



Developmental Disabilities  
Council of Oklahoma

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## Board Members

David Blose, Yukon  
Margaret Bond, Broken Arrow  
Jeromy Buchanan, Okla. City  
Sherri Coats, Oklahoma City  
Brett Cunningham, Okla. City  
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## Council Staff

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#### Director

Alissa Patterson

### Planning & Grants Director

Jennifer Robinson

### Advocacy Training Director

Dr. Bradley Mays

### Self-Advocacy Training Director

Morgan Davis

### Executive Director

Jenifer Randle

## Executive Committee Meeting Agenda

Friday, October 24, 2025 ~ 12:15 P.M.







2400 N. Lincoln Blvd, Sequoyah Bldg., Rm. C-48, Oklahoma City, OK 73127

[Join our meeting online](#)

Meeting ID: 278 331 477 623

Passcode: LZ7FL7QP

\* = possible voting

- I.  Call to Order, Roll Call & Establish Quorum: Mr. Kodey Toney
- II. Review July 18, 2025 Meeting Minutes \*
- III.  Discussion: Funding Request(s) \*  
Beyond the Spectrum: IEP Training
- IV.  Committee Updates \*
  - a. Advocacy, Training, and Outreach
  - b. State Plan
  - c. Finance
- V.  Old / New Business \*
  - a. Council updates
  - b. Member updates
  - c. NACDD Sign On Letter Request
- VI.  Announcements
- VII.  Adjournment \*

*Executive Committee Members: Janie Fugitt, Mark Lewis, Kodey Toney, Lori Wieder*

*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.*



## Executive Committee Minutes

### Developmental Disabilities Council of Oklahoma

**DATE:** Friday, August 15, 2025

**TIME:** 1:00 P.M.

**PLACE:** 2400 N. Lincoln Blvd, Sequoyah Bldg., Rm. C-48, Oklahoma City, OK 73127

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*BE IT REMEMBERED that on Friday, August 15, 2025, at 1:00 P.M., the Executive Committee met in accordance with the Open Meetings Act.*

*NOTICE of the schedule for all regular and special meetings of the DDCO Executive Committee for the calendar year 2025 have been given in writing to the Oklahoma Secretary of State and public notice and agenda having been posted on the Council's website at or before 12:00 pm on Thursday August 14, 2025, in accordance with the Oklahoma Open Meetings Act, 25 O.S. Section 311.*



- I. CALL TO ORDER: Ms. Garrity called the Executive Committee meeting to order at 12:35 P.M.



- II. ROLL CALL:

Members Present: Janie Fugitt, Michelle Kelley, Sharon Garrity, Mark Lewis

Members Online:

Members Absent: Janie Fugitt, Lori Wieder

Staff: Alissa Patterson, Jennifer Robinson, Jenifer Randle, Morgan Davis

*By roll call, there was quorum of committee members, so business was conducted.*



- III. MINUTES REVIEW

Review of April 25, 2025 minutes.



**DISCUSSION:** Ms. Garrity noted a typographical error: all three date references ("March 25") should read "April 25" in the April minutes.

**ACTION:** Ms. Kelley moved to approve minutes as corrected, seconded by Mr. Lewis.




**AYES:** Janie Fugitt, Michelle Kelley, Sharon Garrity, Mark Lewis




**NAYS:**

**ABSTAIN:**

**MOTION:** Approved

- IV.  **Discussion:** Funding Request(s): There were none submitted for this meeting.


- V.  **Discussion and Possible Voting: Committee Updates:**
- A. **Advocacy, Training and Outreach Committee:**  
2025 DD Awareness Day: Ms. Fugitt reported over 200 participants at DD Awareness Day.  
Upcoming: Drafting survey for candidate responses; finalizing logistics for October peer mentoring forum.
- B. **State Plan Committee:**  
Committee will meet on August 15 to discuss learning from listening sessions and discuss new state plan priorities.
- C. **Finance Committee:**  
Ms. Randle presented FY25 end-of-year expenditures and projections for FY26 start.

- VI.  **Discussion and Possible Voting: New Business**

- A. Governor Appointments: Ms. Randle reported that the Governor's office is working on appointing new members to the Council.
- B. DSA Assurances: Ms. Randle reported that Council Assurances have been updated. These assurances are a requirement of the Council State Plan and explain the support provided to the Council by OKDHS, the Council's Designated State Agency (DSA).

- VII.  **Announcements:**

Next Executive Committee meeting will be held Friday, August 15, 2025.

- VIII.  **Adjournment:** Ms. Kelley moved to adjourn the Executive Committee meeting, Mr. Lewis seconded. Meeting was adjourned at 12:48 pm.

## View results

Respondent

2

Anonymous

31:53

Time to complete

### Information for applying for funding

The Developmental Disabilities Council of Oklahoma (DDCO) welcomes unsolicited proposals and applications for contracts to fund activities to advance the Council's 5-year plan, which will improve 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 on our website.
- Applications must be complete for consideration by the Council.
- Incomplete applications will not be considered.
- Please know this application cannot be saved and returned to at a later date. You will need to complete the application in one sitting.
- \* means the question is required.

## 1. Budgeting information for requests:

- The Council does not provide grants. Funding is provided through a contract in which an organization agrees to perform specific duties as agreed upon. Funding is provided by reimbursement only, meaning there is no funding provided to the organization in advance. The Council can approve to fund up to 75% of a total budget cost with matching funds required. Matching funds cannot be from federal sources and expected to be at least 25% of the total budget.
- Required match funding 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. *An exception to this rule is made for projects specifically serving a designated poverty area. In those situations, the Council can approve to fund up to 90% of the total budget cost, with at 10% matching funds from the organization making up the rest of the total budget cost. Other exceptions to the 10% or 25% match requirement may be negotiated but are rarely approved.*
- 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 applications that would provide any item solely for the use of a single individual – such as a wheelchair or other personalized assistive technology.

## 2. Proposals requesting \$5,000 or less:

- Project funding requests less than \$5,000 can be approved by the Executive Committee. Applications should be received a minimum of 6 weeks before the next the next scheduled Executive Committee meeting.
- Applicant(s) will be notified by email within 5 business days of meeting of a decision or request for more information.
- A resulting contract will have an effective start date of no less than 60 days from the approval date.
- Per Oklahoma Statute, no funding can or will be reimbursed for any good or service purchased before the effective start date of a contract.

### **3. Proposals requesting more than \$5,000, less than \$25,000:**

- Project funding requests must be received a minimum of 6 months in advance of a July 1 start date.
- Applicant(s) will be notified by email within 5 business days of meeting of a decision or request for more information.
- A resulting contract will have an effective start date of no less than 60 days from the approval date.
- Per Oklahoma Statute, no funding can or will be reimbursed for any good or service purchased before the effective start date of a contract.

### **4. Proposals requesting more than \$25,000:**

- Project funding requests must be received a minimum of 6 months in advance of a July 1 start date.
- If a non-governmental entity, project funding requests are limited to no more than \$25,000.
  - 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.
  - Governmental entities include state agencies, local government agencies, tribal governments, public school districts, or public colleges and universities.
- Applicant(s) will be notified by email within 5 business days of meeting of a decision or request for more information.
- A resulting contract will have an effective start date of no less than 60 days from the approval date.
- Per Oklahoma Statute, no funding can or will be reimbursed for any good or service purchased before the effective start date of a contract.

## 5. Note about the Invitation to Bid / Competitive Bidding process

- Please note that any entity can apply for funding through an invitation to bid process with no restrictions as to funding amount. However, all invitation to bid applications are done through the Oklahoma Office of Management and Enterprise Services (OMES). This application is NOT an invitation to bid. You can learn about the statewide competitive bidding process at this website: <https://oklahoma.gov/omes/divisions/central-purchasing.html>. All questions regarding this process, statewide purchasing, and/or competitive contracting should be directed to OMES.
- The Council is not allowed to have any contact with persons, groups, or organizations submitting proposals that are subject to competitive bidding. If you or your organization are 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.

## 6. **General Timelines:**

Funding decisions can take time for the Council to discuss. Please allow time for feedback on your proposal and possible revision of your proposal or providing more information. We want to be a partner and are happy to work with you as you complete an application. Please ask questions. If approved for funding, contract dates depend on when the proposal was received, length of review by Council committee, and contract negotiations.

For a proposal requesting funding for a full year, contracts will typically follow the state fiscal year: July 1 through June 30.

Proposals received are evaluated by a Council Committee, and if approved, a recommendation is made to the full Council for a decision. If approved by the full Council, we will make every effort for contracts to be effective as early as possible, typically by July 1. Applicants will be notified by email within 5 business days of the full Council's decision.

**IMPORTANT:** Do not begin work until a fully executed contract and purchase order (PO) is in hand. Per Oklahoma Statute, no funding can or will be reimbursed for any goods or service prior to the effective date of a contract.

If you have any questions, email our Planning & Grants Director, Jennifer Robinson:  
[Jennifer.Robinson@okdhs.org](mailto:Jennifer.Robinson@okdhs.org).

## Part 1 - Contact Information

## 7. **Organization Name** \*

Beyond the Spectrum

## 8. **Organization Address** \*

Mailing address please: Street number, Street name, City, State, 9-digit Zip Code

64 E 33rd St Edmond, OK 73013

## 9. **Contact Info** \*

Name, email address **and** phone number of the person completing this application.

Kevin T. Muns 405 834 3751

## 10. **Website**

Organization's Website

<https://www.beyondthespectrumok.com>

## **Our State Plan Goals**

To qualify for funding, projects must meet the goals in the 5-Year Council State Plan. The state plan is available for review <https://oklahoma.gov/ddco/about/state-plan.html>. The new state plan for 2027-2031 is in the process of being developed.



## 11. State Plan Goal \*

As of August 2025, the Council is in the process of reviewing input from publicly held listening sessions and information about current services and systems in Oklahoma. Goals have not been established for our next 5 Year State Plan (2027-2031), however proposals submitted should fall within one of our themes we have identified.

- Access to Services
- Inclusive Education
- Caregiver Support
- Representation and Public Attitudes
- Advocacy and Self-Advocacy

Our proposal falls within the Inclusive Education, Caregiver Support, Advocacy and Self-Advocacy and Access to Services 2025 State Plan Goal. The proposal is an extensive training for parents on IEP development and implementation.

## 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 where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

## 12. Any relationships to the organization? \*

Do you, or your organization, have any personal, professional or financial relationships to 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

## 13. Identify names and relationships

If you answered yes to "**Any relationships to the organization?**" please explain in detail. Identify names and relationships, as necessary.

n/a

### **Part 3 - Your activity proposal:**

The Council's committee carefully reviews all complete and accurate applications. The information you provide in Part III will help our members understand your proposed work and how it aligns with the Council's funding priorities and expectations.

## 14. Proposal. \*

Provide a written overview of your proposal (750 words or fewer). A good overview should cover the key components of your proposal. This includes:

- **Introduction:** A brief summary of your project's purpose.
- **Problem Statement:** The issue your project aims to address.
- **Proposed Solution:** A clear description of your methodology and how your project will solve the problem.
- **Expected Outcomes:** The anticipated results or impact of your work.
- **Evaluation:** How the work will be measured.
- **Relevance:** How your project aligns with the council's goals and funding priorities.

### Introduction:

The Arc of Oklahoma proposes to provide a structured, accessible training series for parents and caregivers on the Individualized Education Program (IEP) process. The Individuals with Disabilities Education Act (IDEA) ensures that children with disabilities receive appropriate educational services through an IEP, but many families struggle to understand their rights, responsibilities, and the technical requirements of these plans. This project will empower parents with the knowledge and skills to fully participate as equal members of their child's IEP team, resulting in stronger advocacy, improved educational outcomes, and greater collaboration between families and schools.

### Problem Statement:

Parents are legally recognized as central members of the IEP team. However, the process can be overwhelming and difficult to navigate without clear training and support. Families often encounter barriers such as unfamiliar terminology, limited understanding of what must be included in an IEP, and uncertainty about how to advocate effectively for their child's needs. Without adequate knowledge, parents may unintentionally accept vague or incomplete plans that limit their child's progress. This gap in understanding undermines IDEA's intent of ensuring every child with a disability has access to a free and appropriate public education in the least restrictive environment.

### Proposed Solution:

The Arc of Oklahoma will deliver a series of IEP trainings designed specifically for parents and caregivers.

Training will cover:

Core IEP Components: present levels of performance, annual goals, services and placements, accommodations, modifications, and transition planning.

Legal Rights and Responsibilities: IDEA requirements, procedural safeguards, and parent participation rights.

Practical Advocacy Skills: how to prepare for meetings, draft parent input statements, ask clarifying questions, and ensure services are individualized and measurable.

Special Considerations: behavioral supports, extended school year, assistive technology, and cultural/linguistic needs.

The methodology will include interactive workshops, plain-language materials, case examples, and role-playing of IEP meetings. Sessions will be offered both in-person and virtually to maximize accessibility. Parents will also receive reference guides summarizing key sections of the IEP to use during real meetings.

### Core Outcomes:

25 parents will be provided continued access and direct training on effective IEP practices to better equip and help them navigate the IEP process.

### Relevance

This project aligns directly with The Arc of Oklahoma's mission to advocate for and support people with intellectual and developmental disabilities and their families. By strengthening parent knowledge and engagement in the IEP process, the training fosters inclusion, access, and equity in education. The council's funding priorities emphasize programs that build family capacity, promote educational rights, and ensure children with disabilities receive the supports they need to thrive. Parent IEP Training addresses all of these priorities, providing sustainable skills that families can use throughout their child's educational journey.

15. **Have you completed a needs assessment?** \*

☐ Yes

☒ No

16. **Who will do the work?** \*

Please list all people and organizations that will be working on the project, and describe their experience and qualifications to provide the proposed goods and services.

The ARC of Oklahoma - The ArcSchool initiative trains parents and service professionals on special education law and IEP best practices, complementing direct representation for complex cases.

Beyond the Spectrum - Oklahoma based non-profit who provides access to low cost or free services for families and children in the state of Oklahoma.

Myself (Kevin Muns) will cover the remaining cost of the training for additional parents who wish to attend.

17. **Targeted population:**

\*

Tell us more about who you are targeting to improve outcomes for? Describe the age, region, familial status, learning or support needs, and type of disability.

Parents of children within the state of Oklahoma with whom have a disability and wish to learn more about the IEP process to better navigate and equip themselves to handle these meetings to better meet the needs of their children within public school settings.

## 18. **Impact:**

\*

Please describe the anticipated impact of your proposal by addressing the following three components:

- Goals for the targeted population?
  - What are the specific, measurable goals you hope to achieve for the individuals directly served by this project?
- Broader implications for people with developmental disabilities:
  - Beyond the direct participants, how will this project create a broader, positive impact for the population of people with developmental disabilities as a whole?
- Measurable outcomes:
  - What specific, quantifiable metrics will you use to track your success and demonstrate the project's effectiveness?

## Goals for the Targeted Population

The immediate goal of this project is to equip parents and caregivers with the knowledge and confidence to serve as effective advocates within the IEP process. Specific, measurable goals include:

**Knowledge of Key Concepts:** At least 90% of parents will demonstrate the ability to define and identify critical elements of the IEP process, including the Least Restrictive Environment (LRE), Individuals with Disabilities Education Act (IDEA) requirements, and measurable annual goals.

**Application of Learning:** At least 80% of parents will report being able to prepare at least two informed questions or recommendations for their child's next IEP meeting.

**Confidence in Advocacy:** At least 80% of participants will indicate increased confidence in their ability to engage as equal members of the IEP team.

## Broader Implications for People with Developmental Disabilities

While this training directly benefits parents, the broader impact extends to children with developmental disabilities across Oklahoma. As parents gain the skills to ensure IEPs are written with fidelity—containing individualized, measurable, and enforceable goals—students are more likely to receive the services and supports they need. Improved IEP fidelity translates into greater consistency in service delivery, which directly contributes to better academic, social, and behavioral outcomes. In turn, these improved outcomes support increased independence, enhanced inclusion in general education and community settings, and stronger long-term opportunities for employment and postsecondary success. By building family capacity, this project fosters systemic change that benefits the broader population of individuals with developmental disabilities.

## Measurable Outcomes

To evaluate the effectiveness of the training, The Arc of Oklahoma will track the following measurable outcomes:

**Participation:** Number of parents who attend the training sessions (target: 25).

**Knowledge Gains:** Pre- and post-training surveys showing at least a 30% increase in parents' ability to identify IDEA rights, IEP components, and LRE requirements.

**Advocacy in Action:** Follow-up surveys indicating that at least 60% of trained parents actively contributed questions, input, or recommendations during their child's IEP meeting.

**Parent Satisfaction:** At least 80% of parents rating the training as "useful" or "very useful."

## 19. **Duplication or expansion:**

\*

Does this proposal duplicate or expand upon any existing work in Oklahoma or elsewhere? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and enhances what is being done.

If your proposal duplicates or expands upon existing work, please describe the existing work and explain what makes your project unique and innovative. Be specific about how this approach and expected outcomes differ from and add value to what is already being done.

It does not.

## 20. **Best Practices:**

\*

Will your proposed project use current evidence-based best practices in the field of developmental disabilities? Identify the specific practices you will use, explain how you will incorporate them into your project, and cite your sources. Citations should include a mix of professional literature, research studies, and respected organizations or programs.

Yes - citations and extended reading can be seen below:

Dage, Daniel (2010). Writing effective IEP goals and objectives: Suggestions for teachers and parents. Retrieved March 17, 2011.

National Dissemination Center for Individuals with Disabilities (NICHCY) (2011). All about the IEP. Retrieved March 16, 2011.

NICHCY (2009). Questions and answers about IDEA: Parent participation. Retrieved March 17, 2011.

Wrightslaw (2010) Game Plan: Writing Good IEP Goals & Objectives.

Partners Resource Network. All about the IEP. <http://partnerstx.org/all-about-the-iep>.

Steps in the IEP Process. <https://www.education.com/slideshow/steps-iep-process/>

## 21. **Systems change impact:**

\*

*"Systems change" can help improve a problem and change the way we support people with disabilities in Oklahoma. System change may include sharing information to change thinking, implementing best practice models, and/or improving skills for individuals and families to better say what they want and need.*

How will your proposed project lead to **lasting systems change** for people with developmental disabilities? Please provide a detailed explanation of how your project's outcomes will shift thinking, improve practices, or empower individuals and families within the state's service system.

Increased fidelity of IEP implementation can help parents and students better move towards independence, further reducing the state demand requirement of resource allocation as these children get older and as they are able to more independently contribute to their own well beings and ability to live independently.

## 22. Where implemented:

\*

Will the proposed project be implemented or offered statewide? If no, please define the specific counties and cities you will serve and provide the rationale for their selection.

Statewide.

## Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. All contractors must collect **baseline data** to evaluate the project's outcomes.

*Note: Not all measures may be applicable to your proposal. If a measure does not apply, please enter zero.*

- **IA** = Individual and family Advocacy
- **SC** = System Change

## 23. IA1.1

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.

80

The value must be a number

## 24. IA 1.2

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.

25

The value must be a number



25. **IA 1.3**

The number of ***other individuals who participated in Council supported activities*** designed to increase their knowledge.

The value must be a number

26. **IA 2.1**

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

27. **IA 2.2**

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

28. **IA 2.2.1**

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

29. **IA 2.2.2**

The ***percent of people*** who are participating now in advocacy activities.

The value must be a number

30. **IA 2.2.3**

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

31. **IA 3.1**

The ***percent of people with developmental disabilities satisfied*** with a project activity.

The value must be a number

32. **IA 3.2**

The ***percent of family members satisfied*** with a project activity.

The value must be a number

33. **SC 1.1.1**

The number of policy and or procedures created or changed.

The value must be a number

34. **SC 1.2.1**

The number of statutes and or regulations created or changed.

The value must be a number

35. **SC 1.3.1**

The number of promising practices created.

The value must be a number

36. **SC 1.3.2**

The number of promising practices supported through Council activities.

The value must be a number

37. **SC 1.3.3**

The number of best practices created.

The value must be a number

38. **SC 1.4.1**

The number of people trained or educated through Council systemic change initiatives.

The value must be a number

39. **SC 1.5.1**

The number Council supported systems change activities with organizations actively involved.

The value must be a number

40. **SC 2.1**

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

The value must be a number

41. **SC 2.1.1**

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

The value must be a number

42. **SC 2.1.2**

The number of policy, procedure, statute, or regulation changes implemented.

The value must be a number

43. **SC 2.1.3**

The number of promising and/or best practices improved by systems change activities.

The value must be a number

44. **SC 2.1.4**

The number of promising and/or best practices that were implemented.

The value must be a number

#### 45. SC 2.2

The number of *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.

25

The value must be a number

## Additional Requirements for funding

#### 46. FINANCIAL INFORMATION \*

##### Proposal Budget:

- Include a detailed revenue and expenditure budget, detailing the total costs and revenues of the proposal.
- Identify the amount requested from the Council within the context of the budget.
- Identify the amount of the required 25% funding match for your project's total budget. You also need to explain where this matching funding will come from. Sources for the match can include non-federal funding, donated services or items, discounted services or items, and volunteer time. If you need help calculating the value of volunteer time, you can contact Jennifer. Match funding helps the Council understand all partners who are helping with the project.
- 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 your budget** to [Jennifer.Robinson@okdhs.org](mailto:Jennifer.Robinson@okdhs.org) and include the Project Name in the subject line.

The total cost of the expense is identified to be around \$1,500

We are asking for \$1,000 of which the remainder will be covered by a board member for Beyond The Spectrum (Kevin Muns)

This cost covers all training and materials needed for the IEP trainings for 25 total candidates.

#### 47. STATEMENT OF WORK (SoW): \*

Provide a proposed statement of work for the contractual requirements. This should include a detailed description of the work to be done, project milestones, deliverables to the Council, and other details important to the work that you will provide in exchange for Council funding. [ProjectManager.com](https://www.projectmanager.com) has some good information for you to develop your statement of work:

<https://www.projectmanager.com/blog/statement-work-definition-examples>.

##### Scope of Work

The Arc of Oklahoma will design and deliver a two-month structured IEP training program consisting of:

- Weekly instructional meetings (virtual and/or in-person).
- Homework assignments and practical activities for application.
- Knowledge checks and assessments to measure progress.
- Resource materials such as handouts, guides, and templates.
- Ongoing support through Q&A and peer discussion during meetings.

##### Deliverables

Curriculum Modules covering:

- IDEA and parental rights.
- Core IEP components (present levels, annual goals, accommodations, LRE).
- Advocacy skills for IEP meetings.
- Special factors (behavior supports, ESY, assistive technology).
- Transition services and preparing for life after high school.
- Weekly knowledge checks (quizzes, reflection questions).
- Homework assignments (drafting input statements, analyzing sample IEPs).
- Progress assessments (pre- and post-training surveys).
- Final certificate of completion will be provided for participants who meet program expectations.

#### 48. Sustainability Plan: \*

It is the Council's hope that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. The Council's funding is intended as a catalyst to help new work become self-sustaining. To assure the Council of this long-term vision, all applicants must submit a detailed Financial Sustainability Plan. Financial sustainability is defined as maintaining services to the community through a diversified funding model. **Important Note:** *The Council can approve funding for an activity for a maximum of five (5) years. However, our funding is not guaranteed, so applications for Council funding must be submitted annually.* The Council expects all funded work to be self-sustaining by the end of the contract period. Your Financial Sustainability Plan should include, but is not limited to, the following components for each year of your proposed project:

- Annual Funding Goals: Clear, measurable funding targets for each year of the project.
- Projected Budgets: A multi-year budget forecast that demonstrates decreasing reliance on Council funding.
- Identified Partners: A list of specific organizations or entities with whom you will partner, along with a description of their role in your sustainability plan. Please also include any documented commitment of resources they are able to provide.
- Timeline: A clear timeline for all sustainability activities (e.g., "Year 2: Apply for three new grants," "Year 3: Implement a pilot fee-for-service program").

There exists no need for sustaining the training endeavors, as after a period of 2 months all participants will have permanent product and access to training materials in perpetuity. No further need or sustainable funding will be asked nor required from the council.

#### 49. Outreach and Awareness Plan of the Work: \*

Too often people with intellectual and developmental disabilities, their families, and others are not aware of resources available in Oklahoma. Please provide a marketing and outreach plan to bring awareness about the work being proposed. Your plan should address the following:

- Target Audience: Clearly identify the specific groups within the intellectual and developmental disability community you aim to reach (e.g., specific age ranges, individuals in rural vs. urban areas, diverse cultural communities).
- Marketing Channels: Describe the specific marketing channels you will use (e.g., social media, community events, partnerships, print materials) and how you will use them effectively to reach your target audiences.
- Partnerships: Explain how you will collaborate with other organizations, advocacy groups, or community leaders to expand the reach of your message.
- Accessibility and Language: Detail your strategy for ensuring your outreach is accessible and inclusive. Please discuss your plan for language translations, including which languages you will prioritize and how you will ensure cultural appropriateness.
- Measurement: Describe how you will measure the success and impact of your marketing and outreach efforts.

Outreach will be completed via word of mouth and online mass media through social media (Facebook, Twitter, Instagram, etc) for available spots for the IEP training if the prospective project is funded.

50. **Logic Model:**

To help the Council and your organization effectively evaluate the program's success, a logic model is a required component for all contracts in excess of \$5,000. A logic model is a simple visual tool that illustrates the connection between your project's resources (inputs), what you plan to do (activities), the immediate results of your work (outputs), and the changes you hope to achieve (outcomes). For a helpful guide to developing a clear and effective logic model, please refer to this resource from The Compass: <https://thecompassforsbc.org/how-to-guide/how-develop-logic-model-0>

n/a given project ask and budget being under \$5,000

51. **Registered Vendor? \***

Are you a registered vendor with the State of Oklahoma? All contractors must be registered in the State Supplier Portal. You can do this online: <https://oklahoma.gov/omes/divisions/central-purchasing/suppliers-and-payees/supplier-portal.html>

☐ Yes

☒ No

52. **IRS 501(c)3? \***

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

☒ Yes

☐ No

53. **Government entity? \***

Is the proposed vendor a Government entity:

☐ Yes

☒ No



54. **Provide form of government and name of entity** \*

n/a

55. **Are you a Tribal Organization?** \*

Is the proposed vendor a tribal nation:

☐ Yes

☒ No

56. **Tribal Organization Name** \*

Please select the name of the Tribe. If it is not in the list, please select "Other" and enter its name.

Other



None

57. **Sole proprietor?** \*

Is the proposed vendor the sole proprietor?

☐ Yes

☒ No

58. **Registered partnership?** \*

Is the proposed vendor a registered partnership?

☐ Yes

☒ No

59. **Registered corporation? \***

Is the proposed vendor a registered corporation?

☐ Yes

☒ No

60. **ID Number \***

Social Security Number, FEI Number, or OMES Supplier ID

EIN: 85-1310701

## Contact information

61. **Signing authority \***

Name of individual with contract signing authority, title, Phone number, email address

Kevin T. Muns  
405 834 3751  
kevintmuns@gmail.com

62. **Primary Contact: \***

Name of individual(s) to contact regarding contract performance & operations, title, Phone number, email address

Kevin T. Muns  
405 834 3751  
kevintmuns@gmail.com

**63. Finance Contact: \***

Name of individual(s) responsible for finance and accounting, title, Phone number, email address

Scott and Gwen Batchelor  
(501) 655-3573  
CEO Beyond the Spectrum

**64. Legal Notices: \***

Name of individual(s) to send legal notices, title, Phone number, email address

Scott and Gwen Batchelor  
(501) 655-3573  
CEO Beyond the Spectrum

In your proposal, you mentioned no sustainability. Would you all do anything with those parents that go through the training? Will they be helping other parents, etc.?

Also – is this the same training you’ve advertised? We can’t pay for something until we get a PO number.

That’s a great question, and I totally get where you’re coming from. Even though the training is focused on helping parents learn to advocate for their own kids, it really doesn’t stop there.

The goal is to build confident, informed parents who can turn around and support others in their schools and neighborhoods. Once they understand how to navigate IEPs, services, and their rights, they naturally start sharing that knowledge, whether that’s helping a friend prepare for an IEP meeting, joining a PTA, or becoming a voice for inclusion in the community.

At the start of the course, we make it clear that by the time they finish, they’ll be equipped to stand in the gap for others. There’s also an expectation that, because the class is free and funded by other agencies, participants “pay it forward” by using what they’ve learned to help other families.

So while there isn’t a formal sustainability structure built in, what happens next is very organic. We plan to keep these families connected through ongoing communication, follow-up workshops, and volunteer opportunities. That way, what they learn keeps circulating, helping new parents and creating a ripple effect of advocacy that lasts long after the class ends.

I really appreciate you asking about that, it’s such an important piece of the bigger picture.

And yes, you’re right, this is the class we’ve been advertising. We had a window of time to use the gym space and make it work with Erin’s schedule. I knew it was a bit of a risk since we didn’t have the funding secured yet, but it felt too important not to offer. Kevin even offered to help cover costs out of his own pocket. We knew

if you couldn't, Beyond the Spectrum would, and we would just have to cancel out another class we were planning to offer this year to absorb the fee.

The class itself is pretty intense, I took it last fall, and it reminded me of a college course. We're cramming it into four weeks of two-hour sessions (mine ran over eight weeks), with weekly homework and videos. I was honestly blown away by the quality of the training and by Erin Shepherd as an instructor, she does a phenomenal job.

You're always welcome to sit in and listen if you'd like! I'd love to see you more often.

– Gwen

Question for you – How is this different from training the Oklahoma Parents Center can do? I know you may need to ask the Arc for help with that, which is fine. I just want to make sure this is something different – more specialized, etc. and how, so I can help the Board understand.

Oklahoma Parents Center offers a 1-2 hour training that covers basics of IEP implementation and meetings such as: the basics of SPED, understanding 504s vs IEPs, how a meeting is run, and some transition information.

The ARC training is very much more exhaustive and formalized, consisting of weekly, multi-hour trainings that constitute application-based homework and applying concepts to practice in also navigating the difficult scenarios that we encounter as part of advocacy such as: emphasizing and understanding SPED law, advocacy scenarios and practice for helping with unfair suspensions, understanding how to navigate lack of services, and discrimination as it would occur within the IEP process.

## State Councils on Developmental Disabilities Express Concern over Recent Layoffs U.S. Department of Education and the Substance Abuse and Mental Health Services Administration (SAMHSA).

The National Association of Councils on Developmental Disabilities and the undersigned State Councils on Developmental Disabilities are deeply concerned about the recent layoffs at the U.S. Department of Education and the Substance Abuse and Mental Health Services Administration (SAMHSA). These cuts affect key offices that make sure people with disabilities get the education, mental health support, and community services they are entitled to under the law.

Recent large-scale layoffs in the U.S. Department of Education have deeply weakened the federal foundation that protects and supports students with disabilities. Key offices, including the [Office of Special Education Programs \(OSEP\)](#), the [Rehabilitation Services Administration \(RSA\)](#), the [Office for Civil Rights \(OCR\)](#), and the [Office of Elementary and Secondary Education \(OESE\)](#), have lost much of their experienced staff, severely limiting their ability to carry out their responsibilities.

These offices are the backbone of national efforts to implement and enforce IDEA, Section 504 of the Rehabilitation Act of 1973, and Title IV of the Workforce Innovation and Opportunity Act (WIOA). Without them, oversight, accountability, and technical guidance to states collapse. These are real consequences for students and families in every community.

Without the staff to provide these supports, people with disabilities will face greater barriers to receiving the services and accommodations they are entitled to by law. Schools and state agencies will be left without the expertise and direction they rely on to do their jobs well. Most critically, the cuts will directly affect state Vocational Rehabilitation (VR) offices, which depend on RSA for funding, training, and policy guidance.

These programs help youth with disabilities transition from school to work providing them learning the skills, gaining experience, and building the confidence that make long-term employment possible. When those supports falter, students lose opportunities to prepare for adult life, and many may never fully enter the workforce. Adults with disabilities who turn to VR programs for job training and support will also face longer waits, fewer services, and less effective help finding and keeping employment. The weakening of this system harms communities, businesses, and the broader economy by sidelining capable people who want to contribute and succeed.

In addition, recent reports of workforce reductions of up to 50% at SAMHSA—due to firings, reorganizations, and budget cuts—are creating anxiety among service providers and people

who depend on mental health and behavioral health programs. These changes have reportedly led to the elimination of some regional offices and the loss of key leaders, raising serious concerns about SAMHSA's ability to oversee grants, support the 988 Suicide and Crisis Lifeline, and partner with states and communities. Cuts also threaten the Protection and Advocacy for Individuals with Mental Illness (PAIMI) program, which helps protect the rights and safety of people with mental health disabilities. The laws that established PAIMI must be enforced to ensure people with mental health needs continue to have access to protection, advocacy, and oversight when their rights are violated.

Without strong federal leadership and a stable workforce in these agencies, the impact will be deeply harmful to people with intellectual and developmental disabilities. It will weaken essential systems that ensure people with disabilities can learn in their communities, adults with disabilities can find and keep jobs, and all people with disabilities can access mental health supports and live healthy, self-directed lives.