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Council Members

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DDCO Staff

Planning & Grants Director Jennifer Robinson

Administrative & Marketing Director

Alissa Patterson

Advocacy Training Director Dr. Bradley Mays

Self-Advocacy Training Director Morgan Davis

Executive Director Jenifer Randle

State Plan Committee Meeting Agenda

Friday, August 18, 2025, 10:00 a.m. 2400 N. Lincoln Blvd, Sequoyah Bldg., Room C-48 Oklahoma City, OK 73105

Join our Microsoft Teams Meeting

Meeting ID: 251 553 439 868 Passcode: RN7N9Be3

Members attending online:

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

II.__ Chair

Discussion and Possible Voting – Shelly Greenhaw, State Plan
Vice Chair

- 1) Presentation by Wendy Morton regarding Listening Session and Survey data.
- 2) Review Meeting minutes of July 11, 2025, State Plan meeting.
- 3) Project Reports Q4 and Final
- 4) Council Funding Application Updates





State Plan Committee Members: Michelle Kelley, Committee Chair, Shelley Greenhaw, Committee Vice Chair, RoseAnn Duplan, Wanda Felty, Janie Fugitt, Sharon Garrity, Gina Richardson

State Plan Committee Minutes Developmental Disabilities Council of Oklahoma

DATE: Friday, July 11, 2025

TIME: 9:00 a.m.

PLACE: Sequoyah Building, Room 342, 2400 N. Lincoln Blvd, Oklahoma City,

OK 73105

BE IT REMEMBERED that on Friday, July 11, 2025, at 9:00 a.m., the State Plan Committee met at 2400 N. Lincoln Blvd, Sequoyah Bldg. in Rm. 342, 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 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, July 10, 2025, per the Oklahoma Open Meetings Act, 25 O.S. Section 311.

I. CALL TO ORDER: Ms. Kelley called the meeting to order at 9:12 A.M.



Present: Janie Fugitt, Shelly Greenhaw, Sharon Garrity, Michelle Kelley; Shelly Greenhaw; RoseAnn Duplan, for Melissa Sublett (left at 10:00 a.m.), Gina Richardson, Wanda Felty, for Dr. Valerie Williams.

Online:

Absent:

Guests:

Staff: Jennifer Robinson, Bradley Mays, Morgan Davis, Jenifer Randle, Alissa Patterson (online)

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

III. Review of the July 18, 2025 State Plan Committee Minutes

DISCUSSION: The State Plan Committee minutes from July 18, 2025 were reviewed by those in attendance.

Action: Mrs. Duplan moved to approve minutes as presented. Ms. Felty seconds the motion.

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

NAYS:

Abstain: Shelly Greenhaw, Gina Richardson

Motion: Minutes approved.

IV. Discussion & Possible Voting

1. Tulsa State Fair – Momentum Refresh Proposal

Ms. Robinson reviewed new information from the Tulsa State Fair (Sept. 25-Oct 5) from questions the Committee asked after hearing the proposal. She explained this request would provide a universal and accessible restroom as well as tours of the unit. Staff for the unit is included.

The committee is interested in the outreach the Tulsa State Fair will be doing, including an Open House event like the Open House event the Oklahoma State Fair held last year, including inviting local media. They are also interested to know if the Tulsa State Fair has any sort of discount for families who have a child with a disability.

Motion: Ms. Duplan moved up to approve funding \$20,000 for the 11-day trailer rental pending a media/open house event, Ms. Felty seconds motion.

AYES: Janie Fugitt, Shelly Greenhaw, Sharon Garrity, Michelle Kelley; RoseAnn Duplan, Gina Richardson, Wanda Felty

^{气刀}NAYS:

Abstain:

Motion: Approved

2. Project Quarterly Reports Ms. Robinson presented highlights from quarterly project reports for the third quarter. She explained Sooner SUCCESS modified sibling camps this summer, adding sibling camp day camps. This did not change the amount budgeted.

The committee discussed the formula to figure out the number of people with a developmental disability in Oklahoma, to think about the impact Council projects have for families and people with developmental disabilities. Ms. Kelley suggested looking at how the Council's work is marketed. Ms. Felty suggested looking at the model the Council did years ago in helping contractors with outcomes and data (the Council contracted with the Outcome Zone to help contractors develop logic models, surveys, etc.). Could the Council contract with marketing experts and contractors would work with them to develop and/or their improve outreach of the work? Another idea is to increase the budget contractors and would be specifically given to contractors for marketing and outreach of the project.

V. Cher Business & Possible Voting

1. Listening Sessions

Ms. Robinson presented the information from the previous listening sessions (2020) and the data from this year's listening sessions (18 virtual sessions, 7 in-person sessions - 127 attendees, with over 60 surveys completed) in their meeting packet. She also informed the committee that the OKDHS research team would be presenting their data to them at the next State Plan Committee meeting on August 15.

VI. Announcements:

Next State Plan Committee Meeting:

Friday, August 15, 2025, 10:00 a.m. at Sequoyah Building, Room C-48

VII. Adjournment

Motion: Ms. Kelley moved to adjourn meeting. Ms. Felty seconded. Meeting was adjourned at 10:11 a.m.

State Plan Project Progress FY25 July 1, 2024-June 30, 2025

Quarter 4 Project Summaries

Project Final Reports

FY25 Quarter 4 Project Summary

AutismOklahoma, LookOut Art Programming

	Q1	Q2	Q3	Q4
# individuals with DD who participated in council activity	10	10	30	46
# of family members who participated in council activity	10	20	20	30
# of others who participated in council activity	25	50	100	300

In the fourth quarter of the LookOut program, April stood out with the highly successful *Duets* art show in the Paseo, showcasing 19 art teams and introducing five new LookOut artists. Approximately 300 guests attended the First Friday reception, and the artwork remained on display throughout the month. During this time, LookOut also offered an art class focused on the study of "light," and hosted a specialized training for cultural institution professionals on how to make their environments more accessible and sensory-friendly for neurodiverse individuals. These efforts helped increase awareness and promote inclusive practices in the arts community.

May and June were filled with engaging sensory-friendly art activities and classes. In Tulsa, a sensory-friendly event at the Philbrook welcomed 25 participants, and additional outreach activities were held at 7725Connect, including a Mother's Day card-making station that reached around 25 community members. Art prizes, candy, and merchandise were given out to raise awareness about AO's programming. June featured a full slate of eight art classes serving all age groups—from elementary students to young adults—as well as ongoing video production classes that prepared participants for an upcoming July film workshop and red-carpet screening. In total, approximately 75 hours of training were provided this quarter.

The LookOut program also saw strong community support and collaboration this quarter. Partnerships with organizations such as 7725Connect, Life Church, Square Holes, and the Oklahoma Arts Council helped expand programming and outreach. Popup art tables and events generated around \$300 in sales and donations, supporting match funding and ongoing program sustainability. The launch of *SpectrumMarket.org* provided an online space to sell art and collect donations. Notably, the program fostered meaningful social connections—two teen girls who met in class became friends and attended a social event together, with their moms also forming a supportive bond. These human moments, alongside the artistic accomplishments, reflect the deep impact of LookOut on the individuals and families it serves.



LookOut Art Program

Annual Report Fiscal Year Ending June 30, 2025

Our Mission

The LookOut Art Program exists to increase and expand access to meaningful art programming for neurodiverse individuals in Oklahoma. Through mentorship, skill development, creative expression, and public exhibitions, we aim to foster joy, confidence, and hope for participants and their families.

Our Impact This Year

Creative Events & Community Engagement

- Duets Art Show at the Paseo
 Our flagship event welcomed approximately 300 community members to experience collaborative art between LookOut artists and mentors.
- Gallery Feature April Exhibit
 Displayed the work of 5 new LookOut artists during Autism Acceptance Month.
- Art Shows & Outreach
 - Art Show at 7725 Connect featuring 10 LookOut artists
 - Outreach displays at the Philharmonic and Remington Park
 - LookOut postcards distributed at all AutismOklahoma events

Education & Artistic Growth

- 20 in-person visual art classes offered for all ages
- 40 video-based art classes accessible year-round
- 2 original videos produced to showcase LookOut's work and mission
- 1 art class focused on the study of "light"
- 4 commissioned artworks completed and delivered

Training & Inclusion

- Hosted 2 sensory-friendly art activities at the Philbrook Museum in Tulsa
- Led 3 outreach art activities at 7725 Connect's Food Court
- Provided a professional development training for cultural institutions on how to engage neurodiverse participants and create sensory-friendly spaces
- Presented at a national webinar in collaboration with the Oklahoma Arts Council

Partnerships & Collaborations

Our work would not be possible without our valued partners:

- **7725 Connect** Venue host for multiple pop-up events
- Vantage Point Support with event setup and logistics
- LifeChurch Provided gallery display opportunities across multiple campuses
- Squareholes Facilitated training events on inclusion and neurodiversity in the arts
- Oklahoma Arts Council Provided two \$2,500 grants to support LookOut programming

Additional Highlights

- Maintained our art submission webpage for LookOut participants
- Continued to manage the LookOut art store webpage, showcasing and selling participant artwork
- Recruited **1 intern** to support art classes and events

Looking Ahead

We are energized by the success of this past year and the creative momentum we've built. Our artists continue to inspire us with their passion and dedication. Each class, exhibition, and collaboration fuels our belief that when neurodiverse individuals are given space to explore their creativity, they thrive—and so does our community.

We can't wait to grow further in the coming year, reach more families, and celebrate even more incredible art.

Thank You!

To our artists, families, partners, and supporters—thank you. You make this joyful, creative work possible.

"When our artists are working on something that interests them, they go all in."
We are so proud to go all in with them.

Budget Summary

Fiscal Year 2024-2025

The LookOut Art Program operated with a total **Developmental Disabilities Council funding of \$24,000** and secured an additional **\$10,000** in **matching funds**, supporting a full year of creative programming, exhibitions, and outreach.

Month	Billing	Match
July	\$2,800	\$850
August	\$1,840	\$850
Sept	\$2,356	\$850
October	\$2,789	\$850
November	\$2,886	\$850

Total	\$24,000	\$10,000
June	_	\$550
May	\$150	\$900
April	\$2,062	\$900
March	\$700	\$850
February	\$2,183	\$850
January	\$950	\$850
December	\$5,284	\$850

These funds were used to support:

- Teaching artist stipendsArt supplies and materials

- Gallery rental and display costs
 Video production and editing
 Sensory-friendly modifications and training events
- Outreach materials, signage, and promotion
 Administrative and coordination support

We are deeply grateful to our funders and partners—including the **Developmental Disabilities** Council of Oklahoma—for their continued belief in the power of art to transform lives.

FY 25 Quarter 4 Project Summary

Autism Foundation of Oklahoma, LEAD Trainings

	Q1	Q2	Q3	Q4
# individuals with DD who participated in council activity	9	8	5	2
# of family members who participated in council activity	16	26	9	3
# of others who participated in council activity	125	204	158	101
# of organizations trained	5	5	3	20

In Quarter 4 of FY'25, AFO significantly expanded its outreach through group trainings across Oklahoma, engaging employers in both urban and rural communities. These sessions brought together diverse participants from organizations such as COWIB, Oklahoma State University, SHRM, the Oklahoma Military Department, and Guymon Public Schools. In addition to group trainings, AFO also provided individualized LEAD sessions to entities like the City of Oklahoma City HR Department and Oklahoma State University's College of Education and Human Services. AFO's presence at the Success Across the Spectrum Conference and upcoming Ready, Set, Hire Job Fair with OKDRS further illustrate its statewide engagement. The group training format proved to be a cost-efficient and effective strategy for expanding access to inclusive workplace practices.

AFO continued to enhance and promote the Autism Job Board during this period, implementing features like direct links to employers' job boards to streamline processes for recruiters. A groundbreaking partnership with Mercy Hospital led to the development of a direct-connection recruitment portal—a model where job seekers can submit resumes and skills to be matched directly with potential roles, bypassing traditional application barriers. This initiative exemplifies AFO's innovative approach to inclusive hiring. AFO also remained active with regional coalitions and partner organizations, helping plan a Disability Summit and supporting individuals with intellectual and developmental disabilities.

Training outcomes for Quarter 4 highlighted strong impact and growing awareness among participants. Survey data showed 92% of attendees rated the training a "5" out of 5, with high likelihood to increase advocacy in the workplace. Many participants shared personal connections to autism and neurodiversity, infusing the feedback with sincerity and urgency. Common feedback themes included empathy, inclusive language, and the importance of workplace accommodations. Some challenges were noted in collecting post-training survey data from group sessions. As the program looks ahead, AFO plans to implement training fees while continuing to pursue grant support to maintain accessibility and sustainability.

Project Name: LEAD, Neurodiversity in the Workplace

Organization: Autism Foundation of Oklahoma

Name of person writing report: Kyle Britt

Email: kbritt@autismfoundationok.org

People who did the work

Please include the first and last name and title for everyone who worked on this project for your organization (not including volunteers).

- Kyle Britt, Program Officer
- Taylor Knooihuizen, Director of Programs
- Emily Scott, Executive Director
- Carley Dummitt, Engagement Manager
- Matt DeCicco, Resource Coordinator

II. Project Final Results (no more than 3 pages)

Executive Summary

In paragraphs or bullet points, please provide the following information:

• How did your project benefit the targeted population (be sure to define the targeted population)? Describe the general results of the project, including where the project results were achieved as expected, where they were not, and the reasons for both. In addition, please describe any unexpected results and their significance. How will the results accomplished in the short term affect your efforts toward the long-term goals? What other things – perhaps beyond your control – must take place to achieve a broader impact on targeted populations you want to reach?

If your grant proposal contained quantifiable goals (for example, "to offer computer training to 150 students"), please address whether the program yielded the desired results. If you didn't meet your initial goals, offer an honest assessment about what you think went wrong or what led to your miscalculation. You will not be penalized for identifying setbacks and challenges.

This report should speak to a project's overall impact, highlight measurable, positive outcomes. Numbers help the Council understand exactly how many people the project and funding has helped.

In some cases, however, it might be difficult or impossible to accurately gauge a program's results. In such cases, highlight any and all intermediate findings, such as what people have learned and how their attitudes may have changed.

Similarly, some organizations might have trouble accurately conveying a program's successes because they are not necessarily trying to solve a specific problem. You can help address this issue by including information, for example, how many people attended a concert and whether it received any positive reviews.

- The goal of our project was to increase employment opportunities for individuals with intellectual and/or developmental disabilities in Oklahoma by providing neurodiversity in the workplace training directly to employers. In Year 4, the project experienced its most impactful year to date, significantly surpassing all performance benchmarks and expanding our reach across the state and beyond. AFO provided LEAD, Neurodiversity in the Workplace training to 33 distinct employers, marking a 65% increase over the initial goal of 20 employers. In total, 688 individuals received training through the LEAD initiative during Year 4, representing a more than 60% increase in the number of individuals trained compared to Year 3. This dramatic growth reflects both heightened demand for inclusive workforce development and the effectiveness of our refined training approach, which now emphasizes group sessions to enhance our impact and statewide reach into more rural communities.
- In Year 4, AFO focused on expanding our efforts and bringing forth innovative approaches to bridge the employment gap for individuals with autism and I/DD. Most notably, AFO developed and launched the Autism Job Board, an online platform that connects neurodivergent job seekers with inclusive employers. Within the first six months of launch, 9 employers signed on to post jobs, including major organizations such as The Gathering Place, Goodwill Industries, Science Museum Oklahoma, Mercy Health Care, and others. The platform featured 17 unique job postings, which collectively received over 2,000 views and impressions, demonstrating strong early engagement from both employers and job seekers. One particularly innovative approach was developed in partnership with Mercy Health Care, which is our direct-connection portal that removes many of the barriers that exist within the typical application process by connecting directly with recruiters at Mercy and emphasizing the many unique strengths and skills neurodiverse job seekers bring to the workforce.
- In addition to delivering training sessions to employers, AFO actively promoted LEAD, Neurodiversity in the Workplace through participation in several key

- conferences and professional events throughout the year such as Oklahoma Works and Success Across the Spectrum. These opportunities allowed AFO to share best practices, raise awareness, and build partnerships with organizations committed to advancing workplace inclusion for individuals with intellectual and/or developmental disabilities.
- A major highlight of the year was AFO's invitation to present at the Neurodiversity at
 Work Conference in Washington, DC. This national platform brought together
 thought leaders, employers, government agencies, researchers, and advocates from
 across the country to discuss strategies and programs for supporting neurodivergent
 talent in the workforce. AFO was honored to showcase LEAD as a model for
 employer engagement and inclusive workforce development in Oklahoma.
- While AFO has always collected post-training survey data, Year 4 marked the first year AFO begin to collect follow-up post-training data at 3-month, 6-month, and year-end intervals. The follow-up data collected indicates that the LEAD training has made a significant impact on increasing advocacy and awareness in the workplace. 95% of survey respondents indicate they believe advocacy and awareness within their respective workplaces have increased as a result of LEAD training. 100% of survey respondents found the training beneficial with an average rating of 4.5 out of 5. This rating reflects high levels of satisfaction and perceived impact of the training. Over 60% of organizations report implementing or planning to implement changes to their hiring processes to be more inclusive of diverse needs. Examples provided include reducing the number of interviewers, altering lighting, enhanced communication strategies, and updates to language in job descriptions and postings.
- At each interval of follow-up data collection, employers reported hiring individuals with autism and I/DD. While measuring employment outcomes remains complex as majority of employers do not and legally cannot require an applicant to disclose their disability status, we have been able to collect data showing 8 individuals with an intellectual and/or developmental disability were hired by organizations who completed LEAD training. It should be emphasized several survey respondents indicated they "weren't sure" when asked if they had hired individuals with autism or I/DD. This highlights a common limitation of tracking inclusive hires as we are only able to track those who decide to self-disclose their disability to their employer. Due to the complexity of measuring employment outcomes, it is worth noting the number of confirmed hires only represents a small portion of those positively impacted. Whether through direct hiring or the implementation of inclusive workplace practices, the lasting effects of LEAD, Neurodiversity in the Workplace training extend beyond what we can capture with headcounts of confirmed hires.

- Several organizations pledged to adopt inclusive practices moving forward, signaling long-term organizational culture change beyond LEAD training.
- AFO is proud of the measurable progress made toward creating a more inclusive workforce for individuals with autism and other developmental disabilities in Oklahoma. By surpassing training goals, launching the Autism Job Board, and building strategic partnerships with employers and community organizations, the LEAD project continues to drive systemic change in how employers understand, recruit, and support neurodiverse talent. Looking ahead, AFO remains committed to expanding the scope of this work by enhancing employer training and developing new supports for job seekers.
- **Challenges**: Discuss how you addressed both anticipated and unanticipated challenges over the course of the project.
 - By Year 4 of this project, AFO staff had developed a strong understanding of the typical challenges that come with operating our LEAD, Neurodiversity in the Workplace project. Through the years, we have refined our strategies and approach and feel confident in our ability to overcome challenges and exceed program expectations. However, this year presented several unanticipated challenges that required adaptability and perseverance.
 - Notably, we experienced a significant slowdown in employer interest in the third quarter. It was among our lowest levels of engagement since the early stages of the project. We believe this decline may be partially attributed to the broader political and cultural climate, which may have contributed to increased hesitation among some employers to engage in diversity-related training initiatives. Despite these setbacks, we remained committed to our mission and employed targeted outreach and refined our messaging to rebuild momentum.
 - As a result, we saw a strong recovery in the final quarter, ultimately surpassing overall training goals for the year.
- **Lessons Learned**: What lessons have you learned that will help your organization and other organizations that may be involved in similar work
 - Throughout Year 4 and across the entire duration of the project, AFO has learned that adaptability and innovation are essential to advancing inclusive employment effectively. The landscape of workforce development continues to change, and creating meaningful opportunities for individuals with autism

- and other developmental disabilities requires a flexible and responsive approach.
- One of the most impactful and instructive innovations this year has been the development and launch of the Autism Job Board. The site marked a major advancement in connecting neurodiverse job seekers with inclusive employers and it also became one of our most valuable learning experiences. From refining the user experience to better understanding of how employers engage with the platform and what their needs are for the site to function effectively, the entire process was a valuable learning experience on the importance of feedback from our community and stakeholders, the need to continue finding innovative approaches, and the evolving landscape of employment for people with disabilities.

Testimonials

"By actively hiring neurodiverse employees, we are not only fostering an inclusive workplace, we are also enriching our culture by tapping into each person's unique strengths bringing new ideas and perspectives." -Ashley Chatman, Operations Manager at Sisu.

"the training was very thought provoking and made me (and hopefully all the staff) more aware of the simple things we can do to recognize and accommodate individual's needs" - Post-Training Survey Feedback

"We've changed our interviewing process from a panel interview to just two interviewers. We've also updated our language on job posts to be more inclusive." - Post-Training Survey Feedback

"We have decreased the number of interviewers at interviews, slowed our rate of speech, increased our wait time for processing questions, and changed the lighting in our interview spaces." - Post-Training Survey Feedback

- Sustainability Plans: Provide plans for sustaining the work.
 - To ensure the long-term sustainability of LEAD, Neurodiversity in the Workplace beyond Council funding, AFO is refining its program delivery model to maximize both impact and efficiency. The updated approach will emphasize group training sessions tailored to specific industries or sectors,

- allowing multiple employers to participate at once. This format enhances cost-effectiveness while significantly expanding the program's reach.
- To help fund this revised model, AFO will introduce a training fee for participating employers. However, in line with our commitment to equity and accessibility, AFO will also continue seeking grant support to subsidize or fully cover training costs when possible.
- In addition to employer training, AFO is actively pursuing new funding sources to broaden the scope of employment-focused programs by developing training resources for job seekers. This approach will focus on critical employment-readiness skills such as understanding employee rights and protections, building resumes, developing confidence, and interview prep, ensuring a more inclusive and supportive employment environment for individuals with intellectual/developmental disabilities in our state.
- **Project Visibility and Outreach:** Discuss how you communicated your project and the type of outlets (email, social media placements, internet placements, newspaper, radio spots, television spots) you used.
 - AFO promoted LEAD, Neurodiversity in the Workplace through social media, conferences, events, online advertising, email lists, television appearances, and flyers. Throughout the project, AFO staff have noticed word of mouth and in-person events/conferences have perhaps been the most successful avenue for promoting the training throughout the state. Our data also shows our online advertisements were successful in generating interest in our project.

III. Final Budget Report

Budget Summary

Please provide a final project budget, showing all costs of the project, including all match funding. Remember, match funding includes volunteers. If volunteers were used, please explain. Documentation is needed for volunteer time to count towards match. Please ask us what is needed. If there were significant changes to the proposed project budget, please explain.

Category	Budget	Current	Cumulative	Remaining	Current Match	YTD Match
Salary	73,720	6,431.02	73,597.41	122.59	-	16,179.61
Fringe	19,705	1,929.30	19,719.49	(14.49)	-	4,096.90
Contractual	4,820	1,092.50	7,212.50	(2,392.50)	-	3,915.00
Supplies	1,500	-	1,603.86	(103.86)	-	894.00
Other	7,392	949.00	4,163.34	3,228.66	-	8,089.46
Travel	6,500	729.10	7,338.92	(838.92)	-	578.14
In-Kind Match	-	-	-	-	-	10,000.00
Total Direct Costs	113,637	11,130.92	113,635.52	1.48	-	43,471.72
Indirect Costs (10%)	11,363	1,113.09	11,363.55	(0.55)	-	4,347.17
Total	125,000	\$ 12,244.01	\$ 124,999.07	\$ 0.93	\$ -	\$ 47,818.89

FY25 Quarter 4 Project Summary

Best Buddies, Expansion

	Q1	Q2	Q3	Q4
# individuals with DD who participated in council activity	1	11	42	42
# of family members who participated in council activity	0	0	0	0
# of others who participated in council activity	25	42	107	86

During the fourth quarter, Best Buddies made significant progress by strengthening five school-based chapters across the Tulsa area: Bixby Middle School, Bixby 9th Grade Center, Bixby High School, Clyde Boyd Middle School, and Union High School. The onboarding of new advisors at Bixby 9th Grade Center and Bixby High helped reinforce leadership, while planning discussions with Clyde Boyd Middle School and Charles Page High School are setting the stage for fall expansion. Union High School stood out for its enthusiastic engagement and selection of a delegation for the upcoming Best Buddies International Leadership Conference. Across the five schools, nearly 200 new members joined, reaching over 1,500 students, educators, and community members, and contributing to greater awareness and inclusion throughout the Tulsa region.

A major focus this quarter was bridging the gap between school-based programs and Best Buddies' adult-focused offerings. The team integrated information about Citizens and Ambassadors programs—focused on adult friendships and leadership skills—into parent nights and IEP transition meetings to support long-term involvement. These efforts are helping families view Best Buddies as more than just a school-based club, but as a continuous source of support, connection, and inclusion for individuals with IDD throughout their lives. This cross-program collaboration is proving critical to easing transition planning and minimizing post-graduation social isolation.

One of the most effective strategies this quarter was strengthening relationships with school staff and families by attending back-to-school nights, family engagement events, and distributing paper membership applications to improve data collection and overcome tech barriers. Although student participation remains high, delays in capturing engagement through the online system persist, prompting increased reliance on paper forms and manual data entry. Newer chapters like Clyde Boyd Middle School are building momentum, and Best Buddies anticipates stronger engagement as partnerships grow. Looking ahead, financial sustainability efforts are underway, including planning for the 2025 Champion of the Year Gala. Lessons learned from past district-sponsored events have reinforced the value of direct, personal outreach to families and educators, and plans are in motion to replicate this model in additional school districts like Bixby.

FY 2025 Best Buddies in Oklahoma Developmental Disability Council of Oklahoma (DDCO) Annual Report

Section I - Project Summary Information

Agency/Organization: Best Buddies International, Inc.

Agency Contact: Emily Hunt

Email: Emilyhunt@bestbuddies.org

Staff working on project:

Emily Hunt- Senior Director, Expansion

Grant McCarty- Director, Mission Advancement, Oklahoma

Melanie Pleasant- Lead Program Manager

Contract Period: July 1, 2024 – June 30, 2025

II. Project Final Results (no more than 3 pages)

Project Summary

The Best Buddies Inclusion Project created social opportunities for individuals with intellectual and developmental disabilities (IDD) by expanding Best Buddies chapters in Oklahoma schools, enhancing both student and community involvement. Staff collaborated with educators and local organizations to launch new chapters, engage students and families, and provide volunteers with training and educational resources to create welcoming school environments for students with IDD.

Key Activities by Quarter

Quarter	Highlights
Q1 (Jul-Sep 2024)	Staff established strategic partnerships
	with local schools in Tulsa. Conducted
	training sessions for school staff
	members. Successfully launched four
	new chapters
Q2 (Oct–Dec 2024)	Staff implemented programs at a fifth
	school, totaling five new schools in the
	greater Tulsa area. They trained teachers
	and student leaders on foundational steps
	for establishing a Best Buddies Chapter
	at their respective schools. Organized
	and held a Local Leadership Training Day
	for all chapters in Oklahoma.
Q3 (Jan-Mar 2025)	Staff conducted Back to Best Buddies
,	training in February, increased student

	participation, and ensured the accuracy of documentation.
Q4 (Apr–Jun 2025)	Staff organized Best Buddies International Leadership Conference parent nights and end-of-year chapter activities. They also strengthened family engagement through special events, reaching 1,250+ stakeholders in the Tulsa area.

Key Outcomes

Deliverables/Goals:

- Establish five new school-based chapters- Achieved
- Recruit and engage 100 student volunteer members Achieved, 128
- Deliver 20 group activities- Achieved, 32
- Train five students and five faculty leaders Achieved, 7
- Engage a minimum of 25 students with IDD, at least five of whom will serve in a leadership role in their chapter. Achieved, 42

Outcome	Number
Total Individuals with IDD	42
Number of 'other individuals'	86
Student Leaders Trained	7
Total Participants	128
Schools Impacted	5

Project Overview

Over the past year, Best Buddies expanded programming across the Tulsa region. The staff formed strategic partnerships with administrators, special education professionals, and general education teachers to launch five new chapters in both middle and high schools:

- **Bixby Middle School** Bixby, OK
- Clyde Boyd Middle School Sand Springs, OK
- Bixby 9th Grade Center Bixby, OK
- **Bixby High School** Bixby, OK
- Union High School Tulsa, OK

Our staff began efforts by conducting outreach and recruitment across these schools and districts. As interest grew, they facilitated regular meetings with students and advisors to build strong chapter foundations. Our staff placed special focus on boosting engagement at Union High School, where weekly student meetings helped strengthen involvement and led to the selection of a student delegation for the upcoming *Best Buddies International Leadership Conference*.

In addition to launching new chapters, staff laid the groundwork for future growth. They initiated pilot program discussions with Tulsa Public Schools, engaged with leaders at Jenks High School, and held planning sessions with Charles Page High School and Clyde Boyd Middle School to ensure successful continuity into the next academic year.

To support chapter sustainability, staff trained new faculty advisors at the Bixby 9th Grade Center and Bixby High School, reinforcing chapter leadership and operational consistency.

These efforts helped Best Buddies strengthen its presence in Oklahoma schools and fostered meaningful educational, social, and leadership opportunities among students with and without disabilities.

Collaboration

Throughout FFY 2024, collaboration played a key role in advancing Best Buddies' mission across Oklahoma. Our team actively worked alongside local organizations, school districts, and internal program teams to ensure a unified approach to supporting individuals with IDD.

Partnership Highlights:

- Down Syndrome Association of Tulsa:
 Best Buddies hosted a resource table at a community event, shared program information, and built connections with families and professionals in the disabilities field.
- School District Partnerships:
 Best Buddies built strong relationships with Tulsa-area schools, including Bixby and Union Public Schools. Activities included:
 - o Participating in transition meetings and family engagement nights
 - Promoting program opportunities beyond graduation
 - Hosting tables at district-sponsored events to raise awareness and drive family involvement

These collaborative strategies ensured that Best Buddies in Oklahoma was seen not just as a school program, but as a long-term support system for individuals with IDD and their families.

Successes

Best Buddies in Oklahoma established five new chapters during the grant period. Through these efforts, our staff engaged with over 1,250 community members. In addition, our staff significantly increased visibility and awareness of the program through a series of events and outreach.

Challenges

During the reporting period, we encountered several challenges that impacted overall engagement metrics. Difficulty collecting data made it harder to accurately track participation and outcomes. Additionally, school calendar conflicts and illness-related absences among students and staff affected consistent attendance and participation across chapters.

Sustainability

The continued success of key fundraising events, such as the Champion of the Year Gala and the Friendship Walk, remains vital in ensuring both the financial and programmatic sustainability of Best Buddies in Oklahoma. These events generate essential funding to support chapter operations and expansion while increasing community engagement and long-term investment in the mission of inclusion.

Testimonials

Rebekah Boysel Advisor from Union High School

"My Best Buddies chapter had the honor of attending the Best Buddies Leadership Conference in Bloomington, Indiana with all 50 states, and 17 different countries this past weekend. For those of you who aren't familiar with Best Buddies International, it is a global organization that helps create opportunities for individuals with IDD through friendships, employment, and inclusive living. I started a chapter at UHS this past school year with the help of the wonderful Melanie Pleasant. With that help, we achieved winning Outstanding Chapter for the 24-25 school year!!!

Everyone knows how much I love Make Promises Happen, and I am so glad I found something that helped me bring that same energy to my high school. We had the chance to bring my incoming president and vice president, and my previous president came to get some ideas for starting a chapter at her university this fall! During this conference, we participated in opening ceremonies, incredible workshops that helped us get ideas for building our chapter, listened to amazing speakers (like Tanner from Love on the Spectrum!) had a Friendship Walk, Friendship Bash, and dance!"

Project Visibility and Outreach

Staff promoted the project through targeted email communication, flyers, and updates on our organizational website. They also collaborated with local partners and shared information through community newsletters and online networks. These efforts ensured broad outreach to individuals with IDD, families, and community stakeholders across Oklahoma.

Lessons Learned

This year reinforced the effectiveness of smaller, targeted family engagement events in fostering stronger connections within school communities. As a result, we plan to implement parent nights during the 2025-2026 school year to support further family involvement. Additionally, we recognized the ongoing need for innovation in our data collection methods to better track participation, outcomes, and areas of improvement.

III. Final Budget Report

(Please see page five)

Best Buddies Oklahoma New Friendship Chapter Project - OK DD Council

Summary of Expenses			OKDDC Request	A	KDDC Actual opense		Other Inding		Total Project costs
Staff/Volunteer Time	(400/ #:								
Director, Mission	(12% time	Φ	0.004	φ.	0.004	Φ		ф	0.075
Advancement	on project)	\$	8,034	\$	8,034	\$		\$	8,275
Program Manager	(20% time on project)	\$	9,000	\$	9,000	\$		\$	0.270
	on project)		9,000		9,000				9,270
Benefits @ 15%		\$	<u>-</u>	\$	-	\$	2,555	\$	2,632
Subtotal		\$	17,034	\$	17,034	\$	2,555	\$	20,177
Program Operations									
Site Visits/Travel		\$	1,152	\$	1,152			\$	1,152
Volunteer Training & Ma	nagement	\$	3,494	\$	3,494	\$	2,944	\$	6,242
Community Engagement	t	\$	250	\$	112			\$	250
Office Operations		\$	320	\$	262			\$	320
Chapter Grants		\$	2,500	\$	2,500			\$	2,500
Supplies & Materials		\$	250	\$	249			\$	250
Subtotal		\$	7,966	\$	7,770	\$	2,748	\$	10,714
			·		·		•		·
Indirect Costs (10% of									
total program costs)		\$		\$	-	\$	9243	\$	9243
									_
Total Expenses		\$	25,000	\$	24,804	\$ 14,7	42	\$	40,134

FY25 Quarter 4 Project Summary

University of Kansas Center for Research, Black Feathers podcast

The numbers represent all-time downloads as of that quarter.	Q1	Q2	Q3	Q4	July
# of podcast listeners for episode #1	110	126	138	138	141
# of podcast listeners for episode #2	0	79	131	132	134
# of podcast listeners for episode #3	0	0	67	80	82
# of podcast listeners for episode #4	0	0	0	47	55
# of podcast listeners for episode #5	0	0	0	29	46
# of podcast listeners for episode #6	0	0	0	0	42

In the final quarter of the Black Feathers podcast project, the team focused on releasing the final episodes, conducting outreach, and encouraging engagement with the Oklahoma Developmental Disabilities Council's 5-year planning efforts. Delays in episode release were due to scheduling conflicts and the extended approval process required by some Tribal Nations. Despite these challenges, six episodes were successfully produced, offering stories and resources designed specifically for and by Tribal communities in Oklahoma. The podcast served as a new and effective outreach tool, helping build trust and open dialogue with Tribal citizens and establishing new relationships rooted in respect, reciprocity, and patience.

The podcast, hosted on Buzzsprout and distributed across multiple streaming platforms, garnered 695 total downloads with listeners tuning in from 19 U.S. states and 12 countries. Most U.S. listeners were from Kansas and Oklahoma. While Apple Podcasts was the most used platform, outreach via web browsers and Spotify was also significant. Although website traffic was relatively strong—with over 600 views to the homepage and nearly 200 to the episodes page—listener engagement with the podcast survey was minimal, with only two responses submitted. The project highlighted the challenges of collecting meaningful data through podcasts and underscored the importance of employing trusted Tribal citizen liaisons in future data collection efforts.

The State of the States project initially aimed to create a replicable model of the Black Feathers podcast in collaboration with DD Councils across different states and Tribal Nations. Due to funding uncertainties, the team is now pursuing new partnerships, including with the AUCD Indigenous Workgroup, to sustain and expand the podcast nationally through UCEDD collaborations. A key challenge moving forward is maintaining access to existing content, as continued hosting on Buzzsprout will require the Council to assume hosting costs once the grant ends. Lessons learned emphasized the importance of building trust with Tribal Nations, actively listening to their needs, and tailoring content to diverse audiences—including both Tribal members and those seeking to learn about Indigenous issues. The podcast acted as a springboard for long-term relationship-building and systems change, particularly by including Tribal voices in the Council's broader planning and advocacy work.

https://stateofthestates.ku.edu/black-feathers-podcast

State of the States in Intellectual and Developmental Disabilities

OKLAHOMA BLACK FEATHERS PODCAST



Prepared by Shea Tanis, Ph.D.

University of Kansas

Final (Grant	Report	Submitted	7.1.2025
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EXECUTIVE SUMMARY

The University of Kansas Center on Disability State of the States in Intellectual and Developmental Project of National Significance partnered with the Oklahoma Developmental Disabilities Council to support people with ID/DD and their families on Tribal lands to obtain information on ID/DD related issues from peers and access valued and vetted resources on culturally-responsive services and supports. The following report outlines the activities and outputs from the Council's \$25,000 investment.

Objective 1.1 Communications strategy and podcast content planning

The project team met within the first two months of the award to develop a branding and communications strategy to implement alongside the release of the podcast episodes. The Oklahoma Black Feathers logo was



created along with an advertising postcard (Appendix A). In addition to the postcard and logo, a new website and social media handles were created to disseminate information. It was essential to distinguish the Oklahoma Black Feathers episodes from the previous national Black Feathers podcast to demonstrate the DD Council's investment while also maintaining contact with established listeners. To achieve this goal, the team developed new branding and language to highlight the content focus in Oklahoma for the second season of the Black Feathers Podcast.

The communications strategy included a series of touchpoints for sharing podcast content with listeners. The program created audiograms for each episode as a teaser to engage potential listeners, which were posted on social media. After each episode, resources were posted on the website reflecting best practices and culturally competent information related to the content.

To support dissemination and build partnerships, the project team curated a contact list of Tribal Nations' media personnel and sources and used this list to disseminate information about podcast episodes and flyers. Appendix B provides the contact list used for dissemination.

Finally, the podcast host and members of the project team initiated outreach to tribal citizens across the lifespan to identify potential podcast guests and stories of lived experience.

Objective 2.1 Data collection and analysis

Podcast Hosting: The Oklahoma Black Feathers Podcast was hosted on Buzzsprout, a podcast hosting platform that supports distribution to various podcast libraries, including Black Feathers. This allowed listeners to follow the podcast on Apple Podcasts, Spotify, Amazon Music, Podcast Index, Overcast, iHeartRadio, Podcast Addict, Castro, Castbox, Podchaser, Pocket Casts, Deezer, Listen Notes, Player FM,

Goodpods, and TruFans. and allowed the project to collect unique data. Apple Podcasts was the most frequently used channel for the audience to download episodes (57%-75% for each episode). Web browsers and Spotify were also frequently used.

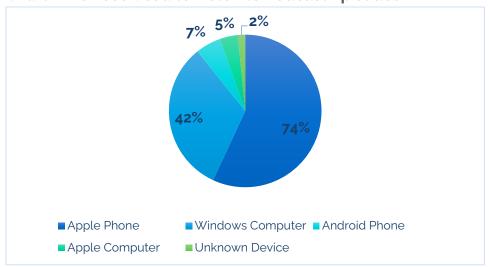
Podcast Listeners: The total number of podcast downloads for the series was 615. Podcast listeners tuned in from the United States, Canada, Germany, France, the United Kingdom, Latvia, Mexico, Ireland, Australia, Russia, the Philippines, and Slovakia. The subcategory of listeners from the United States represented 19 states: AZ, CA, CO, IL, IN, KS, MA, MD, MI, MN, MO, MT, NE, NY, OK, TX, WA, WI, and VA, Not surprising, most listeners in the United States were from Kansas and Oklahoma. Table 1 represents the number of downloads across Oklahoma.

Table 1. Oklahoma Black Feathers Downloads in Oklahoma by City

Listeners in OK by City	Total Number of Downloads
Oklahoma City	29
Yukon	6
El Reno	4
Tulsa	18
Broken Arrow	4
Tahlequah	2
Edmond	11
Claremore	2
Total	76

A variety of devices were used to download and listen to the podcast episodes. Chart 1. Shows the breakdown of devices used.

Chart 1. Devices Used to Listen to Podcast Episodes



In addition to capturing data on the episode downloads via Buzzsprout, the project also attempted to capture more detailed information on listeners through a Qualtrics survey posted on the project webpage: Black Feathers Survey | State of the States in Intellectual and Developmental Disabilities. The survey questions were aligned with the required data collection categories directed by the Council, and requests for completion were made at the end of each podcast episode. Unfortunately, of the 96 page views, only two people completed the full survey. The two respondents were each American Indian females who did not disclose their relationship to disability. Table 2 lists their survey responses:

Table 2. Listener Survey Responses

Question	Respondent 1 Answer	Respondent 2 Answer
Did the Black Feathers podcast and/or supplemental resources help you to increase your knowledge of how to take part in decisions that affect your life, those of others, and systems?	Yes	Yes
Are you currently engaged in advocacy activities?	Yes	Yes
Did the Black Feathers podcast and/or supplemental resources help you in advancing your advocacy efforts?	Yes	Yes
As a result of the Black Feathers podcast and/or supplemental resources, are you interested in participating in disability coalitions, policy boards, advisory boards, governing bodies, and/or serving in leadership positions?	No Response	Yes
Did the Black Feathers podcast and/or supplemental resources support you in identifying what supports and services you need, want, or are important to you?	Yes	No Response
Black Feathers Content - Were you satisfied with the Black Feathers content?	Strongly Agree	Agree

In the future, the project would like to integrate the listener survey with Buzzsprout; however, the current platform does not allow for data collection questions to be included on the hosting page. Data collection is a challenging task when hosting a podcast without a consistent and engaged audience that is also viewing webrelated content. However, the benefits are reaching new communities and sharing information on an accessible platform.

Website Data: The project collected website traffic data via Google Analytics to understand user interest in the content. The episodes page had the most traffic with 190 views. The Black Feathers home page had 616 views, while the survey page had 96 views.

Objective 3.1 Podcast episode production

There were four stages to the podcast episode production: 1) episode scheduling and speaker preparation; 2) episode recording; 3) episode editing; and 4) episode posting. Each step required detailed instructions and procedures. In Stage 1. before each episode, members of the production team would coordinate schedules with guests, gather relevant information and biographies, discuss content and script, and discuss/test technological needs for production. In Stage 2, the 45-minute-long podcast was recorded using Riverside recording services, which could take anywhere from one to two hours. During this time, the host and guest would review the interview script with the production team and record multiple takes of questions based on the interaction. In Stage 3, the production team would add the podcast intro/outro and clip the content for seamless production. The host and the project team would review the edited episode for clarity. Finally, in Stage 4, the production team launched the episode on Buzzsprout and embedded content on the Black Feathers website pages.

The following is a list of the produced Podcast Episodes, guests, and listeners. It is essential to note that, although the grant included built-in stipends for podcast guests, fewer than half of the guests expressed interest in receiving compensation.

Episode 1: Child Care in Cheyenne and Arapahoe Nations in Oklahoma

Episode Link: https://www.buzzsprout.com/1991536/episodes/15827197

Guests: Mary Davenport, Carrie F. Whitlow, and Megan Hart

Lead Guest Bio: Mary Davenport is a Licensed Masters Social Worker under supervision for a Licensed Clinical Social Worker designation. She has devoted over 30 years of her professional career to children, youth and families in Indian Country in her home state of Oklahoma, New Mexico and Arizona. She is a member of the Apache Tribe of Oklahoma and of Kiowa and Navajo descent. She has a wide range of experience in the fields of mental health, social services and education. Her experience includes practice, research, planning, administrative and tribal leadership roles. Her goal is to help strengthen the coordination of services that Native American families receive during their educational journey. She believes that successfully supporting students means coming together as a community to provide wrap around services that look beyond individual grant deliverables and

program or department objectives. Currently, she is a School Social Worker with the Cheyenne and Arapaho Tribes of Oklahoma and has served the C&A communities for approximately ten years - five years in Social Services Department and five years in the Department of Education. She obtained her Bachelor of Arts in Social Work from Azusa Pacific University and her Master's in Social Work at the University of Oklahoma.

Number of Downloads: 138

Audiogram Link: https://www.facebook.com/share/v/19Hj5MmZ8F/

Episode 2: Transitional Services for Individuals with IDD at Gatesway Foundation

Episode Link: https://www.buzzsprout.com/1991536/episodes/16402516

Guests: Stephani Ninke and Dawn Newrider

Guest Bio: None provided

Number of Downloads: 132

Audiogram Link: https://www.facebook.com/share/v/16RTZhY68P/

Episode 3: From the Start: Newborn Screenings Lead to Improved Life

Episode Link: https://www.buzzsprout.com/1991536/episodes/16829651

Guest: Shari Arceneaux

Guest Bio: I have been a registered nurse for over 35 years, practicing in a variety of settings in 6 different states in the US. Pediatrics was my first and frequent focus, and it makes sense that I have landed in the field of Newborn Screening for this stage of my career. I joined the State of Oklahoma Newborn Screening team in November of 2021 with a voracious appetite to learn. As I became proficient in the nurse follow up role, I desired to expand my sphere of influence. As an NBS Educator, I have the unique opportunity to affect the future for our Oklahoma babies and their families. It has been stimulating and rewarding to immerse myself in the world of Newborn Screening as I seek to provide education to the community at large as well as to our professional partners in a variety of settings.

Number of Downloads: 80

Audiogram Link: https://www.facebook.com/share/r/15bKA6kYzv/

Episode 4: Cherokee Health Services

Episode Link: https://www.buzzsprout.com/1991536/episodes/17296476

Guest: Dr. Amber Tiehen

Guest Bio: Dr. Amber Tiehen is the Cherokee Nation Health Services Senior Director of Rehabilitation Services. She received her bachelor's degree in Kinesiology from the University of Arkansas in 2010 and her Doctor of Physical Therapy in 2014. She is a Certified Stroke and Rehabilitation Specialist and a Board-Certified Orthopedic Specialist. Dr. Tiehen has worked for Cherokee Nation Health Services for nine years and feels at home serving her community and advocating for patients.

Number of Downloads: 47

Audiogram Link: https://www.facebook.com/share/p/19ZMpaXLHY/

Episode 5: Developmental Disabilities Council of Oklahoma

Episode Link: https://www.buzzsprout.com/1991536/episodes/17371452

Guest: Jenifer Randle

Guest Bio: Jenifer (you can call her Jen) is passionate about teaching, reading, writing, watching sports, and all things Star Trek. She holds degrees in Special Education from Southwestern Oklahoma State University and the University of Kansas, and a certificate in Competitive Integrated Employment from Utah State University. With 14 years of experience teaching students with disabilities, Jen is a dedicated educator and a credentialed trainer for Person-Centered Thinking, a Charting the LifeCourse Ambassador, and Aging Our Way Ambassador.

Number of Downloads: 29

Audiogram Link: https://www.facebook.com/share/p/1FiQbZDgGV/

Episode 6: Honoring Wisdom: Elder Services in the Choctaw Nation

Episode Link: https://www.buzzsprout.com/1991536/episodes/17405284

Guest: Betty Wharton

Guest Bio: Betty Wharton is the Director of the Choctaw Nation Healthy Aging working to keep elders at optimum health and independent. She holds a Master of

Science: Clinical Nurse Specialist from the University of Oklahoma. She has worked in many facets of nursing with the last 25 years primarily in tribal health services. She is committed to the education of nursing students as a clinical instructor and licensure specialist for the future of health care. Mrs. Wharton serves on numerous boards and task forces to improve health promotion and care on a multi-state level. She has a strong work ethic and dedication to improve the state and access to health care across the continuum.

Number of Downloads: [Released at the end of the grant period, so no data collected]

Audiogram Link: https://www.facebook.com/share/p/1CA4GG4Z2b/

Objective 4.1 Resource and information sharing

The final objective of the project was to cultivate relevant and vetted resources to accompany each episode. As part of the guest introduction, the project would request resources from the guests' based on their subject-matter expertise. In addition to the recommendations of the speakers, the project team would identify additional best-practice resources on topics covered within each episode. Resources were posted alongside the podcast episode on the website.

Below is the list of curated resources by episode.

Episode 1

- FFY 2026-2028 Tribal CCDF Plan Trainings | Child Care Technical Assistance Network
 - Targeting training materials and guidance—including submission guides, instructional videos, and templates—to assist Tribal Lead Agencies in preparing and submitting their FFY 2026–2028 Tribal CCDF (Child Care and Development Fund) Plans.
- Child Care Development Fund (CCDF) | Quapaw Tribe, OK Official Website
 The Quapaw Nation's Child Care Development Fund (CCDF) program
 provides low-income Native American families in its multi-state service area
 (OK, MO, KS, AR) with financial support for child care, resources like provider
 training, facility grants, and parent referrals; it operates two tribally licensed
 centers (O-Gah-Pah and Downstream), hosts enrichment activities (like camp
 and regalia initiatives), and outlines eligibility, applications, and recertification
 guidelines for children from infancy to age 12 (or 13 with special needs).

• Tribal Consultation Report: Meeting the Child Care Needs in Tribal Nations: Request for Information: Albuquerque, New Mexico

The report, "Meeting the Child Care Needs in Tribal Nations: Request for Information—Albuquerque, New Mexico (February 23, 2024)," summarizes insights from in-person consultation sessions held November 29–30, 2023 with 18 Tribal Lead Agencies. It highlights key themes such as local childcare priorities, infrastructure challenges, culturally responsive training, coordination across programs, workforce capacity, funding flexibility, and tribal sovereignty in program design and administration.

Episode 2

National Alliance on Mental Illness Oklahoma

NAMI Oklahoma is a statewide affiliate of the National Alliance on Mental Illness that offers free community-based mental health support, advocacy, education programs, and crisis resources to individuals and families affected by mental illness across Oklahoma.

Mental Health Association Oklahoma

Mental Health Association Oklahoma is a statewide nonprofit grassroots organization dedicated to promoting mental health, preventing suicide, ending homelessness, and transforming the justice system through advocacy, education, housing, and comprehensive support services.

Center for Learning & Autism Support Services, Inc.

Center for Learning and Autism Support Services (CLASS) is a nationally recognized provider of individualized Applied Behavior Analysis (ABA) services—offering in-home and telehealth programs tailored to each child's needs across multiple U.S. states—with a mission to enhance social, communication, play, and independence skills for individuals on the autism spectrum.

Oklahoma Human Services

Oklahoma Department of Human Services (OKDHS) is a state agency dedicated to promoting the safety, independence, and well-being of Oklahomans by providing essential services such as food and health assistance, child welfare, support for individuals with disabilities and seniors, child care, and family protection programs—helping over one million residents annually.

Oklahoma Rehabilitation Services

The Oklahoma Department of Rehabilitation Services (DRS) is a state agency that empowers Oklahomans with disabilities by helping them achieve employment, independent living, and self-sufficiency through individualized vocational training, assistive services, and educational programs—including support for the blind, deaf, and disability determinations.

Episode 3

 Community Perspectives on Developmental Screening of American Indian and Alaska Native Children - PMC

The article explores how American Indian and Alaska Native (AIAN) families and early childhood professionals perceive the developmental screening process—identifying trust-building, cultural context, communication of results, and access to services as key areas for improving early detection in AIAN communities.

National Indian Head Start Directors Association NIHSDA
 The National Indian Head Start Directors Association (NIHSDA) is the leading national organization representing American Indian and Alaska Native Head Start and Early Head Start programs. Its mission is to "stand strong and preserve the identity of AIAN children and families," achieved through advocacy, leadership development, and culturally responsive training to support Tribal-run early childhood education.

Episode 4

IHS, Tribal, and Urban Indian LTSS Programs | CMS

The CMS "IHS, Tribal, and Urban Indian LTSS Programs" page outlines how long-term services and supports (LTSS) initiatives—operated by Indian Health Service, tribal governments, and Urban Indian organizations—help elders and individuals with disabilities live independently in their communities by offering services like personal care, transportation, and case management, with program details and service availability accessible via an interactive state-by-state map.

Patients' Rights and Responsibilities IHS <u>Patients' Rights & Responsibilities | for Patients</u>

The Indian Health Service's "Patients' Rights & Responsibilities" page outlines that patients at IHS facilities are entitled to respectful, confidential care; informed decision-making (including advance directives); access to their medical records (PHI) under HIPAA and the Privacy Act; mechanisms for

grievance and complaints; and protections for safety, privacy, and self-determination in line with federal law.

Episode 5

 National Association of Councils on Developmental Disabilities https://nacdd.org/

The National Association of Councils on Developmental Disabilities (NACDD) is the national membership organization representing the 56 State and Territorial Councils on Developmental Disabilities, working to empower individuals with developmental disabilities, their families, and allies to build inclusive communities and live self-directed lives through policy, advocacy, technical assistance, and leadership development.

Effectively Addressing the Intersections
 64bac1f603e16f50971a1c2e_Effectively Addressing the Intersections Report
 7.2023.pdf

The Addressing the Intersections Report addresses the intersections of race, nationality, immigration status, tribal nationality, sexual orientation, and gender identity within the intellectual and developmental disabilities (I/DD) service delivery system. This report summarizes the Washington State Developmental Disabilities Council's (DDC) contracted work with the Equity in Education Coalition (EEC) and the Northwest Center (NWC).

American Indian Disability Summit <u>American Indian Disability Summit - Ability360 | Phoenix, AZ</u>

The American Indian Disability Summit hosted by Ability360 is a hybrid event that brings together American Indian individuals—especially youth—with disabilities, along with their families and community members, to share perspectives, access resources, and celebrate culture, history, and empowerment through advocacy, education, and networking opportunities.

Episode 6

Choctaw Nation Healthy Aging Program

The Choctaw Nation's Healthy Aging program offers a comprehensive, multidisciplinary suite of wellness, behavioral health, social services, nursing care, case management, and caregiver support tailored specifically for tribal elders (55+), aimed at enhancing quality of life, independence, and overall, well-being.

• Facebook: Older Indians Page

The Older Indians Facebook page, managed by the Administration for Community Living's Office for American Indian, Alaska Native, and Native Hawaiian Programs, shares updates on Title VI initiatives under the Older Americans Act—such as nutrition, supportive services, and caregiver support—for federally recognized tribes.

• <u>Biskinik | Choctaw Nation Healthy Aging Program is there to help elders live</u> their best life

A news article about the Choctaw Nation's Healthy Aging Program support for over 10,000 elders in 2024 by initially ensuring they attended appointments, took medications, had food, and stayed safe at home, and has since expanded to provide wellness activities, social services, behavioral health support, case management, caregiver assistance, home modifications, and adult protective services to help elders live independently and thrive.

Lessons learned

Trust. Building trust with tribal citizens and Nations is key to success in any partnership. Trust is not given easily to government-funded agencies and researchers. Reciprocity, respect, and patience are needed when initiating any new program or service. Trust is built on long-term investments from agencies and practitioners. While the Black Feathers episodes served as the entry point for building relationships, it is only the first step with many of the OK Tribal Nations. It is the hope that this project has established new relationships for the Council to sustain and build upon.

Active Listening. For too long, Tribal Nations and their citizens have been instructed, guided, and mistakenly educated under the pretense of culturally inappropriate initiatives. Listening first to what citizens need versus what is currently available and provided can transform the approaches and development of culturally responsive programs. It was clear early on in the podcast production that there were actually two separate audiences engaged with the OK Black Feathers podcast: tribal members who heard stories and resources from members of their own community, and non-tribal members interested in learning from guests and our host about the concerns, issues, and strengths of the Tribal Nations in Oklahoma. It would be beneficial for future initiatives to tailor the narrative around each topic to address the key points relevant to different audience members.

Data Collection. Data collection with Tribal Nations has historically been difficult due to a lack of trust and transparency of outside organizations and individuals. Compound this challenge was the utilization of a communications platform that was not intentionally designed to collect data. This created a data collection conundrum. To address this challenge in the future, we recommend hiring citizen liaisons from each of the Tribal Nations to support data collection and inclusive research design.

Sustainability

Upon receipt of the award the State of the State of the States project had hoped to build a replication model to be used in partnership with DD Councils to fund customized Black Feather podcast episodes to represent different states and Nations. However, given the challenges and uncertainty of funding, we have begun to seek new partnerships to sustain the podcast. One such collaboration is with the Association of University Centers on Disability (AUCD) Indigenous Workgroup. The workgroup is comprised of UCEDD Directors and staff interested in understanding indigenous issues and work. The UCEDDs engaged in the workgroup represent centers in NY, KS, OK, AZ, NM, MN, and SD and meet quarterly. We are seeking funding to create a national partnership with our partner UCEDDs where Black Feathers could continue as a preferred dissemination tool to reach indigenous communities.





Black Feathers Podcast is back!

New Episodes coming soon.



Host Crystal Hernandez Cherokee Citizen Psy.D., MBA





A Partnership between the Developmental Disabilities Council of Oklahoma and State of the States.





Appendix B

Oklahoma Media Contact List

ALABAMA-QUASSARTE TRIBAL TOWN

Leadership: Wilson Yargee (Chief)

NCIA Contact: (405) 452-3987

Email: info@alabama-quassarte.org

Website: https://www.alabama-quassarte.com/

Facebook: https://www.facebook.com/alabamaquassartetribaltown/

APACHE TRIBE OF OK

Leadership: Durell Cooper (Chairman)

NCIA Contact: (405)247-9493

Email: info@apachetribe.org

Website: https://apachetribe.org/

Facebook: https://www.facebook.com/profile.php?id=100064870530701

CADDO NATION

Leadership: Bobby Gonzalez (Chairman)

NCIA Contact: 405.656.2344

Email: lhalfmoon@mycaddonation.com

Website: https://mycaddonation.com/

Facebook: https://www.facebook.com/807053426004155

X: https://www.x.com/CaddoNation

CAOMANCHE NATION

CHEROKEE NATION

Leadership: Chuck Hoskin Jr. (Principal Chief)

NCIA Contact: (918) 453-5000

Email: cco@cherokee.org

Website: https://www.cherokee.org/

Facebook: https://www.facebook.com/TheCherokeeNation

Instagram: https://www.instagram.com/thecherokeenation/

X: https://twitter.com/CherokeeNation

Other Social Media: https://www.youtube.com/user/CherokeeTV

CHEYENNE AND ARAPAHO TRIBES

Leadership: Reggie Wassana (Governor)

NCIA Contact: (405) 262-0345

Email: info@cheyenneandarapaho-nsn.gov

Newspaper: https://www.cheyenneandarapaho-nsn.gov/public-affairs/news

Website: https://www.cheyenneandarapaho-nsn.gov/

Facebook: https://www.facebook.com/CheyenneandArapahoTribes

X: https://twitter.com/catribaltribune?lang=en

CHICKASAW NATION

Leadership: Bill Anoatubby (Governor)

NCIA Contact: (580) 436-2603

Email: Tony.Choate@Chickasaw.net

Newspaper: Home | Chickasaw Times

Website: Home | Chickasaw Nation

Facebook: Facebook.com/TheChickasawNation

Instagram: Instagram.com/ChickasawNation

X: Twitter.com/ChickasawNation

LinkedIn: Linkedin.com/company/Chickasaw-Nation

Television News: CNTV News | Chickasaw.tv

Radio Stations: Home | KCNP Radio

CHOCTAW NATION

Leadership: Gary Batton (Chief)

NCIA Contact: (580) 924-8280

Email: khumenesky@choctawnation.com

Newspaper: https://www.choctawnation.com/news/

Website: https://www.choctawnation.com/

Facebook: http://bit.ly/cno-fb

Instagram: http://bit.ly/cno-insta

X: http://bit.ly/cno-tweet

LinkedIn: http://bit.ly/cno-linkedin

Other Social Media: http://bit.ly/cno-yt

CITIZEN POTAWATOMI NATION

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https://www.youtube.com/channel/UC7HUG1a53MWamJmTvhyLw5Q?view_as=s

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FY25 Quarter 4 Project Summary

Oklahoma Autism Center, Early Access Screenings & ADOS2 Qualified Examiner

	Q1	Q2	Q3	Q4
# individuals with DD who participated in council activity	0	0	0	0
# of family members who participated in council activity	156	97	76	100
# of others who participated in council activity	24	13	19	14
# of professionals trained	131	163	114	52

During the fourth quarter, the Early Access team expanded outreach and training efforts across Oklahoma, focusing on early childhood providers, families, and tribal communities. In April, the team shared updates during Autism Advocacy Day at the State Capitol and conducted a specialized training on autism and developmental monitoring for 16 early care providers. While attendance was modest, participants provided positive feedback, and future trainings may shift to virtual or Saturday morning formats to increase accessibility. Additional training in April focused on autism screening for eight professionals working with children with fetal substance exposure. In May, the team contributed to a Chickasaw Nation training on interdisciplinary evaluation teams and engaged in legislative collaboration with a Partners in Policymaking graduate to support developmental screening policy proposals.

Engagement continued in June through participation in the Oklahoma Early Childhood Transition Summit, where 15 Head Start providers received training, and information was shared with 42 more professionals. The team also collaborated with Cherokee Nation leadership on a proposal to NIH, aiming to expand autism evaluation capacity. A separate training was conducted in Tulsa for six home visiting professionals, and new family outreach efforts included developmental monitoring sessions for 25 family members through Parent Promise OKC, as well as parent presentations at six local libraries. Planning was completed for a bilingual training on July 14 for Sooner Success staff, and a family guide was translated and printed in Spanish as part of ongoing support for Spanish-speaking communities.

Throughout the quarter, Early Access provided direct support to families by offering screening services to 18 families, answering screening-related questions for 33 families, and supplying resources and referrals to an additional 49 families and 14 community members. The team maintained strong partnerships with key collaborators such as the Autism Foundation of Oklahoma, Chickasaw Nation, Cherokee Nation, Sooner Success, and Oklahoma State Department of Health. Progress aligned with the team's five-year sustainability plan, which leverages ongoing training contracts and Preschool Development Grant partnerships to sustain and grow activities. Key takeaways from this period included increased understanding of effective training formats and the successful use of bilingual translation services for broader community engagement.



Annual Report for the Developmental Disabilities Council of Oklahoma July 1, 2024 – June 31, 2025

I. Project Summary Information

Project Name: Early Access Oklahoma

Organization Name: Oklahoma Autism Center

Name of Persons Writing Report: Kathryn Moore and Seth Kastner

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Early Access Team Members:

Kathryn Moore, PI/Project Director and Psychologist Bonnie McBride, CDC Act Early Ambassador Seth Kastner, Outreach and Project Evaluation Coordinator Jeanne Buchanan, Clinic Operations and Family Coordinator Gina Bryan, Financial and Contract Support Coordinator Margaret Bergant, Project Facilitator

II. Project Final Results

Executive Summary

During this contract period, we not only continued our trainings in developmental monitoring, screening, and assessment with existing partners, but we also expanded our efforts to new audiences. This included developing new partnerships and adapting training contents and materials for specialized audiences including childcare providers and Spanish-language providers.

BY THE NUMBERS...

During this contract year, our project provided

- screenings or related resources and referrals to 429 families,
- resources and assistance to more than 70 community professionals, and
- training on autism, developmental monitoring, and screening for 493 professionals.
- 22 diagnostic evaluations for Spanish-speaking families (using Spanish ADOS-2 kit purchased with DDCO funding)

Participants in our introduction to Autism and Developmental Monitoring trainings reported increases in knowledge across all measured areas:

Knowledge Area	Rating BEFORE Training (X/5)	Rating AFTER Training (X/5)
Characteristics of autism	3.2	4.4
Indicators of autism	3.2	4.4
Developmental Monitoring	3.0	4.2
"Learn the Signs. Act Early."	2.6	4.1
Addressing concerns with	3.0	4.3
families		
Supports for children with autism	2.7	4.1

Additionally, 80% of participants rated the training as Very Relevant or Extremely Relevant to their current work, and 80% also said that they "definitely will" use what they learned from our training.

KEY PARTNERSHIPS...

Collaboration with other stakeholders and professionals in early childhood and related areas has continue to be the heart of our project.

Partners and Collaborators

Oklahoma Department of Health

Oklahoma City Public Schools

Safecare

HeadStart/Early Head Start administrators

Oklahoma Association of Communication Action Agencies

Chickasaw Nation

LIFT Community Action Agency

Child Care Resource and Referral

Muscogee Nation Head Start

Oklahoma Autism Network

Sooner Success bilingual county coordinators

Oklahoma Partnership for School Readiness

A Better Chance Clinic

Partners in Policymaking

Oklahoma Early Childhood Transition Summit

Cherokee Nation

Parent Promise

Metropolitan Library System

OU Health

Autism Foundation of Oklahoma

Challenges

- a. Given the broad target audiences and partnerships for our project, the majority of the challenges we faced during the contract year were related to logistical issues in coordinating schedules, establishing and maintaining communication with new partners, and optimizing our services to strike a balance between providing narrowly tailored tools and content vs. appealing to a broader audience with a more generalized approach.
- b. We are still awaiting selection from the waitlist to complete the necessary final training steps toward having a certified trainer in the Autism Diagnostic Observation Schedule (ADOS-2) within Oklahoma. We will continue to bring in an outside certified trainer to fulfill some level of the needs and have been able to less-formally coach and train some providers in diagnostic assessment (see the summary above). Our capacity to train providers at a larger scale and more formally is still on hold until selected from the waitlist to attend the nationally-based training which has not yet been scheduled.
- c. The most common barrier cited by training participants was that they still felt they needed additional training in order to fully address the topics covered and how they relate to their work. Other participants mentioned a lack of time/resources or a lack of support/buy-in from administrators as keeping them from utilizing what they learned from our trainings. This feedback serves to remind us to continue striving to improve our training and resources, in particular, to streamline them to be easier to implement at a larger scale.

Lessons Learned

- a. Through additional training and networking at a national level, we have learned that long waitlists for evaluations are a pervasive issue. This is motivating us to consider a two-pronged approach where we continue to work on building capacity to increase awareness of early indicators of autism and decrease wait times for autism screenings and evaluations, while also increasing our focus on identifying sustainable strategies for increasing communication with waiting families to connect them with resources while they await a formal diagnostic evaluation.
- b. We connected with an English-Spanish translator who efficiently translated a document for us and we are looking forward to future opportunities to increase accessibility to resources for Spanish-speaking families.
- c. We learned more about scheduling considerations to better reach early care audiences.

Sustainability Plans

a. We have continued to follow the model set out by our 2021-2026 sustainability plan, which emphasizes the leveraging of existing partnerships to increase the number of organizations utilizing our professional development services in an ongoing, fee-for-service model, while utilizing DDCO funds to provide initial training and build partnerships with new collaborators.

Project Visibility and Outreach

- a. We highlighted developmental monitoring for the general public through "Milestones Monday" posts on our social media (Facebook and Instagram) throughout the year.
- b. We shared information and conducted networking at professional and community events throughout the year, including Autism Advocacy Day at

- the Oklahoma State Capitol, at several events in partnership with the Metropolitan Library System, and at the Early Childhood Transition Summit.
- c. We were connected with a participant of Partners in Policymaking to provide our knowledge and experience related to their potential legislative advocacy efforts focused on developmental screening.

III. Final Budget Report

Due to the University's Grants and Contracts accounting process, we do not currently have finalized project costs. We anticipate that we will have the data for a final budget report by the end of August and will provide the DDCO with this information as soon as it is available.

FY25 Quarter 4 Project Summary

Sooner SUCCESS, Family Respite Retreats and Sibling Overnight & Day Camps

0			
Q1	Q2	Q3	Q4
16	17	0	3
21	20	0	66
0	0	0	1
1	1	0	2
0	0	0	11
0	0	0	12
0	0	0	21
0	0	0	36
0	0	0	46
0	0	0	66
0	0	0	92
0	0	0	67
0	0	0	5
	Q1 16 21 0 1 0 0 0 0 0 0	Q1 Q2 16 17 21 20 0 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Q1 Q2 Q3 16 17 0 21 20 0 0 0 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Sooner SUCCESS hosted two regional Caregiver Retreats in Tulsa and Oklahoma City during spring 2025, offering transformative experiences for 66 caregivers. Both retreats provided thoughtfully planned activities focused on self-care, relaxation, and connection. Caregivers received welcome baskets, participated in massages, wellness workshops, art activities, and meaningful group discussions. Meals and accommodations were fully arranged, including off-site dining in Tulsa and in-hotel catering in OKC. The retreats were successful in fostering a sense of rejuvenation and community, with several caregivers expressing deep gratitude for the rare opportunity to rest, connect with others, and feel seen and supported. Demand for these retreats remains high, with over 270 submissions through a new interest form since its launch in December 2024. Rising hotel and food costs, along with caregiver challenges in securing respite, remain ongoing barriers.

In addition to caregiver support, Sooner SUCCESS implemented six sibling-focused camps in 2025: one overnight camp and five regional day camps. These camps engaged over 135 siblings and provided 92 caregivers with meaningful respite. The Sibling Camp at JD McCarty Center welcomed both siblings with and without developmental disabilities, creating an inclusive environment where participants connected through group discussions, games, arts and crafts, outdoor activities, and special events like a dance party and talent show. Families received follow-up resources, and parents were invited to reflection sessions to hear what their children had learned. Feedback consistently highlighted how valuable it was for siblings to feel

understood and heard, with many children expressing that it was their first time meeting someone who shared their experience.

The day camps offered an accessible alternative to overnight programming and were especially effective for younger siblings or those new to group experiences. Activities were tailored to local communities and included CPR training, equine therapy, storytelling, crafts, and peer discussions. Tulsa, Guthrie, Piedmont, Poteau, and Enid all hosted camps with the help of local partners and volunteers. In total, 46 individuals with disabilities received support while their siblings attended camp, and 67 additional volunteers, partners, and agency staff helped ensure success. These programs helped strengthen sibling bonds, build confidence, and introduce self-advocacy in a supportive and age-appropriate way.

Collaboration was key to the success of these efforts. Sooner SUCCESS worked with dozens of local partners—including hotels, massage therapists, photographers, food vendors, and behavioral support agencies—to ensure each event was tailored and well-executed. Planning began months in advance to secure speakers, reserve accommodations, and confirm logistics. Volunteer training focused on behavioral support and safety was also implemented, ensuring a positive and secure experience for all children. By centering programming around siblings' emotional and developmental needs, the camps are modeling best practices in inclusive, family-centered support.

Despite these successes, challenges persist. Limited funding, volunteer capacity, and space constraints make it difficult to serve every interested family. Rising costs also continue to threaten sustainability, and some families are unable to attend due to lack of respite care options. Sooner SUCCESS is actively working to address these barriers by exploring new partnerships, raising awareness about the importance of respite, and refining program models to ensure long-term impact. Efforts such as creating a waiting list system and offering both overnight and day camp formats have helped improve accessibility and adaptability.

Ultimately, the sibling and caregiver retreats are filling a major gap in family support services. They help caregivers recharge, allow siblings to feel understood, and offer all participants access to meaningful connection, resources, and community. As one child shared during camp, "I thought I was the only one... I'm happy I came and made new friends." These programs demonstrate that by investing in the well-being of the entire family, we create stronger, more inclusive support systems that extend beyond the individual with a disability.

I. Project Summary Information

Grant Information

Project	
Name	Caregiver Retreats and Sibling Camps

Organization	
Name	Sooner SUCCESS

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II. Project Final Results (no more than 3 pages) Executive Summary

The Sooner SUCCESS retreats provided critical support and relief to family caregivers of individuals with disabilities through a well-planned, enriching, and accessible experience. the programs offered 107 caregivers a break from their responsibilities in a rejuvenating environment that prioritized self-care, social connection, and education.

Caregivers benefited from:

- **Respite and Relief**: Respite vouchers enabled families to arrange substitute care, giving caregivers uninterrupted time to rest and recharge.
- **Self-Care Activities**: Massage, meditation, art, and nature-based recreation helped participants reduce stress and focus on their own well-being.
- **Social Support**: Activities like bonfires and bingo fostered community and connection among caregivers facing similar challenges.
- **Resources and Education**: Each participant received materials on self-care, participated in sessions about the Developmental Disabilities Council of Oklahoma (DDCO), and learned about the effects of chronic stress.
- **Personalized Support**: All retreat attendees and those on the waitlist received one-onone service navigation to connect them with vital resources and the appropriate respite programs.

The retreat experience gave caregivers not only rest but also tangible tools and lasting connections to help sustain them in their caregiving roles. By combining fun, education, and support, the project strengthened families and built a more resilient caregiver community.

The Fourth Annual Sibling Camp and Sibling Day Camps created unique and inclusive spaces where siblings of children with disabilities—and those with disabilities themselves—could come together to connect, grow, and have fun. Held at JD McCarty Center and various sites across Oklahoma, the camps supported **135 children** (57 with disabilities, 78 neurotypical) ranging from ages 8 to 25.

Families and siblings benefited through:

- **Strengthened Sibling Bonds**: Shared activities encouraged relationship-building between siblings while helping them appreciate and support one another in new ways.
- **Peer Connection and Support**: Neurotypical and disabled siblings were able to connect with others who share similar life experiences, reducing isolation and fostering empathy.
- **Personal Growth**: Through expressive workshops, age-appropriate discussions about disability, and creative outlets like crafts and improv, siblings built confidence, learned self-expression, and felt validated in their experiences.
- **Inclusive Fun**: Events like the dance party and talent show gave each camper a chance to shine and be celebrated, regardless of ability.
- Parental Insight and Involvement: A closing family reflection session allowed parents to witness their children's growth, celebrate their experiences, and receive resources for continued support.
- **Follow-Up and Impact Measurement**: Family surveys helped evaluate the program's effectiveness and support future planning and funding.

The camp gave siblings a rare opportunity to step into a supportive, understanding environment where they could be themselves, make new friends, and deepen their sibling relationships. At the same time, families were equipped with insights and tools to continue fostering those connections at home.

Challenges and How We Addressed Them

1. Reaching New Caregivers

- *Challenge:* Initial retreat promotion strategies were not effectively reaching new caregivers.
- *Solution:* A new year-round **online interest form** was launched on December 16, 2024. This has significantly improved outreach, with **273 caregiver submissions** received statewide, creating a sustainable pipeline of interested families.

2. Limited Retreat Capacity

- *Challenge:* High caregiver interest far exceeds the number of families we can accommodate (273 submissions vs. 53 available spots).
- *Impact*: Many families remain on waitlists or miss out entirely.
- Response: Staff continue to track interest to support future planning and funding efforts, and provide 1:1 service navigation to ensure families still receive some level of support even if they cannot attend.

3. Last-Minute Caregiver Cancellations

- *Challenge:* Life events such as medical emergencies or logistical issues (e.g., vehicle trouble, family illness) caused some families to cancel retreat attendance last minute.
- *Response:* Staff remain flexible and supportive, offering resources and future opportunities to those affected.

4. Rising Costs

- *Challenge:* Increasing **hotel and food costs** have limited how many caregivers we can serve.
- Response: The team continues to seek **cost-effective venues and partnerships**, and uses data from interest forms to advocate for increased funding.

5. Respite Provider Availability

- *Challenge*: Some caregivers, especially single parents, struggle to find reliable respite care to attend retreats.
- *Response:* Staff are working to strengthen **respite provider networks** and assist families in accessing existing voucher programs.

6. Volunteer Shortage for Sibling Camp

- *Challenge:* A lack of **male volunteers** limited our ability to serve the number of male campers who applied.
- *Response*: Programming was adjusted to serve more female participants. Recruitment efforts are ongoing to diversify the volunteer base.

7. Limited Capacity for Sibling Camps

- *Challenge:* Due to space, staffing, and funding limits, not all families interested in sibling camps can be accommodated.
- *Response*: Staff are exploring expanded formats like **day camps**, and collecting family feedback to guide improvements and advocate for resources.

Lessons Learned:

Retreats:

Prices have continued to rise across the state, especially for food, supplies, and lodging, though some state lodging rates remain stable. To manage attendance effectively, an interest form was implemented, creating a waiting list of caregivers. This allowed the team to quickly fill cancellations and engage with more caregivers about services and respite voucher opportunities.

Camp Support & Accessibility:

Sibling camp aimed to be inclusive, but due to behavioral and developmental needs, it became clear that having a behavioral specialist on-site was essential. A trained volunteer filled this role, enabling better support for high-needs campers.

Event Logistics & Adjustments:

Region 2 (Tulsa) hosted a Saturday dinner offsite to reduce costs. However, some guests lacked transportation or chose to stay at the hotel, highlighting the need for better planning in the future. With rising hotel and food costs, alternative retreat locations will be considered going forward.

Volunteer Training & Family Engagement:

Training volunteers on behavioral support and interviewing families in advance helped better prepare for campers' needs. However, not all families completed the post-event surveys. In the future, offering lunch as an incentive for survey completion may improve response rates.

Testimonials:

A caregiver expressed deep appreciation for the retreat, describing it as rejuvenating, relaxing, and thoughtfully planned. They felt genuinely cared for and were reminded of the importance of self-care while supporting a loved one with disabilities.

Thank you, Eva and Stephanie with Sooner SUCCESS, for the retreat invitation for Al and I to relax and get away. So needed and such a blessing. Beautiful facility, food and having fun.

During the OKC Caregiver Retreat, one military family learned about the DDS waiver and the new Legally Responsible Individual (LRI) policy, which could allow the mother to become a paid caregiver for her son—an option they were previously unaware of. This information was especially valuable, as the mother plans to leave her job due to the demands of caring for two children with disabilities.

At Sibling Camp, a sibling shared that he had to switch to online school due to bullying related to his brother's disabilities. Despite the challenges, he deeply loves his brother, who has cerebral palsy and high support needs, and is concerned about their family's future. The family, from a rural area with limited access to resources like this camp, expressed immense gratitude for the opportunity. It was the sibling's first-time meeting others in similar situations, and he looked forward to feeling less isolated. Their caregiver, who has provided continuous care for 14 years without a break, also shared her appreciation. She hopes the camp will help her son feel understood and supported, and lessen the emotional burden he carries.

The Tulsa Retreat had a profound impact on families, with one social worker sharing that a couple felt more supported and rejuvenated than they had since taking custody of their nieces. Another couple expressed deep gratitude after winning Leon Bridges concert tickets, which gave them an unexpected extra night away.

In OKC, two parents with disabilities attended the retreat. One mother, referred by a pediatrician, experienced her first night away from her two sons with severe autism. She shared how well she slept and how much she enjoyed the hotel and activities, highlighting the importance of caregiver respite.

At Sibling Camp, many children expressed that it was their first time meeting others in similar family situations. One 11-year-old shared how they had always felt guilty for their frustrations at home but found relief and connection after hearing peers express the same feelings. The experience helped them feel understood and less alone.

Sustainability Plans:

Sooner SUCCESS remains deeply committed to caregiver well-being, self-care, and access to respite. To ensure the long-term availability of these vital programs, we continue to advocate for respite awareness and collaborate with state agencies for support.

For Sibling Camp and Sibling Day Camp, sustainability remains a key concern. Ongoing challenges include securing reliable funding and maintaining strong partnerships and volunteer involvement to uphold safety, meaningful engagement, and program quality. While the need for these camps is clear, expanding and sustaining them will require increased support and investment.

Project Visibility and Outreach:

The DDCO logo is prominently featured on several retreat materials, including the Oklahoma Family Caregiver Respite Retreat Interest Form, the final registration form, the event flyer, and the Sibling Camp flyer and banner. During the retreat, DDCO will be recognized as the event funder multiple times, with either a live representative speaking or a video presentation created by Jen Randle. Additionally, the retreat has been promoted through the Sooner SUCCESS Facebook page, newsletter, and website, further acknowledging DDCO's sponsorship and support. Information about the retreats and sibling camps was widely distributed to various partners through email and social media platforms. Aietah Stephens and Samantha Basave were interviewed on Channel 9 (Front Porch) to discuss the sibling camp opportunities.

III. Final Budget Report Budget Summary

Please provide a final project budget, showing all costs of the project, including all match funding. Remember, match funding includes volunteers. If volunteers were used, please explain. Documentation is needed for volunteer time to count towards match. Please ask us what is needed. If there were significant changes to the proposed project budget, please explain.

\$77,697.89 (this is through end of May, University still working on closing out final project) *will send final numbers when we receive from University \$35,500.17 in match for volunteer hours for Sibling Camp and Sibling Day Camps:

- 30 volunteers (Sibling Camp) for 30hrs= 900hrs
- 37 volunteers (Sibling Day Camps) for 7hrs= 259hrs
- Oklahoma Volunteer Time Rate = \$30.63 per hour per Independent Sector <u>Value</u> of <u>Volunteer Time Independent Sector</u>

Developmental Disabilities Council Unsolicited Application for Funding

Aug 12, 2025

The Developmental Disabilities Council of Oklahoma (DDCO) welcomes unsolicited proportion contracts to fund activities that will advance the independence, productivity and inclusionals with disabilities. If you have any questions, please email the Council's Planning & G Director, Jennifer.Robinson@okdhs.org.



* Required

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.
- * 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 coss. 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.

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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-forprofit 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 good or service prior to the effective date of a contract.

If yo	ou have any questions, email our Planning & Grants Director, Jennifer Robinson:
<u>Jeni</u>	nifer.Robinson@okdhs.org.

Part 1 - Contact Information

7.	Organization Name *
8.	Organization Address *
	Mailing address please: Street number, Street name, City, State, 9-digit Zip Code
9.	Contact Info *
	Name, email address and phone number of the person completing this application.
10.	Website
	Organization's Website

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.

11. State Plan Goal *

Identify **one** of the Council's State Plan goals your work will address and explain how the work addresses that goal and moves the Council (and the State) forward in the goal. (select only one)

- 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

	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 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
	O 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.

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.	Pro	posal.	*
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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.

Hav	e you completed a needs assessment? *
\bigcirc	Yes
	No

16. Needs assessment:

15.

If you have completed a needs assessment, please provide a summary below. Your response should include:

- A brief description of the methodology used (e.g., surveys, interviews, focus groups).
- The key findings that support the need for your proposed project.
- The population included in your assessment.
- An explanation of how this assessment directly informs your proposal.

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

20.	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.
21.	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.
22.	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.

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.	

23. Where implemented:

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of our activities. For this reason, 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 leave it blank.

	 IA = <u>I</u>ndividual and family <u>A</u>dvocacy SC = <u>S</u>ystem <u>C</u>hange
24.	IA1.1
	The number of <i>people with developmental disabilities who participated in Council supported activities</i> designed to increase their knowledge of how to take art in decisions that affect their lives, the lives of others, and or systems.
	The value must be a number
25.	IA 1.2
	The number of <i>family members who participated in Council supported activities</i> 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
26.	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

	After participation in Council supported activities, the <i>percent of people with developmental disabilities who report increasing their advocacy</i> as a result of Council work.		
	The value must be a number		
28.	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		
29.	IA 2.2.1		
	The <i>percent of people</i> 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		
30.	IA 2.2.2		
	The <i>percent of people</i> who are participating now in advocacy activities.		
	The value must be a number		
31.	IA 2.2.3		
51.	The <i>percent of people</i> who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		
	The value must be a number		

27. **IA 2.1**

<u>.</u> .	IA 3.1
	The <i>percent of people with developmental disabilities satisfied</i> with a project activity.
	The value must be a number
3.	IA 3.2
	The <i>percent of family members satisfied</i> with a project activity.
	The value must be a number
4.	SC 1.1.1
	The number of policy and or procedures created or changed.
	The value must be a number
5.	SC 1.2.1 The number of statutes and or regulations created or changed.
	The value must be a number
5 .	SC 1.3.1
	The number of promising practices created.
	The value must be a number
7.	SC 1.3.2
	The number of promising practices supported through Council activities.

38.	SC 1.3.3		
	The number of best practices created.		
	The value must be a number		
39.	SC 1.4.1		
	The number of people trained or educated through Council systemic change initiatives.		
	The value must be a number		
40.	SC 1.5.1		
	The number Council supported systems change activities with organizations actively involved.		
	The value must be a number		
41.	SC 2.1		
	The number of <u>efforts that led to the improvement</u> of best or promising practices, policies, procedures, statute, or regulation changes.		
	The value must be a number		
42.	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

	SC 2.1.2 The number of policy, procedure, statute, or regulation changes implemented.
	The value must be a number
44.	SC 2.1.3
	The number of promising and/or best practices improved by systems change activities.
	The value must be a number
45.	SC 2.1.4
	The number of promising and/or best practices that were implemented.
	The value must be a number
46.	SC 2.2
	The number of <u>efforts that were implemented</u> 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

Additional Requirements for funding

47. 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.
- 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 <u>Jennifer.Robinson@okdhs.org</u> and include the Project Name in the subject line. 	
<u>zernmennesmenstens</u> g und melade the mojecername in the susjece me.	

48. 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 has some good information for you to develop your statement of work: https://www.projectmanager.com/blog/statement-work-definition-examples.

49. 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").

50. 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.

51. **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
52.	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
53.	IRS 501(c)3? *
	Is the proposed vendor applicant an IRS Registered 501(c)3:
	Yes
	○ No
54.	Government entity? *
	Is the proposed vendor a Government entity:
	Yes
	○ No

55	. Provide form of government and name of entity ^
56	. Are you a Tribal Organization? *
	Is the proposed vendor a tribal nation:
	Yes
	○ No

57. Tribal Organization Name * Please select the name of the Tribe. If it is not in the list, please select "Other" and enter its name. Absentee Shawnee Tribe of Indians of Oklahoma Alabama Quassarte Tribal Town Apache Tribe of Oklahoma Caddo Nation Cherokee Nation Cheyenne and Arapaho **Chickasaw Nation Choctaw Nation** Citizen Potawatomi Nation Comanche Nation of Oklahoma **Delaware Nation Delaware Tribe of Indians** Eastern Shawnee Tribe of Oklahoma Euchee (Yuchi) Tribe of Indians Fort Sill Apache Tribe Iowa Tribe of Oklahoma Kaw Nation Kialegee Tribal Town

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Kickapoo Tribe of Oklahoma

Kiowa Tribe of Oklahoma

Miami Tribe of Oklahoma

	\bigcirc	Muscogee (Creek) Nation
	\bigcirc	Osage Nation of Oklahoma
	\bigcirc	Otoe-Missouria Tribe of Indians
	\bigcirc	Ottawa Tribe of Oklahoma
	\bigcirc	Pawnee Nation of Oklahoma
	\bigcirc	Peoria Tribe of Indians of Oklahoma
	\bigcirc	Ponca Tribe of Oklahoma
	\bigcirc	Quapaw Tribe of Oklahoma
	\bigcirc	Sac & Fox Nation of Oklahoma
	\bigcirc	Seminole Nation of Oklahoma
	\bigcirc	Seneca-Cayuga Tribe of Oklahoma
	\bigcirc	Shawnee Tribe of Oklahoma
	\bigcirc	Thlopthlocco Tribal Town
	\bigcirc	Tonkawa Tribe of Oklahoma
	\bigcirc	United Keetoowah Band of the Cherokees
	\bigcirc	Wichita and Affiliated Tribes
	\bigcirc	Wyandotte Nation
	\bigcirc	Other
58.	Sole	proprietor? *
	Is the	proposed vendor the sole proprietor?
	\bigcirc	Yes
	\bigcirc	No

59.	Registered partnership? *
	Is the proposed vendor a registered partnership?
	Yes
	○ No
60.	Registered corporation? *
	Is the proposed vendor a registered corporation?
	○ Yes
	○ No
61.	ID Number *
	Social Security Number, FEI Number, or OMES Supplier ID

Contact information

62.	Signing authority *
	Name of individual with contract signing authority, title, Phone number, email address
63.	Primary Contact: *
	Name of individual(s) to contact regarding contract performance & operations, title, Phone number, email address
64.	Finance Contact: *
	Name of individual(s) responsible for finance and accounting, title, Phone number, email address
65.	Legal Notices: *
	Name of individual(s) to send legal notices, title, Phone number, email address

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