<p>Curriculum Slide Deck</p> <p>The 22 lesson deck to accompany curriculum \$100/each (usually \$175/each)</p> <p>Professionals outside of DD Council will pay for their own materials. \$350 per person includes shipping cost, but training will be covered by DD Council.</p>	\$900	\$900
<p>Optional Tools to lead Sexuality Education Classes:</p> <p>Communication Supports Boards & Cards</p> <p>For participants in the sexuality education classes with little or no reliable speech. The communication supports to accompany the curriculum \$225/each X 9 self-advocates.</p> <p>Professionals outside of DD Council will pay for their own materials. \$225 per person includes shipping cost, but training will be covered by DD Council.</p>	\$2,025	\$2,025
<p>Technical Assistance.....</p> <p>Quarterly content and problem solving online webinars to support participants with ongoing professional development and implementation.</p>	\$2,000	\$2,000
<p>Shipping.....</p> <p>Customer pays shipping, estimate provided upon request</p>	\$400.00 (rough est.)	\$400.00 (rough est.)
<p>Travel Expenses for Elevatus Trainer</p> <p>Flight, lodging, mileage, meals, etc. To the extent possible, our preference is that the customer makes the flight and lodging</p>	Approx. \$1,500	N/A

<p>arrangements. Elevatus Training will provide all the information you need to make these arrangements. Elevatus Training will provide receipts to be reimbursed by the customer for mileage, meals, bag fees, ground transportation, parking, etc.</p>		
<p>Total for Year 1</p>	<p>\$17,475</p>	<p>\$15,975</p>

Budget: Year 2 (July 1, 2025 - June 30, 2026)

	In Person	Online
Training Fee Live, Online Training of Trainers. Six-2 hour training sessions.	N/A	\$5,000
TOT Slide Deck For leading sexuality education classes for people with I/DD, the 24 hour training from year 1 and 2, \$125.00 each.	N/A	\$1,250
Technical Assistance Quarterly content and problem solving online webinars to support participants with on-going professional development and implementation.	N/A	\$2,000
*Materials & Handouts Electronic copies of in-service training handouts will be provided at no extra costs. Customers will be responsible for printing and distribution if hard copies are preferred.	N/A	Digital copies provided/ or, per your copying cost
Total for Year 2	N/A	\$8,250

FY 24 Funding

Project: LookOut

Organization: [Autism Oklahoma](#)

Proposal Description:

The goal of AO's LookOut Project is an art program with the following goals:

- Increase and expand AutismOklahoma art programming
- Find new art participants
- Artists take part in mentor relationships
- Artists take part in art classes
- Persons with developmental disabilities learn new artistic skills
- Families feel hope for the future
- AO supports partnerships with service providers, schools, and community friends
- Persons with DD have a place to "showcase" their talents through art shows and artistic exhibition events/locations

Target:

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

Hosted/Method:

LookOut will have a wide variety of activities for our expansion. AO will hold multiple submission events so as to find new interested artists and students. More gallery space will be utilized for our major art show and extensive exhibition opportunities are available within the 7725 Connect facility for this new expansion.

Duration/Time:

N/a

Impact:

Potential short-term impacts:

- Persons with developmental disabilities will have more skills to use for recreation and for communication
- Artists find others who can relate
- AO can increase and expand successful art programming
- Families find resources
- Families are supported to celebrate their person

- Persons with DD are encouraged and start to engage on art platform

Funding requested for FY25 (Including Match)

Total Required Match	25%	\$10,000
Total Funding Requested		\$24,000
Total Project Costs		\$34,000

Request(s):

None at this time.

REQUIRED SUBMISSION DOCUMENTS

UNSOLICITED PROPOSAL

&

APPLICATION FOR CONTRACT FUNDING

PART I – Contact Information

Full Legal Name of Organization: Oklahoma Family Center for Autism DBA AutismOklahoma.org

Mailing Address: 2801 NW 154th

City: Edmond State: OK Zip: 73013

Email: melinda@autismoklahoma.org

Phone: 405-831-5160 FAX: none

Website: www.autismoklahoma.org

For DDCO Use Only:

Date Received: _____

Reviewed by: _____

AutismOklahoma Art Programming

B1

AutismOklahoma (AO) has been providing a variety of arts-focused programming for 10 years. Three ongoing art programs provide arts education: Invisible Layers Productions (ILP), Duets, and Swanky Art Camp/Periodic Art Classes, all located in Central Oklahoma. ILP is a filmmaking program that is individualized and helps participants reach their unique career goals in film and video. Duets is an art mentorship program where artists with disabilities are paired with neurotypical artists to produce an original piece of art to be displayed in Paseo Creativity Gallery during the month of April. Swanky Camp and periodic art classes are group art education experiences. A variety of artists receive and deliver our programming. We serve on average 35 artists on the spectrum or with developmental disabilities (DD) and 25 contract or volunteer neurotypical artists annually.

Art programming is important to us because it quickly becomes an effective process to engage persons with DD who would not otherwise be able to be part of a social experience! We have discovered that interest plus opportunity equals magic for our participants. Art is a wonderful way to communicate for our participants because there is no wrong answer, no wrong way to express an interest. And once the art is created, it becomes an object to be discussed, shared and showcased. We have had some rewarding opportunities to share our work with our community. In 2018, ILP created an animated short film *Even in Death* which won top awards at the deadCENTER, Bare Bones, and Eye Catcher film festivals in Oklahoma and at AutFest in Los Angeles. Our Duets program is in its fourth year was recently featured on PBS's Gallery America via OETA.

Using the requested Council funding, we want to reach more artists through an outreach program called LookOut. LookOut will have a wide variety of activities for our expansion. AO will hold multiple submission events so as to find new interested artists and students. More gallery space will be utilized for our major art show and extensive exhibition opportunities are available within the 7725 Connect facility for this new expansion. We also want to research and hopefully start the process to expand art programming into the Tulsa area.

AO currently has over 10,000 followers in our existing social media groups. These groups have provided a way for us to announce available programming. We market our programming through our websites, press releases, print materials, extensive social media, art market, and art shows. Our media relationships include: Phil Inzinga, Dana Hertneky, Galen Culver, Tara Blume, Lucas Ross, Ali Meyer, Jeff Roberts, Malcolm Tubbs, Alyse Jones, Jayden Brannon, Brandy McDonnell, Robert Reid. We utilize the following outlets: WWLS The Sports Animal, KWTV, KFOR, KMGL Magic 104, KOKH, The Journal Record, KOCO, NewsOK, *The Oklahoman*, KOCO, OETA, NewsOn6, *Tulsa World*, and KTUL.

Our primary organizational website is AutismOklahoma.org, and we have an art market website, SpectrumMarket.org where high quality canvas reproductions of our artists' original works and their designs on t-shirts are available for viewing and some items are on sale to the public.

We provide intentional programming through our classes and through Art shows so the artists can display their work and videos/films designed and targeted to our population. We hold the Duets art Show throughout the month of April, with an opening artists reception on the first Friday in April. Additional shows/exhibits will be held at 7725 Connect. We have held premier public showings for two films, *Even in Death* and *The Girl and The Green Sword*. Duets and ILP both have been featured on KFOR's *Is This A Great State or What*, and front page extended features in *The Oklahoman*.

B2 yes

B3

In 2023, we contracted with the following for the art program: Jonathan Koelsch, Lisa Robinson, Amy Decker, Dillion Griffiths, Vanessa Spellman, Chris Dowling, Dustin Collins, Emily Hale, Wes Gutekunst, and Austin Taylor. Art volunteers for mentorship have included: Jennifer Cocoma Hustis, Clint Stone, Anna Welte, Kellie Merrick, Brittany Harris, Amanda Pendarvis Lacy, and Troy Scott. Board members (volunteers) also work on this program to support the art shows and include Dr. Beth DeGrace.

Staff who work with the art programming include: Melinda Lauffenburger (overall compliance and finance), Dee Blose (overall art facilitation), Sarah Lauffenburger (film program coordination and video production), Stacey Weddington (communications and print/web media), Maggie Inzinga (event support), and Crystal Frost (event support).

B4

The Oklahoma Family Center for Autism DBA AutismOklahoma.org believes that every person with autism is unique and important. Our organization's programs and services help individuals with autism reach their full potential, helps families to thrive, and helps local communities understand and embrace differences. We began in 2002 when two parents of newly diagnosed children sat in the library and asked "what do we do to help our kids?" After growing to serve more than 350 families, AutismOklahoma (AO) became a 501c3 organization to provide for additional support groups plus social clubs for persons on the spectrum across the state. **AutismOklahoma was founded by parents in Oklahoma to improve quality of life and create opportunities for our loved ones with autism.**

Melinda Lauffenburger received her Bachelor's and Master's degree in Business from Oklahoma State University. After managing and directing information systems departments for Hertz, Hewlett Packard, and Alltel Communications, Melinda transitioned to an entrepreneur and formed Trinity Management Group. For over 10 years, Trinity Management provided business consulting in areas of strategic planning, information systems, project, process, and product management primarily in service industry organizations. In May 2002, Melinda and another parent started an autism parent support group in

Edmond, after the Lauffenburger's oldest daughter, Joy, was diagnosed. Because of the great need for help in Oklahoma, the autism group has transformed and evolved and is now known as AutismOklahoma.org, where Melinda serves as Founder and Executive Director.

Stacey Weddington is a non-profit professional who has raised more than \$60 million during her career and is an active leader in the Oklahoma City community. Currently serving as Director of Community Impact for AutismOklahoma, she served as Director of Philanthropy at the Oklahoma City National Memorial & Museum for 14 years. Weddington has lectured at conferences and on college campuses across the nation, inspiring others to become their best as nonprofit fundraising professionals. Weddington has always sought to serve organizations whose needs and missions align with her own passions and background. From children and adults with a variety of disabilities, those struggling to survive cancer, and battered women to those killed by a cowardly act of terrorism, Weddington has spent a lifetime speaking for those who may have no voice.

Her community activities include:

- Member of Leadership Oklahoma City Class 30
 - Oklahoma Children's Theatre, board of directors
 - Casady School Alumni Association, board of directors
 - SOUL Foundation, board of directors
 - Sustaining Member of Junior League of Oklahoma City
 - Association of Fundraising Professionals, past president
 - Human Service Charities of America, past board member, audit chair
 - Recipient of Donor's Circle Award, Human Service Charities of America
-

Dee Blose was formerly the Chairman of the Board of AutismOklahoma before coming on as staff. She has trained for the Oklahoma Autism Network, autism teacher registry, and is a former adjunct faculty at the University of Oklahoma Health Sciences Center. She is a graduate of the first class of Partners in Policymaking and a published author. She has been an advocate first for her son David, and then for others for the past 30 years. She loves to train others with her goal to always provide hope and energy. Dee is the former executive director of Youth & Family Services, and was there for 23 years and during that time raised over \$12 million dollars in new grant funding for the organization. Youth & Family Services and AutismOklahoma jointly started Bee's Knees and Camp Noggin programs. YFS specializes in services for children and youth, including foster care. She has a master's degree in education, a bachelors in accounting, and has been a CPA for 35 years. She has a strong history in non-profit finance and infrastructure development.

B5

Our proposal will meet 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. Objective 5 says, “By 2026, individuals with developmental disabilities will have greater opportunities for meaningful friendships and relationships, recreation activities and social inclusion in their communities. “ We will do this by providing art classes so that persons can develop art as recreation/hobby. We will provide showcase events (art shows, exhibitions, art events) in community inclusive environments such as Paseo Art and Creativity Center in April and throughout the building of 7725 Connect where approximately 3000 people are employed. We will make friends with many tenants in the building and socialize with them in the café area as well as a dedicated art hall that we have been asked to maintain by the landlord. We will connect artists with mentors for friendships and for ongoing relationships around art production.

We will also meet Objective 6, “The wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in volunteer activities”. We will do this by maintaining the art hall in 7725 Connect throughout the year as a volunteer activity that benefits all of the employees within the building by beautifying their walking area and sharing with them about the success of our artists and our art program.

B6

Our primary art education audience consists of persons on the autism spectrum or with DD who are either already an artist/filmmaker, or would like to become an artist/filmmaker. Our art programming participants range in age from 10 to 50, and our filmmakers are age 18 and above. Our secondary audience is the public at large who enjoys art, empowering confidence, and appreciating artistic expression. AO annually assists approximately 50 participants with disabilities in the aforementioned art programs. All AO staff and many board members identify as a part of the autism community as parents, family members, or a person on the spectrum.

While obviously our target group is related to autism, we would certainly welcome any artist with developmental disabilities to be a part of this program. Sharing resources and finding common ground is at the heart of assisting participants to have a “good life”. In the past we have had artists in our art program who use a wheelchair and also with Down Syndrome and other Developmental Disability types. We do not have a requirement to present documentation of any specific disability, we recruit for that on a “proclaimed” basis.

We know of no other art program in the area that targets persons on the spectrum. Also, our art programming is FREE to our participants. We help people with autism connect through their passions and reach their potential by providing these artistic opportunities to help them discover and recognize talents.

B7 Expected Impact on Target audience

We provide a platform for parents, providers, professionals and community partners who have a heart to serve families affected by autism. Creating unique opportunities is our secret for Quality of life, for

life! We use a holistic approach to create opportunities for families, children, teens and adults resulting in more happiness, joy and a higher quality of life, for life. We specifically utilize our art programming to showcase the amazing skills of our participants. This provides them with opportunities to share, communicate, and enjoy their new/current artistic skills. We hope that the participants use art as recreation/hobby outside of our classes so as the help them have a fulfilling life.

B8 Impact on all

We believe this project will help the community understand, embrace differences, and become a part of the solution. We believe this project will be a place to meet people with DD, to meet parents and get a perspective of our world. We believe this project will be a place for the community to share resources and create other partnership opportunities. This project will be respectful and will support outreach and “showcase” opportunities for persons with developmental disabilities. We will use our extensive media contacts to shout out the world about what we can do!

B9 no

B10 yes, we have researched this center and got inspired by their activities. We learned about this Center from the Oklahoma Arts Council. Earlier this year we had one of our artists submit their work to a contest they were having.



At the Office of Accessibility and VSA, passionate about access to the arts for people with disabilities.

To ensure the arts are accessible to all—from children to older adults— Kennedy Center performances and facilities are accessible to all audiences, and provide resources, programs, and opportunities for educators, cultural administrators, emerging and professional artists and performers with disabilities. They provide vibrant community-based arts and cultural programs and exciting opportunities for artists, teaching artists, and educators.

B11 It will build the capacity of our art program so that we can serve more artists.

B12 No, it will initially serve individuals within driving distance of OKC. We hope to expand to Tulsa during the contract period.

Project Title: AutismOklahoma Art Programming

Project Revenue Budget

Art Sales	\$ 4,000
General AO Donations from Sponsorships and Individual Donations	\$ 6,000
DD Council Funding	\$ 24,000
Total Revenue	\$ 34,000

DD Cour Fundi	Match Fundi ng	Project
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Project Expense Budget

Art Contractors (200 hours at \$50/ hour)	\$ 10,000		\$ 10,00
Teach classes			
Support mentor relationships			
Develop print materials			
Facilitate art showcase events			
Website Development (contract webmaster)	\$ 1,000		\$ 1,00
Expand and update website for LookOut programming \$25/ hour			
Program Expansion			
Travel and Mileage	\$ 500		\$ 500

Marketing/ Communications Plan - Staff Stacey Weddington	\$ 3,000	\$ -	\$ 3,00
Art Program Administration - Staff Dee Blöse	\$	9,000	\$ 9,00
Video Production and iLP instruction - Staff Sarah Lauffenburger	\$ 5,000	\$ -	\$ 5,00
Procurement of Contractors and Work Performance to Obj Lauffenburger	\$ 1,000	1,000	\$ 2,00
Event Support - Staff Crystal Frost and Maggie Inzinga	\$ 1,800	\$ -	\$ 1,80
Printing	\$ 500		\$ 500
Fees for Software usage	\$ 1,200		\$ 1,20
Total	\$ 24,000	10,000	\$ 34,00