Developmental Disabilities Council of Oklahoma

PO Box 25352
Oklahoma City, OK 73125
https://oklahoma.gov/ddco.html

EXE.DD.Council@okdhs.org
P: (405) 521- 4984

Council Members
Sullivan Barbour, Broken Arrow
David Blose, Yukon
Margaret Bond, Broken Arrow
Nadine Walter, Okla. City
Sherri Coats, Oklahoma City
Matthew Conner, Pryor
Brett Cunningham, Okla. City
Janie Fugitt, Okla. City
Shelly Greenhaw, Edmond
Heather Hancock, Okla. City
Laura Haney, Tulsa
Gina Richardson, Okla. City
Susan Rutledge, Broken Arrow
Beth Scrutchins, Okla. City
Melissa Sublett, Tulsa
Kodey Toney, Panama
Lori Wieder, Stillwater Cynthia Wilkett, Tulsa
Valerie Williams, Okla. City
Bryce Wooten, Edmond

DDCO Staff
Administrative Assistant
Vacant

Planning & Grants Director
Jennifer Robinson

Advocacy Training Director Dr. Bradley Mays

Self-Advocacy Training Director
Morgan Davis

Executive Director
Jenifer Randle

State Plan Committee Meeting Agenda

Friday, November 6, 2026 – 10:00 a.m.
OK Center for Nonprofits, 701 N. Lindsay Ave, Oklahoma City, OK, 73104

Join Meeting:
https://us02web.zoom.us/j/82360733596?pwd=NJf0sSynMe8jE9DTJgGMTa1XXbqN77.1
Meeting ID: 823 6073 3596 Passcode: 8675309

Members attending online:
Bryce Wooten, 16905 Bedford Circle Edmond, OK 73012
Kodey Toney, 1507 S. McKenna, Poteau, OK 74953

I.__ **Call to Order, & Roll Call** – Bryce Wooten, State Plan Chair

II.__ **Discussion and Possible Voting** – Bryce Wooten, State Plan Chair

1) Review Meeting Minutes: August 28, 2026, p. 2
2) Review of FY28 Funding Proposals:
for your reference, Approved 2027-2031 goals, p. 4
   a) 10:15 - 4RKids Foundation, p. 9
   b) 10:30 - Achieve Pediatric Therapy, p. 31
   c) 10:45 - Beyond the Spectrum, p. 51
   d) 11:00 - CareLink OK, p. 81
   e) 11:15 - Joyful Noise AAC, p. 101
   f) 11:30 - Youth and Family Resource Center Shawnee, p. 121
3) SAIPE Map, p. 146

III.__ **Other Business and Possible Voting**

IV.__ **Announcements**
State Plan Committee Meeting – Fri., Novmber 13, 2026, 10:00 a.m.
State Plan Committee Meeting - Fri., December 11, 2026, 10:00 a.m.

V.__ **Adjournment**

State Plan Committee Members: Bryce Wooten Committee Chair, Maggie Bond Committee Vice Chair, RoseAnn Duplan, Wanda Felty, Janie Fugitt, Shelly Greenhaw, Gina Richardson

Non-Council Committee Members: Lindsay Grace, Claudia Jimenez, Kevin Jimenez

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

State Plan Committee Minutes

Developmental Disabilities Council of Oklahoma

DATE: Friday, August 28, 2026
TIME: 10:00 a.m.
PLACE: Center for NonProfits, 701 N Lindsay Ave, Oklahoma City, OK 73104

BE IT REMEMBERED that on Friday, August 28, 2026, at 10:00 a.m., the State Plan Committee met at Center for NonProfits, 701 N Lindsay Ave, Oklahoma City, OK 73104 *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 2026 has been given in writing to the Oklahoma Secretary of State and public notice and agenda having been posted on the Council's website at or before 12:00 pm on Thursday, August 27, 2026, per the Oklahoma Open Meetings Act, 25 O.S. Section 311.

I. 🔨🤦 **Call to Order and Roll Call:** Mr. Wooten called the meeting to order at 10:05 a.m.
Present: Janie Fugitt, Shelly Greenhaw, Gina Richardson, RoseAnn Duplan (designee for Melissa Sublett)
Online: Bryce Wooten, Maggie Bond, Wanda Felty (designee for Valerie Williams)
Absent:
Non-Voting Committee Members: Lindsay Grace, Claudia Jimenez
Staff: Jennifer Robinson, Morgan Davis, Jenifer Randle, Bradley Mays (online)

By roll call, having determined there were sufficient committee members in person for quorum, business was conducted. Bryce Wooten is a voting member as his attending address was listed on the posted agenda.

II. 🎬 **ACTION:** Minutes from March 26, 2026 were presented to the committee for review. Ms. Duplan moved to approve the March 26, 2026 minutes as corrected. Ms. Greenhaw seconded the motion.

🗣️ **DISCUSSION**: The committee discussed errors and corrected the minutes.
😊 **AYES:** Bryce Wooten, Janie Fugitt, Shelly Greenhaw, Gina Richardson, RoseAnn Duplan
😟 **NAYS:**
😐 **ABSTAIN:**
👍 **MOTION was approved.** 👍

III. 🎬 **ACTION:** Minutes from July 6, 2026, were presented to the committee. Ms. Duplan moved to approve the July 6, 2026 minutes as corrected. Ms. Richardson seconded the motion.

🗣️ **DISCUSSION**: The committee discussed errors and corrected minutes.

😊 AYES: Bryce Wooten, Janie Fugitt, Shelly Greenhaw, Gina Richardson, RoseAnn Duplan
😳 NAYS:
😬 ABSTAIN:
👍 MOTION was approved. 👍

IV. 🗣️ DISCUSSION FINAL REPORTS AND PROJECT REPORTS:

Ms. Robinson presented the committee with the final report from the Youth Expedition held in Poteau, hosted by the Oklahoma Family Network for review.

Ms. Robinson presented quarterly reports from Fy 26. The committee had a lot of questions regarding Best Buddies data reported. Ms. Duplan noted the data received emphasizes her position in recommending lowering funding for this fiscal year. The committee requested more information from Best Buddies regarding the data submitted and has requested a meeting with Best Buddies.

V. 🗣️ DISCUSSION: FY 28 FUNDING APPLICATION:

Ms. Robinson presented the committee with the funding application for FY 28. The committee wants to make sure those who submit funding requests understand the Council's target population and the definition of developmental disabilities as cited in the DD Act. The link to the definition (from our website) will be provided directly to the application. Will add guidance language regarding best and promising practices.

VI. 🗣️ DISCUSSION: APPLICATION EVALUATION RUBRIC

Ms. Robinson presented the committee with the funding application evaluation form. Ms. Fugitt mentioned having a list of the Goals on the form would help members remember them.

VII. 📢 ANNOUNCEMENTS:

Ms. Jimenez introduced herself to the committee. Ms. Jimenez took Partners in Policymaking last year and is a non-voting committee member.

Ms. Robinson reminded the committee of upcoming committee and council meetings.

VIII. 🔨 ADJOURNMENT: Finding no objections, Mr. Wooten adjourned the meeting at 11:33 a.m.

Goals 2027-2031

2027-2031 State Plan Goals

Goal 1

Make it easier for Oklahomans with intellectual and/or developmental disabilities and their families to find and understand information about services, supports, resources.

- Objective 1 – By 2031, there will be a user-friendly network of information for Oklahomans with intellectual and/or developmental disabilities and their families across Oklahoma
- Objective 2 - Annually through 2031, support creative community solutions that provide in-person help for Oklahomans with intellectual and/or developmental disabilities through the lifespan.
- Objective 3 - By 2031, there will be improved transportation assistance to Oklahomans with intellectual and/or developmental disabilities and families.
- Objective 4 – Annually through 2031, offer at least 20 specialized training workshops for caregivers on topics such as person-centered planning, behavioral support strategies, and navigating service systems.

Goal 2

Support the creation of community activities that value Oklahomans with intellectual and/or developmental disabilities and support them in speaking up and making their own decisions.

- Objective 1 – Annually through 2031, launch and evaluate a public education campaign that showcases the contributions of Oklahomans with intellectual and/or developmental disabilities in the workforce, arts, and community.
- Objective 2 – Annually through 2031, provide formalized training for 150 emerging self-advocates and their family members.
- Objective 3 – By 2029, an alumni network will be established for graduates of our leadership programs.
- Objective 4 – Annually through 2031, Self-Advocate Trainers will create and provide training to 150 self-advocates, local businesses, schools, and organizations.
- Objective 5 – By 2031, a cross-disability coalition will be established to help state-level policy discussions, with at least 50% of its members being people with developmental disabilities.
- Objective 6 - By 2030, a toolkit will be developed to assist businesses and organizations in creating more inclusive environments for employees and customers.

Goal 3

Provide caregivers and families with the support needed to ensure their long-term well-being.

- Objective 1 – Annually through 2031, support creative community solutions that provide respite and training for family caregivers.

- Objective 2 - In the event of natural and/or manmade disasters, the Council may engage in additional activities to support Oklahomans with intellectual and/or developmental disabilities and their families.

FY28 Funding Proposals

4RKids

Opportunity Center

Developmental Disabilities Council of Oklahoma

Fiscal Year 28 Funding Request Summary

Project/Activity: Opportunity Center

Organization: 4RKids Foundation https://www.4rkidsenid.org/

Proposal Description: 4RKids Foundation proposes to transform its existing Opportunity Center in Enid into an accessible learning and resource hub serving individuals with developmental disabilities, families, caregivers, and community partners throughout Northwest Oklahoma. The project would add portable audiovisual technology, assistive listening equipment, educational resources, and virtual participation capabilities to support accessible workshops and connections with statewide experts. Programming would focus on self-advocacy, employment, independent living, disability services, and family and caregiver education. The project would expand 4RKids' existing mission by providing educational opportunities and resource connections to individuals and families beyond its current client-employees.

During the contract year, July 2027 through June 2028, 4RKids plans to conduct at least 12 educational sessions and serve approximately 100 unduplicated participants, including an estimated 60 individuals with developmental disabilities, 25 family members, and 15 other participants. The project will primarily serve Enid and surrounding rural communities across Garfield, Grant, Kingfisher, Major, Alfalfa, and Blaine counties. Outreach will include social media, the organization's website, email, printed materials, community events, and partnerships with DDS, DRS, schools, healthcare providers, and disability organizations. Individuals with developmental disabilities and their families will help shape programming, with accessibility measures such as plain-language materials, visual supports, captioned virtual sessions, and assistive listening options incorporated as appropriate.

A lot of the Council funding will support equipment, with supplies, training, outreach and salaries rounding out the remaining funding.

Targeted Audience: people with I/DD and families
(persons with disabilities, family members, professionals)

Council Goal: Goal 1 – Make it easier for Oklahomans with intellectual and/or developmental disabilities and their families to find and understand information about services, supports, resources.

Council Objective: 1.2 - Annually through 2031, support creative community solutions that provide in-person help for Oklahomans with intellectual and/or developmental disabilities through the lifespan.

Funding requested for Fiscal Year:

Fiscal Year (FY)	Council Funding Requested	Match (in kind)	Total Project Budget
2028	**$20,012.25**	**$6,670.75**	**$26,683**

6. **General Information and Timelines:**

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

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

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

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

If you have any questions, email our Planning & Grants Director, Jennifer Robinson: Jennifer.Robinson@okdhs.org.

TB

Part 1 - Contact Information

7. **Organization Name** *

4RKids Foundation

8. **Organization Address** *

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

710 Overland Trail

9. **Contact Info** *

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

Taylor Blasier | 5804980254

10. **Website**

Organization's Website

4rkidsenid.org

Our State Plan Goals

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

12

11. **State Plan Goal** *

Goals have been established for our next 5 Year State Plan (2027-2031), and proposals submitted should focus on at least **one** of our goals.

- Goal 1 – Making Information Easy to Find and Use
- Goal 2 – Advocacy and Awareness
- Goal 3 – Supporting Families and Caregivers Over Time

You can read our full 5 Year State Plan Goals and Objectives on our website: https://oklahoma.gov/ddco/about/state-plan.html.

TB

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

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

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

- ○ Yes
- ◉ No

13. **Identify names and relationships**

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

N/A

Part 3 - Your activity proposal:

The Council's committee carefully reviews all complete and accurate applications. The information you provide in Part 3 will help members understand your proposed work and how it aligns with the Council's 5-Year Goals and Objectives.

14. **Proposal.** *

Provide a written overview of your proposal (up to 4000 characters). 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.

4RKids Foundation seeks funding to transform our Opportunity Center in Enid into an accessible learning and resource hub for individuals with developmental disabilities, families, caregivers, and community partners throughout Northwest Oklahoma. This is the room where 4RKids began and where our client-employees first worked before our facilities expanded. Today it is primarily used for storage and monthly board meetings. We want to honor that history by creating a welcoming place to learn, connect, advocate, and belong. People with developmental disabilities and their families may face challenges accessing services, training, and reliable information. Geographic distance, transportation, and limited local opportunities can increase these barriers. Our existing room has potential to bring resources together, but lacks the technology and resources needed for regular accessible programming. We are gathering community survey feedback to document local priorities.

We propose an accessible multipurpose learning hub with eligible portable video conferencing, audio and assistive listening equipment, educational resources, and programming. Any permanent building improvements will be funded separately. Workshops will address self-advocacy, employment, independent living, and caregiver education. We will invite DDS, DRS, and community partners to offer information, and connect participants to statewide experts through virtual meetings. People with developmental disabilities and their families will help guide topics and activities. In the first year, we aim to host at least 12 educational sessions and reach 100 individuals, family members, and caregivers. We expect improved awareness of services, self-advocacy, community collaboration, and inclusion. Staff will document attendance by participant group, partner participation, and accessible feedback about knowledge, choice, advocacy, and satisfaction. Our goal is for 80% of surveyed participants to report useful learning. The center aligns with DDCO's goals of accessible information, advocacy and awareness, and ongoing family support. Existing space, local fundraising, volunteer assistance, and partner-led sessions will support continued activities after initial funding. Where opportunity began at 4RKids, we want connection and opportunity to continue for our whole community.

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

- (●) Yes
- ( ) No

16. **Needs assessment:**

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.

4RKids Foundation conducted a community needs assessment on October 22–23, 2026, using a voluntary survey to gather feedback regarding access to disability-related resources, educational opportunities, and community participation. The survey included multiple-choice questions and opportunities for written feedback to identify barriers, areas of interest, and potential use of the proposed Opportunity Center. Twenty individuals participated, including individuals with developmental disabilities, family members and caregivers, 4RKids staff and volunteers, board representation, and community service providers. These perspectives helped us better understand both the needs of individuals receiving services and the challenges families and organizations experience when accessing resources in Northwest Oklahoma. Results highlighted a need for accessible information and educational opportunities. Of those surveyed, 60% reported difficulty knowing what resources were available, 35% identified scheduling conflicts, and 20% each identified transportation challenges and limited local opportunities. Additionally, 65% indicated they would use the proposed Opportunity Center, while 35% responded maybe. No respondents indicated they would not use the center. The most frequently requested opportunities included family and caregiver support, community activities, DDS services and waivers, independent living education, and self-advocacy training. These results directly support our plan to transform the existing Opportunity Center into an accessible community learning and resource hub. The need for clearer information reinforces our focus on educational workshops and connections with service providers. Transportation and scheduling challenges support the inclusion of video conferencing and flexible participation options. Interest in family support, independent living, and community activities will help guide our programming priorities. Although this assessment represents a small voluntary sample, it provides direct community feedback supporting the proposed project and establishes a foundation for continued participant involvement. Our goal is to use this feedback to create a center shaped by the needs and voices of the individuals and families it will serve.

17. **Who will do the work?** *

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

The 4RKids Foundation Board of Directors, staff, and community volunteers will help coordinate and implement the Opportunity Center. They will assist with planning, room organization, equipment assembly, setup, outreach, and programming. Preliminary cost estimates have been gathered, but final contractors and vendors have not been selected. 4RKids plans to obtain competitive quotes and evaluate vendors based on qualifications, experience, cost, and project requirements. Qualified providers will complete specialized audiovisual and technology work. The organization's leadership will oversee implementation, expenditures, educational activities, partnerships, and ongoing operations. Any relationship between a bidder and 4RKids leadership will be disclosed and managed through appropriate conflict-of-interest and procurement procedures.

18. **Targeted population:** *

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

The Opportunity Center will primarily serve individuals with intellectual and developmental disabilities, especially transition-age youth (approximately ages 14–21) and adults, along with parents, guardians, siblings, caregivers, and other family supporters. Participants may include people with intellectual disability, autism, Down syndrome, cerebral palsy, or other qualifying developmental disabilities and a variety of communication and accessibility needs. The primary service area is Enid, Garfield County, and surrounding rural Northwest Oklahoma counties. The center will welcome people beyond 4RKids' existing client-employees, including individuals and families not currently connected to our services. Specific topic priorities and access needs will be refined with community survey feedback.

19. **Impact:**
*

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

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

During the first contract year, 4RKids proposes to provide 12 educational workshops or informational sessions and serve approximately 100 unduplicated participants, including an estimated 60 people with developmental disabilities, 25 family members, and 15 other participants. The project aims for at least 80% of surveyed participants to report useful knowledge or skills, and plans to engage five community partner organizations. Training will support self-advocacy, personal choice, employment awareness, independent living, and family access to resources. Beyond direct participants, a recurring accessible community resource and virtual participation will improve connections with regional and statewide providers. Success will be assessed through workshop logs, unduplicated attendance, separate participant categories, accessible before-and-after questions, satisfaction feedback, and partner activity records reviewed quarterly. These are proposed targets, not current achievements.

20. **Duplication or expansion:**
*

Does this proposal duplicate or expand upon any existing work in Oklahoma? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and/or enhances what is being done. If your proposal duplicates or expands upon existing work, please describe the existing work and explain how the proposed work is unique and innovative. Be specific how this approach and expected outcomes are different from and adds value to what is or has been done.

This project expands 4RKids' existing employment and disability support mission rather than replacing current services or funding. The Opportunity Center is now used mainly for storage and board meetings. The new work adds an accessible community education and resource-sharing function for families and individuals beyond current 4RKids participants. Instead of duplicating services offered by DDS, DRS, and other organizations, 4RKids will invite agencies and local partners to deliver information through accessible in-person and virtual sessions in Northwest Oklahoma. It adds a local connection point, self-advocacy opportunities, and a coordinated outreach approach that do not currently exist as regular functions of this room.

21. **Best Practices:**
*

Will your proposed project use current 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 provide sources.

The project will apply person-centered practices by inviting people with developmental disabilities and their families to select topics and evaluate activities. Workshops will promote self-determination and supported decision-making by helping participants communicate preferences, understand choices, and advocate for needed supports. Accessible learning practices will include plain-language materials, visual supports, captioned online sessions, and assistive listening options as appropriate. Community inclusion will be promoted through partnerships and open access to disability-focused education. Programming and evaluation will be adjusted using participant feedback.

Sources: Administration for Community Living, Person-Centered Planning (acl.gov/programs/consumer-control/person-centered-planning); AAIDD and The Arc, Self-Determination Position Statement (aaidd.org); W3C, Web Content Accessibility Guidelines 2.2 (w3.org/TR/WCAG22/); National Center on Advancing Person-Centered Practices and Systems (ncapps.acl.gov). Verify links and reference wording before submission.

22. **Systems change impact:** *

Systems change can help improve a problem and change the way we support people with disabilities. System changes 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? Provide an explanation of how the project's outcomes will shift thinking, improve practices, or empower people with developmental disabilities and families.

The Opportunity Center aims to change how information and support are shared in Northwest Oklahoma. Instead of individuals and families navigating providers separately, the center will offer a coordinated, accessible place to meet partners, understand resources, and practice advocacy. Individuals with developmental disabilities will help shape programs and learn to communicate what matters to them. 4RKids will model inclusive meetings, plain-language information, assistive listening, and hybrid participation for collaborating organizations. Quarterly participant feedback and continued relationships with service providers will help these practices endure beyond the funding period. This will support more informed decision-making, stronger referrals, and meaningful participation in community life. Formal agency policy changes are not assumed.

23. **Where implemented:** *

Where will the proposed project be implemented? Explain specific counties and cities you will serve and explain how they were selected.

The project will be based at the existing 4RKids Opportunity Center in Enid, Garfield County, Oklahoma. Proposed outreach will extend to surrounding rural communities in Garfield, Grant, Kingfisher, Major, Alfalfa, and Blaine counties, including Enid, Waukomis, Hennessey, Pond Creek, Medford, Cherokee, Fairview, and Watonga. We selected these areas for their proximity to Enid and potential transportation and service-access barriers. Virtual meetings will connect participants to statewide expertise.

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit quarterly and final performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. The performance measures listed below will also be part of your quarterly reporting. All contractors must collect **baseline data** to evaluate the project's outcomes. If you have questions about these projected and baseline numbers, please reach out to us.
For **explanations of these Performance Measures** please refer to this document:
https://oklahoma.gov/content/dam/ok/en/ddco/documents/about/state-plan/how-to-apply-for-funding/FY-20-Performance-measures-short-version.pdf

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

- **IA** = **I**ndividual and family **A**dvocacy
- **SC** = **S**ystem **C**hange

24. **IA1.1**

The number of ***people with developmental disabilities who participated in Council supported activities*** designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

60

The value must be a number

25. **IA 1.2**

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

25

The value must be a number

26. **IA 1.3**

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

15

The value must be a number

27. **IA 2.1**

After participation in Council supported activities, the ***number of people with developmental disabilities who report increasing their advocacy*** as a result of Council work.

30

The value must be a number

28. **IA 2.2**

After participation in Council supported activities, the ***number of family members who report increasing their advocacy*** as a result of Council work.

15

The value must be a number

29. **IA 2.2.1**

The ***number of people*** who are better able to say what they want or say what services and supports they want or say what is important to them.

35

The value must be a number

30. **IA 2.2.2**

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

15

The value must be a number

31. **IA 2.2.3**

The ***number of people*** who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

2

The value must be a number

32. **IA 3.1**

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

48

The value must be a number

33. **IA 3.2**

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

20

The value must be a number

34. **SC 1.1.1**

The **number of policy and or procedures created or changed.**

1

The value must be a number

35. **SC 1.2.1**

The **number of statutes and or regulations created or changed**.

0

The value must be a number

36. **SC 1.3.1**

The **number of promising practices created.**

0

The value must be a number

37. **SC 1.3.2**

The **number of promising practices supported through Council activities.**

1

The value must be a number

38. **SC 1.3.3**

The **number** of best practices created.

0

The value must be a number

39. **SC 1.4.1**

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

10

The value must be a number

40. **SC 1.5.1**

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

5

The value must be a number

41. **SC 2.1**

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

1

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.

1

The value must be a number

43. **SC 2.1.2**

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

1

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.

1

The value must be a number

20

46. **SC 2.2**

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

1

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.**
- **Projected budgets for multi-year project planning should show a decrease on Council funding.**

- **Council funding cannot exceed 75% of your budget.** For example, if your budget is $10,000, our funding can be up to $7,500. Your match would be a minimum of $2,500. **Start with your budget** and calculate the 75/25 split. If you are located in/providing services in a designated rural county, please contact us.
- Identify the amount of the minimum required 25% funding match for your **project's total budget**. You need to explain where this matching funding will come from. **Sources for match funding** can include non-federal funding, monies from fundraisers or donations/sponsorships, salary/fringe, donated services or items, discounted services or items, and volunteer time. (*paid employees of a non-profit organization cannot volunteer to provide the same type of services to their non-profit organization that they are employed to provide) For help calculating match contact us. Match funding helps the Council understand all partners working with the project.
- Identify projected funding sources not currently in place. Provide a narrative explaining each category of expenditure and source or revenue associated with the project. **Revenue sources** include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.
- Please **email your budget** to Jennifer.Robinson@okdhs.org and include the Project Name in the subject line.

I will be sending this information to jennifer.robinson@okdhs.org

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.

During the first quarter of the project (July–September 2027), 4RKids will focus on procuring approved portable equipment, preparing the Opportunity Center for educational programming, reviewing community needs, establishing accessibility procedures, and conducting outreach to potential community partners. During this period, we plan to host two introductory educational sessions, establish baseline data collection tools, and complete an equipment inventory. In the second quarter (October–December 2027), we will conduct three educational workshops focused on self-advocacy, disability services, and available community resources while incorporating virtual participation opportunities. A quarterly progress report will document activities, participation, and outcomes. During the third quarter (January–March 2028), we will host three additional sessions emphasizing family and caregiver support, independent living skills, and collaboration with community partners. Participant feedback will be reviewed to identify opportunities for improvement, and a quarterly report will be submitted. In the fourth quarter (April–June 2028), we will conduct four additional educational sessions, evaluate project outcomes, establish a schedule for continued programming, and submit the final performance and financial reports along with a sustainability plan.

By the end of the contract year, 4RKids anticipates providing **at least 12 educational sessions serving approximately 100 unduplicated participants**, establishing accessible in-person and virtual learning capabilities with assistive listening technology, and engaging at least five community partner organizations or collaborative activities. Partner participation will be confirmed as the project develops. Throughout the project, 4RKids leadership will oversee procurement, expenditures, documentation, partner coordination, program implementation, and required quarterly reporting to ensure accountability and measurable progress toward the project's goals.

49. **Sustainability Plan:** *

It is the Council's expectation that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. 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, Council 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. For example, our year one funding to be 100%, year two could be 80%, year three could be 60%, year 4 could be 40% and year 5 could be 20%.
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").

4RKids Foundation proposes a one-year startup investment from DDCO, with the goal of making the Opportunity Center financially sustainable without additional Council funding in subsequent years. Our sustainability plan focuses on utilizing our existing facility, staff resources, community volunteers, donated professional expertise, local fundraising, and partnerships to continue providing educational opportunities for individuals with developmental disabilities and their families.

During **Year 1 (2027–2028)**, our projected total budget is $24,500, consisting of $18,375 in requested DDCO funding and $6,125 in nonfederal matching support. This initial investment will establish accessible technology, educational resources, and programming capabilities. We anticipate providing at least 12 educational sessions, developing relationships with community partners, and identifying recurring funding opportunities before the end of the first year.

During **Year 2 (2028–2029)**, we anticipate maintaining the Opportunity Center with approximately $6,000 in nonfederal support and no additional DDCO funding. Our goal is to continue offering approximately 12 educational sessions annually while reducing operating expenses through existing staff coordination, volunteer assistance, donated presenter time, community sponsorships, fundraising, and small grants. We will actively seek financial contributions and in-kind support while documenting volunteer and donated professional services.

By **Year 3 (2029–2030)**, our goal is to sustain programming through approximately $6,500 in diversified nonfederal support, including organizational resources, private donations, sponsorships, grants, and in-kind contributions. We will also evaluate ongoing technology maintenance, equipment replacement needs, and opportunities to expand educational programming based on community demand.

Potential community collaborators include Oklahoma Developmental Disabilities Services (DDS), the Department of Rehabilitation Services (DRS), local schools, disability advocacy organizations, and nonprofit service providers. These organizations may assist through educational presentations, resource sharing, referrals, and professional expertise. Specific financial or in-kind commitments will be documented as partnerships are confirmed.

Because the primary technology and equipment purchases will occur during the initial funding year, we anticipate significantly lower operating expenses in subsequent years. The projected funding amounts for Years 2 and 3 represent planning goals rather than secured contributions. By combining existing 4RKids resources with ongoing community support, we intend to maintain the Opportunity Center as a lasting educational and resource hub for individuals with developmental disabilities and their families throughout Northwest Oklahoma.

Our long-term goal is to create a program that continues connecting individuals and families with information, advocacy opportunities, and community resources well beyond the initial DDCO funding period.

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.

4RKids Foundation will implement a comprehensive outreach and awareness plan to ensure individuals with developmental disabilities and their families throughout Northwest Oklahoma are informed about the educational opportunities and resources available through the Opportunity Center. Our goal is to reach individuals who may not currently have access to disability-related education, advocacy opportunities, or community support services, while also strengthening connections with those already involved in our programs.

Our primary target audience will include individuals with intellectual and developmental disabilities, particularly transition-age youth preparing for adulthood and adults seeking greater independence, employment opportunities, and community involvement. We will also focus on parents, guardians, siblings, caregivers, and families who need guidance navigating disability services and available resources. Special attention will be given to families living in rural communities throughout our proposed six-county service area, where transportation challenges, limited local programming, and a lack of awareness about available services can create additional barriers. We also want to reach individuals and families who are not currently connected to 4RKids or other disability service organizations.

To promote the Opportunity Center, 4RKids will utilize multiple communication channels, including our organizational website, Facebook and other social media platforms, email newsletters, printed flyers, community events, and direct outreach. We will regularly share information about upcoming workshops, educational topics, available accommodations, and opportunities for participation. Printed materials will be distributed through schools, community organizations, service providers, and other locations that serve individuals with developmental disabilities and their families. We will also promote the center during existing 4RKids events and community activities to introduce new audiences to the resources available.

Community partnerships will play an important role in expanding our outreach. We will seek collaboration with Oklahoma Developmental Disabilities Services (DDS), the Department of Rehabilitation Services (DRS), local school districts, disability advocacy organizations, healthcare providers, and nonprofit partners. These organizations will be invited to share information about workshops and educational opportunities with the individuals and families they serve. We also hope to involve community professionals as guest speakers and educational presenters, helping establish the Opportunity Center as a central location for sharing information and connecting families with appropriate resources.

Accessibility and inclusion will be priorities throughout our outreach efforts. Promotional materials will use plain language, readable fonts, clear instructions, and accessible digital formats whenever possible. We will provide assistance with registration for individuals who may have difficulty completing online forms. Educational sessions will incorporate accessible communication practices, including captions for virtual presentations, assistive listening technology, visual resources, and other reasonable accommodations based on participant needs. We will also ask participants about their preferred language and communication needs. Spanish translation will be prioritized when requested, with additional language accommodations considered based on community needs and available resources. Our goal is to ensure individuals and families feel welcome and have meaningful opportunities to participate regardless of disability, communication needs, or location.

To evaluate the effectiveness of our outreach, 4RKids will track workshop registrations, attendance, participant demographics, geographic reach, referral sources, and community partner involvement. Registration forms and participant surveys

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

The 4RKids Opportunity Center project will utilize funding from the Developmental Disabilities Council of Oklahoma (DDCO), nonfederal matching contributions, our existing facility, staff, volunteers, community partnerships, and accessible technology to establish a welcoming educational and resource hub for individuals with developmental disabilities and their families.

These resources will support a variety of activities, including educational workshops, self-advocacy training, family resource meetings, and opportunities to connect with disability service providers and community organizations. Through accessible technology and video conferencing capabilities, individuals and families will have opportunities to participate both in person and virtually, helping reduce barriers related to transportation, scheduling, and limited access to specialized resources.

During the first year, 4RKids anticipates providing at least 12 educational sessions, reaching approximately 100 unduplicated participants, and facilitating at least five collaborative activities involving community partners.** We will also collect attendance records, participant feedback, and performance measures to evaluate the project's effectiveness and identify opportunities for improvement.

The expected short-term outcomes include increased knowledge of available disability services, improved understanding of individual rights and resources, stronger self-advocacy skills, and greater confidence among individuals with developmental disabilities in expressing their preferences, needs, and goals. Families and caregivers will also gain information and connections to help them better support their loved ones. By offering accessible and flexible participation options, the project will encourage greater involvement in educational activities and community discussions.

The long-term impact will extend beyond the initial funding period. Our goal is to establish an ongoing community resource that improves coordination among service providers, strengthens relationships between individuals and families, and promotes self-determination, independence, and meaningful inclusion. By continuing educational opportunities and maintaining community partnerships, the Opportunity Center will help individuals with developmental disabilities become more informed, confident, and actively involved in decisions affecting their lives.

Ultimately, we envision the Opportunity Center as a place where individuals and families can continue learning, advocating, building connections, and experiencing a greater sense of belonging throughout Northwest Oklahoma. This reflects the heart of our project: Where Opportunity Began, Connection Continues.

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

60. **Registered corporation?** *

Is the proposed vendor a registered corporation?

- ( ) Yes
- (•) No

61. **ID Number** *

Social Security Number, FEI Number, or OMES Supplier ID

90-0089510

Contact information

62. **Signing authority** *

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

Taylor Blasier | Executive Director
tblasier@4rkidsenid.org |580.498.0254

63. **Primary Contact:** *

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

Taylor Blasier | Executive Director
tblasier@4rkidsenid.org |580.498.0254

64. **Finance Contact:** *

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

Taylor Blasier | Executive Director
tblasier@4rkidsenid.org |580.498.0254

65. **Legal Notices:** *

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

Taylor Blasier | Executive Director
tblasier@4rkidsenid.org |580.498.0254

ESTIMATED PROJECT BUDGET

Sample budget category	DDCO funds	Matching funds
Personnel - Salaries	$512.25	$2,487.75
Personnel - Fringe	$0	$0
Personnel - Travel	$0	$0
Training	$2,600	$0
Lodging	$0	$0
Food	$0	$0
Meeting Room	$0	$0
Equipment	$13,600	$0
Supplies	$1,600	$0
Printing	$0	$0
Utilities	$0	$0
Outreach - signage	$0	$0
Outreach - posts	$1,700	$0
Indirect Costs	$0	$0
Other Costs - portable tables, chairs, and cabinet	$0	$4,183
Other Costs - additional	$0	$0
TOTAL	$20,012.25	$6,670.75

TOTAL PROJECT BUDGET: $26,683

DDCO REQUEST: $20,012.25 (75%)

REQUIRED NONFEDERAL MATCH: $6,670.75 (25%).

B. Itemized expenditures

Expenditure	Total	DDCO	Match
Portable video conferencing equipment	$3,500	$3,500	$0
Audio and microphones	$2,600	$2,600	$0
Portable assistive listening equipment	$2,900	$2,900	$0
Mobile display/presentation technology	$3,200	$3,200	$0
Laptop and digital accessories	$1,400	$1,400	$0
Accessible educational resources	$1,600	$1,600	$0
Workshop facilitators and training	$2,600	$2,600	$0
Program coordination/staff time	$3,000	$512.25	$2,487.75
Outreach and accessibility supports	$1,700	$1,700	$0
6 mobile tables ($269 each), 1 cabinet ($469), chairs (estimated $2,100)	$4,183	$0	$4,183
TOTAL	$26,683	$20,012.25	$6,670.75

C. Revenue and match sources

Revenue or contribution	Amount	Status/evidence
DDCO contract reimbursements	$20,012.25	Requested; not awarded
Eligible nonfederal staff coordination time	$2,487.75	Proposed; verify actual nonfederal payroll source, rate, and hours
Unrestricted 4RKids funds/donations /sponsorships	$4,183	Projected; cash purchases for portable furnishings; not confirmed
TOTAL	$26,683	Balanced planning estimate

MATCH RECONCILIATION: $2,487.75 of documented eligible nonfederal staff time + $4,183 of nonfederal funding for portable furnishings = $6,670.75. The furniture estimate comprises 6 tables x $269 = $1,614; 1 cabinet x $469 = $469; and chairs estimated at $2,100. No outside sponsorship or donated contribution is represented as secured.

The estimated first-year project cost is $26,683. 4RKids requests $20,012.25 from the Developmental Disabilities Council of Oklahoma (75%) and proposes a $6,670.75 eligible nonfederal match (25%). The DDCO-funded portion will prioritize portable, accessible technology, educational resources, workshops, outreach, and a limited portion of project-specific coordination. The nonfederal share is planned to fund movable furnishings and the remaining staff coordination hours, subject to DDCO approval.

Equipment ($13,600 DDCO) is budgeted for portable video conferencing equipment ($3,500), audio and microphones ($2,600), portable assistive listening ($2,900), mobile display/presentation technology ($3,200), and laptop/accessories ($1,400). Supplies ($1,600 DDCO) would purchase accessible educational resources. Training ($2,600 DDCO) would support workshop facilitators and educational delivery. These preliminary amounts require itemized vendor estimates and allowable-cost confirmation.

Personnel - Salaries ($3,000 total: $512.25 DDCO and $2,487.75 match) reflect documented project-specific coordination, outreach scheduling, evaluation, and reporting time; any allowable costs and funding sources must be verified. Outreach - posts ($1,700 DDCO) support accessible promotion, communications, and participation accommodations, with line-level detail to be confirmed. Other Costs ($4,183 match) cover six movable tables at $269 each ($1,614), one cabinet for the media room ($469), and chairs currently estimated at $2,100. Only freestanding, movable items are proposed here; permanent renovation is excluded. Cabinet and furnishing eligibility as a match must be confirmed with DDCO.

Proposed resources include $20,012.25 in requested DDCO reimbursement, $2,487.75 in eligible nonfederal staff coordination time, and $4,183 in planned unrestricted organizational funds, donations, or sponsorships to purchase portable furnishings. The latter contributions have not been documented as secured. No conference registration, booth rentals, or other earned-income revenue is projected. If the Council disallows any expense or matching source, 4RKids can rebalance allowable budget categories, adjust the amount requested, or identify a substitute documented nonfederal contribution.

Permanent building renovation, painting, construction, fixed bar or kitchenette installation, and other facility enhancements are outside the proposed DDCO-funded scope. No reimbursable expense should be incurred before the executed contract, start date, and purchase order. Competitive quotes, procurement practices, match documentation, reimbursement eligibility, and cash-flow capacity require confirmation before the application is final. Prices for tables and cabinets are user-provided estimates; chairs are an approximate group estimate.

E. Multi-year funding trajectory

Source/year	Year 1 2027–28	Year 2 2028–29	Year 3 2029–30
DDCO funding	$20,012.25	$0	$0
Nonfederal operating/project support	$6,670.75	$6,000	$6,500
TOTAL	$26,683	$6,000	$6,500

Year 1 is a one-time capacity-building investment that purchases reusable equipment and launches at least 12 informational or educational sessions. Years 2 and 3 assume those capital purchases do not recur and reflect projected, not committed, ongoing activity support. 4RKids intends to secure local sponsors, unrestricted contributions, fundraising proceeds, and in-kind speaker support to sustain an estimated 12 sessions annually. No continuing DDCO award is included in these forecasts; external partners and funding commitments will be documented if confirmed.

Achieve Pediatric Therapy

Equine Assisted Pediatric Therapy Services

Developmental Disabilities Council of Oklahoma

Fiscal Year 28 Funding Request Summary

Project/Activity: Equine Assisted Pediatric Therapy Services

Organization: Achieve Pediatric Services

Proposal Description: Achieve Pediatric Therapy, in partnership with American Therapeutic Riding Center (ATRC) in Sand Springs, Oklahoma, proposes a one-year project to expand access to speech-language, occupational, and physical therapy for children and young adults with developmental disabilities or developmental delays. From July 1, 2027, through June 30, 2028, the project will serve at least 20 individuals ages approximately 2–20 and provide up to 833 eligible therapy visits in a community-based equine setting. Achieve currently provides speech-language therapy at ATRC and will use the project to expand service capacity while working to add occupational and/or physical therapy as qualified providers become available. The project is designed to provide an alternative to traditional clinic-based therapy for families who experience barriers such as provider shortages, waiting lists, transportation challenges, distance, scheduling difficulties, and insurance or Medicaid limitations. ATRC will provide the facility, horses, equipment, horse care, equine personnel, and volunteer support necessary to deliver therapy in this setting. The project will particularly benefit families in northeastern Oklahoma, including those in rural and outlying communities who may have limited access to appropriate pediatric therapy services.

DDCO funding will support the additional facility and equine-related costs required to provide therapy at ATRC, while Achieve will bill Medicaid, insurance, or other applicable healthcare payers separately for eligible clinical services. ATRC's facility and equine support is valued at $40 per eligible visit, with DDCO contributing $30 and ATRC providing the remaining $10 per visit as an in-kind contribution. The total DDCO request is $24,990, with an in-kind contribution of up to $8,330 from ATRC. Throughout the project, Achieve will track the number of participants served, visits completed, therapy disciplines offered, participant locations, referral sources, utilization, actual costs, and family feedback. The organizations will use these findings to evaluate the effectiveness and sustainability of the service model, identify ongoing barriers, and determine how the partnership might continue after DDCO funding ends. Achieve and ATRC also plan to establish a financially workable

long-term arrangement and explore additional grants, sponsorships, and community partnerships to support continued access to services. The project will test a collaborative approach to expanding pediatric therapy in a nontraditional setting while documenting the resources and costs necessary to sustain and potentially expand the model.

Targeted Audience: people with I/DD
(persons with disabilities, family members, professionals)

Council Goal: Goal 1 – Make it easier for Oklahomans with intellectual and/or developmental disabilities and their families to find and understand information about services, supports, resources.

Council Objective: 1.2 - Annually through 2031, support creative community solutions that provide in-person help for Oklahomans with intellectual and/or developmental disabilities through the lifespan.

Funding requested for Fiscal Year:

Fiscal Year (FY)	Council Funding Requested	Match (in kind)	Total Project Budget
2028	**$24,990**	**$8,330**	**$33,320**

6. **General Information and Timelines:**

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

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

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

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

If you have any questions, email our Planning & Grants Director, Jennifer Robinson: Jennifer.Robinson@okdhs.org.

Part 1 - Contact Information

7. **Organization Name** *

Therapy Time Pediatrics ST, LLC (operating as Achieve Pediatric Therapy)

8. **Organization Address** *

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

PO Box 684, Bixby, OK 74008-4570

9. **Contact Info** *

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

Cathy Ross, kidsachievetherapy@gmail.com, 918-798-2116

10. **Website**

Organization's Website

kidsachievetherapy.com

Our State Plan Goals

To qualify for funding, projects must meet one of 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** *

Goals have been established for our next 5 Year State Plan (2027-2031), and proposals submitted should focus on at least **one** of our goals.

- Goal 1 – Making Information Easy to Find and Use
- Goal 2 – Advocacy and Awareness
- Goal 3 – Supporting Families and Caregivers Over Time

You can read our full 5 Year State Plan Goals and Objectives on our website: https://oklahoma.gov/ddco/about/state-plan.html.

This project supports Goal 1 by developing and expanding a creative community-based therapy option for children and young adults with developmental disabilities and their families. The project will increase access to speech-language, physical, and occupational therapy services in a community setting and help address barriers identified by families and professionals, including limited provider availability, distance, transportation, scheduling, and difficulty participating in traditional clinic environments.
By partnering with American Therapeutic Riding Center, Achieve Pediatric Therapy will test a community-based model that brings licensed therapy services together with an established community resource. The project will also document utilization, geographic reach, barriers, and family feedback to better understand how this type of community partnership can improve access to services for individuals with developmental disabilities.

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

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

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

- ( ) Yes
- (•) No

13. **Identify names and relationships**

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

Part 3 - Your activity proposal:

The Council's committee carefully reviews all complete and accurate applications. The information you provide in Part 3 will help members understand your proposed work and how it aligns with the Council's 5-Year Goals and Objectives.

35

14. **Proposal.** *

Provide a written overview of your proposal (up to 4000 characters). 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.

Achieve Pediatric Therapy is proposing a one-year project in partnership with American Therapeutic Riding Center (ATRC) to expand access to pediatric speech, occupational, and physical therapy in a community-based equine setting. The project will serve at least 20 children and young adults with developmental disabilities and support up to 833 eligible therapy visits from July 1, 2027 through June 30, 2028.
Our community needs assessment showed a need for more therapy options. We received responses from 36 families and 21 professionals. Twenty families reported having difficulty accessing therapy either sometimes or consistently, and 31 were interested in additional therapy options that could incorporate horses and the equine environment when appropriate. Professionals reported many of the same concerns, including therapist shortages, waiting lists, cost, insurance and Medicaid limitations, transportation, distance, scheduling, and limited options for children who do not do well in a traditional clinic setting.
Achieve currently provides speech therapy at ATRC. This project would allow us to expand the number of children we can serve and work toward adding physical and/or occupational therapy as qualified therapists become available. Therapy would continue to be billed to Medicaid or insurance when appropriate. DDCO funding would be used for the additional facility and equine costs needed to provide therapy in this setting, rather than paying for the clinical therapy itself.
ATRC's facility and equine support is valued at $40 per eligible visit. DDCO would fund $30 per visit, and ATRC would contribute the remaining $10 as an in-kind discounted service. For up to 833 visits, the DDCO request is $24,990 with an in-kind contribution of up to $8,330 from ATRC.
During the project, we will track the number of children served, visits completed, therapy disciplines available, where families are coming from, family feedback, and actual costs. This will help us determine whether this model can continue after the grant and whether it can be used to expand access to therapy for more children with developmental disabilities.

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

- (●) Yes
- ( ) No

16. **Needs assessment:**

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.

Achieve Pediatric Therapy conducted a community needs assessment in September and October 2026 to better understand access to pediatric speech-language, occupational, and physical therapy services in northeastern Oklahoma. Two anonymous surveys were distributed: one to parents and caregivers and one to professionals serving children with developmental disabilities or developmental delays.
The family survey received 36 responses representing seven Oklahoma counties: Tulsa, Osage, Wagoner, Pawnee, Rogers, Creek, and Beckham. Thirty-four of the 36 respondents reported that their child has a developmental disability or developmental delay. Families reported needs for speech-language, occupational, physical, and other developmental therapy services. Twenty of 36 families reported that they had experienced difficulty accessing therapy either sometimes or consistently. Frequently identified barriers included cost/out-of-pocket expenses, insurance or Medicaid limitations, limited therapist availability, waiting lists, distance/travel, transportation, scheduling, and difficulty participating successfully in traditional clinic environments. Thirty-one of 36 families indicated interest in additional therapy options that may incorporate horses and the equine environment when clinically appropriate.
The professional survey received 21 responses from speech-language pathologists, occupational therapists, physical therapists, therapy assistants, and an early-intervention provider serving Tulsa and surrounding communities, including rural counties. All 21 respondents reported working with children with developmental disabilities or developmental delays frequently or occasionally. Professionals identified many of the same barriers reported by families, including provider shortages, waiting lists, cost, insurance/Medicaid limitations, transportation, distance, scheduling, limited specialized services, and difficulty participating in traditional clinic environments. Sixteen of 21 professionals reported a definite need for additional pediatric therapy options, and the remaining five responded “possibly.” Nineteen of 21 believed additional settings or approaches, including appropriately provided therapy incorporating horses and the equine environment, could benefit some children and families; the remaining two responded “possibly.”
Professionals were also asked about providing therapy in community-based or alternative settings. Responses identified barriers including additional facility and/or program costs, lack of reimbursement for the additional setting or facility expense, difficulty locating appropriate community partners, travel time, scheduling and logistics, start-up expenses, and ongoing operating costs.
These findings directly informed the proposed project. Families identified both a need for additional therapy access and barriers to traditional service delivery, while professionals identified a need for additional services and the financial and operational barriers that can prevent community-based models from being developed or sustained. The proposed Achieve Pediatric Therapy – Equine-Assisted Therapy Access Project addresses these findings by expanding access to pediatric therapy in a community-based equine setting and using DDCO funding to offset the facility/equine-support expense that is not covered through traditional healthcare reimbursement.

17. **Who will do the work?** *

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.

Cathy Ross, M.S., CCC-SLP, owner of Achieve Pediatric Therapy, will oversee the project and provide speech-language pathology services. She is a licensed and certified speech-language pathologist with more than 25 years of experience working with children with a wide range of developmental and communication needs. She currently provides pediatric speech-language therapy services at American Therapeutic Riding Center and will be responsible for project oversight, documentation, data collection, coordination with ATRC, reporting, and monitoring project outcomes.
Additional licensed physical therapists and/or occupational therapists will be added as qualified providers become available. Each therapist will be responsible for evaluation, development of individualized treatment plans, clinical decision-making, documentation, and services within their respective professional scope of practice.
American Therapeutic Riding Center will serve as the community and equine partner. ATRC will provide the facility, horses, equine equipment, horse care, trained equine personnel, and volunteer support necessary for services provided in the equine environment.
Achieve Pediatric Therapy will remain responsible for all licensed clinical services, healthcare billing, clinical documentation, and professional supervision, while ATRC will be responsible for the equine and facility components of the partnership.

18. **Targeted population:**
*

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

The primary target population is children and young adults with developmental disabilities or developmental delays, approximately ages 2–20, who need speech-language, occupational, and/or physical therapy services and live in northeastern Oklahoma.
The family needs assessment included respondents from Tulsa, Osage, Wagoner, Pawnee, Rogers, Creek, and Beckham Counties. Thirty-four of 36 family respondents reported that their child had a developmental disability or developmental delay. Professional respondents reported serving Tulsa and surrounding urban, suburban, and rural communities and consistently identified access barriers related to provider availability, distance, transportation, scheduling, cost, and insurance limitations.
The project will particularly benefit children who have limited access to appropriate providers, families who travel significant distances for care, and children who may participate more successfully in a community-based setting than in a traditional clinic environment.

19. **Impact:**
*

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

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

The project will expand access to pediatric therapy services for children and young adults with developmental disabilities by increasing service capacity in a community-based equine setting.
During the 12-month project period, Achieve Pediatric Therapy will:
• Serve at least 20 unduplicated eligible children and young adults.
• Provide up to 833 DDCO-supported eligible visits.
• Maintain speech-language therapy services while working to add at least one additional rehabilitation discipline, PT and/or OT, as qualified providers become available.
• Track participant county of residence, therapy discipline, visits completed, utilization, and referral source.
• Collect participant/family feedback regarding access, satisfaction, and barriers.
• Track actual facility/equine costs and in-kind contributions to evaluate whether the delivery model can be sustained after DDCO funding.
The needs assessment supports these goals. Twenty of 36 families reported at least some difficulty accessing therapy, while professionals identified provider shortages, waiting lists, transportation, distance, scheduling, and reimbursement limitations as significant barriers.
The broader impact will be a tested model for expanding therapy access outside a traditional clinic while documenting the financial and operational requirements needed to sustain it.

20. **Duplication or expansion:**
*

Does this proposal duplicate or expand upon any existing work in Oklahoma? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and/or enhances what is being done. If your proposal duplicates or expands upon existing work, please describe the existing work and explain how the proposed work is unique and innovative. Be specific how this approach and expected outcomes are different from and adds value to what is or has been done.

This project will expand an existing service model rather than replace or supplant current funding.
Achieve Pediatric Therapy currently provides speech-language therapy at ATRC, with clinical therapy billed to applicable healthcare payers. The proposed DDCO project will not use Council funds to pay for therapy services already reimbursable through insurance or Medicaid. Instead, DDCO funds will support the additional facility and equine-support component required to provide therapy in this community-based setting.
The project will expand current capacity by increasing access to speech-language therapy and supporting the addition of PT and/or OT as providers become available. This responds directly to survey findings showing family and professional concern about provider availability, waiting lists, transportation, distance, scheduling, and difficulty participating in traditional clinics.
The project adds value by testing whether a coordinated model of reimbursed clinical services plus separately funded facility/equine support can create additional sustainable therapy capacity without duplicating healthcare reimbursement.

21. **Best Practices:** *

Will your proposed project use current 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 provide sources.

Services provided through this project will follow established professional standards for speech-language pathology, occupational therapy, and physical therapy. Each child will receive individualized services based on evaluation findings, functional needs, and measurable treatment goals. Licensed therapists will use evidence-based practice and clinical reasoning to determine appropriate treatment approaches for each child.
When appropriate, equine movement may be incorporated as a treatment tool within occupational therapy, physical therapy, or speech-language pathology services. Consistent with guidance from the American Hippotherapy Association, the use of equine movement will be integrated into the child's overall plan of care rather than presented as a separate therapy service. Therapists will select and modify treatment activities based on the child's individual needs and will document progress toward functional goals. (American Hippotherapy Association, Inc.)
Achieve Pediatric Therapy will partner with American Therapeutic Riding Center to provide the equine setting, horses, equipment, trained equine personnel, and volunteer support needed for safe service delivery. PATH International standards address facility safety, equine welfare, qualified personnel, precautions and contraindications, treatment planning, and documentation for PT, OT, and SLP services provided in an equine environment. (PATH International)
This project will maintain a clear distinction between licensed therapy services and therapeutic or adaptive riding. Clinical decisions and therapy goals will remain the responsibility of the licensed treating therapist, while ATRC will provide appropriate equine and facility support. This approach supports safe, individualized, evidence-based care while expanding access to therapy in a community-based setting.

22. **Systems change impact:** *

Systems change can help improve a problem and change the way we support people with disabilities. System changes 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? Provide an explanation of how the project's outcomes will shift thinking, improve practices, or empower people with developmental disabilities and families.

The project is designed to address a structural barrier to providing therapy in community-based and alternative settings: traditional healthcare reimbursement generally pays for the licensed clinical service but may not cover the additional facility, equine, staffing, and operating expenses required for that setting.
The professional needs assessment supports this concern. Respondents who had provided or considered community-based or alternative services identified barriers including additional facility/program costs, lack of insurance or Medicaid reimbursement for the additional setting expense, difficulty locating appropriate community partners, travel time, scheduling/logistics, start-up expenses, and ongoing operating costs.
The proposed project will test and document a different model: clinical therapy continues to be reimbursed through appropriate healthcare payers, while DDCO funding and ATRC's in-kind support address the additional community-setting costs. Achieve will track utilization, actual costs, geographic reach, provider participation, family feedback, and barriers throughout the project.
The longer-term systems-change goal is to produce a practical model that demonstrates how healthcare providers and community organizations can share defined roles and costs to expand access to therapy in nontraditional settings. Findings from the project can inform future partnerships, funding strategies, and service-delivery decisions.

23. **Where implemented:** *

Where will the proposed project be implemented? Explain specific counties and cities you will serve and explain how they were selected.

The location was selected because it provides the facility, horses, equipment, personnel, and equine environment needed for the proposed model and is already being used by Achieve for speech-language therapy.
The project is intended to serve families from Tulsa and surrounding northeastern Oklahoma communities, including rural and outlying areas. The family survey included responses from Tulsa, Osage, Wagoner, Pawnee, Rogers, Creek, and Beckham Counties. Professional respondents reported serving Tulsa as well as Creek, Osage, Pawnee, Wagoner, Washington, Nowata, and other surrounding communities. Several professionals specifically identified distance, transportation, provider shortages, and limited access in smaller or rural communities as barriers to care.

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit quarterly and final performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. The performance measures listed below will also be part of your quarterly reporting. All contractors must collect **baseline data** to evaluate the project's outcomes. If you have questions about these projected and baseline numbers, please reach out to us.
For **explanations of these Performance Measures** please refer to this document:
https://oklahoma.gov/content/dam/ok/en/ddco/documents/about/state-plan/how-to-apply-for-funding/FY-20-Performance-measures-short-version.pdf

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

- **IA** = **I**ndividual and family **A**dvocacy
- **SC** = **S**ystem **C**hange

24. **IA1.1**

The number of ***people with developmental disabilities who participated in Council supported activities*** designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

0

The value must be a number

25. **IA 1.2**

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

0

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.

0

The value must be a number

27. **IA 2.1**

After participation in Council supported activities, the ***number of people with developmental disabilities who report increasing their advocacy*** as a result of Council work.

0

The value must be a number

28. **IA 2.2**

After participation in Council supported activities, the ***number of family members who report increasing their advocacy*** as a result of Council work.

0

The value must be a number

29. **IA 2.2.1**

The ***number of people*** who are better able to say what they want or say what services and supports they want or say what is important to them.

0

The value must be a number

30. **IA 2.2.2**

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

0

The value must be a number

31. **IA 2.2.3**

The ***number of people*** who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

0

The value must be a number

32. **IA 3.1**

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

20

The value must be a number

33. **IA 3.2**

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

20

The value must be a number

34. **SC 1.1.1**

The **number of policy and or procedures created or changed.**

0

The value must be a number

35. **SC 1.2.1**

The **number of statutes and or regulations created or changed**.

0

The value must be a number

36. **SC 1.3.1**

The **number of promising practices created.**

0

The value must be a number

37. **SC 1.3.2**

The **number of promising practices supported through Council activities.**

0

The value must be a number

38. **SC 1.3.3**

The **number** of best practices created.

0

The value must be a number

39. **SC 1.4.1**

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

0

The value must be a number

40. **SC 1.5.1**

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

1

The value must be a number

41. **SC 2.1**

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

0

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.

0

The value must be a number

43. **SC 2.1.2**

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

0

The value must be a number

44. **SC 2.1.3**

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

0

The value must be a number

45. **SC 2.1.4**

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

0

The value must be a number

46. **SC 2.2**

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

1

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.**
- **Projected budgets for multi-year project planning should show a decrease on Council funding.**

- **Council funding cannot exceed 75% of your budget.** For example, if your budget is $10,000, our funding can be up to $7,500. Your match would be a minimum of $2,500. **Start with your budget** and calculate the 75/25 split. If you are located in/providing services in a designated rural county, please contact us.
- Identify the amount of the minimum required 25% funding match for your **project's total budget**. You need to explain where this matching funding will come from. **Sources for match funding** can include non-federal funding, monies from fundraisers or donations/sponsorships, salary/fringe, donated services or items, discounted services or items, and volunteer time. (*paid employees of a non-profit organization cannot volunteer to provide the same type of services to their non-profit organization that they are employed to provide) For help calculating match contact us. Match funding helps the Council understand all partners working with the project.
- Identify projected funding sources not currently in place. Provide a narrative explaining each category of expenditure and source or revenue associated with the project. **Revenue sources** include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.
- Please **email your budget** to Jennifer.Robinson@okdhs.org and include the Project Name in the subject line.

Total project value $33,320 = 833 eligible visits × $40 facility/equine-support value. DDCO request $24,990 = 833 × $30 (75%). ATRC proposed discounted-services in-kind match $8,330 = 833 × $10 (25%). ATRC provides arena/facility access, horses and care, equipment, and equine support. Clinical PT/OT/SLP services billed separately, no grant funds requested for clinical treatment. ATRC invoices Achieve, reimbursement and match based on actual documented eligible visits.

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.

Therapy Time Pediatrics ST, LLC, operating as Achieve Pediatric Therapy, will implement the Achieve Pediatric Therapy – Equine-Assisted Therapy Access Project from July 1, 2027 through June 30, 2028, in partnership with American Therapeutic Riding Center (ATRC) in Sand Springs, Oklahoma.
Achieve Pediatric Therapy will provide licensed pediatric therapy services to eligible children and young adults with developmental disabilities in the community-based equine setting. The project will maintain speech-language therapy services and work to expand access through additional speech capacity and the addition of physical therapy and/or occupational therapy as qualified providers become available.
During the project period, Achieve will serve at least 20 unduplicated eligible participants and provide up to 833 DDCO-supported eligible visits. Licensed clinical services will be billed separately to applicable healthcare payers. DDCO funds will be used only for the facility and equine-support portion of eligible visits and will not duplicate reimbursement for clinical therapy services.
ATRC will provide the facility, horses, equine equipment, horse care, equine personnel, and volunteer support needed for the project. ATRC's facility/equine support is valued at $40 per eligible visit. DDCO will support $30 per eligible visit, and ATRC will provide a $10 per-visit discounted-services in-kind contribution, up to the approved project limits.
Project milestones and deliverables will include: implementation beginning July 2027; ongoing enrollment and service delivery throughout the project year; expansion of therapy capacity as qualified providers become available; documentation of eligible visits and ATRC in-kind contributions; tracking of unduplicated participants, county of residence, therapy discipline, utilization, and project costs; collection of participant and family feedback; and completion of required DDCO quarterly performance and financial reports.
At the conclusion of the project, Achieve will provide required final reporting summarizing participants served, visits completed, disciplines available, geographic reach, participant/family feedback, project expenditures and in-kind contributions, barriers encountered, and findings regarding the sustainability of the service-delivery model.

49. **Sustainability Plan:** *

It is the Council's expectation that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. 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, Council 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. For example, our year one funding to be 100%, year two could be 80%, year three could be 60%, year 4 could be 40% and year 5 could be 20%.
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").

The goal of the one-year DDCO project is not only to expand access to therapy, but also to establish a financially sustainable model that can continue after grant funding ends.
During the grant year, licensed speech-language, physical, and occupational therapy services will continue to be billed to Medicaid, insurance, or other applicable healthcare payers. DDCO funding will be used only for the additional facility and equine-support costs associated with providing therapy at American Therapeutic Riding Center (ATRC). ATRC will contribute to the project through a discounted-services in-kind contribution of $10 per eligible visit.
Year 1 – July 2027 through June 2028: Achieve Pediatric Therapy will use the grant period to expand participation, maintain speech-language therapy services, and add PT and/or OT as qualified providers become available. Achieve will track the actual number of visits, clinical reimbursement, facility/equine costs, ATRC in-kind support, provider utilization, cancellations, and other operating factors. These data will be used to determine the actual cost of sustaining the model.
Achieve and ATRC plan to continue their partnership after the grant period. During Year 1, the organizations will use actual project data to establish a long-term facility/equine arrangement that supports continued therapy access while remaining financially workable for both organizations. Achieve will also pursue appropriate non-federal grants, sponsorships, community partnerships, and other funding opportunities that may help offset costs for children with developmental disabilities.
Annual funding goal: The Year 1 project value is up to $33,320, including up to $24,990 in DDCO funding and up to $8,330 in ATRC in-kind support. The goal for Year 2 is to continue the service model without reliance on DDCO funding by combining reimbursement for licensed clinical services with the ongoing Achieve/ATRC partnership and other non-federal support as available.
Achieve will remain responsible for clinical service delivery, billing, provider recruitment, project administration, and development of additional funding sources. ATRC will continue to provide the equine setting and operational support under an agreed facility arrangement. This shared model allows each organization to contribute the resources within its area of responsibility and provides a path for the project to continue after DDCO funding ends.

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.

Achieve Pediatric Therapy will focus outreach on families of children and young adults with developmental disabilities who may benefit from speech-language, occupational, and/or physical therapy services. Outreach will include families in Tulsa and surrounding northeastern Oklahoma communities, including rural and outlying areas where access to pediatric therapy may be limited.
Achieve will share information about the project through its website and social media, American Therapeutic Riding Center's community network, and direct communication with families and professionals. Outreach will also include relationships with pediatric healthcare providers, schools and early childhood programs, therapy providers, and other organizations serving children with developmental disabilities. Community events and appropriate print or digital materials may also be used to increase awareness.
Achieve and ATRC will work together to make families and referral sources aware that licensed pediatric therapy services are available in the equine setting and that participation is based on each child's individual therapy needs and clinical appropriateness.
Outreach materials will be written in clear, family-friendly language and will be available electronically when possible to improve access. English will be the primary language for outreach. When a family needs information in another language, Achieve will work to provide translated materials or appropriate language assistance. Spanish will be prioritized when translated outreach materials are developed.
Achieve will measure outreach by tracking how families learned about the program, inquiries and referrals received, enrollment, participant county of residence, and the number of eligible children served. Family feedback will also be used to identify continuing barriers to awareness and access and to guide future outreach efforts.

46

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

Logic Model Component Achieve Pediatric Therapy – Equine-Assisted Therapy Access Project

Inputs / Resources DDCO funding of up to $24,990; ATRC in-kind discounted services of up to $8,330; licensed SLP and additional PT and/or OT providers as available; ATRC facility and arena; horses, tack/equipment, horse care, equine personnel and volunteers; Achieve administrative, billing and clinical resources; Medicaid/insurance reimbursement for licensed clinical services.

Activities Provide pediatric therapy services in the community-based equine setting; maintain and expand speech-language therapy capacity; recruit/add PT and/or OT as qualified providers become available; coordinate clinical services with ATRC facility/equine support; conduct family and professional outreach; track utilization, costs, geographic reach and participant feedback; evaluate sustainability throughout the project.

Outputs At least 20 unduplicated eligible children and young adults served; up to 833 DDCO-supported eligible visits; continued SLP services with expansion toward PT and/or OT; documented facility/equine expenses and ATRC in-kind contributions; participant/family feedback collected; required quarterly and final DDCO reports completed.

Short-Term Outcomes Increased access to pediatric therapy for children and young adults with developmental disabilities; additional community-based therapy options for families; improved awareness of available services; increased therapy capacity; better understanding of the barriers families experience accessing services.

Intermediate Outcomes Demonstrate whether the Achieve/ATRC partnership can provide a practical and financially workable model for delivering licensed therapy in a community-based equine setting; identify actual utilization, costs, provider needs and funding requirements; strengthen coordination between a healthcare provider and community organization.

Long-Term Impact Sustain the Achieve/ATRC partnership after DDCO funding ends; maintain or expand access to speech-language, physical and occupational therapy; reduce reliance on DDCO funding; and establish a community partnership model that may inform future efforts to improve therapy access for individuals with developmental disabilities.

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

60. **Registered corporation?** *

Is the proposed vendor a registered corporation?

- ( ) Yes
- (•) No

61. **ID Number** *

Social Security Number, FEI Number, or OMES Supplier ID

851236710

Contact information

62. **Signing authority** *

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

Cathy Ross, Owner of Therapy Time Pediatrics ST LLC, 918-798-2116, kidsachievetherapy@gmail.com

63. **Primary Contact:** *

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

Cathy Ross, Owner of Therapy Time Pediatrics ST LLC, 918-798-2116, kidsachievetherapy@gmail.com

64. **Finance Contact:** *

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

Cathy Ross, Owner of Therapy Time Pediatrics ST LLC, 918-798-2116, kidsachievetherapy@gmail.com

65. **Legal Notices:** *

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

Cathy Ross, Owner of Therapy Time Pediatrics ST LLC, 918-798-2116, kidsachievetherapy@gmail.com

American Therapeutic Riding Center

In-Kind Contribution Commitment

Project: Achieve Pediatric Therapy — DDCO FY 2027–2028 Project

Project Period: July 1, 2027 – June 30, 2028

To Whom It May Concern:

American Therapeutic Riding Center (ATRC) agrees to partner with Therapy Time Pediatrics ST, LLC, operating as Achieve Pediatric Therapy, in support of its proposed project with the Developmental Disabilities Council of Oklahoma (DDCO), contingent upon DDCO grant approval.

ATRC will provide facility and equine-support services with a standard value of **$40 per eligible visit**. For DDCO-supported eligible visits, Achieve Pediatric Therapy will be charged **$30 per visit**, and ATRC will provide the remaining **$10 per visit as a discounted-services in-kind contribution**.

Based on a maximum of **833 eligible visits** during the project period, ATRC's in-kind contribution would total up to **$8,330**. The actual in-kind contribution will be calculated and documented based on the number of eligible visits provided.

The facility and equine-support services may include arena and facility use, horses, horse care, tack and equipment, and associated equine support necessary for the program. This contribution is provided through discounted services rather than as a cash contribution.

ATRC supports Achieve Pediatric Therapy's efforts to expand access to community-based therapeutic services for children and young adults with developmental disabilities.

Authorized ATRC Representative: Connie S Tuter

Title: ATRC Board Secy/Treasure

Signature: Connie S Tuter

Date: 10-20-26

Prepared for ATRC review and signature. Contribution is contingent upon DDCO approval of the proposed project.

Beyond the Spectrum

Classroom Expansion

Developmental Disabilities Council of Oklahoma

Fiscal Year 28 Funding Request Summary

Project/Activity: Classroom Expansion

Organization: Beyond the Spectrum

Proposal Description: Beyond the Spectrum OK is requesting $25,000 from DDCO to expand Beyond the Spectrum Academy, which opened in August 2026 to provide individualized education for children with developmental disabilities who may struggle in traditional school or online learning environments. During the July 1, 2027–June 30, 2028, project period, the organization will equip an existing room at its Oklahoma City facility to accommodate an additional 6–8 students. Funding will support movable classroom furniture, adaptive and sensory learning tools, communication supports, curriculum, and instructional supplies. The expansion will also support specialized training for at least two educational staff members and the addition of a teacher and paraprofessional to help meet students' individualized learning needs. The Academy currently serves 15 students, anticipates enrollment growth, and has documented families waiting for additional openings. Its target population includes children with autism, intellectual and developmental disabilities, communication challenges, sensory processing differences, and behavioral support needs. The Academy offers a coordinated approach that brings education together with access to speech, occupational, and physical therapy, as well as collaboration with an on-site Applied Behavior Analysis (ABA) provider. This model encourages teachers, therapists, behavioral professionals, and families to work together to reinforce students' communication, social, behavioral, and functional skills throughout the school day. The expansion will increase access to specialized education for families in Oklahoma City and surrounding communities who have difficulty finding appropriate educational options for their children.

In addition to expanding classroom capacity, the project will strengthen family engagement, caregiver advocacy, and communication between parents, educators, and support providers. Beyond the Spectrum will offer four family education and advocacy sessions, reaching at least 20 parents or caregivers, and develop accessible family resources to help families better understand educational supports and advocate for their children's needs. The organization will also incorporate sibling-support resources and inclusive family activities, building on its existing commitment

to supporting the entire family. By June 2028, the project aims to have the additional classroom equipped, staff training completed, and at least 75% of responding caregivers reporting increased knowledge or confidence in advocating for their children. Progress will be measured through enrollment records, staff training documentation, family participation, and baseline and follow-up surveys. The organization also plans to document effective classroom practices, professional collaboration, and family-engagement strategies and share resources with at least two community organizations to encourage broader adoption of coordinated, family-centered educational approaches. DDCO funds will support project-specific expansion costs rather than permanent renovations or ongoing annual salaries. The long-term vision is to develop a PreK–12 educational pathway for children with developmental disabilities while demonstrating how individualized instruction, coordinated therapeutic supports, and meaningful family involvement can improve educational experiences and strengthen support systems for Oklahoma families.

Targeted Audience: people with I/DD and families
(persons with disabilities, family members, professionals)

Council Goal: Goal 3 – Provide caregivers and families with the support needed to ensure their long-term well-being.

Council Objective: 3.1 – Annually through 2031, support creative community solutions that provide respite and training for family caregivers.

Funding requested for Fiscal Year:

Fiscal Year (FY)	Council Funding Requested	Match (in kind)	Total Project Budget
2028	**$25,000**	**$8,500**	**$33,500**

6. **General Information and Timelines:**

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

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

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

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

If you have any questions, email our Planning & Grants Director, Jennifer Robinson: Jennifer.Robinson@okdhs.org.

Part 1 - Contact Information

7. **Organization Name** *

Beyond The Spectrum OK

8. **Organization Address** *

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

1420 Vulcan Circle, Edmond, OK, 73003

9. **Contact Info** *

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

Stephanie R. Mott, stephanie@beyondthespectrum.info, 405-822-2963

10. **Website**

Organization's Website

www.beyondthespectrumok.com

Our State Plan Goals

To qualify for funding, projects must meet one of 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** *

Goals have been established for our next 5 Year State Plan (2027-2031), and proposals submitted should focus on at least **one** of our goals.

- Goal 1 – Making Information Easy to Find and Use
- Goal 2 – Advocacy and Awareness
- Goal 3 – Supporting Families and Caregivers Over Time

You can read our full 5 Year State Plan Goals and Objectives on our website: https://oklahoma.gov/ddco/about/state-plan.html.

1. Goal 1 – Making Information Easy to Find and Use

Beyond the Spectrum Academy will improve communication between parents, teachers, paraprofessionals, and support providers. We will provide families with accessible information, educational resources, and regular updates to help them better understand their child's progress, available services, and individual needs.

2. Goal 2 – Advocacy and Awareness

We will empower parents and caregivers through education, advocacy training, and meaningful involvement in their child's educational decisions. Our goal is to help families confidently communicate their child's needs, understand available supports, and become stronger advocates for their children.

3. Goal 3 – Supporting Families and Caregivers Over Time (Primary Goal)

Our classroom expansion will provide educational opportunities for 6–8 additional students with developmental disabilities beginning in fall 2027. By bringing teachers, support professionals, and families together, we will create a coordinated, family-centered approach that strengthens communication, provides individualized support, and reduces the burden on families trying to navigate multiple services.

Overall Goal: To expand access to specialized education while building a sustainable model of communication, collaboration, family advocacy, and individualized support that helps children with developmental disabilities thrive.

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

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

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

- ( ) Yes
- (•) No

13. **Identify names and relationships**

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

14. **Proposal.** *

Provide a written overview of your proposal (up to 4000 characters). 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.

1. Introduction – Our History and Purpose

Beyond the Spectrum OK began from one family's experience navigating the challenges of raising a child with special needs. What started as an inclusive gym grew into a community offering social skills, speech, music, dance, adaptive physical education, and parent support.

As our programs grew, families expressed a greater need for specialized education, consistent communication, and coordinated services. In response, we opened Beyond the Spectrum Academy in August 2026, creating a school where individualized learning and family involvement are priorities.

We request $25,000 from DDCO to support an additional classroom in fall 2027.

2. Problem Statement – Why Expansion Is Needed

Our Academy currently serves 15 students and anticipates 20 by the end of 2026. We have 6–8 documented families waiting for additional capacity, with more expressing interest. Some families travel from surrounding communities because appropriate educational options are limited.

Families need more than classroom space. They need individualized instruction, accessible communication tools, trained educators, and coordinated support that includes parents as active partners.

3. Proposed Solution – An Additional Classroom

DDCO funding will equip an existing room, requiring no renovations, to accommodate 6–8 additional students.

The project will provide movable classroom furniture, adaptive and sensory tools, communication supports, curriculum, and instructional supplies. We anticipate adding one teacher and one paraprofessional and providing specialized staff training in inclusive education, communication, and positive behavioral supports.

We will also offer caregiver advocacy education, accessible family resources, and improved communication between parents, teachers, and support providers.

DDCO funds will support approved project-specific costs, not permanent renovations or ongoing annual salaries.

4. Expected Outcomes – What We Will Accomplish

By June 2028, we aim to:

Equip one additional classroom with capacity for 6–8 students.

Train at least two staff members in inclusive practices.

Offer four caregiver education and advocacy sessions.

Reach at least 20 family members and caregivers.

Develop accessible family resources.

Have at least 75% of responding caregivers report increased knowledge or confidence advocating for their children.

5. Evaluation – Measuring Results

We will track classroom readiness, student enrollment, staff training, family participation, and caregiver feedback. Baseline and follow-up surveys will measure improved understanding of educational supports, communication, and advocacy. Results will be documented through quarterly and final DDCO reports.

6. Relevance – Alignment With DDCO Goals

Goal 1: Improve access to understandable information and resources for families.

Goal 2: Strengthen family advocacy and participation in educational decisions.

Goal 3: Support families over time through coordinated services, consistent communication, and expanded educational opportunities.

Our long-term vision is to develop a PreK–12 educational pathway for children with developmental disabilities. This expansion is the next step toward that vision.

Beyond the Spectrum Academy is not simply adding a classroom. We are expanding a family-centered model that helps children learn, strengthens communication, and empowers families to advocate for their children's futures.

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

- ( ) Yes
- (•) No

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

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.

Beyond the Spectrum Academy is supported by an experienced leadership team, dedicated educators, and a 12-member Board of Directors who bring professional expertise, lived experience, and a shared commitment to improving the lives of individuals with developmental disabilities and their families.

1. Co-Founders & ED – A Decade of Community Service

Our co-founders, Scott & Gwen Batchelor, have spent the past 10 years serving children with special needs and their families through We Rock the Spectrum, an inclusive sensory gym and community resource. And our ED, Stephanie R. Mott, is an LPC that has also been serving the special needs community for over a decade.

Over the past decade, they have developed programs, built relationships with families and disability professionals, and witnessed firsthand the challenges parents face when navigating education, therapies, and support services.

Their experience and dedication led to the creation of Beyond the Spectrum OK and ultimately Beyond the Spectrum Academy. The co-founders will provide organizational leadership, project coordination, community engagement, and oversight of the classroom expansion.

2. School Director – Dr. Jasmine Justus, BCBA-D

Dr. Jasmine Justus, BCBA-D, serves as our School Director, leading our teachers, paraprofessionals, and educational support staff. Her expertise in behavior analysis, individualized learning, and evidence-based practices helps guide our approach to meeting each student's educational, behavioral, communication, and developmental needs.

Dr. Justus will oversee implementation of the additional classroom, direct staff training, guide individualized instructional practices, and monitor educational quality and student progress.

3. Teachers and Educational Support Staff

We anticipate hiring one additional teacher and one paraprofessional to support the classroom expansion. Under Dr. Justus's leadership, these professionals will provide individualized instruction, adaptive learning opportunities, communication supports, and consistent collaboration with families.

Staff will receive specialized training and ongoing guidance to ensure that educational practices remain responsive to students' needs.

4. Board of Directors – Professional and Personal Expertise

Beyond the Spectrum OK is guided by a 12-member Board of Directors consisting of professionals working in disability-related fields and parents of children with special needs.

Our board brings experience in education, therapies, behavioral supports, family advocacy, and nonprofit leadership. Members provide governance, financial oversight, strategic guidance, and accountability to ensure our programs remain effective, sustainable, and focused on the families we serve.

5. Project Administration and Accountability

Beyond the Spectrum OK's leadership will manage purchasing, budgeting, matching funds, performance tracking, and required DDCO reporting. The School Director and Board of Directors will help monitor project implementation, educational outcomes, and long-term sustainability.

Our strength comes from combining 10 years of direct community service, professional expertise, and the lived experience of special-needs families. We understand the challenges because we have worked alongside these families for a decade, and many of us have experienced those challenges personally. Together, we are committed to creating meaningful, measurable, and lasting change for children with developmental disabilities and their families.

17. **Targeted population:**
*

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

1. Students We Serve

Beyond the Spectrum Academy is designed for children with developmental disabilities and diverse learning needs who are not thriving in traditional brick-and-mortar schools or online educational settings.

Our students may include children with autism, intellectual and developmental disabilities, communication challenges, sensory processing differences, behavioral support needs, and other conditions that require individualized educational approaches.

We recognize that these children often need more than a traditional classroom can provide. They need smaller class sizes, individualized instruction, consistent routines, adaptive learning tools, and educators who understand how they learn and communicate.

Our current Academy serves elementary-aged students, with a long-term goal of developing a comprehensive PreK–12 educational program. The proposed classroom expansion will create capacity for an additional 6–8 students, with specific ages and grades determined by community needs.

2. Geographic Area and Families Served

We primarily serve families throughout Oklahoma City and surrounding metropolitan communities. Some families travel considerable distances because they have struggled to find an educational environment that meets their child's needs.

Our program supports parents, grandparents, guardians, and other caregivers seeking an educational setting where their children can receive individualized attention and coordinated support.

3. Coordinated Educational and Therapeutic Services

One of the most important features of Beyond the Spectrum Academy is our collaborative approach to education and therapy.

We offer access to speech therapy, occupational therapy (OT), and physical therapy (PT) on-site, while also collaborating with an on-site Applied Behavior Analysis (ABA) provider.

This approach allows teachers, therapists, behavioral professionals, and families to communicate and collaborate more effectively. By coordinating supports within the school environment, we aim to reinforce communication, social, behavioral, and functional skills throughout the school day rather than treating educational and therapeutic needs as separate challenges.

4. Reducing Family Stress and Strengthening Support

Families of children with developmental disabilities often carry the responsibility of coordinating education, therapy appointments, behavioral supports, and communication among multiple providers.

By bringing educational and therapeutic resources together in one location, Beyond the Spectrum Academy seeks to reduce transportation demands, scheduling difficulties, and the stress of managing disconnected services.

Just as importantly, our model creates opportunities for consistent communication between parents, teachers, and providers, helping families feel informed, supported, and actively involved in their child's progress.

5. Intended Impact

Our classroom expansion will increase access to specialized education for 6–8 additional students while strengthening the coordinated, family-centered model we have developed.

Our goal is not only to improve educational access but also to help children build communication, independence, confidence, and meaningful relationships while giving their families greater continuity of care and peace of mind.

Through this expansion, we hope to demonstrate how collaboration among educators, therapists, behavioral professionals, and families can create lasting improvements in educational experiences for children with developmental disabilities throughout our community.

18. **Impact:**
*

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

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

1. Goals for the Targeted Population – Supporting the Whole Family

Beyond the Spectrum Academy believes that when children with developmental disabilities receive the right support, the entire family benefits. Our mission is to strengthen the well-being, confidence, and independence of students while reducing stress for parents and caregivers through coordinated education, therapies, and family support.

Our classroom expansion will create opportunities for 6–8 additional students through individualized instruction, integrated therapeutic supports, and collaboration among educators, therapists, behavioral professionals, and families.

Building on Beyond the Spectrum OK's history of sibling support groups, inclusive activities, and family events, we will continue creating opportunities for the entire family to feel connected, informed, and supported.

2. Broader Impact – Creating Lasting Community Change

Our impact extends beyond enrolled students. By bringing education, speech, occupational and physical therapies, behavioral support, and family collaboration together, we help families navigate services more efficiently while strengthening communication and advocacy.

The expansion will build upon this coordinated approach through specialized staff training, accessible resources, and family education opportunities available to the broader community.

We will also share effective classroom and family-engagement practices with community partners to encourage greater collaboration, inclusion, and lasting improvements for individuals with developmental disabilities throughout Oklahoma.

3. Measurable Outcomes – Tracking Our Success

During the July 2027–June 2028 project period, we aim to:

Expand access: Equip one additional classroom for 6–8 students by fall 2027.

Train staff: Provide specialized training for at least two educational professionals.

Support families: Offer four family education and advocacy sessions, reaching at least 20 unduplicated parents or caregivers.

Include siblings: Incorporate sibling-support resources and inclusive family activities.

Strengthen advocacy: Have at least 75% of responding caregivers report increased knowledge or confidence advocating for their children.

Improve communication: Establish consistent family-school communication practices.

Share our model: Develop accessible family resources and share effective practices with at least two community organizations.

Evaluation: We will measure progress through enrollment records, staff training documentation, family participation, baseline and follow-up surveys, and quarterly DDCO reports.

Our goal is to help children gain independence, empower families, support siblings, and build a stronger, more connected community for individuals with developmental disabilities.

19. **Duplication or expansion:**
*

Does this proposal duplicate or expand upon any existing work in Oklahoma? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and/or enhances what is being done. If your proposal duplicates or expands upon existing work, please describe the existing work and explain how the proposed work is unique and innovative. Be specific how this approach and expected outcomes are different from and adds value to what is or has been done.

1. Expanding an Established Model of Support

This proposal expands upon the work Beyond the Spectrum OK has developed over the past 10 years and the innovative educational model established through Beyond the Spectrum Academy in August 2026.

Our program was created in response to a critical gap experienced by families of children with developmental disabilities: the lack of coordinated education, therapy, behavioral support, and consistent communication among providers.

While individual schools and service providers offer valuable support, our Academy brings these services together within one educational environment. We are building a model where teachers, speech, occupational and physical therapists, ABA professionals, and families collaborate to address each child's educational, developmental, and communication needs.

2. What Makes Our Approach Different

Beyond the Spectrum Academy is designed for students who have struggled to thrive in traditional classroom or online school settings.

Our approach combines small classrooms, individualized instruction, on-site access to therapies, collaboration with an ABA provider, and ongoing family involvement. Rather than expecting parents to coordinate multiple disconnected services, we bring professionals together to encourage consistent communication, shared strategies, and continuity of support.

We believe this level of coordinated, family-centered collaboration distinguishes our Academy and offers a promising model for improving how children with developmental disabilities are supported in Oklahoma.

3. Expansion and Systems Change

DDCO funding will allow us to expand this model by equipping an additional classroom for 6–8 students, training new educational staff, strengthening family advocacy, and developing accessible resources.

Importantly, this project is not intended to replace funding for existing operations. DDCO funds will support new, project-specific expenses directly associated with expanding classroom capacity and strengthening our coordinated approach.

Beyond serving additional students, we will document our classroom practices, professional collaboration, and family-engagement strategies to create resources that can be shared with other schools and community organizations.

4. Lasting Impact on Oklahoma's Disability Community

Our vision extends beyond opening another classroom. We want to demonstrate how education, therapeutic services, behavioral support, and family advocacy can function together as a coordinated system rather than separate services.

By sharing our approach, training professionals, and empowering families, we hope to encourage stronger collaboration and more responsive educational practices throughout Oklahoma.

Beyond the Spectrum Academy is not simply expanding an existing school. We are developing and demonstrating a coordinated, family-centered educational model that has the potential to influence how communities support children with developmental disabilities and their families.

20. **Best Practices:**

*

Will your proposed project use current 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 provide sources.

Yes. Beyond the Spectrum Academy incorporates research-based practices and a collaborative, individualized approach to supporting children with developmental disabilities. Under the leadership of our School Director, Dr. Jasmine Justus, BCBA-D, our educators, therapists, and behavioral professionals work together to support each student's educational, communication, behavioral, and developmental needs.

Our proposed classroom expansion will incorporate the following best practices:

1. Individualized Instruction and Universal Design for Learning (UDL)

We recognize that every child learns differently. Our small classrooms allow educators to adapt instruction, provide visual and sensory supports, and use multiple teaching methods based on individual strengths and needs. We will incorporate Universal Design for Learning principles to make educational experiences more accessible, engaging, and meaningful.

Source: CAST – Universal Design for Learning Guidelines 3.0 (2024)
https://udlguidelines.cast.org/

2. Evidence-Based Behavioral Supports

Under Dr. Justus's leadership and through collaboration with our on-site ABA provider, we incorporate positive behavioral supports, individualized strategies, and consistent routines that promote communication, independence, self-regulation, and meaningful participation. Staff will receive training to apply these strategies consistently throughout the school day.

Source: Center on PBIS – Positive Behavioral Interventions and Supports
https://www.pbis.org/

3. Integrated Therapies and Communication Supports

Our Academy provides on-site access to speech, occupational, and physical therapies, along with collaboration with behavioral professionals. This coordinated approach helps educators and providers reinforce individualized goals across learning environments.

We will incorporate visual communication, assistive technology, and augmentative and alternative communication (AAC) strategies when appropriate, with guidance from qualified professionals.

Source: American Speech-Language-Hearing Association (ASHA) – AAC Practice Portal
https://www.asha.org/practice-portal/professional-issues/augmentative-and-alternative-communication/

4. Family-Centered Collaboration and Advocacy

We recognize parents and caregivers as essential members of each child's support team. Through regular communication, shared planning, family education, and advocacy resources, we will help families understand available supports and participate confidently in decisions affecting their children.

Our whole-family approach also recognizes the needs of siblings through inclusive activities and family-support opportunities.

5. Ongoing Training, Evaluation, and Systems Improvement

Our classroom expansion will include specialized staff training, documented instructional practices, and ongoing evaluation of student and family outcomes. We will use progress monitoring, caregiver feedback, and collaboration among professionals to refine our approach.

By documenting and sharing effective classroom and family-engagement practices, we hope to demonstrate a coordinated educational model that other schools and community organizations can adapt.

Our commitment is to combine evidence-based practices, professional expertise, and meaningful family involvement to create an educational environment where children with developmental disabilities can thrive and families receive consistent, coordinated support.

21. **Systems change impact:** *

Systems change can help improve a problem and change the way we support people with disabilities. System changes 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? Provide an explanation of how the project's outcomes will shift thinking, improve practices, or empower people with developmental disabilities and families.

1. Changing How Children with Developmental Disabilities Are Supported

Beyond the Spectrum Academy believes lasting systems change begins by changing how education, therapy, behavioral support, and family services work together.

Too often, families must navigate separate schools, therapy providers, and support systems that do not consistently communicate or coordinate care. This places an enormous burden on parents and can create gaps in a child's learning and development.

Our Academy is demonstrating a different approach: a coordinated educational environment where teachers, speech, occupational and physical therapists, ABA professionals, and families collaborate to support the whole child.

2. Building a Model Other Schools Can Learn From

Our proposed classroom expansion will do more than create 6–8 additional student opportunities. It will strengthen and document a collaborative model that other schools and community organizations can learn from and adapt.

Under the leadership of Dr. Jasmine Justus, BCBA-D, we will incorporate evidence-based instructional practices, staff training, individualized communication strategies, and coordinated professional collaboration.

We will develop practical classroom-readiness procedures, family-engagement resources, and communication tools that can be shared with other educators and disability organizations.

3. Empowering Families and Strengthening Advocacy

Lasting systems change must include families as active participants in decisions affecting their children.

Building on Beyond the Spectrum OK's 10 years of community involvement, we will provide family education, advocacy resources, and opportunities for parents and caregivers to strengthen their knowledge and confidence.

Our whole-family approach also recognizes siblings through inclusive activities and family-support resources.

By improving communication and providing families with tools to express their needs, we aim to shift the relationship between families and service providers from navigating disconnected systems to working together as partners.

4. Creating Sustainable, Measurable Change

During the project year, we plan to establish one additional classroom, train at least two educational professionals, provide four family education and advocacy sessions, and reach at least 20 family members or caregivers.

We will document changes in communication practices, caregiver confidence, professional collaboration, and family participation. We will also share our classroom and family-engagement resources with at least two community organizations.

These practices will continue as part of the Academy's educational model beyond the DDCO funding period.

Our goal is not simply to serve more students. It is to demonstrate a sustainable, coordinated approach that changes how professionals collaborate, how families participate in decisions, and how children with developmental disabilities receive meaningful educational and community support.

22. **Where implemented:**
*

Where will the proposed project be implemented? Explain specific counties and cities you will serve and explain how they were selected.

1. Primary Location – Oklahoma City, Oklahoma

The proposed project will be implemented at Beyond the Spectrum Academy, located at 3838 NW 36th Street, Oklahoma City, Oklahoma, in Oklahoma County.

Our Academy serves children with developmental disabilities who benefit from specialized instruction, smaller classrooms, integrated therapeutic services, and individualized support.

2. Geographic Service Area

While our school is located in Oklahoma City, we serve families throughout the greater Oklahoma City metropolitan area, including:

Oklahoma County: Oklahoma City, Bethany, Edmond, and surrounding communities.

Canadian County: Yukon and surrounding communities.

Canadian and Kingfisher Counties: Piedmont and surrounding communities.

These areas were selected because of their proximity to our school and the growing number of families seeking specialized educational opportunities. Families are willing to travel from surrounding communities to access the individualized instruction and coordinated services our Academy provides.

3. Unique Facility and Collaborative Services

Beyond the Spectrum Academy shares a building with another disability-service provider, creating a collaborative environment where students and families can access educational and therapeutic supports in one location.

The two organizations communicate directly, helping coordinate educational, behavioral, and therapeutic strategies while reducing the burden on parents who would otherwise need to manage services across multiple locations.

Additionally, the building is occupied exclusively by our Academy and the partnering provider. This controlled environment allows us to maintain greater consistency in daily routines, manage building access, and prioritize student and staff safety.

4. Why This Location Is Ideal for Expansion

Our existing facility has available space for an additional classroom without requiring renovations. This allows DDCO funding to be directed toward classroom equipment, adaptive learning resources, staff training, and family support rather than construction expenses.

By expanding within our established location, we can increase capacity for 6–8 additional students while strengthening the coordinated, family-centered model already serving Oklahoma City and surrounding communities.

Our goal is to make specialized education and coordinated support more accessible to families across the Oklahoma City metropolitan area while demonstrating a collaborative model that other communities can learn from and adapt.

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit quarterly and final performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. The performance measures listed below will also be part of your quarterly reporting. All contractors must collect **baseline data** to evaluate the project's outcomes. If you have questions about these projected and baseline numbers, please reach out to us.
For **explanations of these Performance Measures** please refer to this document:
https://oklahoma.gov/content/dam/ok/en/ddco/documents/about/state-plan/how-to-apply-for-funding/FY-20-Performance-measures-short-version.pdf

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

- **IA** = **I**ndividual and family **A**dvocacy
- **SC** = **S**ystem **C**hange

23. **IA1.1**

The number of ***people with developmental disabilities who participated in Council supported activities*** designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

0

The value must be a number

24. **IA 1.2**

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

6

The value must be a number

25. **IA 1.3**

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

2

The value must be a number

26. **IA 2.1**

After participation in Council supported activities, the ***number of people with developmental disabilities who report increasing their advocacy*** as a result of Council work.

0

The value must be a number

27. **IA 2.2**

After participation in Council supported activities, the ***number of family members who report increasing their advocacy*** as a result of Council work.

6

The value must be a number

28. **IA 2.2.1**

The ***number of people*** who are better able to say what they want or say what services and supports they want or say what is important to them.

6

The value must be a number

29. **IA 2.2.2**

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

6

The value must be a number

30. **IA 2.2.3**

The ***number of people*** who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

0

The value must be a number

31. **IA 3.1**

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

6

The value must be a number

32. **IA 3.2**

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

6

The value must be a number

33. **SC 1.1.1**

The **number of policy and or procedures created or changed.**

2

The value must be a number

34. **SC 1.2.1**

The **number of statutes and or regulations created or changed**.

2

The value must be a number

35. **SC 1.3.1**

The **number of promising practices created.**

2

The value must be a number

36. **SC 1.3.2**

The **number of promising practices supported through Council activities.**

2

The value must be a number

37. **SC 1.3.3**

The **number** of best practices created.

2

The value must be a number

38. **SC 1.4.1**

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

2

The value must be a number

39. **SC 1.5.1**

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

2

The value must be a number

40. **SC 2.1**

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

2

The value must be a number

41. **SC 2.1.1**

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

2

The value must be a number

42. **SC 2.1.2**

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

2

The value must be a number

43. **SC 2.1.3**

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

2

The value must be a number

44. **SC 2.1.4**

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

2

The value must be a number

45. **SC 2.2**

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

2

The value must be a number

Additional Requirements for funding

46. **FINANCIAL INFORMATION** *

Proposal Budget:

- **Include a detailed revenue and expenditure budget, detailing the total costs and revenues of the proposal.**
- **Identify the amount requested from the Council within the context of the budget.**
- **Projected budgets for multi-year project planning should show a decrease on Council funding.**

- **Council funding cannot exceed 75% of your budget.** For example, if your budget is $10,000, our funding can be up to $7,500. Your match would be a minimum of $2,500. **Start with your budget** and calculate the 75/25 split. If you are located in/providing services in a designated rural county, please contact us.
- Identify the amount of the minimum required 25% funding match for your **project's total budget**. You need to explain where this matching funding will come from. **Sources for match funding** can include non-federal funding, monies from fundraisers or donations/sponsorships, salary/fringe, donated services or items, discounted services or items, and volunteer time. (*paid employees of a non-profit organization cannot volunteer to provide the same type of services to their non-profit organization that they are employed to provide) For help calculating match contact us. Match funding helps the Council understand all partners working with the project.
- Identify projected funding sources not currently in place. Provide a narrative explaining each category of expenditure and source or revenue associated with the project. **Revenue sources** include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.
- Please **email your budget** to Jennifer.Robinson@okdhs.org and include the Project Name in the subject line.

Emailed: 10/21/2026

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

Provide a proposed statement of work for the contractual requirements. This should include a detailed description of the work to be done, project milestones, deliverables to the Council, and other details important to the work that you will provide in exchange for Council funding.

1. Project Purpose

Beyond the Spectrum OK requests $25,000 in DDCO funding, supported by an $8,500 organizational match, to expand Beyond the Spectrum Academy with an additional classroom serving 6–8 students with developmental disabilities.

The project will strengthen our coordinated educational model through specialized instruction, therapeutic collaboration, staff training, family advocacy, and accessible learning resources.

2. Project Activities

Under the leadership of School Director Dr. Jasmine Justus, BCBA-D, and oversight from our 12-member Board of Directors, we will:

Equip one additional classroom with movable furniture, adaptive equipment, communication tools, and specialized curriculum.

Prepare and train one additional teacher and paraprofessional in inclusive education, behavioral supports, and individualized instruction.

Strengthen collaboration among educators, therapists, ABA professionals, and families.

Provide four family education and advocacy sessions, including whole-family and sibling-support resources.

Develop and share accessible family resources and effective classroom practices with community organizations.

3. Project Timeline and Milestones

July–September 2027: Equip the classroom, prepare staff, establish baseline data, and begin classroom operations.

October–December 2027: Complete initial staff training, implement coordinated communication practices, and conduct the first family advocacy session.

January–March 2028: Conduct two additional family sessions, evaluate progress, and refine resources and practices.

April–June 2028: Conduct the final family session, complete project evaluations, share resources with community partners, and submit final reports.

4. Measurable Deliverables

By June 2028, we anticipate:

One additional classroom equipped for 6–8 students.

At least two staff members trained in specialized educational practices.

Four family advocacy sessions reaching 20 unduplicated participants.

At least 75% of responding caregivers reporting increased advocacy knowledge or confidence.

Improved family-school communication procedures.

One accessible family resource toolkit shared with at least two community organizations.

Quarterly and final financial and performance reports submitted to DDCO.

5. Sustainability and Systems Change

This expansion will strengthen a collaborative model integrating education, therapy, behavioral support, and family advocacy. The Academy will maintain the classroom through its diversified operating revenues while sharing effective practices that other Oklahoma schools and communities can adapt.

All DDCO-funded purchases and activities will occur only after contract authorization and will be limited to approved project-specific expenses.

48. **Sustainability Plan:** *

It is the Council's expectation that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. 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, Council 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. For example, our year one funding to be 100%, year two could be 80%, year three could be 60%, year 4 could be 40% and year 5 could be 20%.
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").

1. Long-Term Sustainability

Beyond the Spectrum Academy is committed to building a financially sustainable educational model that supports children with developmental disabilities and their families for years to come.

Our funding strategy combines tuition revenue, private donations, foundation grants, corporate sponsorships, community fundraising, and partnerships with educational and therapeutic providers.

The requested $25,000 from DDCO will provide a one-time investment in classroom expansion, equipment, specialized training, and family advocacy resources. We do not plan to rely on continued DDCO funding to maintain the classroom.

2. Financial Plan and Annual Funding Goals

Year 1 – FY 2028: Classroom Expansion

Total project budget: $33,500.

DDCO funding requested: $25,000.

Beyond the Spectrum contribution: $8,500.

Equip and open one additional classroom for 6–8 students.

Establish recurring funding for an additional teacher ($50,000 annually) and paraprofessional ($30,000 annually), excluding benefits and payroll costs.

Year 2 – FY 2029: Financial Independence

DDCO funding projected: $0 (TBD)

Maintain the classroom through tuition, private contributions, sponsorships, and foundation grants.

Pursue at least three additional funding opportunities.

Continue family education and coordinated support services.

Year 3 – FY 2030: Strengthening Capacity

DDCO funding projected: $0 (TBD)

Maintain enrollment and diversify recurring financial support.

Expand donor and community partnerships.

Evaluate opportunities for additional classrooms based on demand and available funding.

Years 4–5 – FY 2031–2032: Long-Term Growth

DDCO funding projected: $0 (TBD)

Strengthen financial reserves and recurring donations.

Continue responsible expansion toward our five-year goal of serving students across PreK–12.

Sustain family advocacy, professional collaboration, and individualized educational services.

3. Community Partnerships

Our existing collaboration with an on-site ABA provider and access to speech, occupational, and physical therapy services support a coordinated educational model.

Beyond the Spectrum OK also benefits from a 12-member Board of Directors with professional experience in disability-related fields and lived family experience. Our board provides governance, financial oversight, fundraising support, and community connections.

We will continue developing relationships with local businesses, foundations, donors, and service providers to strengthen long-term sustainability.

4. Accountability and Financial Oversight

Our leadership and Board of Directors will monitor enrollment, annual operating costs, fundraising, and program outcomes. Financial planning will account for staffing, classroom materials, professional development, and family-support activities.

By combining diversified funding, professional collaboration, and responsible growth, Beyond the Spectrum Academy intends to sustain the expanded classroom beyond the DDCO contract while building a lasting educational resource for Oklahoma families.

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

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

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

1. Target Audience

Beyond the Spectrum Academy will focus outreach on families of children with intellectual and developmental disabilities, particularly those who have struggled to find appropriate educational and therapeutic support in traditional or online school settings.

Our primary service area includes Oklahoma City, Bethany, Yukon, Piedmont, Edmond, and surrounding communities. Outreach will include parents, caregivers, siblings, educators, and families from diverse backgrounds, including those facing financial, transportation, or language barriers.

2. Marketing and Community Awareness

Building on 10 years of community relationships developed through We Rock the Spectrum and Beyond the Spectrum OK, we will promote classroom expansion and family-support opportunities through:

Social media, our website, and community newsletters.

Family referrals, informational flyers, and community events.

Parent education and advocacy workshops.

Outreach to local schools, therapy providers, and disability organizations.

Our messaging will highlight available resources, coordinated services, family advocacy, and opportunities for children with developmental disabilities.

3. Community Partnerships

Our collaboration with an on-site ABA provider, along with access to speech, occupational, and physical therapy services, creates opportunities to connect families with coordinated educational and therapeutic support.

We will also engage local disability advocates, educators, nonprofit organizations, and community leaders to share information, expand awareness, and connect families with appropriate resources.

4. Accessibility and Language Inclusion

We will provide information in clear, family-friendly language using accessible digital materials, printed resources, and visual supports when appropriate.

Spanish will be our initial translation priority based on community needs. We will seek qualified translation assistance to ensure information is accurate, culturally appropriate, and understandable. Additional languages and alternative formats will be considered based on family requests.

Family education activities will also incorporate accommodations when needed to encourage meaningful participation.

5. Measuring Outreach Success

During the July 2027–June 2028 project period, we will track:

At least 20 unduplicated family members or caregivers participating in four educational and advocacy sessions.

Family inquiries and referrals generated through outreach.

Website and social media engagement with project announcements.

Distribution of accessible educational and advocacy resources.

Participant locations, accessibility requests, and feedback.

At least 75% of responding caregivers reporting increased knowledge or confidence in advocating for their children.

Our goal is not only to increase awareness of Beyond the Spectrum Academy, but to ensure more Oklahoma families know where to find support, feel empowered to advocate for their children, and understand the benefits of coordinated, family-centered services.

50. **Logic Model:**

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

1. Inputs – Resources We Will Use

$25,000 in requested DDCO funding and $8,500 in matching funds from Beyond the Spectrum OK.

Existing classroom space requiring no renovations.

Leadership from Dr. Jasmine Justus, BCBA-D, our co-founders, and 12-member Board of Directors.

Additional teacher and paraprofessional, specialized training, adaptive equipment, and instructional resources.

Collaboration with on-site ABA, speech, occupational, and physical therapy providers.

Ten years of established community relationships and family-support experience.

2. Activities – What We Will Do

Equip and open one additional specialized classroom.

Train staff in individualized instruction, communication strategies, positive behavioral supports, and family collaboration.

Strengthen coordination among teachers, therapists, behavioral professionals, and caregivers.

Provide four family education and advocacy sessions, including whole-family and sibling-support resources.

Develop accessible family materials and share effective practices with community partners.

3. Outputs – What We Expect to Accomplish

One additional classroom with capacity for 6–8 students.

At least two educational staff members trained.

Four family education and advocacy sessions.

At least 20 unduplicated family members and caregivers participating.

One accessible family resource toolkit.

One documented classroom-readiness and family-engagement model shared with at least two community organizations.

4. Short-Term Outcomes – Changes We Expect to See

Increased access to specialized educational opportunities.

Improved student communication, participation, and self-advocacy skills.

More consistent collaboration among educators, therapists, and families.

Increased caregiver knowledge and confidence, with at least 75% of responding caregivers reporting improvement.

Greater awareness of educational resources and coordinated support services.

5. Long-Term Impact – Lasting Systems Change

A sustainable, family-centered educational model that reduces fragmentation between education and therapeutic services.

Stronger family advocacy, reduced caregiver stress, and greater inclusion of siblings.

Improved opportunities for children with developmental disabilities to build independence and succeed.

A documented collaborative approach that other Oklahoma schools and community organizations can adapt.

Continued growth toward Beyond the Spectrum Academy's five-year vision of serving students from PreK through 12th grade.

6. Evaluation – How We Will Measure Success

We will track classroom readiness, student enrollment and participation, staff training, family attendance, caregiver surveys, communication improvements, and community resource distribution. Baseline data, quarterly progress reports, and final evaluations will document results and guide ongoing improvements.

51. **Registered Vendor?** *

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

- ( ) Yes
- (•) No

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

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

- (•) Yes
- ( ) No

53. **Government entity?** *

Is the proposed vendor a Government entity:

- ( ) Yes
- (•) No

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

NA

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

Is the proposed vendor a tribal nation:

- ( ) Yes
- (•) No

59. **Registered corporation?** *

Is the proposed vendor a registered corporation?

- ( ) Yes
- (•) No

60. **ID Number** *

Social Security Number, FEI Number, or OMES Supplier ID

85-1310701

Contact information

61. **Signing authority** *

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

Stephanie R. Mott, Executive Director, 405-822-2963, stephanie@beyondthespectrum.info

62. **Primary Contact:** *

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

Stephanie R. Mott, Executive Director, 405-822-2963, stephanie@beyondthespectrum.info

63. **Finance Contact:** *

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

Stephanie R. Mott, Executive Director, 405-822-2963, stephanie@beyondthespectrum.info

64. **Legal Notices:** *

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

Stephanie R. Mott, Executive Director, 405-822-2963, stephanie@beyondthespectrum.info

DDCO Estimated Project Budget

Organization Name: Beyond the Spectrum OK / Beyond the Spectrum Academy

Project Name: Inclusive Classroom Expansion, Family Advocacy & Capacity-Building Initiative

Project Period: July 1, 2027 – June 30, 2028 | DRAFT — estimated costs pending quotes

DDCO budget category	DDCO funds	Matching funds
Personnel - Salaries	$7,000	$4,000
Personnel - Fringe	$700	$400
Personnel - Travel	$0	$0
Training	$3,500	$500
Lodging	$0	$0
Food	$0	$0
Meeting Room	$0	$0
Equipment	$4,500	$1,000
Supplies	$4,500	$1,200
Printing	$800	$200
Utilities	$0	$0
Outreach - signage	$0	$0
Outreach - posts	$1,000	$300
Indirect Costs	$0	$0
Other Costs - accessibility consultation / evaluation	$3,000	$900
Other Costs - describe	$0	$0
TOTALS	$25,000	$8,500

Total project: $33,500 | DDCO share: 74.63% | Nonfederal match: 25.37%

Budget category narrative

Personnel — Salaries and Fringe

Restricted to documented incremental project hours for planning, classroom adaptation, staff/family training and project reporting. These lines do not represent a complete salary for the new teacher or paraprofessional, nor routine ongoing classroom instruction. The Academy anticipates hiring at least one teacher and one paraprofessional and must fund full ongoing compensation from its broader operating plan.

Training

Planned external instruction or facilitation on Universal Design for Learning, communication access, inclusive strategies and caregiver partnership.

Equipment

Moveable furniture and storage approximately $2,500 of DDCO funds, and returnable adaptive/sensory tools approximately $2,000. No capital improvements, installations or permanent building work.

Supplies

Accessible curricula, instructional and communication visuals, consumables, and learning materials to equip an additional room.

Printing

Accessible family advocacy resources, caregiver workshop materials, and printable guides.

Outreach — posts

Notices for families throughout the Oklahoma City region and outreach for caregiver sessions.

Other — accessibility consultation and evaluation

Project-specific consultant services to establish accessible communication options, family feedback collection, outcome analysis and reporting.

Match and revenue sources

DDCO reimbursement request: $25,000. Proposed cash match: $8,500 from existing unrestricted nonfederal organizational funds and private donations. These sources have been identified by leadership in general terms but have NOT been verified or formally committed to this project. Confirm the funding source, donor restrictions, cash availability, and cost allocation before sending the application. No unconfirmed tuition/scholarship revenue is counted as match.

Controls and submission

Actual purchases, hours and expenses will be tracked separately with invoices, receipts, timesheets, and matching-fund documentation. Funds are reimbursable only if allowed in a signed contract and purchase order, and not for purchases before contract effectiveness. All vendor quotes and final cost allocations remain subject to DDCO review.

Email to: Jennifer.Robinson@okdhs.org | Subject: Inclusive Classroom Expansion, Family Advocacy & Capacity-Building Initiative — DDCO Budget

CareLink OK

Practical Skills for Caregivers

Developmental Disabilities Council of Oklahoma

Fiscal Year 28 Funding Request Summary

Project/Activity: Supporting Adults with I/DD: Practical Skills for Family Caregivers

Organization: CareLink OK

Proposal Description: CareLink Oklahoma LLC proposes a one-year pilot project, *Supporting Adults with I/DD: Practical Skills for Family Caregivers*, to provide accessible education and practical tools for family caregivers of adults with intellectual and developmental disabilities in Muskogee and Sequoyah counties. The project aims to serve 40 unique family caregivers and involve up to 15 adults with I/DD in reviewing materials, participating in learning activities, and providing feedback. CareLink will develop an accessible four-unit course, printable resources, and eight facilitated small-group workshops covering person-centered communication and choice, safe and respectful daily support, preparing for care-team conversations, and locating reliable Oklahoma support resources. Participants will be offered practical action plans to help caregivers support the preferences and independence of the adults in their care, strengthen advocacy, and navigate available services. CareLink's existing instructors will develop and deliver the course under nursing oversight, with planned assistance from The Columbus Organization to provide specialized I/DD content review. The applicant will also gather input from adults with I/DD and family caregivers to help ensure the materials are accessible, relevant, and respectful of individual preferences. Instruction will not begin until the planned specialist review and necessary content corrections are completed.

The project will run from July 2027 through June 2028, beginning with needs interviews and resource mapping, followed by course development, specialist review, and delivery of four workshops in the fall and four additional workshops in early 2028. CareLink will evaluate the project through participation records, completed caregiver action plans, baseline and follow-up surveys, satisfaction measures, and a planned 30-day follow-up to assess whether participants applied what they learned. Proposed outcomes include 32 caregivers reporting increased advocacy knowledge or confidence, 32 reporting satisfaction, and 12 participating adults with I/DD reporting improved ability to express their preferences and satisfaction. These are projected targets, not established results. The $18,000 DDCO request represents part of a $24,000 project budget, with a proposed $6,000

nonfederal cash match supporting oversight, participant follow-up, and access costs. Project deliverables will include a reviewed course and toolkit, a repeatable course-delivery process, eight workshops, and quarterly and final reports. CareLink intends to use the resulting materials and procedures to support future caregiver education through its own operations and potential institutional purchases or sponsorships, although continued funding and future adoption are not yet secured.

Targeted Audience: people with I/DD and families

Council Goal: Goal 1 – Make it easier for Oklahomans with intellectual and/or developmental disabilities and their families to find and understand information about services, supports, resources.

Council Objective: 1.4 – Annually through 2031, offer at least 20 specialized training workshops for caregivers on topics such as person-centered planning, behavioral support strategies, and navigating service systems.

Funding requested for Fiscal Year:

Fiscal Year (FY)	Council Funding Requested	Match (in kind)	Total Project Budget
2028	**$18,000**	**$6,000**	**$24,000**

6. **General Information and Timelines:**

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

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

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

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

If you have any questions, email our Planning & Grants Director, Jennifer Robinson: Jennifer.Robinson@okdhs.org.

Part 1 - Contact Information

7. **Organization Name** *

CareLink Oklahoma LLC

8. **Organization Address** *

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

1404 Crockett Ave, Fort Gibson, OK 74434-3409

9. **Contact Info** *

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

Matthew Erwin, Founder and CEO; matthew@carelinkok.com; 918-490-1006

10. **Website**

Organization's Website

https://www.carelinkoklahoma.com/

Our State Plan Goals

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

84

11. **State Plan Goal** *

Goals have been established for our next 5 Year State Plan (2027-2031), and proposals submitted should focus on at least **one** of our goals.

- Goal 1 – Making Information Easy to Find and Use
- Goal 2 – Advocacy and Awareness
- Goal 3 – Supporting Families and Caregivers Over Time

You can read our full 5 Year State Plan Goals and Objectives on our website: https://oklahoma.gov/ddco/about/state-plan.html.

Goal 1, Objective 4: specialized caregiver training; and Goal 3, Objective 1: training for family caregivers. Supporting Adults with I/DD: Practical Skills for Family Caregivers would contribute eight pilot workshops toward the Council's broader caregiver-training objectives, serving families in Muskogee and Sequoyah counties.

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

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

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

- ○ Yes
- ◉ No

13. **Identify names and relationships**

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

Part 3 - Your activity proposal:

The Council's committee carefully reviews all complete and accurate applications. The information you provide in Part 3 will help members understand your proposed work and how it aligns with the Council's 5-Year Goals and Objectives.

14. **Proposal.** *

Provide a written overview of your proposal (up to 4000 characters). 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.

CareLink Oklahoma LLC, a for-profit limited liability company, proposes Supporting Adults with I/DD: Practical Skills for Family Caregivers, a one-year development and education pilot for family caregivers of adults with intellectual and developmental disabilities in Muskogee and Sequoyah counties.

The project would develop a short accessible course, printable tools and eight facilitated small-group workshops. It would aim to serve 40 unique family caregivers and involve up to 15 adults with I/DD in learning, material review and feedback. Each caregiver would be offered a practical action plan for supporting the person's own preferences, preparing for care-team conversations and finding reliable support information.

CareLink already delivers healthcare instruction. Misty McKeefer, who teaches CNA and other CareLink courses, has agreed to teach this project under Amy Scearce, RN's oversight. Matthew Erwin would administer it. Neither educator is presented as an I/DD specialist. CareLink plans to use The Columbus Organization for I/DD course-development support and content review. Its published services include I/DD consultation and customized curriculum. Engagement is subject to the organization's acceptance, availability and an agreed scope and fee within the existing consultant budget. Specialist review and corrections would be completed before participant instruction.

Development would begin with voluntary needs interviews, a review of available resources and input from people with I/DD and family caregivers. The consultant and educators would adapt four learning units: person-centered communication and choice; safe, respectful daily support within caregiver roles; preparing for care-team conversations; and locating reliable Oklahoma support information. Content review and accessibility checks would precede pilot delivery.

CareLink would track unique participation, completed action plans, baseline and follow-up responses, advocacy and satisfaction. Proposed targets are 40 caregiver plans, 32 caregivers reporting increased advocacy, 32 satisfied caregivers, and 12 participating adults with I/DD reporting improved ability to express preferences and satisfaction. Targets are prospective, with results and nonresponse reported honestly.

The $18,000 request would support development, specialist review, workshop delivery, accessible formats, materials and evaluation within a $24,000 project. The $6,000 nonfederal cash match would support oversight, participant follow-up and access costs. The project would leave a reusable reviewed course and delivery procedure, with continued access and future workshops supported through CareLink operations and prospective institutional purchases or sponsorships, subject to actual funding and contract terms.

This supports Goal 1, Objective 4 and Goal 3, Objective 1. Applicant legal form is an LLC; its signed W-9 uses partnership federal tax classification. LLC-specific checkbox guidance has not been supplied; entity responses reflect the legal form, with tax treatment disclosed here.

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

- ○ Yes
- ◉ No

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

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.

Matthew Erwin, Founder and CEO, would administer the project, coordinate deliverables and monitor spending and reporting.

Misty McKeefer teaches CNA and other CareLink courses and has agreed to facilitate this project under Amy Scearce, RN's oversight. Amy is CareLink's instructor of record and would provide instructional oversight. Neither is represented as an I/DD specialist.

Planned course-development consultant: The Columbus Organization. CareLink plans to use this organization for development support and I/DD content review. Its published services include I/DD consultation, curriculum tailored to specific audiences, service-system adaptations, instructor development and training evaluation. Source: https://columbusorg.com/consultation-training-and-technical-assistance-to-institutional-and-community-service-programs/

The planned assignment would include a content outline and source review; guidance adapting the four units and caregiver tools; review of adult choice, accessible communication and professional-scope boundaries; feedback on learning measures; an educator briefing; and review of corrections before teaching. CareLink's educators would develop and deliver the course with this specialist support. Oklahoma-specific resource information would require current primary-source verification.

The intended consultant relationship is subject to the organization's acceptance, availability and a written scope and fee. No service agreement, assigned specialist or price has been confirmed. Before engagement, CareLink would document the assigned reviewer's experience with adults with developmental disabilities and family education, relevant qualifications, deliverables, completion dates and material-use permissions. The existing $3,000 specialist allowance (30 hours at an estimated $100/hour) is a planning estimate, not the organization's quote. Paid work would begin only after the Council's executed contract and PO are effective. Participant instruction would await specialist review and corrections.

Adults with I/DD and family caregivers would be invited to shape examples, assess clarity and give feedback. This involvement is planned, not an existing advisory-group commitment. CareLink would maintain a review and correction log.

17. **Targeted population:** *

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

Forty unique adult family caregivers supporting adults who meet the Council's developmental-disability definition, living in Muskogee or Sequoyah County. Up to 15 adults with I/DD would be invited to participate directly in learning and feedback, using their preferred communication and support arrangements.

The focus is adults with lifelong developmental disabilities and their families. Older age, dementia, a nursing-facility stay or CNA enrollment alone would not establish eligibility. Participation would be voluntary and free during the pilot; no CareLink course purchase would be required. Family involvement would support the adult's own choices.

18. **Impact:**
*

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

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

Proposed outputs: one accessible four-unit course and printable toolkit, eight facilitated workshops, 40 caregiver action plans, one repeatable review/delivery procedure, quarterly reports and a final evaluation.

Target outcomes: 32 of 40 caregivers reporting increased advocacy and 32 satisfied; 12 of up to 15 participating adults with I/DD reporting stronger ability to express preferences and satisfaction. These are prospective targets, not achieved results or enrolled participants. Collect baseline responses before instruction, immediate feedback and a planned 30-day follow-up on whether a caregiver used the action plan or completed an identified communication/navigation step.

Use unique project IDs, consent-based separate family/adult reporting and minimal necessary data. Do not count repeat attendance as new people. Report missing responses and reasons when known. No changes in hospitalization, clinical status or caregiver stress are promised without appropriate measurement.

Beyond the pilot, a reusable reviewed course and documented delivery process could make accessible caregiver education more consistent. External adoption and statewide effects are future possibilities, not secured outcomes.

19. **Duplication or expansion:**
*

Does this proposal duplicate or expand upon any existing work in Oklahoma? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and/or enhances what is being done. If your proposal duplicates or expands upon existing work, please describe the existing work and explain how the proposed work is unique and innovative. Be specific how this approach and expected outcomes are different from and adds value to what is or has been done.

CareLink's existing courses support healthcare instruction. This project would create an additional noncredential course focused on family caregivers of adults with I/DD, using specialist review and direct family/adult feedback. Funding would not pay existing CNA tuition obligations, duplicate an already funded service or replace paid professional duties without separate cost allocation.

During development CareLink would identify existing Oklahoma education and support resources, link participants to appropriate services, and adapt or supplement content only where it adds value. The proposed addition is a practical, accessible family learning pathway with caregiver action plans and follow-up in the two-county pilot. No claim is made that no other caregiver programs exist. A formal project-specific needs assessment has not yet been completed; voluntary needs interviews and resource mapping would precede course development.

20. **Best Practices:** *

Will your proposed project use current 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 provide sources.

Use person-directed goals, plain language, accessible formats, teach-back and family involvement with the adult's consent. The adult's preferences and communication needs would guide examples and action plans. The consultant would review sources and topic boundaries before delivery.

Primary source: Administration for Community Living, person-centered planning guidance: https://acl.gov/programs/consumer-control/person-centered-planning

CareLink plans to use The Columbus Organization for course-development support and I/DD content review, subject to an agreed engagement. Its published service describes I/DD curriculum and evaluation expertise: https://columbusorg.com/consultation-training-and-technical-assistance-to-institutional-and-community-service-programs/

The course source list, review record and corrections would be deliverables. This is a planned education pilot, not an already validated clinical intervention. Specialized behavioral intervention, diagnosis, treatment and legal/benefit determinations are outside its scope. Use of proprietary materials and any statement of endorsement would require permission.

21. **Systems change impact:** *

Systems change can help improve a problem and change the way we support people with disabilities. System changes 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? Provide an explanation of how the project's outcomes will shift thinking, improve practices, or empower people with developmental disabilities and families.

Create and implement a documented CareLink procedure for developing, reviewing, delivering and updating accessible family-caregiver education. It would include specialist review, lived-experience feedback, source verification, baseline/outcome measures and a process for correcting confusing content.

Retaining a reviewed course, toolkit and delivery procedure would support consistent future education and strengthen families' ability to communicate their needs and the adult's own preferences. Reuse would be subject to contract ownership and material-use terms. The proposed system-change output is one implemented CareLink education-review/delivery procedure; no statewide policy change or external adoption is claimed.

22. **Where implemented:** *

Where will the proposed project be implemented? Explain specific counties and cities you will serve and explain how they were selected.

Muskogee and Sequoyah counties in eastern Oklahoma. This two-county scope provides a manageable pilot connected to CareLink's existing instructional operations. Proposed in-person delivery would use CareLink's Gore instructional location and an accessible Muskogee venue only after securing and checking it. Venue cooperation and accessibility have not been certified. Printable and telephone-supported options would complement online access.

The project would arrange communication and access supports before delivery and recruit eligible families across both counties. It is a noncredential family-caregiver course, distinct from CNA/HHA program approvals, and does not depend on WIOA ETPL listing.

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit quarterly and final performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. The performance measures listed below will also be part of your quarterly reporting. All contractors must collect **baseline data** to evaluate the project's outcomes. If you have questions about these projected and baseline numbers, please reach out to us.
For **explanations of these Performance Measures** please refer to this document:
https://oklahoma.gov/content/dam/ok/en/ddco/documents/about/state-plan/how-to-apply-for-funding/FY-20-Performance-measures-short-version.pdf

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

- **IA** = **I**ndividual and family **A**dvocacy
- **SC** = **S**ystem **C**hange

23. **IA1.1**

The number of ***people with developmental disabilities who participated in Council supported activities*** designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

15

The value must be a number

24. **IA 1.2**

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

40

The value must be a number

25. **IA 1.3**

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

0

The value must be a number

26. **IA 2.1**

After participation in Council supported activities, the ***number of people with developmental disabilities who report increasing their advocacy*** as a result of Council work.

12

The value must be a number

27. **IA 2.2**

After participation in Council supported activities, the ***number of family members who report increasing their advocacy*** as a result of Council work.

32

The value must be a number

90

28. **IA 2.2.1**

The ***number of people*** who are better able to say what they want or say what services and supports they want or say what is important to them.

12

The value must be a number

29. **IA 2.2.2**

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

0

The value must be a number

30. **IA 2.2.3**

The ***number of people*** who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

0

The value must be a number

31. **IA 3.1**

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

12

The value must be a number

32. **IA 3.2**

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

32

The value must be a number

33. **SC 1.1.1**

The **number of policy and or procedures created or changed.**

1

The value must be a number

34. **SC 1.2.1**

The **number of statutes and or regulations created or changed**.

0

The value must be a number

35. **SC 1.3.1**

The **number of promising practices created.**

0

The value must be a number

36. **SC 1.3.2**

The **number of promising practices supported through Council activities.**

0

The value must be a number

37. **SC 1.3.3**

The **number** of best practices created.

0

The value must be a number

38. **SC 1.4.1**

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

0

The value must be a number

39. **SC 1.5.1**

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

1

The value must be a number

40. **SC 2.1**

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

1

The value must be a number

41. **SC 2.1.1**

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

1

The value must be a number

92

42. **SC 2.1.2**

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

1

The value must be a number

43. **SC 2.1.3**

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

0

The value must be a number

44. **SC 2.1.4**

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

0

The value must be a number

45. **SC 2.2**

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

0

The value must be a number

Additional Requirements for funding

93

46. **FINANCIAL INFORMATION** *

Proposal Budget:

- **Include a detailed revenue and expenditure budget, detailing the total costs and revenues of the proposal.**
- **Identify the amount requested from the Council within the context of the budget.**
- **Projected budgets for multi-year project planning should show a decrease on Council funding.**

- **Council funding cannot exceed 75% of your budget.** For example, if your budget is $10,000, our funding can be up to $7,500. Your match would be a minimum of $2,500. **Start with your budget** and calculate the 75/25 split. If you are located in/providing services in a designated rural county, please contact us.
- Identify the amount of the minimum required 25% funding match for your **project's total budget**. You need to explain where this matching funding will come from. **Sources for match funding** can include non-federal funding, monies from fundraisers or donations/sponsorships, salary/fringe, donated services or items, discounted services or items, and volunteer time. (*paid employees of a non-profit organization cannot volunteer to provide the same type of services to their non-profit organization that they are employed to provide) For help calculating match contact us. Match funding helps the Council understand all partners working with the project.
- Identify projected funding sources not currently in place. Provide a narrative explaining each category of expenditure and source or revenue associated with the project. **Revenue sources** include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.
- Please **email your budget** to Jennifer.Robinson@okdhs.org and include the Project Name in the subject line.

Project: Supporting Adults with I/DD: Practical Skills for Family Caregivers. July 1, 2027–June 30, 2028, subject to effective contract/PO. Total costs $24,000; DDCO request $18,000 (75%); owner-supported CareLink nonfederal CASH match $6,000 (25%), confirmed by the owner. No pilot tuition or committed third-party revenue. Council-funded costs: I/DD course-development consultant/reviewer, 30 hours x $100 = $3,000; course development/adaptation, 60 hours x $50 = $3,000; workshop preparation/facilitation, 120 hours x $50 = $6,000; evaluation/reporting, 60 hours x $50 = $3,000; accessible digital/print formats $2,000; participant workbooks/resource materials $1,000. Cash-match costs: RN instructional oversight, 40 hours x $50 = $2,000; participant outreach/follow-up, 40 hours x $50 = $2,000; accessible venue/participation support $1,000; additional print/postal/language access $1,000. All hours/rates/allowances are planning estimates, not vendor quotes, verified wages or agreed compensation. The Columbus Organization's scope, availability and fee remain subject to agreement within the consultant allowance. No donated time or imputed space valuation is counted as cash match. Maintain a separate project ledger, source records, eligible paid invoices/payroll and allocation records; reconcile match monthly and prohibit duplicate reimbursement or match claims. Use actual eligible costs, not unsupported flat allowances. Reimbursement is monthly after review, with payment potentially taking up to 45 days. Planned expense phasing: Jul–Sep 2027 Council-funded costs $2,000/month; Oct 2027–Mar 2028 $1,500/month; Apr–Jun 2028 $1,000/month; cash-match expenses $500/month across the year. No reimbursable purchases or services before the executed contract and PO are effective. No vehicles, property improvements, individual assistive devices or routine CNA tuition are included. A separate detailed budget PDF accompanies this proposal by email. Supplier-registration clarification: No is selected at the applicant's direction because the form offers no N/A option. Current registration has not been independently verified; the last documented applicant response was No on April 6, 2026. The ID provided is CareLink's EIN. Supplier registration would be verified and completed if necessary before contracting. Jen Randle advised that an active supplier ID is not required at application.

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

Provide a proposed statement of work for the contractual requirements. This should include a detailed description of the work to be done, project milestones, deliverables to the Council, and other details important to the work that you will provide in exchange for Council funding.

July 2027, after the executed contract and PO are effective: confirm team, separate cost/match ledger, recruitment and accessibility work plan; finalize the planned Columbus Organization engagement for I/DD development support/review, subject to acceptance and an agreed scope/fee. Acceptance evidence: assigned reviewer qualifications, agreement, deliverables, deadlines and material-use permissions.

August–September 2027: conduct voluntary needs/baseline interviews and resource mapping; draft four units and accessible caregiver tools; obtain specialist and lived-experience feedback; correct content before instruction. Deliverables: source list, course draft, feedback/correction log and completed pre-delivery review.

October–December 2027: deliver four pilot workshops, begin caregiver action plans and follow-up; report unique participation and initial measures.

January–March 2028: deliver four further workshops; target eight cumulative workshops and 40 unique caregivers/action plans; refine the course and complete quarterly reporting. Up to 15 adults with I/DD would participate directly in learning and feedback, with choice and appropriate communication supports.

April–June 2028: complete follow-up and evaluation; finalize accessible course/toolkit and implement the review/delivery procedure; submit final outcomes, nonresponse summary, financial/match reconciliation and final report. Quarterly and final reports would precede final payment as required.

No participant instruction before specialist review and corrections. Dates depend on the final effective contract date. If costs or procurement cannot support the approved scope, seek documented contract adjustment rather than omit review or overstate delivery.

48. **Sustainability Plan:** *

It is the Council's expectation that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. 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, Council 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. For example, our year one funding to be 100%, year two could be 80%, year three could be 60%, year 4 could be 40% and year 5 could be 20%.
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").

Year one (2027–28): $24,000 development/pilot budget, funded by an $18,000 Council request and $6,000 confirmed owner-supported nonfederal cash match. The project creates reusable reviewed content and a repeatable delivery process. Pilot participation is free.

Year two (2028–29) planning scenario: a reduced $10,000 delivery/maintenance program with no Council renewal assumed. Target $6,000 from institutional workshop purchases/nonfederal sponsorships and a potential $4,000 CareLink resource allocation. Both year-two sources are prospective; no sponsor/purchaser has committed, and the $4,000 is not an approved future CareLink cash commitment. Delivery would be limited to secured resources.

By December 2027: identify at least three prospective institutional purchasers/sponsors, discuss family needs and document willingness to pay. By March 2028: seek written purchase/funding commitments and approve an affordable maintenance budget before promising continuing workshops.

CareLink would retain reviewed materials and its delivery/update procedure, subject to contract ownership/use terms. If full continuation revenue is unavailable, scale future delivery to actual funded capacity. The Columbus Organization is the intended development/review consultant, subject to agreement; it has not committed ongoing support, donated services or sustainability funding. No other organization is represented as a committed sustainability partner. Later years would be budgeted only after actual demand, delivery costs and financing are established.

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

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

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

Target adult family caregivers of adults with developmental disabilities in Muskogee and Sequoyah counties, including rural families and those with limited internet access. Use CareLink's existing website and instructional communications, printed notices and direct contact with prospective local disability/community referral organizations after cooperation is obtained. Existing healthcare contacts are a recruitment channel, not proof of an enrolled eligible cohort.

Offer captioned/transcribed material, readable electronic documents and printable plain-language tools. Ask about communication and language needs at intake; use the budgeted language-access allowance and qualified assistance where necessary. English and requested Spanish/plain-language support are proposed starting priorities, adjusted to actual participant needs. Arrange venue accessibility, remote participation and telephone support before delivery. The adult's choice and consent govern family involvement.

Measure inquiries, referral channel, eligible unique enrollment, participation, requested/provided accommodations, completed plans and follow-up responses. Website impressions would not be counted as participants served. Referral partnerships and enrollment targets remain prospective.

50. **Logic Model:**

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

INPUTS: $18,000 requested Council reimbursement; $6,000 confirmed nonfederal cash match; CareLink instructional team; planned Columbus Organization course-development/I/DD review engagement subject to agreement; future family/adult input.

ACTIVITIES: Needs/baseline review and resource mapping; develop four units and accessible tools; specialist and accessibility review; deliver eight workshops; caregiver action plans and 30-day follow-up.

OUTPUTS: One reviewed accessible course/toolkit; eight workshops; target 40 unique family caregivers and 40 action plans; up to 15 adults with I/DD participating directly; one implemented review/delivery procedure; quarterly and final reports.

OUTCOMES: Target 32 caregivers reporting increased advocacy and 32 satisfied; 12 participating adults with I/DD reporting stronger expression of preferences and satisfaction; usable action plans and a consistent accessible education process. Track baseline/post/follow-up responses and missing data. Long-term reuse depends on actual funding and contract/material-use terms.

51. **Registered Vendor?** *

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

- ( ) Yes
- (•) No

96

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

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

- ( ) Yes
- (•) No

53. **Government entity?** *

Is the proposed vendor a Government entity:

- ( ) Yes
- (•) No

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

Not applicable — CareLink Oklahoma LLC is not a government entity.

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

Is the proposed vendor a tribal nation:

- ( ) Yes
- (•) No

59. **Registered corporation?** *

Is the proposed vendor a registered corporation?

- ( ) Yes
- (•) No

60. **ID Number** *

Social Security Number, FEI Number, or OMES Supplier ID

41-4135246

Contact information

61. **Signing authority** *

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

Matthew Erwin, Founder and CEO; 918-490-1006; matthew@carelinkok.com

62. **Primary Contact:** *

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

Matthew Erwin, Founder and CEO; 918-490-1006; matthew@carelinkok.com

63. **Finance Contact:** *

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

Matthew Erwin, Founder and CEO; 918-490-1006; matthew@carelinkok.com

64. **Legal Notices:** *

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

Matthew Erwin, Founder and CEO; 918-490-1006; matthew@carelinkok.com

CareLink Oklahoma LLC

Supporting Adults with I/DD: Practical Skills for Family Caregivers

Proposed period: July 1, 2027 - June 30, 2028 | Prepared October 23, 2026.

COUNCIL REQUEST	NONFEDERAL CASH MATCH	TOTAL PROJECT
$18,000	**$6,000**	**$24,000**

Expenditure	Estimate basis	Council	Cash match	Total
I/DD content consultant/reviewer	30 hours x $100	$3,000	$0	$3,000
Course development/adaptation	60 hours x $50	$3,000	$0	$3,000
Workshop preparation/facilitation	120 hours x $50	$6,000	$0	$6,000
Evaluation and required reporting	60 hours x $50	$3,000	$0	$3,000
Accessible digital/print formats	Production estimate	$2,000	$0	$2,000
Participant workbooks/resources	Production estimate	$1,000	$0	$1,000
RN instructional oversight	40 hours x $50	$0	$2,000	$2,000
Participant outreach/follow-up	40 hours x $50	$0	$2,000	$2,000
Accessible venue/participation support	Actual-cost allowance	$0	$1,000	$1,000
Additional print/postal/language access	Actual-cost allowance	$0	$1,000	$1,000
TOTAL	75% / 25%	$18,000	$6,000	$24,000

Basis of estimates

Hours, rates and production allowances are planning estimates for review. They are not vendor quotes, current employee pay rates or compensation commitments. Final procurement, cost allocation and reimbursement are subject to the executed contract.

The proposed cash match pays separate eligible project expenses. No donated-time valuation, imputed classroom rental or duplicate invoice is counted as cash match. The owner has confirmed the $6,000 nonfederal cash contribution. Cost estimates remain subject to contract acceptance and documentation of actual expenditure.

Budget narrative and delivery controls

Development and expert review

The $3,000 consultant allocation funds a future qualified I/DD content developer/reviewer. The role is unfilled. Selection, source review and documented corrections precede participant instruction. The separate $3,000 course-development allocation supports adaptation and accessible lesson/tool creation without duplicating reviewer or workshop-preparation hours.

Workshop delivery and evaluation

Misty McKeefer, an instructor for CNA and other CareLink courses, has agreed to teach with Amy Scearce, RN oversight, as confirmed by the owner. Neither is represented as an I/DD specialist. The pilot targets one four-unit course/toolkit, eight facilitated workshops and 40 unique family caregivers, with up to 15 adults with I/DD involved directly. The $3,000 reporting allocation supports baseline, follow-up, quarterly reports and final evaluation.

Match-designated expenses

Proposed nonfederal cash match totals $6,000: RN oversight $2,000; participant outreach/follow-up $2,000; accessible venue/participation support $1,000; additional print/postal/language access $1,000. Match must be supported by actual eligible costs and source records. Allowances are expenditure limits, not flat fees automatically claimable.

Funding sources and phasing

Phase	Council-funded spending	Cash-match spending
Jul-Sep 2027: develop/review	$6,000 ($2,000/month)	$1,500 ($500/month)
Oct 2027-Mar 2028: pilot	$9,000 ($1,500/month)	$3,000 ($500/month)
Apr-Jun 2028: follow-up/finalize	$3,000 ($1,000/month)	$1,500 ($500/month)
TOTAL	$18,000	$6,000

Year-one sources are $18,000 requested DDCO reimbursement and $6,000 proposed owner-supported CareLink nonfederal cash. No pilot tuition, other award, sponsor revenue or future sales are included. Monthly claims would reconcile actual expenses with the approved budget; payment timing is not guaranteed.

Contract controls

Start project costs only after the effective executed contract and purchase order. Retain payroll/vendor records, allocation support and match reconciliation. Submit required quarterly/final performance reports. No vehicles, improvements, individual assistive devices or existing CNA tuition are included.

Contact: Matthew Erwin, Founder and CEO | matthew@carelinkok.com | 918-490-1006

Joyful Noise AAC

Family Training Program

Developmental Disabilities Council of Oklahoma

Fiscal Year 28 Funding Request Summary

Project/Activity: AAC Family Training Program

Organization: Joyful Noise AAC

Proposal Description: Joyful Noise AAC (JNAAC) proposes a 12-month statewide AAC Family Training Program to help families and professionals support children with developmental disabilities who have no, minimal, or unreliable speech. From July 2027 through June 2028, JNAAC will provide six hands-on caregiver workshops, each serving approximately 20 families. Four workshops will be held in the Oklahoma City metro area, with two in rural and/or tribal communities. Families will learn practical strategies for using augmentative and alternative communication (AAC) to help children communicate, express their needs, and make choices in everyday settings. Workshops will be free and include meals and childcare. JNAAC will also develop accessible family and professional training materials in English and Spanish, with input from an advisory panel of speech-language pathologists (SLPs) and AAC parents.

The project will provide follow-up team coaching to up to 30 families at 30 and 90 days after device placement, bringing together parents, teachers, and SLPs to strengthen AAC use at home and school. Coaching will be available in person or virtually to reach families statewide. JNAAC will evaluate the program through pre- and post-workshop surveys, communication and AAC-use assessments, attendance records, and quarterly reporting. The project will also publish free downloadable training materials for families and professionals, creating resources that can be used beyond the workshops. By building caregiver skills, strengthening collaboration among communication partners, and expanding access to practical training resources, the program aims to support consistent AAC use and help children with developmental disabilities communicate more independently.

Targeted Audience: people with I/DD and families
(persons with disabilities, family members, professionals)

Council Goal: Goal 2 – Support the creation of community activities that value Oklahomans with intellectual and/or developmental disabilities and support them in speaking up and making their own decisions.

Council Objective: 2.2 – Annually through 2031, provide formalized training for 150 emerging self-advocates and their family members.

Funding requested for Fiscal Year:

Fiscal Year (FY)	Council Funding Requested	Match (in kind)	Total Project Budget
2028	**$23,952**	**$9,200**	**$33,152**

6. **General Information and Timelines:**

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

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

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

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

If you have any questions, email our Planning & Grants Director, Jennifer Robinson: Jennifer.Robinson@okdhs.org.

Part 1 - Contact Information

7. **Organization Name** *

Joyful Noise AAC

8. **Organization Address** *

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

4720 Skytrail Ave, Yukon, OK 73099-2826

9. **Contact Info** *

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

Robyn Johnson, robynjohnson@joyfulnoiseaac.com, 979-824-2123

10. **Website**

Organization's Website

www.joyfulnoiseaac.com

Our State Plan Goals

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

104

11. **State Plan Goal** *

Goals have been established for our next 5 Year State Plan (2027-2031), and proposals submitted should focus on at least **one** of our goals.

- Goal 1 – Making Information Easy to Find and Use
- Goal 2 – Advocacy and Awareness
- Goal 3 – Supporting Families and Caregivers Over Time

You can read our full 5 Year State Plan Goals and Objectives on our website: https://oklahoma.gov/ddco/about/state-plan.html.

This project best aligns with Goal 2 - Advocacy and Awareness, Objective 2: Annually through 2031, provide formalized training for 150 emerging self-advocates and their family members. Our AAC family training program will train about 150 family members of Oklahoma children with developmental disabilities who cannot rely on speech. With that training, their children can use augmentative and alternative communication (AAC) and use their voices to speak up and make their own choices. Our program also supports Goal 1, Objective 4 (specialized training workshops for caregivers).

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

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

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

- ○ Yes
- ◉ No

13. **Identify names and relationships**

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

None

Part 3 - Your activity proposal:

The Council's committee carefully reviews all complete and accurate applications. The information you provide in Part 3 will help members understand your proposed work and how it aligns with the Council's 5-Year Goals and Objectives.

14. **Proposal.** *

Provide a written overview of your proposal (up to 4000 characters). A good overview should cover the key components of your proposal. This includes:

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

Introduction: The AAC Family Training Program is a 12-month statewide training program from Joyful Noise AAC (JNAAC). Founded in 2025 by Sarah Hunter, M.S., CCC-SLP, JNAAC is an Oklahoma nonprofit on a mission to make sure every child with no, minimal, or unreliable speech is heard. We do that by providing free communication devices and training the families and professionals around each child. It serves parents and caregivers of Oklahoma children with developmental disabilities who cannot rely on speech. Families learn how to help their child speak up and make their own choices using augmentative and alternative communication (AAC).

Problem Statement: Imagine not being able to ask for help, tell a joke, or say "I love you." For an estimated 15,000 Oklahoma children with developmental disabilities that prevent reliable speech, this is every day. AAC devices are part of the solution, but research shows that about one in three devices goes unused, often because the adults around the child don't know how to support it. Families typically get just a few lessons on their child's device. That isn't enough to build everyday habits like modeling language at meals, play, and bedtime. Many Oklahoma SLPs also feel unprepared to coach them. 83% of the SLPs we work with have asked us for caregiver and teacher training. At the 2026 Oklahoma AAC Summit that we co-hosted with Ability Connection, 47 professionals asked us for help with the basics. Since June 2025, JNAAC has granted 79 devices in 20 counties and trained 177 family members and professionals.

Proposed Solution: From July 2027 to June 2028, JNAAC will:
1. Hold 6 hands-on caregiver workshops, each with about 20 families attending. Workshops will follow JNAAC's VOICE caregiver training framework, and families will practice modeling on JNAAC's demo iPads loaded with AAC apps, whatever system their child uses. Community partners such as Little Light House and Hearts for Hearing will host. Four workshops will be within an hour of the Oklahoma City metro and two will be in rural and/or tribal regions.
2. Give up to 30 families team coaching at 30 and 90 days following device placement. Each session brings together the family, the child's teacher, and the SLP to apply new skills at home and school.
3. Publish training materials for families and SLPs, in English and Spanish, to use at workshops and long after.

A panel of SLPs and AAC parents will review the materials. Workshops are free to families and include a meal and childcare. This project does not provide devices; families use AAC from any source.

Expected Outcomes:
• About 150 family members and 60 professionals trained
• 85% of caregivers report more confidence supporting AAC
• Among coached families, 85% of children use AAC daily and 90% show measurable communication gains by 90 days
• Published family and SLP materials available free to download statewide, with printed copies at a nominal cost

Evaluation: Pre/post workshop surveys, AAC-use and communication checks at the 30- and 90-day team coaching sessions (no protected health information), attendance logs, and quarterly reports on every Council performance measure.

Relevance: The project delivers State Plan Goal 2, Objective 2: formalized training for emerging self-advocates and their family members. AAC is how these children speak up and make their own decisions, and trained families help them do it every day. The project also supports Goal 3, Objective 1 (training for family caregivers) and Goal 1, Objective 4 (specialized caregiver training workshops).

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

- (●) Yes
- ( ) No

106

16. **Needs assessment:**

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.

Methodology: In October 2026, JNAAC compiled four existing data sources:
1. Feedback from JNAAC's 11 training sessions, which reached 177 family members and professionals between June 2025 and June 2026.
2. Requests from attendees of the 2026 Oklahoma AAC Summit, co-hosted with Ability Connection Oklahoma.
3. Feedback from the 150+ school and clinic SLPs who refer children to us.
4. Device grant applications and 30- and 90-day follow-up notes for 79 devices in 20 counties.

No protected health information was used.

Key findings:
• 83% of the SLPs we work with have asked for caregiver and teacher training.
• 47 Oklahoma AAC Summit attendees asked for help with AAC basics.
• Families and SLPs name busy schedules and rural distance as barriers to training. Trainings at local community sites, evening times, and video options make it possible for families to attend.
• Our 30- and 90-day check-ins are often where families really start to embrace AAC. It's also when we notice that a child has struggled to adopt their device, and we can help the family find what works for them.

Population: Families, SLPs, and teachers from JNAAC's past trainings, and the 2026 Summit, plus device grantee families in 20 counties, including rural and tribal communities.

How it informs this proposal:
The findings guided four choices for this program: hands-on workshops at trusted community hosts, team coaching at 30 and 90 days, reusable published materials, and a mix of metro and rural or tribal sites.

17. **Who will do the work?** *

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.

Sarah Hunter, M.S., CCC-SLP - Founder and Executive Director, lead trainer. Sarah has 11+ years of pediatric AAC experience and designed JNAAC's VOICE caregiver training framework. Since June 2025 she has granted 79 AAC devices in 20 counties and trained 177 family members and professionals across 11 sessions. She co-hosted the Oklahoma AAC Summit with Ability Connection Oklahoma and leads our McMahon Foundation-funded school partnership in Cache. Sarah will oversee all 6 workshops, write the training materials, and train and supervise a contract SLP. The contract SLP (CCC-SLP, joining in 2027) will lead the 60 team coaching sessions with each child's family, teacher, and SLP, in person or by video.

Program Manager (targeted to hire July 2027). Will handle registration, scheduling, host-site logistics, follow-up surveys, and data tracking.

Robyn Johnson - Director of Operations. Will lead evaluation design, quarterly Council reporting, outreach, and the sustainability plan.

Diane Holland, M.S., CCC-SLP - Vice President and co-founder (volunteer). Will help plan workshops and review the training materials (10 volunteer hours).

Host partners: Community hosts are to be confirmed, starting with previous partners such as Hearts for Hearing and Little Light House. We are planning for four hosts within an hour of Oklahoma City and two in rural and tribal regions.

Volunteers: About 4 volunteers per workshop to provide childcare and setup. A review panel of 4 AAC parents and 2 SLPs will review the materials.

107

18. **Targeted population:**
*

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

The project serves families and caregivers of Oklahoma children and youth, ages 2-18, who have developmental disabilities and no, minimal, or unreliable speech, and who use AAC or are strong candidates for it. Common diagnoses include autism, cerebral palsy, Down syndrome, childhood apraxia of speech, and other genetic syndromes. Most of these children meet the DD Act definition: their disability began before age 22, is lifelong, and substantially limits expressive and receptive language, learning, self-care, and self-direction.

We expect about 120 families, or roughly 150 parents and caregivers. We reach both the Oklahoma City metro, where the most families live, and rural and tribal communities far from AAC services, with materials for Spanish-speaking families. About 30 of these children will also have their full team (family, teacher, and SLP) take part in follow-up coaching. A second group is about 60 SLPs, teachers, paraprofessionals, and host-site staff.

19. **Impact:**
*

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

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

Goals for the targeted population:
1. About 150 family members complete a workshop, and 85% report more confidence supporting AAC on pre/post surveys.
2. Among the 30 coached families, 85% of children use AAC daily by the 90-day session, and 90% show measurable communication gains over their workshop baseline.
3. 90% of families report satisfaction with the training and coaching.

Broader implications: The published family and SLP materials will be free to download statewide, with printed copies at a nominal cost, so they reach families who never attend a workshop. Host-site staff and SLPs who attend keep using the strategies and materials with more and more new families. Children with trained communication partners keep using their AAC, which is how they learn to say what they want and speak up to direct their own lives.

Measurable outcomes and milestones:
• Draft materials reviewed by the panel by September 30, 2027
• 3 workshops held by December 31, 2027
• 5 workshops held by March 31, 2028
• All 6 workshops held by May 31, 2028
• All 60 coaching sessions complete by June 15, 2028
• Final materials published by June 30, 2028

20. **Duplication or expansion:**
*

Does this proposal duplicate or expand upon any existing work in Oklahoma? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and/or enhances what is being done. If your proposal duplicates or expands upon existing work, please describe the existing work and explain how the proposed work is unique and innovative. Be specific how this approach and expected outcomes are different from and adds value to what is or has been done.

This project expands JNAAC's existing training work and does not replace any current funding. Today Sarah leads occasional free caregiver trainings with no dedicated funding, such as an October 2026 workshop at Little Light House. This project turns those trainings into a structured, evaluated statewide series and adds:

• 6 planned caregiver workshops
• Team coaching at 30 and 90 days, linking each family with the child's teacher and SLP
• Published family and SLP training materials in English and Spanish
• Pre/post and 90-day outcome tracking

Council funds will not pay for any trainings already held. JNAAC has also asked the Kirschner Trusts (pending for 2027) to fund post-delivery trainings, follow-ups, and a printed guide for device-grant families. Council funds will not pay for any of that. DDCO team coaching serves workshop families who aren't receiving Kirschner-funded follow-ups, and DDCO materials add the workshop curriculum, an SLP facilitation guide, and a Spanish edition. Oklahoma ABLE Tech provides statewide assistive technology demonstrations, loans, and information. School SLPs serve students during the school day. Neither offers a recurring, family-focused AAC training series with follow-up coaching for the child's whole team. ABLE Tech is a referral partner.

21. **Best Practices:**
*

Will your proposed project use current 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 provide sources.

Our training program is built on three AAC best practices supported by research:

1. Communication partner instruction. Teaching parents and other partners specific strategies (waiting, prompting, and responding) improves the communication of children who use AAC. A meta-analysis found large positive effects (Kent-Walsh, Murza, Malani & Binger, 2015). Every workshop and coaching session follows the partner instruction steps described by Kent-Walsh & McNaughton (2005): explain, demonstrate, practice with feedback, and plan for home use.

2. Aided language modeling. When adults point to symbols on a child's AAC system while they talk, children use AAC more and gain vocabulary (Sennott, Light & McNaughton, 2016). Families practice modeling during everyday routines like meals, play, and bedtime. Coaching sessions show teachers how to do the same in the classroom.

3. Early, family-centered AAC with ongoing support. AAC does not hold back speech, and children benefit when families are trained early (Romski & Sevcik, 2005). Ongoing support for families and SLPs is one of the strongest predictors of continued AAC use rather than abandonment (Johnson, Inglebret, Jones & Ray, 2006). The coaching at 30 and 90 days provides that support.

We also follow ASHA's AAC Practice Portal guidance and the Communication Bill of Rights (Brady et al., 2016), which affirms every person's right to communicate. These three practices meet the Council's definition of best practices: they have consistent research support, they have been used successfully in many home and school settings, and ASHA recognizes them as effective.

Sources:
• Kent-Walsh, J., Murza, K., Malani, M., & Binger, C. (2015). Augmentative and Alternative Communication, 31(4), 271–284.
• Kent-Walsh, J., & McNaughton, D. (2005). Augmentative and Alternative Communication, 21(3), 195–204.
• Sennott, S., Light, J., & McNaughton, D. (2016). Research and Practice for Persons with Severe Disabilities, 41(2), 101–115.
• Romski, M., & Sevcik, R. (2005). Infants & Young Children, 18(3), 174–185.
• Johnson, J., Inglebret, E., Jones, C., & Ray, J. (2006). Augmentative and Alternative Communication, 22(2), 85–99.
• Brady, N., et al. (2016). American Journal on Intellectual and Developmental Disabilities, 121(2), 121–138.
• ASHA Practice Portal: Augmentative and Alternative Communication.

22. **Systems change impact:** *

Systems change can help improve a problem and change the way we support people with disabilities. System changes 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? Provide an explanation of how the project's outcomes will shift thinking, improve practices, or empower people with developmental disabilities and families.

The AAC Family Training Program creates lasting change in three ways.

1. Families gain lasting skills like learning to model language and respond to their child's AAC. Children can then say what they want and need at home, at church, and in the community.

2. The child's team works together. Team coaching brings the family, teacher, and SLP onto one shared plan, so that the child hears one consistent language at home and at school.

3. Published materials scale our impact. JNAAC will publish family and SLP training materials in English and Spanish. They will be free to download, and printed copies will be available at a nominal cost. Workshop families receive theirs free. We will share them through our resource library, the Oklahoma AAC Summit, and OSHLA, so SLPs and host sites can keep using them with new families. The model meets the Council's definition of a promising practice: 1) it is a new, structured approach in Oklahoma, 2) it builds on positive early results from JNAAC's trainings, 3) it is designed to be replicated, 4) it is still early in testing.

Together, these change how families and professionals think, from simply equipping a child with an AAC device (no small feat!) to feeling equipped to model device usage every day, all day. There trained partners are what will keep AAC in use.

23. **Where implemented:** *

Where will the proposed project be implemented? Explain specific counties and cities you will serve and explain how they were selected.

We will hold 6 workshops, with hosts to be confirmed. Four will be within an hour of Oklahoma City: two in Oklahoma City, one in Norman, and one in Edmond. Two will be in rural and tribal areas: southwest Oklahoma (Comanche or Caddo County) and eastern Oklahoma (LeFlore or Wagoner County).

We chose these areas because central Oklahoma has the most families we serve, and the rural sites reach families who live far from AAC services. We already serve families in all six areas. Team coaching will happen in person or by video, so families anywhere in the state can take part.

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit quarterly and final performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. The performance measures listed below will also be part of your quarterly reporting. All contractors must collect **baseline data** to evaluate the project's outcomes. If you have questions about these projected and baseline numbers, please reach out to us.
For **explanations of these Performance Measures** please refer to this document:
https://oklahoma.gov/content/dam/ok/en/ddco/documents/about/state-plan/how-to-apply-for-funding/FY-20-Performance-measures-short-version.pdf

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

- **IA** = **I**ndividual and family **A**dvocacy
- **SC** = **S**ystem **C**hange

24. **IA1.1**

The number of ***people with developmental disabilities who participated in Council supported activities*** designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

30

The value must be a number

25. **IA 1.2**

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

150

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.

60

The value must be a number

27. **IA 2.1**

After participation in Council supported activities, the ***number of people with developmental disabilities who report increasing their advocacy*** as a result of Council work.

27

The value must be a number

28. **IA 2.2**

After participation in Council supported activities, the ***number of family members who report increasing their advocacy*** as a result of Council work.

127

The value must be a number

29. **IA 2.2.1**

The ***number of people*** who are better able to say what they want or say what services and supports they want or say what is important to them.

27

The value must be a number

30. **IA 2.2.2**

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

6

The value must be a number

31. **IA 2.2.3**

The ***number of people*** who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

4

The value must be a number

32. **IA 3.1**

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

27

The value must be a number

33. **IA 3.2**

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

135

The value must be a number

34. **SC 1.1.1**

The **number of policy and or procedures created or changed.**

0

The value must be a number

35. **SC 1.2.1**

The **number of statutes and or regulations created or changed**.

0

The value must be a number

36. **SC 1.3.1**

The **number of promising practices created.**

1

The value must be a number

37. **SC 1.3.2**

The **number of promising practices supported through Council activities.**

1

The value must be a number

38. **SC 1.3.3**

The **number** of best practices created.

0

The value must be a number

39. **SC 1.4.1**

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

210

The value must be a number

40. **SC 1.5.1**

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

6

The value must be a number

41. **SC 2.1**

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

1

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.

0

The value must be a number

43. **SC 2.1.2**

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

0

The value must be a number

44. **SC 2.1.3**

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

2

The value must be a number

45. **SC 2.1.4**

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

2

The value must be a number

46. **SC 2.2**

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

2

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.**
- **Projected budgets for multi-year project planning should show a decrease on Council funding.**

- **Council funding cannot exceed 75% of your budget.** For example, if your budget is $10,000, our funding can be up to $7,500. Your match would be a minimum of $2,500. **Start with your budget** and calculate the 75/25 split. If you are located in/providing services in a designated rural county, please contact us.
- Identify the amount of the minimum required 25% funding match for your **project's total budget**. You need to explain where this matching funding will come from. **Sources for match funding** can include non-federal funding, monies from fundraisers or donations/sponsorships, salary/fringe, donated services or items, discounted services or items, and volunteer time. (*paid employees of a non-profit organization cannot volunteer to provide the same type of services to their non-profit organization that they are employed to provide) For help calculating match contact us. Match funding helps the Council understand all partners working with the project.
- Identify projected funding sources not currently in place. Provide a narrative explaining each category of expenditure and source or revenue associated with the project. **Revenue sources** include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.
- Please **email your budget** to Jennifer.Robinson@okdhs.org and include the Project Name in the subject line.

The total proposed project costs $33,152. JNAAC requests $23,952 from the Council (72.2%) and provides an $9,200 non-federal in-kind match (27.8%).

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.

From July 1, 2027 to June 30, 2028, Joyful Noise AAC will deliver:
• 6 caregiver AAC workshops, each serving about 20 families
• team coaching at 30 and 90 days for up to 30 families (60 sessions)
• published family and SLP training materials in English and Spanish

Q1 (Jul–Sep 2027): Onboard the Program Manager and contract SLP. Confirm all 6 hosts and dates. Draft the family and SLP materials and complete panel review by Sep 30. Host workshop 1. Deliverables: host schedule, draft materials, Q1 report.

Q2 (Oct–Dec 2027): Host workshops 2 and 3. Begin 30-day coaching. Complete Spanish translation. Deliverables: attendance and pre/post data, Q2 report.

Q3 (Jan–Mar 2028): Host workshops 4 and 5. Enroll all 30 coached families by Mar 31. Continue 30- and 90-day sessions. Deliverables: interim outcomes, Q3 report.

Q4 (Apr–Jun 2028): Host workshop 6 by May 31. Complete all 60 coaching sessions by June 15. Publish final materials by June 30. Deliverables: published materials, final report with all performance measures.

Reporting: Quarterly reports include each performance measure, attendance by county, survey and coaching results, and spending against the budget. Reimbursement requests include receipts, time records, and sign-in sheets for in-kind time.

49. **Sustainability Plan:** *

It is the Council's expectation that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. 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, Council 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. For example, our year one funding to be 100%, year two could be 80%, year three could be 60%, year 4 could be 40% and year 5 could be 20%.
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").

The AAC Family Training Program will run without Council funding by FY2033. JNAAC will keep holding 6 workshops a year at about $33,152. Council support drops by about 20% a year. Four sources replace it: training fees from hosts and clinics, corporate workshop sponsors, foundation grants, and consistent in-kind support.

The program costs about $33,152 a year. In year 1 (FY2028), DDCO covers $23,952 (72%) and in-kind support covers $9,200. Each year after, DDCO's share drops by about $4,900, falling to $4,900 (15%) by FY2032. Training fees, corporate sponsors, and foundation grants make up the difference, together growing from $4,352 in FY2029 to $19,052 in FY2032. In-kind support stays at $9,200 a year. By FY2033, we aim for the program to run without Council funding.

Partners and their roles:
• Community host sites: host workshops, donate space and staff time, and are prospects for co-funding future trainings.
• McMahon, Donna Nigh, and Anderson Foundations: current JNAAC funders, and prospects for the foundation line.
• Ability Connection Oklahoma and OSHLA: share the published materials through the Oklahoma AAC Summit and SLP networks.

Timeline:
• Year 1: Hold 6 workshops, publish the materials, and set a training fee for hosts that can pay.
• Year 2: Hosts that can pay contribute $500 per workshop. Recruit 2 workshop sponsors and apply to 3 new foundations.
• Year 3: Offer paid SLP trainings using the published materials.
• Year 4: Grow to 3 sponsors.
• Year 5: The Council share falls to about 15%, and the program runs on diversified funding.

116

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.

Target audience:
• Primary: families of Oklahoma children ages 2–18 with developmental disabilities and limited speech. We reach both the Oklahoma City metro and rural and tribal communities, and we include Spanish-speaking families.
• Secondary: SLPs, teachers, and host-site staff who support these children.

Marketing channels:
• Host sites' family networks
• Personal invitations to JNAAC's 79+ device families and their referring SLPs
• School and clinic SLPs
• JNAAC's Facebook and Instagram, plus local parent groups
• The OSHLA newsletter and the Oklahoma AAC Summit
• Referrals from Oklahoma ABLE Tech

Partnerships: In addition to our own marketing, each host will promotes its workshop to the families it already serves. In rural and tribal regions, churches, community centers, and the Comanche Nation help spread awareness.

Accessibility and language:
• Workshops are taught in English, using English AAC device configurations. Family materials and flyers are also published in Spanish so Spanish-speaking caregivers can follow along and practice at home, and bilingual host staff or volunteers interpret where available.
• Workshops run in the evening or on weekends, with childcare and a meal.
• Materials use plain language and picture supports.
• Venues are wheelchair accessible.
• Coaching can happen virtually, so distance isn't a barrier.

Measurement: We will track registrations by county and referral source; the attendance rate (goal: 80% of registrants); the share of attendees from rural and tribal communities; Spanish-speaking attendance; and downloads of the published materials. We review results quarterly and adjust our outreach.

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

Inputs: Lead trainer and contract SLP (both CCC-SLPs), Program Manager, and volunteer SLP; DDCO funds; host space and staff; volunteers; the VOICE curriculum; demo iPads.

Activities: 6 hands-on caregiver workshops with childcare and meals; team coaching at 30 and 90 days; writing, reviewing, translating, and publishing family and SLP materials.

Outputs: About 150 family members and 60 professionals trained; 60 coaching sessions for 30 families; published materials in English and Spanish.

Short-term outcomes: 85% of caregivers more confident with AAC; 85% of coached children use AAC daily; 90% show communication gains.

Long-term outcomes: Children speak up and direct their own lives; fewer abandoned devices; SLPs and hosts keep training families with the published materials.

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** *

Not applicable (501(c)(3), not a government entity)

60. **Registered corporation?** *

Is the proposed vendor a registered corporation?

- (●) Yes
- ( ) No

61. **ID Number** *

Social Security Number, FEI Number, or OMES Supplier ID

33-3820409

Contact information

62. **Signing authority** *

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

Sarah Hunter, Executive Director, 580-458-9326, sarahhunter@joyfulnoiseaac.com

63. **Primary Contact:** *

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

Robyn Johnson, Director of Operations, 979-824-2123, robynjohnson@joyfulnoiseaac.com

64. **Finance Contact:** *

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

Robyn Johnson, Director of Operations, 979-824-2123, robynjohnson@joyfulnoiseaac.com

65. **Legal Notices:** *

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

Robyn Johnson, Director of Operations, 979-824-2123, robynjohnson@joyfulnoiseaac.com

Developmental Disabilities Council of Oklahoma

Estimated Project Budget

Organization: Joyful Noise AAC

Project: AAC Family Training Program (FY2028)

Item	Description	Council	Match	Match source
Lead trainer (Sarah Hunter, CCC-SLP)	88 hrs × $80: workshops - 30, writing materials - 30, host coordination and staff training - 8, review panel - 4, contract SLP onboarding and supervision - 4, planning and reporting - 12	$7,040	—	
Contract SLP (CCC-SLP)	70 hrs × $70: 60 team coaching sessions × 1 hr, plus 10 hrs for notes and outcome data	$4,900	—	
Program Manager	144 hrs × $33 for registration, scheduling, surveys, and data	$4,752	—	
Travel	4 metro-area and 2 rural workshop trips, plus about 4 in-person coaching days: about 1,000 miles × $0.76 ($760), plus 1 night of lodging for the eastern workshop ($150)	$910	—	
Venue rental	2 × $300, where a host can't donate space	$600	—	
Workshop meals and childcare supplies	6 × $350	$2,100	—	
Family take-home kits	120 × $15: workshop edition of JNAAC's family guide, plus a core-word board	$1,800	—	
SLP and teacher materials	60 × $10, printed facilitation guide	$600	—	
Materials design and layout	Workshop curriculum, SLP facilitation guide, and handouts, ready to publish	$250	—	
Spanish translation	Family guide and handouts	$600	—	
Evaluation tools	Survey and data platform	$400	—	
Donated host venues	4 × $300	—	$1,200	In-kind: community host sites
Host staff time	48 hrs × $35 (6 workshops × 2 staff × 4 hrs)	—	$1,680	In-kind: host partners
Volunteer SLP	10 hrs × $80	—	$800	In-kind: Diane Holland, unpaid volunteer
Workshop volunteers	72 hrs × $35 (6 workshops × 3 volunteers × 4 hrs, for childcare and setup)	—	$2,520	In-kind: community and church volunteers
Materials review panel	4 parents × 4 hrs × $35 ($560) plus 2 SLPs × 4 hrs × $80 ($640)	—	$1,200	In-kind: volunteer panel
Demo iPads for hands-on practice	4 × $450, owned by JNAAC	—	$1,800	In-kind: JNAAC's existing demo devices
Sub-totals		$23,952	$9,200	
Total program budget	**$33,152**			

Prepared October 2026

YFRC Shawnee

Empowering Families

Developmental Disabilities Council of Oklahoma

Fiscal Year 28 Funding Request Summary

Project/Activity: Empowering Families: Developmental Disability Support and Advocacy Initiative

Organization: YOUTH AND FAMILY RESOURCE CENTER, INC. - Shawnee

Proposal Description: Youth and Family Resource Center, Inc. (YFRC) proposes the Empowering Families: Developmental Disability Support and Advocacy Initiative, a 12-month project serving children and youth with developmental disabilities and their families in Pottawatomie and Lincoln Counties. From July 2027 through June 2028, YFRC will provide six caregiver education workshops focused on understanding developmental disabilities, navigating educational and community resources, and advocating for appropriate supports. The project will also conduct six youth self-advocacy sessions emphasizing communication, choice-making, personal strengths, and participation in decisions affecting their lives. At least 30 families will be engaged, with activities adapted to participants' developmental, communication, and accessibility needs. YFRC will also provide individualized resource-navigation assistance and develop an accessible resource guide identifying relevant disability services, educational supports, and community resources.

The initiative will build upon YFRC's existing service infrastructure and community partnerships to expand disability-specific education, advocacy, and inclusion opportunities. Children, youth, and caregivers will be invited to provide feedback and help shape project activities. YFRC will strengthen collaboration with schools and community organizations, improve referral practices, and establish organizational procedures supporting accessible resource navigation and youth and caregiver participation. Progress will be measured through attendance records, pre- and post-assessments, participant feedback, documented resource connections, and quarterly reports. The project aims to strengthen caregiver knowledge and advocacy skills, increase youth confidence in communicating preferences and support needs, and establish reusable resources and practices that can continue benefiting rural Oklahoma families beyond the contract period.

Targeted Audience: people with I/DD and families
(persons with disabilities, family members, professionals)

Developmental Disabilities Council of Oklahoma

Council Goal: Goal 1 – Make it easier for Oklahomans with intellectual and/or developmental disabilities and their families to find and understand information about services, supports, resources.

Council Objective: 1.2 - Annually through 2031, support creative community solutions that provide in-person help for Oklahomans with intellectual and/or developmental disabilities through the lifespan.

Funding requested for Fiscal Year:

Fiscal Year (FY)	Council Funding Requested	Match (in kind)	Total Project Budget
2028	**$24,999**	**$8,333**	**$33,332**

6. **General Information and Timelines:**

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

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

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

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

   If you have any questions, email our Planning & Grants Director, Jennifer Robinson: Jennifer.Robinson@okdhs.org.

Part 1 - Contact Information

7. **Organization Name** *

   Youth and Family Resource Center, Inc.

8. **Organization Address** *

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

   326 W 11th Street Shawnee, OK 74801

9. **Contact Info** *

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

   Kelsey Menifee, execdirector@yfrcshawnee.org, 405-275-3340

10. **Website**

    Organization's Website

    www.yfrcshawnee.com

Our State Plan Goals

To qualify for funding, projects must meet one of 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** *

Goals have been established for our next 5 Year State Plan (2027-2031), and proposals submitted should focus on at least **one** of our goals.

- Goal 1 – Making Information Easy to Find and Use
- Goal 2 – Advocacy and Awareness
- Goal 3 – Supporting Families and Caregivers Over Time

You can read our full 5 Year State Plan Goals and Objectives on our website: https://oklahoma.gov/ddco/about/state-plan.html.

Goal 3 – Supporting Families and Caregivers Over Time

Part 2 - Disclosure of Potential Conflict of Interest

The State of Oklahoma prohibits persons and organizations from participating in the development of a competitive contract where they may receive an actual or perceived benefit. The purpose of this policy is to ensure a fair and impartial procurement process. The questions that follow are designed to help the state determine if such a conflict exists.

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

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

- ( ) Yes
- (•) No

13. **Identify names and relationships**

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

Part 3 - Your activity proposal:

The Council's committee carefully reviews all complete and accurate applications. The information you provide in Part 3 will help members understand your proposed work and how it aligns with the Council's 5-Year Goals and Objectives.

14. **Proposal.** *

Provide a written overview of your proposal (up to 4000 characters). 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.

Youth and Family Resource Center, Inc. (YFRC) proposes the Empowering Families: Developmental Disability Support and Advocacy Initiative, a 12-month project designed to strengthen self-advocacy, family capacity, and community inclusion for children and youth with developmental disabilities and their caregivers in rural Oklahoma.

Families raising children with developmental disabilities often face challenges understanding available services, navigating educational and community systems, advocating for appropriate supports, and finding accessible opportunities for meaningful participation. These challenges can be particularly significant in rural communities where specialized resources and coordinated support may be limited. Although YFRC currently serves children with developmental disabilities through its behavioral health, early childhood, and school-based programs, additional disability-specific education and advocacy resources are needed.

From July 1, 2027, through June 30, 2028, YFRC will expand its existing service infrastructure to offer a targeted series of caregiver education workshops, youth self-advocacy activities, individualized resource-navigation assistance, and community partnership activities. Topics will include understanding developmental disabilities, navigating school and community resources, communicating support needs, participating in decisions, and building supportive relationships. Materials and activities will be adapted to participants' communication and accessibility needs.

The project will aim to engage at least 30 families, provide six caregiver education workshops, conduct six youth self-advocacy sessions, and develop an accessible resource guide. Participants with developmental disabilities and their caregivers will be invited to provide feedback and help shape activities.

YFRC anticipates that at least 75% of participating caregivers completing pre- and post-assessments will demonstrate increased knowledge of resources and advocacy strategies, while at least 70% of participating youth completing appropriate assessments will demonstrate increased confidence or ability to communicate preferences and support needs.

Progress will be measured through attendance records, pre- and post-surveys, participant feedback, documented resource connections, and project activity reports. Findings will inform improvements to YFRC's ongoing practices and be shared with community partners.

The initiative directly supports DDCO's Goal 3, Supporting Families and Caregivers Over Time, and Goal 2, Advocacy and Awareness, by strengthening family knowledge, increasing opportunities for self-advocacy, and improving access to inclusive community supports. Rather than replacing existing services, DDCO funding will establish additional disability-specific resources and practices that can continue benefiting families beyond the contract period.

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

- (●) Yes
- ( ) No

16. **Needs assessment:**

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.

The proposed initiative is informed by the 2024 Pottawatomie County Community Health Needs Assessment (CHNA) and the resulting 2025–2026 Community Health Improvement Plan (CHIP), developed through a collaborative process involving local healthcare providers, public health agencies, schools, tribal representatives, nonprofit organizations, and community residents.

The assessment used a 40-question community survey, seven focus groups designed to capture perspectives from underserved populations, secondary data analysis, and input from approximately 60 multisector partners. Additional community data walks and planning sessions were conducted to validate findings and identify priorities for action.

The assessment identified several needs relevant to children with developmental disabilities and their families. Twenty-three percent of children born since March 2019 had been referred for speech, physical, or occupational therapy. All seven focus groups raised concerns about access to children's mental health resources, mentorship, recreational opportunities, and family-friendly social connections. Additionally, 37% of survey respondents identified increased access to mental health treatment as a community priority.

The resulting Community Health Improvement Plan prioritizes early childhood development, caregiver education, improved access to resources, stronger family support networks, and community inclusion.

These findings directly inform YFRC's proposed Empowering Families Initiative. The project will expand access to caregiver education, developmental disability resources, youth self-advocacy opportunities, and community connections for families in Pottawatomie and Lincoln Counties.

Although the assessment focused on Pottawatomie County residents rather than exclusively on individuals with developmental disabilities, its findings demonstrate broader community needs affecting children with developmental support needs and their caregivers. YFRC will incorporate additional participant and caregiver feedback during implementation to identify disability-specific needs and adapt programming accordingly.

17. **Who will do the work?** *

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.

outh and Family Resource Center, Inc. (YFRC) will serve as the lead organization responsible for project implementation, fiscal oversight, participant engagement, evaluation, and reporting.

Kelsey Menifee, Executive Director, will provide administrative oversight, partnership development, contract compliance, and financial accountability. Her experience includes nonprofit leadership, program development, grant administration, and coordination of youth and family services.

Alyssa Davis, LCSW, Clinical Director, will provide clinical consultation and oversight to ensure project activities are developmentally appropriate, trauma-informed, and responsive to the needs of children and youth with developmental disabilities and co-occurring behavioral health concerns.

Bridget Sudderth, Early Childhood Mental Health Director, will support the development of caregiver education and family engagement activities, drawing upon YFRC's experience providing early childhood mental health services and working with caregivers and educational partners.

YFRC's existing school-based family support personnel and qualified behavioral health staff will assist with participant outreach, accessible resource development, workshop facilitation, and connections to community services.

The project will also seek input from individuals with developmental disabilities, caregivers, school partners, and disability-serving organizations to ensure that activities are relevant, accessible, and informed by lived experience.

Specific staff assignments and any external partners will be finalized before implementation, with project expenses documented separately from existing funded services.

18. **Targeted population:**
*

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

The project will primarily serve children and youth ages 3–18 with developmental disabilities and their parents, guardians, and caregivers in Pottawatomie and Lincoln Counties, Oklahoma.

The targeted population includes children and youth with qualifying developmental disabilities, such as intellectual disabilities, autism, and other developmental conditions that substantially affect functioning and create ongoing support needs. Participants may also experience co-occurring behavioral health concerns, educational challenges, communication differences, or barriers to accessing community resources.

The initiative will serve families with diverse household structures, including biological parents, grandparents, foster parents, kinship caregivers, and other legal guardians.

Particular attention will be given to families in rural communities where specialized services, advocacy resources, and opportunities for community inclusion may be difficult to access.

YFRC will prioritize accessible, individualized participation and will adapt educational materials and activities to participants' developmental, communication, and support needs.

19. **Impact:**
*

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

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

The Empowering Families Initiative will improve the ability of children and youth with developmental disabilities to communicate their needs, participate in decisions affecting their lives, and access inclusive community opportunities. It will also strengthen caregivers' confidence and knowledge in navigating educational, disability, and community support systems.

Specific goals for the 12-month project include:

Engage at least 30 families of children or youth with developmental disabilities in project activities.

Conduct at least six caregiver education workshops addressing advocacy, educational supports, resource navigation, and family empowerment.

Conduct at least six youth self-advocacy sessions emphasizing communication, choice-making, personal strengths, and participation.

Develop and distribute an accessible resource guide identifying relevant disability services, educational supports, and community resources.

Achieve measurable improvements in caregiver knowledge and youth self-advocacy skills.

At least 75% of caregivers completing pre- and post-assessments will demonstrate increased knowledge of resources and advocacy strategies. At least 70% of youth completing developmentally appropriate assessments will demonstrate increased confidence or ability to communicate their preferences and support needs.

Beyond direct participants, the initiative will strengthen YFRC's capacity to support individuals with developmental disabilities, improve referral and collaboration practices with schools and community organizations, and make accessible educational materials available for continued use.

Success will be measured through unduplicated participant counts, workshop and session attendance, pre- and post-assessments, resource distribution records, participant feedback, and documentation of changes to organizational practices. Findings will be reviewed quarterly to identify needed improvements and assess progress toward project objectives.

20. **Duplication or expansion:**
*

Does this proposal duplicate or expand upon any existing work in Oklahoma? The Council cannot supplant funding to continue existing work unless the proposal is to expand on the work and/or enhances what is being done. If your proposal duplicates or expands upon existing work, please describe the existing work and explain how the proposed work is unique and innovative. Be specific how this approach and expected outcomes are different from and adds value to what is or has been done.

This proposal expands and enhances existing work rather than duplicating or replacing currently funded services.

YFRC currently provides early childhood mental health, outpatient behavioral health, school-based prevention, and family support services to children and families, including individuals with developmental disabilities. These programs primarily address behavioral health, prevention, emotional well-being, and family functioning.

The proposed initiative adds a distinct developmental-disability-specific focus on self-advocacy, caregiver education, service navigation, and community inclusion. These activities are not currently offered by YFRC as a coordinated, dedicated initiative with specific developmental disability outcomes.

The project's innovative approach is its integration of disability advocacy and family empowerment into an established rural youth and family service network. Rather than requiring families to navigate another disconnected service system, YFRC will build upon its existing relationships with schools, caregivers, and community organizations to improve access to information and opportunities.

Individuals with developmental disabilities and caregivers will help shape project content, identify barriers, and recommend improvements. The initiative will also develop accessible resources and practices that can be incorporated into YFRC's ongoing operations.

DDCO funding will support additional project activities and deliverables, not replace existing funding for therapy, school-based services, or other established programs. Staff time and expenses will be tracked to prevent duplication of funding.

21. **Best Practices:**
*

Will your proposed project use current 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 provide sources.

Yes. The project will incorporate established best practices in developmental disability support, including person-centered planning, supported decision-making, family-centered engagement, accessible communication, and self-advocacy development.

Person-centered practices will ensure that participants' preferences, strengths, goals, and support needs guide their involvement. Youth will be encouraged to express choices and participate in decisions using communication methods appropriate to their abilities.

Supported decision-making principles will be incorporated into youth activities to help participants understand options, communicate preferences, and exercise greater control over decisions affecting their lives, with appropriate assistance from trusted supporters.

Family-centered engagement will recognize caregivers as essential partners while maintaining the voice and preferences of the individual with a developmental disability. Caregiver workshops will emphasize practical strategies for understanding services, communicating with schools and providers, and advocating for appropriate supports.

Universal Design for Learning principles and accessible communication practices will guide the development of educational materials and activities. Information will be presented in clear language and, when appropriate, through visual supports, alternative formats, and flexible participation methods.

YFRC will incorporate participant feedback to evaluate accessibility, relevance, and effectiveness and make ongoing improvements.

These approaches are informed by resources from the Administration for Community Living, the National Center on Advancing Person-Centered Practices and Systems, and CAST's Universal Design for Learning Guidelines.

Sources:

Administration for Community Living: https://acl.gov

National Center on Advancing Person-Centered Practices and Systems: https://ncapps.acl.gov

CAST Universal Design for Learning Guidelines: https://udlguidelines.cast.org

22. **Systems change impact:** *

Systems change can help improve a problem and change the way we support people with disabilities. System changes 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? Provide an explanation of how the project's outcomes will shift thinking, improve practices, or empower people with developmental disabilities and families.

The Empowering Families Initiative is designed to create lasting changes in how children and youth with developmental disabilities and their families access information, participate in decisions, and receive support within their communities.

First, the project will strengthen self-advocacy and caregiver advocacy by providing practical education and opportunities to develop skills that can be used beyond the project period. Families will become better equipped to identify available resources, communicate their needs, participate in educational planning, and advocate for appropriate services.

Second, YFRC will incorporate disability-specific accessibility and family engagement practices into its existing service infrastructure. Staff will gain additional experience using accessible materials, supporting youth participation in decision-making, and connecting families with disability-related resources. These practices can continue benefiting future clients after the DDCO contract ends.

Third, the initiative will strengthen coordination among YFRC, schools, disability-serving organizations, and community partners. By identifying common barriers and improving information-sharing and referral practices, the project will help create more consistent pathways to available supports.

Finally, individuals with developmental disabilities and caregivers will have opportunities to identify service gaps, provide feedback, and recommend changes. YFRC will use this information to improve organizational practices and share relevant findings with community partners.

The project's lasting impact will be measured not only through individual learning outcomes but also through the development of reusable resources, documented improvements to referral and accessibility practices, and continued opportunities for youth and family input.

By embedding these changes into existing programs, YFRC intends to create a sustainable model for strengthening disability inclusion and family empowerment in rural Oklahoma.

23. **Where implemented:**
*

Where will the proposed project be implemented? Explain specific counties and cities you will serve and explain how they were selected.

The proposed project will be implemented primarily in Pottawatomie and Lincoln Counties, Oklahoma, utilizing YFRC's established office-based, school-based, and community partnership infrastructure.

In Pottawatomie County, activities will be coordinated through YFRC's Shawnee office, with outreach and opportunities for participation in communities including Shawnee, McLoud, Tecumseh, Earlsboro, Asher, Maud, and surrounding rural areas.

In Lincoln County, the initiative will build upon YFRC's established relationships with school districts and families in Chandler, Prague, Meeker, Wellston, Carney, and surrounding communities.

These counties were selected because they represent YFRC's primary service area and include rural communities where families may encounter geographic, transportation, and service-access barriers when seeking developmental disability resources and specialized support.

Activities may be offered at YFRC facilities, participating schools, and accessible community locations, subject to partner agreements and participant needs. Resource materials and selected caregiver education opportunities may also be made available remotely to reduce participation barriers.

Using YFRC's existing service network will allow the initiative to reach families through trusted community relationships while establishing additional developmental disability-specific supports without duplicating existing services.

Performance Measures

The Council is required to submit performance reports to evaluate the effectiveness of all Council activities to our Federal partners. We require all contracted vendors to submit quarterly and final performance measure data prior to final payment. As a required component of your application, please provide **projected data** for the following performance measures. The performance measures listed below will also be part of your quarterly reporting. All contractors must collect **baseline data** to evaluate the project's outcomes. If you have questions about these projected and baseline numbers, please reach out to us.
For **explanations of these Performance Measures** please refer to this document:
https://oklahoma.gov/content/dam/ok/en/ddco/documents/about/state-plan/how-to-apply-for-funding/FY-20-Performance-measures-short-version.pdf

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

- **IA** = **I**ndividual and family **A**dvocacy
- **SC** = **S**ystem **C**hange

24. **IA1.1**

The number of ***people with developmental disabilities who participated in Council supported activities*** designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and or systems.

20

The value must be a number

25. **IA 1.2**

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

30

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.

10

The value must be a number

27. **IA 2.1**

After participation in Council supported activities, the ***number of people with developmental disabilities who report increasing their advocacy*** as a result of Council work.

14

The value must be a number

28. **IA 2.2**

After participation in Council supported activities, the ***number of family members who report increasing their advocacy*** as a result of Council work.

23

The value must be a number

29. **IA 2.2.1**

The ***number of people*** who are better able to say what they want or say what services and supports they want or say what is important to them.

25

The value must be a number

30. **IA 2.2.2**

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

15

The value must be a number

31. **IA 2.2.3**

The ***number of people*** who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

4

The value must be a number

32. **IA 3.1**

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

18

The value must be a number

33. **IA 3.2**

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

27

The value must be a number

34. **SC 1.1.1**

The **number of policy and or procedures created or changed.**

2

The value must be a number

35. **SC 1.2.1**

The **number of statutes and or regulations created or changed**.

0

The value must be a number

132

36. **SC 1.3.1**

The **number of promising practices created.**

0

The value must be a number

37. **SC 1.3.2**

The **number of promising practices supported through Council activities.**

0

The value must be a number

38. **SC 1.3.3**

The **number** of best practices created.

0

The value must be a number

39. **SC 1.4.1**

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

10

The value must be a number

40. **SC 1.5.1**

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

2

The value must be a number

41. **SC 2.1**

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

2

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.

2

The value must be a number

43. **SC 2.1.2**

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

2

The value must be a number

44. **SC 2.1.3**

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

0

The value must be a number

45. **SC 2.1.4**

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

0

The value must be a number

46. **SC 2.2**

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

1

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.**
- **Projected budgets for multi-year project planning should show a decrease on Council funding.**

- **Council funding cannot exceed 75% of your budget.** For example, if your budget is $10,000, our funding can be up to $7,500. Your match would be a minimum of $2,500. **Start with your budget** and calculate the 75/25 split. If you are located in/providing services in a designated rural county, please contact us.
- Identify the amount of the minimum required 25% funding match for your **project's total budget**. You need to explain where this matching funding will come from. **Sources for match funding** can include non-federal funding, monies from fundraisers or donations/sponsorships, salary/fringe, donated services or items, discounted services or items, and volunteer time. (*paid employees of a non-profit organization cannot volunteer to provide the same type of services to their non-profit organization that they are employed to provide) For help calculating match contact us. Match funding helps the Council understand all partners working with the project.
- Identify projected funding sources not currently in place. Provide a narrative explaining each category of expenditure and source or revenue associated with the project. **Revenue sources** include but are not limited to conference registration fees, third party grants, booth rentals, in-kind contributions, etc.
- Please **email your budget** to Jennifer.Robinson@okdhs.org and include the Project Name in the subject line.

The total proposed budget for the Empowering Families: Developmental Disability Support and Advocacy Initiative is $33,332 for July 1, 2027, through June 30, 2028. YFRC requests $24,999 from the Developmental Disabilities Council of Oklahoma, representing 75% of the total project budget. YFRC will provide the remaining $8,333, representing 25%, through documented, eligible nonfederal matching resources. Personnel and Fringe Benefits ($17,600): Funding will support dedicated project coordination, caregiver engagement, activity planning, participant communication, documentation, and implementation oversight. Personnel expenses will be allocated based on documented time devoted specifically to the initiative. Fringe expenses will cover associated payroll taxes and benefits. Caregiver Education and Workshop Facilitation ($5,000): Funding will support the preparation and delivery of six caregiver education workshops addressing developmental disability resources, educational advocacy, supported decision-making, and family empowerment. Expenses may include qualified facilitation, educational materials, and accessibility accommodations. Youth Self-Advocacy Activities ($3,500): Funding will support six accessible, developmentally appropriate youth sessions emphasizing self-expression, choice-making, personal strengths, and participation in decisions affecting participants' lives. Expenses will include activity materials, instructional resources, and accommodations. Accessible Resource Development ($2,000): Funding will support the creation, printing, and distribution of accessible family resource materials addressing developmental disability services, educational supports, advocacy opportunities, and community resources. Rural Outreach and Accessibility ($2,000): Funding will support outreach to underserved rural families, dissemination of project information, and reasonable accessibility measures to reduce barriers to participation. Evaluation and Reporting ($3,232): Funding will support baseline and follow-up assessments, participant feedback collection, data management, outcome analysis, and required quarterly and final DDCO reporting. All expenditures will be directly related to the approved project, appropriately documented, and allocated between DDCO funding and eligible nonfederal matching resources. YFRC will maintain separate project financial records and will not charge existing funded services or duplicate expenses to this contract.

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.

Project: Empowering Families: Developmental Disability Support and Advocacy Initiative

Contract Period: July 1, 2027–June 30, 2028

Youth and Family Resource Center, Inc. (YFRC) will implement a 12-month initiative to improve access to developmental disability information, strengthen caregiver advocacy, increase youth participation in decision-making, and establish sustainable disability-inclusive practices in Pottawatomie and Lincoln Counties.

Phase 1: Project Development and Baseline Assessment (July–September 2027)

YFRC will designate project personnel, establish participant eligibility and referral procedures, identify appropriate community partners, and develop accessible educational materials. Staff will establish baseline measures of caregiver knowledge, youth self-advocacy, and existing organizational accessibility and referral practices. Individuals with developmental disabilities and caregivers will be invited to provide input into program design.

Deliverables:

Written implementation schedule and outreach plan.

Participant enrollment and baseline assessment procedures.

Initial disability resource inventory.

First quarterly performance report.

Phase 2: Education and Advocacy Implementation (October–December 2027)

YFRC will begin caregiver education workshops and youth self-advocacy sessions. Caregiver topics will include understanding available services, educational advocacy, resource navigation, and supporting youth decision-making. Youth activities will focus on communicating preferences, identifying strengths, making choices, and participating in decisions. YFRC will collect attendance and participant feedback.

Deliverables:

At least two caregiver workshops.

At least two youth self-advocacy sessions.

Draft accessible family resource guide.

Second quarterly performance report.

Phase 3: Expanded Implementation and Systems Improvement (January–March 2028)

YFRC will continue education and advocacy activities, strengthen resource connections, and use participant feedback to refine project materials. Staff will develop and begin implementing two organizational procedures addressing accessible family resource navigation and youth/caregiver participation in disability-related programming.

Deliverables:

At least two additional caregiver workshops.

At least two additional youth sessions.

Two documented organizational procedure improvements.

Third quarterly performance report.

Phase 4: Evaluation and Sustainability (April–June 2028)

YFRC will complete remaining activities, administer follow-up assessments, evaluate project outcomes, and finalize resources for continued use. Staff will document lessons learned, identify opportunities for sustained partnerships, and prepare final performance and financial

reports.

Deliverables:

At least two additional caregiver workshops.

At least two additional youth sessions.

Final accessible resource guide.

Documentation of participation by at least 30 families.

Baseline-to-follow-up outcome analysis.

Final performance report and sustainability summary.

Across the contract period, YFRC will maintain participant and expenditure records, collect required DDCO performance measures, submit quarterly reports, and document progress toward the project's individual advocacy and systems change outcomes. All activities will be conducted in accordance with the executed contract and applicable DDCO requirements.

137

49. **Sustainability Plan:** *

It is the Council's expectation that funded projects will have a lasting impact on the community and achieve financial sustainability after the Council's funding is complete. 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, Council 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. For example, our year one funding to be 100%, year two could be 80%, year three could be 60%, year 4 could be 40% and year 5 could be 20%.
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").

YFRC is committed to sustaining the long-term benefits of the Empowering Families Initiative beyond the proposed July 1, 2027–June 30, 2028 DDCO contract period. The project is intentionally structured as a one-year capacity-building and program expansion initiative that will establish reusable educational resources, strengthen staff practices, and improve community partnerships.

Year 1: Development and Implementation (FY2028)

Total Project Budget: $33,332
DDCO Funding Requested: $24,999
YFRC Nonfederal Match: $8,333

During the first year, YFRC will develop accessible resource materials, deliver caregiver and youth advocacy activities, strengthen community connections, and establish documented disability-inclusive practices. The organization will evaluate participation, outcomes, and implementation costs to determine which activities can be sustained most efficiently.

By the end of the contract period, YFRC intends to incorporate its accessible resource guide, improved referral practices, and youth/caregiver feedback processes into existing operations. These improvements will remain available without requiring the same level of annual development funding.

Year 2: Integration and Diversification (FY2029)

DDCO Funding Target: $0

YFRC's goal is to sustain core activities through existing organizational infrastructure, eligible unrestricted operating support, charitable contributions, and new funding opportunities. During FY2028, YFRC will identify at least three prospective funding opportunities and pursue at least two applications or sponsorship requests supporting continued family education and disability inclusion.

YFRC will also explore collaborative educational opportunities with school districts, disability-serving organizations, tribal partners, and community agencies to reduce duplication of costs and expand access. No financial contribution from an external partner is assumed unless formally committed.

Year 3: Continued Community Integration (FY2030)

DDCO Funding Target: $0

YFRC will continue using the resources and organizational procedures established during the project. The organization will seek ongoing support through a diversified combination of private philanthropy, individual donations, community partnerships, and eligible organizational resources. The frequency and format of additional workshops will be determined by demonstrated community demand and available non-DDCO funding.

Potential collaboration partners include school districts already working with YFRC in Pottawatomie and Lincoln Counties and appropriate disability advocacy and family support organizations. Their anticipated roles include outreach, referrals, shared educational opportunities, and technical guidance, subject to their agreement. No unconfirmed financial or in-kind commitment is represented as secured.

Sustainability Timeline

July–December 2027: Develop reusable materials, document project costs, and identify prospective funding sources.

January–March 2028: Begin integrating successful practices into YFRC operations and pursue outside funding opportunities.

April–June 2028: Finalize resource materials, evaluate outcomes, and approve a post-contract implementation plan based on available resources.

July 2028–June 2029: Continue core resource-navigation and accessibility practices, pursue diversified funding, and offer additional educational activities as resources permit.

July 2029–June 2030: Maintain established organizational improvements and reassess opportunities for expanded family and youth advocacy programming.

This approach reduces dependence on DDCO funding to zero after the initial contract year while preserving the project's central benefits: improved information access, stronger advocacy skills, and more inclusive organizational practices.

139

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.

YFRC will implement a targeted outreach and awareness plan to connect children and youth with developmental disabilities, their caregivers, and community partners with the Empowering Families Initiative.

Target Audience

The primary audience will include children and youth ages 3–18 with developmental disabilities and their parents, guardians, foster caregivers, and kinship caregivers in Pottawatomie and Lincoln Counties. Outreach will prioritize rural families, families experiencing barriers to specialized services, and households that may be unfamiliar with available developmental disability resources.

Secondary audiences will include educators, school support personnel, healthcare providers, family support organizations, disability advocates, and community partners who can help identify and refer eligible families.

Marketing Channels

YFRC will use its website and social media platforms to share accessible project information, educational opportunities, and resource materials. Printed flyers and informational materials will be distributed through existing school and community relationships. YFRC staff will also share information directly with eligible families already connected to organizational programs, consistent with confidentiality and consent requirements.

Community events, caregiver education opportunities, and partner meetings will provide additional opportunities to increase awareness.

Partnerships

YFRC will coordinate outreach with participating school districts, local family support organizations, healthcare providers, tribal partners, and disability-serving organizations. These relationships will help identify families who may benefit from the initiative and increase awareness of available resources. Partner participation will be coordinated through appropriate agreements and will not be represented as a financial commitment unless confirmed.

Accessibility and Language

Outreach materials will use plain language, readable formatting, and accessible digital and printed formats. When appropriate, YFRC will provide visual supports, alternative communication methods, and reasonable accommodations.

English-language materials will be available at launch. Spanish translation will be prioritized based on identified participant needs, with interpretation or additional language support arranged when feasible. YFRC will also work with tribal and community partners to ensure outreach is culturally respectful and responsive to participating families.

Measurement

YFRC will track outreach activities, distribution of materials, referral sources, inquiries, participant enrollment, workshop attendance, and engagement from rural communities. The project will aim to enroll at least 30 families during the contract year.

Quarterly reviews will identify which outreach channels are most effective and whether additional efforts are needed to reach underserved families. Participant feedback will help YFRC improve the accessibility, clarity, and usefulness of outreach materials.

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

Component	Proposed content
Inputs	DDCO funding, YFRC match, staff expertise, school and community relationships, participant and caregiver input
Activities	Six caregiver workshops, six youth self-advocacy sessions, accessible resource development, resource navigation, staff education, organizational procedure improvements
Outputs	30 families engaged; 20 youth participants; 30 family-member participants; six caregiver workshops; six youth sessions; one resource guide; two organizational procedure improvements
Short-term outcomes	Increased caregiver knowledge, improved youth ability to communicate preferences, increased awareness of resources
Intermediate outcomes	Greater family advocacy, more youth participation in decisions, improved referral and accessibility practices
Long-term impact	Stronger family support systems, increased self-determination and inclusion, sustainable disability-inclusive practices in rural communities

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** *

N/A

141

60. **Registered corporation?** *

Is the proposed vendor a registered corporation?

- (●) Yes
- ( ) No

61. **ID Number** *

Social Security Number, FEI Number, or OMES Supplier ID

73-0795028

Contact information

62. **Signing authority** *

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

Kelsey Menifee, Executive Director, 405-275-3340, execdirector@yfrcshawnee.org

63. **Primary Contact:** *

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

Kelsey Menifee, Executive Director, 405-275-3340, execdirector@yfrcshawnee.org

64. **Finance Contact:** *

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

Bailey Watts, Finance Manager, finance@yfrcshawnee.org

65. **Legal Notices:** *

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

Kelsey Menifee, Executive Director, 405-275-3340, execdirector@yfrcshawnee.org

YOUTH AND FAMILY RESOURCE CENTER, INC.

Empowering Families: Developmental Disability Support and Advocacy Initiative

FY2028 Proposed Project Budget | July 1, 2027 – June 30, 2028

DDCO Request: $24,999 | YFRC Nonfederal Match: $8,333 | Total: $33,332

Budget Summary and Expense Descriptions

Category	Total	DDCO	YFRC Match	Purpose / Description
Personnel	$16,000	$12,000	$4,000	Staff time for mapping existing services, surveying families and professionals, developing workshop content, facilitating sessions, coordinating referrals, and completing required reporting.
Fringe Benefits	$1,600	$1,200	$400	Estimated payroll taxes and benefits associated with project staff time (10% of personnel costs).
Supplies	$6,500	$5,000	$1,500	Workshop supplies, youth self-advocacy activity materials, caregiver education materials, survey materials, and trauma-informed/TBRI-informed instructional resources.
Printing	$3,000	$2,500	$500	Design, accessible formatting, printing, and distribution of the family resource guide, survey forms, outreach flyers, and workshop handouts.
Travel	$2,232	$1,299	$933	Local mileage and transportation costs for rural school outreach, DHS coordination, resource mapping, and workshop delivery across Pottawatomie and Lincoln Counties.
Operations	$4,000	$3,000	$1,000	Workshop logistics, community outreach and communications, participant accessibility accommodations, and other direct project operating costs.
TOTAL	**$33,332**	**$24,999**	**$8,333**	

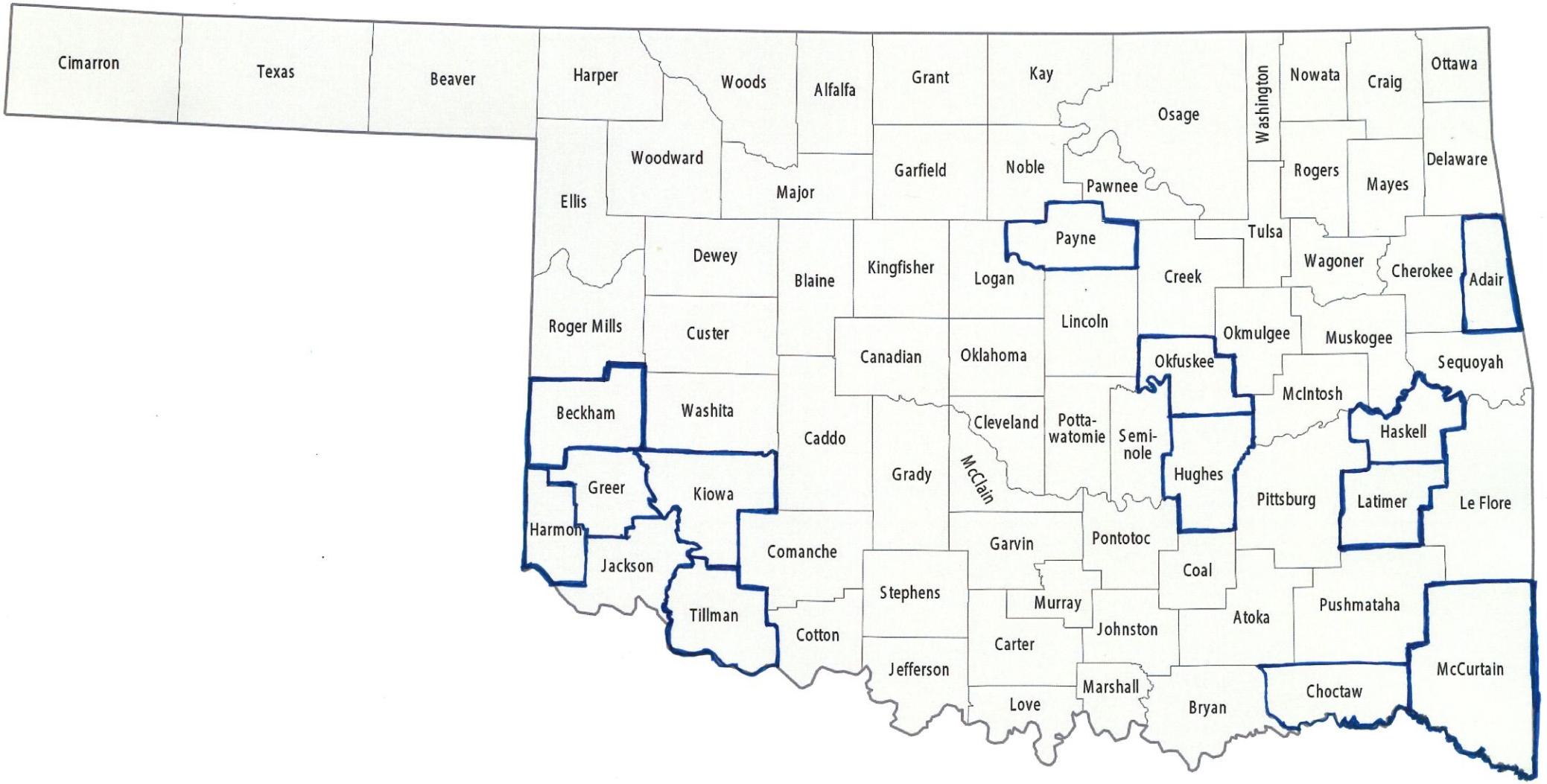
Implementation and Accountability

YFRC will begin by inventorying existing developmental disability resources and surveying families, DHS partners, and rural school communities. Findings will guide six caregiver/professional workshops (potentially including a session for DHS caseworkers and Hope House residential staff) and six youth self-advocacy sessions. Staff will track participation, feedback, learning outcomes, and required grant reports; no separate evaluation contractor is proposed.

Budget note: These are proposed revised allocations, not a verified reproduction of the originally submitted line-item budget. All expenses and the nonfederal match are subject to DDCO allowability, approval, and documentation requirements.

EMPOWERING FAMILIES
Developmental Disability Support & Advocacy Initiative | Project Logic Model
YFRC • July 2027 – June 2028
INPUTS
DDCO request: $24,999
YFRC nonfederal match:
$8,333
YFRC staff and facilities
School/community networks
Youth and caregiver input
›
ACTIVITIES
6 caregiver education
workshops
6 youth self-advocacy
sessions
Resource navigation and
outreach
Accessible guide
development
Staff education and process
review
›
OUTPUTS
30 families engaged
20 youth with DD
participating
30 family members
participating
1 accessible resource guide
2 organizational procedure
updates
›
SHORT-TERM
OUTCOMES
75% of assessed caregivers
increase knowledge
70% of assessed youth

improve self-advocacy
Improved resource
awareness
Stronger caregiver
confidence
›
LONG-TERM IMPACT
Youth voice in decisions
Greater family advocacy
More coordinated referrals
Sustained accessible
practices
Increased rural inclusion
EVALUATION & ACCOUNTABILITY
Baseline and post-activity youth/caregiver assessments • Unduplicated attendance and satisfaction records
Quarterly DDCO performance reports • Referral and resource distribution logs • Procedure change documentation
Population: Children and youth ages 3–18 with developmental disabilities and their caregivers
Service area: Pottawatomie and Lincoln Counties, Oklahoma
Targets are proposed for the FY2028 contract and will be verified through baseline and follow-up data.


Cimarron
Texas
Beaver
Harper
Woods
Alfalfa
Grant
Kay
Osage
Washington
Nowata
Craig
Ottawa
Woodward
Garfield
Noble
Pawnee
Rogers
Mayes
Delaware
Ellis
Major
Payne
Tulsa
Dewey
Blaine
Kingfisher
Logan
Creek
Wagoner
Cherokee
Adair
Roger Mills
Custer
Lincoln
Okmulgee
Muskogee
Canadian
Oklahoma
Okfuskee
Sequoyah
McIntosh
Beckham
Washita
Caddo
Cleveland
Potta-watomie
Semi-nole
Haskell
Grady
McClain
Hughes
Greer
Kiowa
Pittsburg
Latimer
Le Flore
Harmon
Jackson
Comanche
Garvin
Pontotoc
Coal
Stephens
Murray
Atoka
Pushmataha
Tillman
Cotton
Carter
Johnston
Jefferson
Marshall
Bryan
Choctaw
McCurtain
Love