THE POWER OF PARTNERSHIPS
A Networking Resource Guide for
Local Program Coordinators, Area & Field Service Directors
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Dear Local Program Leaders:

Enhancing the quality of the athletes' experience is an important goal of Special Olympics. With well-developed local Programs, we can serve more athletes more effectively and offer valuable, diverse and innovative programming. “The Power of Partnerships” was created to support the growth and development of the most important level of Special Olympics…the local Program. This resource is designed to guide Program leaders in developing a solid, well-diversified infrastructure for each Program to grow and thrive.

The hallmark concept of this guide is the importance of community partnerships. Partnering with the community has always been a cornerstone of the Special Olympics movement. The goal of integrating Special Olympics with partner organizations is to develop relationships that will support local Programs, supply technical expertise and provide additional competition opportunities. Plus, athletes will have more opportunities to be leaders within the community and to move closer to the center of community life.

As the leaders of local Programs, you are integral to athlete growth and retention. It is only through your leadership, vision and drive that advances at the local Program level will take place, thereby enhancing the athlete experience, which is at the center of our mission. We appreciate your continued passion, dedication and commitment to the Special Olympics movement. You are making a difference in the lives of countless individuals with intellectual disabilities, as well as their family and community members.

We hope that you find the information in The Power of Partnerships helpful in reaching your goals. We hope that this guide will prove to be a useful tool for building your Program and unlocking even greater potential for creating a lasting impact on the lives of our athletes and their families.

Sincerely,

Timothy Shriver
Chairman of the Board
A Special Olympics Athlete's Message
Over the past few years I've had a lot of fun during my involvement with my local Special Olympics Program. My basketball skills have improved and my friendships have grown. My local Program gives me the opportunity to hang out with my friends and play the game I love.

I feel that it is now our responsibility to recruit more athletes. We have great coaches and volunteers, but we need more athletes to compete.

New, different approaches should be explored. I feel that the movie The Ringer is a great example. But we need to work further and join forces with local institutions such as local YMCAs, hospitals and schools. This way, we can make a difference and get more athletes involved in these enriching local Programs.

Sincerely,

Terrel Limerick
Athlete, Special Olympics Maryland (Montgomery County)
A Local Program Coordinator's Message

A couple of years ago when I was asked to serve Special Olympics as a Volunteer Local Program Coordinator, I wasn’t sure I wanted to say yes. I was enjoying my involvement as a coach and was nervous about taking on what seemed to be a huge responsibility. The task of building a successful Special Olympics local Program seemed insurmountable when taken as a whole. I soon learned that the many facets of a successful Program must be prioritized. Building a sound team is the first priority.

I knew I couldn’t and shouldn’t do it all myself. I would urge you to find people who have proven strengths in vital areas and let them do their assigned tasks, knowing you are there to give support when needs arise.

You will find great value involving the community in partnerships through fundraisers and in-kind donations. Look to your local sports clubs for coaches and event volunteers. It will be helpful to your Program to publicly recognize the contributions made by its coaches and contributors, as visibility of your Program through local media will help in the recruiting of volunteers and athletes.

These last two years as a Local Program Coordinator have been the most rewarding venture of my life. I have met incredible athletes, wonderful care providers, supportive parents, enthusiastic coaches and fantastic volunteers. The athletes have gained lifelong friendships with other athletes and volunteers. Parents and care providers have met and share a bond with each other. I’m so glad I said “yes” and you will be too.

Sincerely,

Ted Barker
Coordinator, Special Olympics Oregon Eugene/Springfield
Local Program Development Committee
Special Olympics would like to thank the Local Program Development Committee for all of their hard work in creating a resource guide for Local Program Coordinators and Area and Field Service Directors. They have helped fulfill the mission of Special Olympics to provide year-round sports training and athletic competition in a variety of Olympic-type sports for people 8 years of age and older with intellectual disabilities. This mission gives athletes continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Local Program Development Committee:
Andrei Chursov, Special Olympics
Lorna Bell, Special Olympics Jamaica
Janet Capetty, Special Olympics Oregon
Vicki Dunham, Special Olympics Montana
Cari Gilbert, Special Olympics Canada
Debra Moore-Gruenloh, Special Olympics Wisconsin
Pat Hammeke, Special Olympics Virginia
JJ Johnson, Special Olympics Kansas
Renee Klovenski, Special Olympics Texas
Rob Rankin, Special Olympics Florida
Roberta Ritter, Special Olympics Indiana
Kathie Streit, Special Olympics North Carolina
Viveca Torrey, Special Olympics Mexico
Kam Waryas, Special Olympics Michigan

Special Olympics North America Staff:
Andrea Cahn
Robyn Markey

Dedicated and in memory of Rob Rankin, Special Olympics Florida—Sarasota County Local Coordinator and Special Olympics coach for 15 years.

The Mission of Special Olympics
The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.
Introduction, Purpose & Use of Guide
The Power of Partnerships...A Networking Resource Guide for Local Program Coordinators and Area and Field Service Directors.

A local Program is the beating heart of the Special Olympics movement because it is the point of service delivery closest to the athlete. Growth of the Special Olympics movement happens primarily at the local level where sports training sessions and local competitions take place. Often, individuals with disabilities enjoy their first sport experiences at these events. If we want quality growth of opportunities for Special Olympics athletes, then it is here we need to provide the support.

Because our local Program volunteers are stretched, we know we cannot continue to ask more from the same dedicated core team. An essential element of athlete growth and local Program sustainability is to create partnerships and develop new strategies that weave Special Olympics Programs further into their communities. These partnerships involve creative linkages with other sports organizations, agencies, companies, schools and families, as well as networking with other local Programs. Through such joint partnerships, athletes have the opportunity to become integral parts of the community where their presence will also affect a growing acceptance of persons with intellectual disabilities. At the same time, local Program volunteers experience a sharing of responsibilities. This, then, must be the future of athlete growth-partnerships with others.

The Power of Partnerships is a networking resource guide to help Local Program Coordinators and Area and Field Services Directors to work smarter and develop partnerships that produce a broader reach into the community. The result? Special Olympics will enjoy not just the power of the partnerships, but also increased support from the community at large.

Special Olympics recognizes a societal shift in the way people are able to volunteer. Though not lacking a desire to help, contemporary volunteers can commit to fewer hours so tasks need to be broken down. Programs need new strategies and must reorganize to reach out to others. The Power of Partnerships addresses these realities with innovative ways to look at local Program development. This guide will support the societal shift and evolution with a formalized approach to this new way of operating local Programs, both existing and new.

The purpose of the resource guide is to:
• Outline a successful infrastructure for new local Programs
• Establish guidelines for athlete growth and retention for established local Programs
• Encourage networking between local Programs by providing successful partnership examples and contact information
• Provide links to existing resources/infrastructures/entities
• Detail the partnership approach for local Program development

Partnerships are not a new idea. Throughout the region, local Programs are taking this approach and doing inventive and exciting things. Many of those examples are represented here. This is, however, the first time we’ve organized a comprehensive set of materials to promote the concept. We hope that by compiling the structure, explanations, support documents and examples into a single resource tool we have provided a guide that addresses our societal and organizational evolution.
**INTRODUCTION**

**Guidebook Organization and Use**
Note that “local Program” is used throughout but can also be read as “area Program” or “county Program,” according to terminologies in your locale.

Section I
- Establishing and Developing a Local Program presents Programs by size, from the very smallest to large Programs with hundreds of athletes. To understand how you can improve your current Program structure or structure a new Program, flip through to find the model that aligns with your Program. This section also contains important basic information about communication systems and volunteer screening.

Section II
- Networking for Sports quickly gets to the guidebook’s purpose - making connections and building networks in your community so that you and your Program volunteers can work with existing sports infrastructures rather than starting anew.

Section III
- Creating Functional Infrastructures presents all other designated volunteer positions that contribute to a successful local Program.

Section IV
- Initiatives outline various Special Olympics concepts that expand athlete opportunity and strengthen your local Program. Use this section for insight into creative ways to grow your Program.

Job Descriptions for volunteer Program positions are included in each section.

Success Stories about partnerships and networks from Special Olympics Programs are woven throughout to illustrate successful community collaboration. Use these stories to motivate and inspire the development of your own community relationships.

A Glossary is included to standardize the use of terms.
SECTION I
Establishing & Developing a Local Program
ESTABLISHING AND DEVELOPING A LOCAL PROGRAM
The Establishing and Developing a Local Program section presents Programs by size, from the very smallest to large Programs with hundreds of athletes. To understand how you can improve your current Program structure or how you can structure a new one, flip through to find the model that aligns with your Program. It is critical to have the infrastructure in order to have continued growth and support at the local Program level.

This section also contains valuable information about determining methods of communication to all local Program constituents. In addition, included is an important policy outlining volunteer screening.

Additional Internet resources available for local Program development:

How to Start a Local Program
KMS\Knowledge and Collaboration\Organizational Development\Sub-Program Development
or
http://kms.specialolympics.org/Special+Olympics+KMS+Portal/English/Knowledge_And_Collaboration/Organizational_Development/Sub_Program_Development/default.htm

Special Olympics Get Into It ™ Building Bridges Handbook
KMS\Knowledge and Collaboration\Athletes\Schools and Youth
or
http://kms.prod5.specialolympics.org/Special+Olympics+KMS+Portal/English/Knowledge_And_Collaboration/Athletes/Schools_and_youth/default.htm

http://www.specialolympics.org/Special+Olympics/Public+Website/English/Initiatives/Schools_and_Youth/SOGII/default.asp?ID=

Local Program and Local Program Committee
Local Program Coordinator: The Local Program Coordinator leads and manages overall development of the local Program, ensuring that Special Olympics athletes train and compete in a quality and safe environment. In addition, the Local Program Coordinator agrees to uphold the philosophy, mission, principles and policies of the state Program and Special Olympics.

Local Programs: Local Programs are comprised of all Special Olympics direct service delivery outlets (including independent Special Olympics clubs, specialized schools, independent-living facilities and professional sports clubs) that offer training and competition opportunities for people with intellectual disabilities according to Special Olympics rules and guidelines. A local Program may be minimally established as one coordinator/coach and one team/athlete. See diagram below representing Phase I:

```
Local Program Coordinator/Coach
  
  Team of Athletes/Athlete
```
It is recommended, however, that the local Program starts with a coordinator, a coach and an athlete/team. This will enable the coordinator to focus on the growth of the Program and the coach to focus on coaching.

In Phase II, the local Program will grow with more athletes and coaches. See diagrams below:

It is recommended that athletes participate in the selection of sports to be added and that the sports be distributed over the course of the year.

In Phase III, the local Program will grow and add more coaches and teams within each season.
SECTION I
Establishing & Developing a Local Program

It is recommended that as the number of athletes increase, assistant coaches also increase in order to ensure effective coaching.

The local Program will include, but is not limited to, the following aspects: training, competition, athlete, coach and volunteer recruitment, fundraising, public relations, family involvement, financial responsibilities, outreach and administration.

Local Program Committee: The Local Program Committee is the infrastructure that leads to the success, growth and sustainability of a local Program. The result of a well developed Local Program Committee is the ability to serve more athletes and include more programming. The committee members will feel ownership, thus resulting in productivity, creativity and quality within the local Program. The growth of the local Program should mirror the development of the Local Program Committee members. As the local Program grows, so should the infrastructure, i.e., Local Program Committee. The following Local Program Committee structures are to be used as guidelines.

Example One: Diagram indicates an example of a newly established Local Program Committee. It is recommended that the Local Program Coordinator have three key volunteers (suggested positions listed below) to start a Program. This structure matches Phase I of a local Program as shown on page 8.

Example Two: The growth of the Local Program Committee should mirror the growth of a local Program. This structure matches Phase II of a local Program as shown on page 9. The Local Program Coordinator will determine which key positions/volunteers the Program needs as it grows. All positions are interchangeable and it is up to the Local Program Coordinator to determine which key positions should be implemented.
Example Three: Each local Program will determine its own support needs as its Program expands over time. The Local Program Committee may choose not to fill all the positions listed below and/or create additional positions that better match the needs of the committee. While the goal is to have one person per position, during the development of the committee one person may serve in a dual role. A key issue is that volunteers have a clear understanding of what their role is and that there is an open and consistent line of communication between the Local Program Coordinator and the committee members. This structure matches Phase III of a local Program as shown on page 9.
Example Four: This is an example of a Local Program Committee for a large local Program. Each local Program needs to determine what its structure will look like when fully developed. Examples one or two may be best suited for a smaller Program, while examples three or four might be suitable for a large Program. Though the order of implementation of positions has been indicated in the examples, each local Program needs to design its committee to best fit its needs. A well designed committee will lead to the success, growth and sustainability of the Program.
Local Program Coordinator
Local Program Coordinator: The Local Program Coordinator (LPC) is ultimately responsible for all aspects of the local Program. The position oversees the local committee, ensuring that all committee members are completing tasks/responsibilities assigned to their positions on the committee. The LPC plans, organizes, directs and coordinates programs and services for the athletes in the local Program in accordance with established policies to further achieve the goals, objectives, standards and mission of Special Olympics.

Primary Responsibilities
- Promote the mission of Special Olympics and uphold the philosophy, principles, and policies of Special Olympics for the benefit of the athletes
- Conduct oneself in a manner consistent with Special Olympics core values of mutual respect, integrity, positive attitude, accountability, teamwork and dedication
- Serve as primary contact for all mailings, phone calls and paperwork for the local Program from the Program offices and those affiliated with the local Program
- Represent the local Program’s voice at the area/state level
- Develop annual goals and plan of action with the local committee
- Oversee all financial matters and approve check requests and expenditures
- Review monthly and annual financial reports
- Ensure that all funds raised and expended meet Special Olympics guidelines
- Complete annual accreditation with assistance from appropriate staff and committee members
- Attend meetings for Local Program Coordinators and attend state level conferences
- Represent the local Program’s voice to the community
- Ensure that thank you letters for donations are sent

Year One
- Establish a Local Program Committee, guide and direct them with their specific duties
- Schedule monthly meetings and agendas with the Local Program Committee
- Develop an annual plan and goals
- Develop an annual budget
- Develop a communication system to regularly update coaches, volunteers, family members, athletes committee members and media
- Work with the Medical Systems Coordinator to ensure athletes have current athlete participation forms (medicals) at practices and on file at the state office
- Work with the Sports Director and/or Coach Education Coordinator to ensure all athletes and coaches are receiving safe, quality training programs and competitions
- Work with the Volunteer Coordinator to ensure all coaches and volunteers have completed volunteer registrations and are cleared as “Class A” volunteers
- Ensure all paperwork is completed for participation in state level events

Years Two and Three
- Recruit additional athletes and volunteers and ensure proper training is implemented
- Develop annual goals and evaluate progress
- Recruit two additional Local Program Committee members
- Continue to conduct monthly Local Program Committee meetings
- Work with Outreach/Family Coordinator to establish family involvement
- Implement the Special Olympics North America University Curriculum for coach recruitment and increase competitions
- Recognize committee members
SECTION I
Establishing & Developing
a Local Program

Years Three to Five
• Develop sport partnerships for two initiatives
• Work with Sport Director and Sport Coordinator to establish league play
• Continue to recruit athletes and volunteers
• Recruit and train Assistant Local Program Coordinator
• Develop Local Program Hall of Fame with Volunteer Coordinator and/or Outreach/Family Coordinator

Sample Local Coordinator Annual Timeline

July
Fall/Winter Training Brochure
Facility Requests for Entire Year
Revise Training and Competition Notebook
Special Olympics North Carolina Equestrian Championship

August
Fall Training Begins
Teacher In-Service Training
Special Olympics North Carolina Leadership Conference
Coaches Training Notebooks
Fall Coaches Training School
Schedule of Deadlines for Coaches

September
Initial Games Management Team Meeting for Local Fall Games
Intent to Participate Forms Due
Fall Training Forms Due
Fall Games Quota Due
Special Olympics North Carolina Fall Qualifiers
Fall Local Games Entry Forms Due (three weeks out)
Arrangements for Special Olympics North Carolina Fall Games

October
Local Fall Games Competitions
Volunteer Training for Local Fall Games
Special Olympics North Carolina Fall Games Coaches Meeting
Special Olympics North Carolina Fall Qualifiers
Winter Coaches Training School
Local Winter Training Registration
Winter Sports Coaches Meeting

November
Special Olympics North Carolina Fall Games
Winter Sports Training Begins
Accreditation Due
December
Alpine Skiing Training
Basketball Series
Preparation for Alpine Winter Games
Preparation for SE Alpine Games

June
Special Olympics North Carolina Summer Games
Basketball Quota Due

January
Basketball Series
Basketball Qualifiers
Local Winter Games Entry Forms Due (three weeks out)
Local Winter Games
Initial Games Management Team Meeting

February
Volunteer Training for Local Winter Games
Local Winter Games
Special Olympics North Carolina Alpine Skiing
Special Olympics North Carolina Basketball Tournament Coaches Meeting
Local Spring Games Games Management Team Meeting
Spring Sports Training Begins

March
Spring Sports Coaches Meeting
Local Spring Games Entry Forms Due (three weeks out)
Local Spring Games Games Management Team Meeting
Local Spring Games Preparations
Special Olympics North Carolina Summer Qualifiers

April
Local Spring Games Games Management Team Meeting
Volunteer Training for Local Spring Games
Local Spring Games
Special Olympics North Carolina Summer Qualifiers
Special Olympics North Carolina Summer Games Quota Due

May
Special Olympics North Carolina Summer Games Coaches Meeting
Special Olympics North Carolina Summer Games Registration
Special Olympics North Carolina Summer Games Preparation
Equestrian Quota Due

June
Special Olympics North Carolina Summer Games
Local Coordinator Year-at-a-Glance
Sample: Special Olympics British Columbia
Local Program Coordinator's Year at A Glance

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
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</table>
| July    | Many local Programs don't host meetings through the summer  
• Ensure arrangements are in place for travel to Provincial Workshop (Local Coordinator)  
• Ensure June financial statement is into Special Olympics British Columbia (Treasurer) |
| August  | Many local Programs don't host meetings through the summer  
• Attend Provincial Workshop (Local Executive and volunteers)  
• Ensure registration process is in place (Volunteer Coordinator)  
• Ensure Spring/Summer Program wrap-up (Program Coordinator)  
  - Return medical forms  
  - Return equipment  
  - Head Coach debriefing  
  - Equipment needs for next season  
  - Budget for next season |
| September | Local Executive Meeting (Local Coordinator)  
  - Reports from Provincial Workshop  
  - Ensure all Head Coaches have the following (Program Coordinator)  
    - Copy of all current medical forms  
    - Copy of Head Coach Manual  
    - Copy of facility contract and Insurance Equipment  
  - Review budget for local Program (money spent to date by Program) (Local Executive) |
| October | Local Executive Meeting (Local Coordinator)  
• Ensure that Accreditation Form, with budgets and goals are in to Special Olympics British Columbia (Local Executive) |
| November | Local Executive Meeting (Local Coordinator) |
| December | Local Executive Meeting (Local Coordinator)  
• Ensure that registration printout, new forms and address change forms are in to Special Olympics British Columbia (Local Coordinator) |
| January | Local Executive Meeting (Local Coordinator)  
• Ensure spring facilities are booked (Program Coordinator)  
• Ensure facility insurance is in place (Program Coordinator) |
| February | Local Executive Meeting (Local Coordinator)  
• Confirm recipients of Provincial pins (five, 10, 15, 20) (Volunteer Coordinator)  
• Select award nominees (Howard Carter, Presidents, Spirit of Sport) (Local Executive)  
  - DIRECT ACCESS DEADLINE 28 FEBRUARY |
Month | Action
---|---
March | Local Executive Meeting (Local Coordinator)
| • Provide Head Coach (spring programs) with: (Program Coordinator)
| • Current medical forms
| • Copy of facility contract and insurance
| • Copy of Head Coach Manual
| • Equipment
| • Review budget for local Program (money spent to date by Program) (Local Executive)

April | Local Executive Meeting (Local Coordinator)
| • Ensure Volunteer Appreciation is in place (Volunteer Coordinator)
| • Coach pins
| • Provincial pins
| • Appreciation items

May | Local Executive Meeting (Local Coordinator)
| • Identify coaching and executive volunteers to attend Provincial Workshop—August (Local Executive)
| • Ensure Fall/Winter Program wrap-up is done (Program Coordinator)
| • Medical forms returned
| • Equipment returned
| • Have Head Coach debriefing
| • Equipment needs for next year
| • Budget for next year
| • Ensure Treasurer prepares for yearend
| • Ensure Award nominations are in to Special Olympics British Columbia (Volunteer Coordinator)
| • DEADLINE 15 MAY
| • Prepare to host Annual General Meetings [should be May or June] (Local Executive)

June | Local Executive Meeting (Local Coordinator)
| • Ensure winter facilities are booked (Program Coordinator)
| • Ensure facility insurance is in place (Program Coordinator)
| • Forward registration for Provincial Workshop—August (Volunteer Coordinator)
| • Develop budgets for following year (using budgets from coaches) (Program Coordinator and Treasurer)
| • Using strategic plan—set goals for upcoming year (Local Executive)
| • ACCREDITATION DEADLINE 30 JUNE (Local Coordinator)

Things that happen throughout the coming year...

Action
• Ensure all coaches have access to National Coaching Certification Program training programs. (Program Coordinator)
• Ensure coaches are accessing into Special Olympics British Columbia Coaching Seminars. (Program Coordinator)
• Ensure that every athlete has one competitive opportunity per sport, per year. (Program Coordinator)
• Attend regional meetings—these will be set to happen four—six weeks prior to the Leadership Council meetings and will take place three—four times this year. Some will be face-to-face meetings, some will be by telephone conferencing.
• Ensure that all coaches, athletes and mission staff selected to the regional team from your local Program has all information put out by the Chef de Mission (Head of Delegation) of your region.
• Assist the Chef de Mission (Head of Delegation) in any way required to ensure the regional team is prepared for the Provincial Games and the Provincial Championships.
• Recruit volunteers for coaching positions and missing committee positions
Assistant Program Coordinator

Assistant Program Coordinator: The Assistant Program Coordinator will assist and support the Local Program Coordinator in the duties assigned and represent the Local Program Coordinator in his/her absence.

Primary Responsibilities
• Promote the mission of Special Olympics and uphold the philosophy, principles, and policies of Special Olympics for the benefit of the athletes
• Conduct oneself in a manner consistent with Special Olympics core values of mutual respect, integrity, positive attitude, accountability, teamwork and dedication
• Assist the Local Program Coordinator where directed and serve on state/local committees as assigned
• Assist with the recruitment of Local Program Committee Members
• Become familiar with all aspects of the local Program

Year One
• Attend and help manage monthly local Program meetings
• Assist in developing annual goals and plan of action for meeting the goals
• Assist in budget planning
• Assist in recruitment of volunteers and athletes
• Serve as a link for communication between committees, directors, volunteers and athletes at the Local Program Coordinator's direction
• Lead or assist with one fundraising event
• Coordinate the development of the annual report and submit to Local Program Coordinator
• Ensure that thank you letters for donations are sent

Years Two and Three
• Work with the Public Relations Coordinator to develop/disseminate a monthly newsletter
• Assist with the development of additional fundraising
• Assist Local Program Coordinator as assigned

Years Three to Five
• Evaluate annual goals and make suggestions for continued growth of Program
• Assist with the development of sport partnerships
Internal & External Communication Plan
This section is to assist Local Program Coordinators in designing a system of communication to their constituents. Think about the groups of people that you have to communicate with during the year: athletes; parents; committee members; care providers; coaches; media; sponsors; teachers/schools; volunteers, and the list goes on and on. How often do you communicate with each group and in what format? Do you communicate a predetermined time of the year? Do they know ahead of time when your information/communication will be distributed and what information will be given? Who within your committee is assisting you with communication?

Keep in mind there are many forms of communication; ad hoc face-to-face encounters, individual phone calls, scheduled group meetings, newsletters, phone trees, Web sites, etc. Different methods are more appropriate for different kinds of information.

It is very important for the Local Program Committee to assist the Local Program Coordinator with communication. A communication plan must be developed to keep everyone informed on a regular basis within the Program. By developing a clear plan for communication, your Program will operate more smoothly, and all parties will be on the same page. Hopefully, your plan will eliminate “surprises” and everyone will be better informed!

So many times a Local Program Coordinator only has time to concentrate on the required communication to the state or national Program office. By designing a communication system devoted to engaging your constituents and then letting your committee assist with the distribution of the information, everyone in the local Program will be better informed. In addition, the Local Program Coordinator will have fewer phone calls requesting the same information over and over again. Communication is one of the keys for a successful local Program.

To develop a communication plan, you must start by creating a list of all the groups you need to communicate with on a regular basis. You need to decide what information is needed by each of the groups. Once you determine that, the next step is to determine how often to communicate and using what format. Finally, you must determine who will be responsible for the communicating and if there is a budget consideration. This communication plan should be developed with the input of the entire Local Program Committee. Your communication plan can, and will, evolve over the years. As always, it is important to start out small and then increase in volume as you go along.

Once the communication plan is finalized, an annual calendar of communication should be developed and submitted to everyone. This calendar will indicate when information will be distributed. People appreciate knowing what is going on at all times; they feel more knowledgeable, more secure and part of the team.

Examples of the methods of communication, the communication plan, and annual calendar are on the following pages.

There are several examples listed below of methods of communication.

Local Program Committee Meetings
Person Responsible: Local Program Coordinator
Time frame: Once a month. In time-urgent scenarios, the Local Program Coordinator should follow-up with the committee member every week or two. Otherwise, the Local Program Coordinator can e-mail other committee members when he/she would like an answer or wants to see how committee members are doing (and vice versa, if committee members need answers).
Attendees: Local Committee Members

Local Program Information Meetings
Person Responsible: Local Program Coordinator
Time frame: Three per year
Attendees: Athletes, Families, Coaches, Local Program Committee Members
SECTION I
Establishing & Developing a Local Program

Web site
Person Responsible: IT Manager along with the Sports Director, Fundraising Coordinator and Public Relations Coordinator (after the initial look and pertinent information are added to the Web site, the only things that are likely to change may be sport practice times; fundraising; PR events times; venues; volunteer contact information and a calendar of events). Time frame: The Web site should be updated continually to ensure that the most current information is available to all visitors to the site.

Letter Series (when e-mail is not available or appropriate)
Person Responsible: The committee member that wants information distributed
Time frame: Dependent on issues
Distribution: All constituents to which issue pertains

Newsletter
Person Responsible: Public Relations Coordinator
Time frame: Two times per year
Distribution: All constituents

School Meetings
Person Responsible: Assistant Local Program Coordinator
Time frame: Three times per year
Attendees: Teachers, Parents, Athletes

Coaches Meeting
Person Responsible: Sports Director
Time frame: Three times per year
Attendees: Coaches

Sponsor Newsletters/Mailings
Person Responsible: Fundraising and Public Relations Coordinators
Time frame: Semi-annual
Distribution: Sponsors

Press Releases
Person Responsible: Public Relations Coordinator
Time frame: As needed/monthly
Distribution: All media outlets

Other:
Information/Orientation Nights
Person Responsible: Volunteer Coordinator
Time frame: Three times per year
Attendees: New/Potential Athletes, Volunteers, Parents, Sponsors, Teachers

Public Relations/Community Awareness Events
Person Responsible: Public Relations Coordinator
Time frame: Two-three times per year
Attendees: Registered and New/Potential Athletes, Coaches, Volunteers, Parents, Media and Community Outlets
## Local Program Communication Plan

<table>
<thead>
<tr>
<th>Groups</th>
<th>Person Responsible</th>
<th>Frequency</th>
<th>Format</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>Outreach/Family Coordinator</td>
<td>Three Times</td>
<td>Mail</td>
<td>US$50</td>
</tr>
<tr>
<td>Families</td>
<td>Outreach/Family Coordinator</td>
<td>Three Times</td>
<td>Mail</td>
<td>US$50</td>
</tr>
<tr>
<td>Coaches</td>
<td>Sports Director</td>
<td>Three Times</td>
<td>E-mail</td>
<td>US$0</td>
</tr>
<tr>
<td>Teachers</td>
<td>Assistant Local Program Coordinator</td>
<td>Three Times</td>
<td>Two Mailing One Face-to-Face</td>
<td>US$0</td>
</tr>
<tr>
<td>Community Service Providers</td>
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### Local Program Communication Plan

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Volunteer Screening Policy Overview
The health and safety of all Special Olympics participants is of paramount importance to the Special Olympics movement. Participants should feel that every Special Olympics event is a safe and positive experience. To that end, Special Olympics has developed and adopted a mandatory volunteer screening policy to set certain standards for each of the U.S. Programs to follow with regard to both Class A and Class B volunteers.

Definition of Volunteer:
A volunteer is anyone who, without compensation or expectation of compensation beyond reimbursement, performs a task at the direction of and on behalf of Special Olympics. All volunteers are required to submit a Volunteer Application. Contact your state Program office for the required volunteer policy and procedures.

Classes of Volunteers
Class A: Volunteers who have regular, close contact with athletes; are in a position of authority or supervision (real or apparent); are in the position of trust of athletes; or handle substantial amounts of cash or other assets of the Program. All Class A volunteers shall be screened prior to participation in the Program. That screening may include the volunteer’s criminal, motor vehicle and sex offender history. Once screened and accepted, Class A volunteers shall be re-screened every three years.

Class B: Volunteers who only have limited contact with athletes or who have contact with athletes accompanied by coaches and chaperones.

As a Local Program Coordinator, it is very important to understand that this policy is meant to protect not only the athlete, but the volunteer. By taking steps to ensure that all of our volunteers are properly screened and re-screened and have completed all of the required trainings, you are being protected against false accusations or claims of wrongdoing in your role as a volunteer. Please know that this policy is simply meant to be another safeguard towards protecting our athletes which is a top priority of everyone in the Special Olympics family.
SECTION II
Networking for Sports
NETWORKING FOR SPORTS

This section quickly gets to the guidebook’s purpose: making connections and building networks in your community so that you and your Program volunteers can work with existing sports infrastructures rather than starting anew. In addition, strategies for increasing competitions through league play are discussed in this section.

Included are job descriptions for key volunteers within the sport infrastructure, which include:

- Sports Director
- Coordinator for Team Sports
- Coordinator for Individual Sports
- Sport Coordinator
- Coach Education Coordinator

Promoting Sport Partnerships at the Grassroots Level

“Sport Partnerships” are Special Olympics coaches or Programs partnering with established sporting, corporate, local and national organizations, as well as colleges and universities. The goal of integrating Special Olympics athletes with partner organizations is to develop relationships that will support local Programs and provide additional competition opportunities.

Think of it. The ultimate manifestation of the Special Olympics mission and a vision for the future is for Special Olympics to be part of the fabric of our local communities, just like the Boy Scouts of America, Little League and youth soccer. One way to get to that point quickly and efficiently is to partner with community organizations and utilizing their existing infrastructure to deliver our Program.

For example, why not work with the local YMCA and let them become the home for Special Olympics in your community?

Why not incorporate a Special Olympics division, or one or two Special Olympics Unified Sports® teams into an existing community softball league? We could incorporate their scheduling, existing facilities, officials, scorekeepers, public relations and so on.

What could be more win-win than a corporation that not only sponsors and provides funding to Special Olympics, but provides the volunteers and conducts the training and culminating event—all the while promoting company pride, volunteerism and company loyalty?

How about colleges and universities? They also have volunteers, facilities and equipment—all valuable to Special Olympics. A partnership can be developed with colleges and universities who provide professors with the Special Olympics North America University Curriculum that includes a service learning component. The service learning component of the curriculum provides Special Olympics with qualified, certified coaches and trained Games management personnel.

YMCA’s, the National Recreation and Park Association and other municipal organizations have a mandate to offer services to persons with disabilities. Companies want their employees happy and engaged and proud of the good citizenship of their employers. We can make it easy for them by providing the training, structure and connection to the larger Special Olympics calendar of events. We would still need to have the participants comply with Special Olympics athlete and coach registration policies, but what a great way to bring our athletes right into the center of community life! And the dream of more competitions becomes a reality. Sport partners pave the way for it to happen.
Types of Sports Partnerships:
Existing Sport Organizations (Recreation and Parks, community youth soccer, softball leagues):
• Create a division for Special Olympics
• Offer certain team slots to Special Olympics
• Advertise in their registration drives that people with intellectual disabilities are welcome, that Special Olympics is part of the league
• Use their infrastructure to recruit the coaches
• Identify the facilities and fields as part of their league sites
• Acquire the equipment
• Schedule practices and competitions
• Set up with other parents and families

Corporate Partners:
• Sponsor a sport or a season or a team
• Recruit volunteers and coaches from employee ranks—provide time off or comp days for volunteerism
• Cover costs for that sport (competitions, equipment, uniforms)
• Conduct the weekly training/practices
• Identify training and competition sites
• Provide transportation for athletes
• Sponsor and/or conduct the culminating event or tournament

Local Organizations (health clubs, church leagues or groups, service organizations):
• Sponsor a sport, season or team as a service project
• Recruit volunteers and coaches from the membership
• Develop fundraising projects to cover costs of training
• Promote the sponsorship through internal publications, Web sites
• Conduct weekly trainings
• Identify training and competition sites
• Provide transportation for athletes
• Sponsor and/or conduct the culminating event or tournament

National Organizations with local branches (YMCA, Boys & Girls Clubs of America, The ARC):
• Set aside time for training and competition at their facility in the chosen sports
• Place recruitment signage in their facilities
• Advertise in their regular publications and other community newsletters that Special Olympics is offered at their site
• Volunteers recruited through their membership, with their senior groups, or after school programs
• Host the events
• House and handle the administration and paperwork, dedicate part of a staff person, or give office space for your volunteers to use

Colleges and Universities (Special Olympics North America University Curriculum):
• Will use Special Olympics training as part of students’ coursework
• Will have students become coaches, Games management personnel and will direct some or all of their Special Olympics trainings and competitions
• Will provide facilities and equipment
• Develop future Special Olympics leaders
SECTION II
Networking for Sports

Why develop sport partnerships?

- Increased competitions for athletes at grass-roots level
- Additional game experience that leads to coach development
- Opportunity for athlete skill development
- Athlete recruitment opportunities
- Enriched divisioning
- Additional access to equipment, facilities, uniforms
- Community awareness and social integration
- Volunteer recruitment and Special Olympics education opportunities
- Opportunity for Special Olympics athletes to change perception of their abilities
- Exchange of ideas, know-how and training techniques
- Additional funding opportunities

Key elements of good partnerships:

- Research the organization first: What are their core values, mandates, areas of interest or focus? What do they already do for our population, who are their other partners?
- Developmental approach: They don’t have to agree to do it all the first year—but relationships start somewhere. Find the piece that appeals to them and build a plan.
- Cultivation and nurturing: Invite them to other events, seek opportunities for appropriate representatives to serve on other committees and Boards, make them feel a part of the Special Olympics family.
- Make the ask: People give when asked, and rarely give when not.
- Good communication: Keep them on all mailing lists, invite them to meetings, keep them informed.
- Continual Special Olympics education and training provided: Remember that there is a high level of turnover in many organizations—education and Special Olympics training is a regular ongoing part of any partnership
- Recognition: Thanks, random contact and communication, as well as annual awards and plaques

In every community, Sport Partners can bridge the gap. There are people and organizations enthusiastic about sports and competition that also have the infrastructure to support a local Special Olympics Program. Given the opportunity to develop a relationship with our athletes, Sport Partners can become very good friends and the key to greater Special Olympics opportunity.

Forming Leagues

League play means high-energy competition among players who love their sport. From those tightly structured to others loosely organized, leagues of every kind pepper the community sports landscape. Pounding the basketball, driving the fairway, toppling the pins—it is here that amateur athletes of all ages and abilities revel in the opportunity to compete—for the sheer joy of playing as well as to socialize, gain fitness and improve skill.

So it is with Special Olympics athletes. The training payoff is in the competition where performance is tested and athletes stretch to their potential. But all too often, their opportunities to compete are limited to Special Olympics events. When competition is both a measure of progress and a means to success, athletes need more—and league play can be the answer.

What Exactly is a League?

Leagues are an association of sports teams or individuals that compete with one another. Some are sophisticated in their structure, others are simple pickup games. With a little creative organization, they all have the potential to expand Special Olympics competition opportunities.

Win-Win Results

Why bother forming a Special Olympics league? Because league play for Special Olympics athletes makes the most of community resources, and ultimately makes the most of a community. Athletes benefit from more chances to compete while friends and neighbors gain understanding and acceptance.
Three Models of League Play

High Performance League
• Four or more teams
• Ten or more participants for individuals sports
• Teams are aligned by ability, age and gender like any Special Olympics competition
• Teams are close geographically
• The league often concludes with a season-ending tournament

Low Maintenance League
1. Activity usually limited to scrimmages that are arranged by head coaches:
   • Inter-squad
   • Against other Special Olympics teams
   • Against other non-Special Olympics teams
   • Against volunteer groups such as police or fire department, teachers, etc.
2. Important to determine the purpose of the scrimmage
   • Preparation for competition
   • Review game situations
   • Provide a game-like atmosphere
   • Take advantage of teachable moments, if coaches agree
3. Critical aspects of the scrimmage include:
   • Competitive atmosphere
   • Real-game situations (substitutions)
   • Officials
   • Invite spectators
   • Keep score and time
   • Call timeouts
   • Have halftime or quarters

No Maintenance League
• Pickup games
• Site, date and time informally selected; supervisor may not be needed
• May or may not need to reserve the site
• Players and coaches bring their own equipment
• Promotion includes simple advance communication to head coaches and parents

Guidelines for the Sport Coordinator Who Organizes League Play
Whether a high performance, low or no maintenance league, most successful league play will require attention to the following steps:
1. Checking It Out: Identify athletes/teams who have an interest and would benefit most from a league in their area by:
   • Designating pockets of population
   • Identifying all athletes/teams within a radius of a one-hour drive
   • Contacting athletes/teams with an invitation to get involved.
2. Competition: Identify competition needs.
   • Find appropriate facilities for specified number of athletes/teams with water, restrooms, proximity to restaurants, etc.
   • Check out availability of competition equipment such as time clocks, lined fields, etc.
   • Determine how athletes/teams will be transported to the competition site(s).
   • Determine how to ensure equitable competition according to ability levels.
3. **Sites**: Establish options for site(s) usage:
   - Each team hosts one competition.
   - A centrally located site hosts all league competitions.
   - Contact local sports professionals, such as PGA golf pros, who help arrange use of site(s) and equipment, and who get involved in staging the play.

4. **Team Liaisons**: Identify, recruit and orient/train key contacts within each team who serve as team liaisons and on-site competition coordinators. With their assistance:
   - Deliver information to teams, including coaches, athletes, parents/providers.
   - Identify and recruit a Competition Management Committee composed of an on-site coordinator, officials, score operator, timekeeper and medical services.

5. **Scheduling**: Work with site coordinators to develop a schedule.
   - Confirm the schedule with coordinators as needed.

6. **Officials**: Identify an officials' liaison who will recruit, train and communicate with officials.
   - Contact the liaison about competition dates.
   - Confirm officials for each competition.

7. **Communication**: Develop a communication plan that is shared at the start of the season.
   - Identify a phone number or make e-mail contact to provide information about schedule changes due to weather or other last-minute needs.
   - Develop a phone tree messaging system among athletes/teams.

8. **Results**: Post results after each competition.
   - Send by e-mail to team liaison who forwards to athletes/teams.
   - Post results on Web sites.

9. **Evaluation**: Evaluate the season with input from all constituents.
   - Acknowledge what went well.
   - Identify the challenges.
   - Develop solutions and improvements for the next season.

**Association with Existing Leagues**
Special Olympics teams or athletes can also enjoy the advantage of associating with existing leagues. The organizational guidelines noted above are similar. The infrastructure of the existing league, however, provides important components that elevate the league play experience for Special Olympics athletes.

**Advantages**
Obvious advantages include the use of existing facilities, equipment and scheduling. A Special Olympics team aligned with an existing basketball league, for instance, would enjoy access to court time—an otherwise challenging issue in many communities. Many other benefits are possible too, for both the Special Olympics team and the league members:
- Special Olympics activity is promoted in the organization’s newsletters and Web site.
- League players are motivated to volunteer for Special Olympics as coaches or in other roles.
- Special Olympics Unified Sports® partnerships develop between Special Olympics athletes and league players.
- As a community service effort, the league or organization sponsors a Special Olympics team—organizing, coaching, fundraising.

Examples of existing leagues and organizations:
- Recreation and Parks Leagues; YMCA Leagues; Community Centers
- Community Tennis Centers; Community Aquatics Center
- Bowling Leagues; Municipal Golf Leagues
- 4H Clubs; Ski Clubs; Gymnastics Clubs
- Cycling Clubs; Runners Clubs
- Volleyball Leagues—USVBA
- Floor Hockey with Police and Fire Department
Other Sport Resources
Posted on KMS:
Training Director Manual
http://kms.specialolympics.org/Special+Olympics+KMS+Portal/English/Around_The_World/North_America/Region+Specific+Resources/Coach_Development/Training+Director+Manual+06.09.2005.htm

Posted on Special Olympics Web site: www.specialolympics.org are:
Quick Start Coaching Guides
Summer and Winter Rules
Unified Sports® Handbook and DVD

Sport Committee
The development of sports in the local Program needs an infrastructure for support and growth. Ideally, you will start out with a Sports Director to oversee sports within the local Program. The Sports Director is responsible for developing and implementing quality competition. As your Program grows, the Sports Director should be building a support team, and has two ways to move forward.

One way is to divide the sport program into team and individual sports and secure an individual to lead each of these areas; these would be a Coordinator for Team Sports (CTS) and a Coordinator for Individual Sports (CIS). These individuals need to create a plan with the Sports Director to focus on growing one or two sports per year. The CTS and the CIS will then secure other individuals to lead each sport (Sport Coordinators). The Sport Coordinator is responsible for implementing and developing a specific sport throughout the local Program.

The second way is for the Sports Director to secure a specific individual (i.e., Basketball Sport Coordinator) to lead a particular sport that the Sports Director/local Program wants developed. In this case, the Sports Director will not secure a CTS or a CIS, but will develop specific sports separately.

The primary factor in determining whether the Sports Director chooses the first way or the second way of developing the Program is the predicted size of the sports program in the first few years. A smaller Program may choose to only secure Sport Coordinators, while a larger Program may choose to secure the CTS and CIS and then secure specific Sport Coordinators.

Another critical volunteer within the development of sports is the Coach Education Coordinator. The Coach Education Coordinator is responsible for the development of athlete and coach training within the local Program. This position will work closely with the Sports Director in meeting all accreditation and coach certification standards.

Once again, the local Program will determine its own support needs as its Program expands over time. The Local Program Coordinator and Local Program Committee will need to determine which key leadership positions to implement and in what order. Job descriptions and responsibilities for the Sports Director, Coordinator for Team Sports, Coordinator for Individual Sports, Sport Coordinator, and Coach Education Coordinator are detailed in the following pages.
SECTION II
Networking for Sports

Sports Director
The Sports Director is responsible for assessing the needs for competition and for developing and implementing quality competition throughout the local Program.

Primary Responsibilities
• Recruit Sport Coordinators to organize and administer Games/tournaments in each sport
• Ensure that Games/tournaments follow all competition guidelines as outlined in the Special Olympics Sports Rules (which are based on International Sports Federations and National Governing Bodies rules). These can be found on the Special Olympics Web site at: www.specialolympics.org/Special+Olympics+Public+Website/English/Coach/Sports_Rules/default.htm.
• Ensure that Games training is taking place for volunteers prior to events
• Ensure that awards ceremonies for athletes are meaningful and dignified
• Attend general monthly meetings with management team coordinators

Partners in Your Community
As you get organized to accomplish the strategies below, consider the wealth of community talent available to partner with you. Local recreation departments and youth sports organizations may already have leagues for competition opportunities. YMCA and YWCA also offer additional sport opportunities. (See sport partnerships on page 25).

Year One
• Assess competition needs of local Program
• Ensure that training/competition follow Special Olympics Sports Rules, as well as guidelines outlined in the Special Olympics Summer/Winter Sports Rules
• Conduct training as needed
• Observation of risk management guidelines
• Facilitate volunteer screening as required by Special Olympics policy

Years Two and Three
• Work with Volunteer Coordinator to recruit sport coordinators to organize and administer Games/tournaments in each sport
• Train Sport Coordinators and review responsibilities
• Recruit Coach Education Coordinator
• Implement coach education certification program

Years Three to Five
• Review and continue development of coach education plan with the Coach Education Coordinator
• Recruit and train additional Sport Coordinators
Coordinator for Team Sports (CTS)
The Coordinator for Team Sports (CTS) is responsible for developing, organizing and leading team sports for the local Program. The CTS shall work in conjunction with the Sports Director for purposes of training and for local, area and state competitions.

Primary Responsibilities
• Conduct sport/season-specific meetings prior to the start of each season
• Determine what sports and events will be offered and how many athletes will participate
• The CTS visits each training site during the course of a season
• Assist in the preparation of coaches/sport-specific packets prior to training
• Make certain that all necessary equipment is available and prepare a detailed equipment checklist
• Coordinate training times and facilities
• Ensure that medical kits and information are available at each practice and competition
• Establish procedures for recording attendance, scratches or correcting errors in division assignments
• Review and determine the specific rules that will be followed for the specific sports

Partners in Your Community
Once you feel comfortable with your coaches and the sports that you are offering in your area, the next step is to identify and connect with possible local sports partners. Your partnership(s) should not be limited to competition and training, but for facility usage, volunteers, officials, etc. Examples of potential partners for a sport relationship may include: local sports associations and local sport-specific camps (soccer, softball, etc.); Boys & Girls Clubs of America; YMCA; park and recreation leagues; youth and senior leagues; and In almost every instance, the opportunity for the development of Special Olympics Unified Sports® partnerships exists.

Year One
• Identify local priorities (sports for the year, seminars, weekends, etc.)
• Create sport plan with Sports Director
• Develop a season calendar listing practices and competition dates and times
• Review equipment needs and secure equipment
• Create uniform and equipment distribution process
• Develop an e-mail distribution list for all athletes and volunteers
• Work with Sports Director to complete forms for participation in state competition

Years Two and Three
• Recruit a Sport Coordinator to lead a team sport
• Identify priorities (major focus outside local Programs—examples: area, state, regional)
• Coordinate local and/or area sport-specific trainings
• Offer a sport camp or assist athletes towards mainstream camps/events
• Develop Unified Sports® partnerships (partner play—basketball, soccer, etc)

Years Three to Five
• Recruit two additional Sport Coordinators for team sports
• Develop league play
• Assist in developing local tournaments with Sports Director
Coordinator for Individual Sports (CIS)
The Coordinator for Individual Sports (CIS) is responsible for developing, organizing and leading individual sports for the local Program. The CIS shall work in conjunction with the Sports Director for purposes of training and local, area and state competitions.

Primary Responsibilities
• Conduct sport/season-specific meetings prior to the start of each season
• Determine what sports and events will be offered and how many athletes will participate
• The CIS visits each training site during the season
• Assist in the preparation of coaches/sport-specific packets prior to training
• Make certain that all necessary equipment is available and prepare a detailed equipment checklist
• Coordinate training times and facilities
• Ensure medical kits and information are available at each practice and competition
• Establish procedures for recording attendance, scratches or correcting errors in division assignment
• Review and determine the specific rules that will be followed for the sport

Partners in Your Community
Once you feel comfortable with your coaches and the sports that you are offering in your area, the next step is to identify and connect with possible sports partners in your area. Your partnership(s) should not be limited to competition and training, but for facility usage, volunteers, officials, etc. Examples of potential partners for a sport relationship may include: local sports associations and local sport-specific camps (soccer, softball, etc.); Boys & Girls Clubs of America; YMCA; park and recreation leagues; youth and senior leagues; and in almost every instance, the opportunity for the development of Unified Sports® partnerships exists.

Year One
• Identify local priorities (sports for the year, seminars, weekends, etc.)
• Create sport plan with Sports Director
• Develop a season calendar listing practices and competition dates and times
• Review equipment needs and secure equipment
• Create uniform and equipment distribution process
• Develop an e-mail distribution list for all athletes and volunteers
• Work with Sports Director to complete forms for participation in state competition

Years Two and Three
• Recruit a Sport Coordinator to lead an individual sport
• Identify priorities (major focus outside local Programs—examples: area, state, regional)
• Coordinate local and/or area sport-specific trainings
• Offer a sport camp or assist athletes towards mainstream camps/events
• Develop Unified Sports® partnerships (partner play—basketball, soccer, etc)

Years Three to Five
• Recruit two additional Sport Coordinators for individual sports
• Develop league play
• Assist in developing local tournaments with Sports Director
Sport Coordinator
The Sport Coordinator is responsible for developing and implementing a program of quality competition in a specific sport throughout the local Program.

Primary Responsibilities
• Acquire Games/tournament facilities and work with the Local Program Coordinator on any contracts
• Work with the Volunteer Coordinator to recruit certified and experienced volunteer officials and scorekeepers
• Serve on Games/tournament rule committees
• Attend an event director's or Games management training school
• Ensure that sports-specific equipment is being used in all sports
• Ensure that the area’s team/individual uniforms are appropriate and comply with competition rules with the use of numbers and logos
• Facilitate communication between head coaches and the Local Program Coordinator

Partners in Your Community
As you get organized to accomplish the strategies below, consider the wealth of community talent available to partner with you. For example, local recreation departments and youth sports groups may already have leagues with which you can partner. Local high school athletic teams may be looking for a community service project. Corporations may also have volunteer programs with which you can partner. Companies such as General Motors Corporation, Ford Motor Company and DaimlerChrysler all have volunteer opportunities for their employees. These companies and corporations may be able to provide you with coaches and/or volunteers.

Year One
• Conduct a pre-season coaches meeting to go over mission, Program specifics, coaching responsibilities, sports rules, practice dates, times, etc.
• Work with head coaches to ensure proper facilities, uniforms, equipment and supplies
• Ensure that all head coaches are working with the Medical Systems Coordinator in getting copies of the Athlete Participation Forms (medicals)
• Ensure that training/competition follow Special Olympics Sports Rules, as well as guidelines outlined in the Special Olympics Summer/Winter Sports Rules
• Ensure that the head coach for each team fulfills his/her responsibilities

Years Two and Three
• Work with the Sports Director and Volunteer Coordinator to recruit well trained/experienced volunteer officials and scorekeepers
• Offer training for coaches as needed
• Assist with coach recruitment and training as needed

Years Three to Five
• Establish league play for an individual sport
• Solicit possible partnership and/or sponsorship for an individual sport
Coach Education Coordinator

The Coach Education Coordinator is responsible for the development of all athlete and coach training through the use of sound management principles.

Primary Responsibilities

• Ensure adherence to the policies and procedures of the Coach Education System
• Ensure that a training plan is developed and implemented, and that training opportunities are expanded annually
• Coordinate budget needs and requests with the Local Program Coordinator and/or Sports Director
• Attend a coach education instructor training session (if possible) and/or obtain the Training Director Manual from your Program headquarters
• Organize and conduct approved training schools for coach certification and continuing education certification within the local Program
• Develop and maintain sports training programs for coaches and officials, including updates on rule changes and training techniques
• Ensure that the Special Olympics rules are taught and utilized
• Act as a resource to the local Program for training schools and other coach education courses, including courses offered online through the American Sport Education Program

Partners in Your Community

Communities both small and large have talented individuals that may be of assistance to coach education and coach recruitment. For example: local coach associations can assist you by serving as clinicians or making recommendations, high school or college students involved in computer classes can assist you with database management for keeping track of coach certifications, Retired Senior Volunteer Program (RSVP) may be able to provide you with retired coaches who are willing to assist with coach education. In addition, RSVP or a similar organization may be able to provide an individual who will focus on creative and consistent ways to recognize coaches.

Year One

• Communicate training expectations to coaches, Sport Coordinators and Local Program Coordinator
• Ensure all coaches and assistant coaches are registered volunteers
• Ensure that the local Program meets all accreditation and coach certification standards
• Distribute coach guides and sport rules as needed to coaches during training schools
• Identify where in your state Program your coaches can go to attend training in order to become certified and conduct training schools

Years Two and Three

• Attend a training to become a Coach Education Instructor, or obtain the Training Director Manual from your state Program headquarters
• Facilitate a skills course for coaches needing certification
• Ensure that coaches are receiving recognition

Years Three to Five

• Identify continuing education opportunities your coaches can attend, and/or encourage them to participate in continuing education that is available online
• Develop a Coach Hall of Fame for local Program

Coach recruitment is an essential element to athlete growth and retention. Recruiting new coaches can be the most time consuming responsibility for local Programs. There never seems to be a shortage of athletes looking to compete, but where do you find quality volunteers to provide them with the sports knowledge necessary to succeed?
The table below lists some strategies or avenues available for recruiting coaches through a variety of programs. Under each program heading there are suggested groups or organizations that may be sources of coaches. You will find that some strategies or avenues are available in many or all of these areas.

<table>
<thead>
<tr>
<th>School Program</th>
<th>Park &amp; Recreation Program</th>
<th>Adult Program</th>
<th>Urban Program</th>
<th>Rural Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Associations</td>
<td>State Park Recreation Department Executive Director</td>
<td>Sports Federations</td>
<td>Community Bulletin Boards</td>
<td>Community Bulletin Boards</td>
</tr>
<tr>
<td>PTA</td>
<td>Bulletin Boards</td>
<td>National Governing Body Officials</td>
<td>Local police, fire and rescue departments</td>
<td>Local police, fire and rescue departments</td>
</tr>
<tr>
<td>Education Service Center</td>
<td>Magazine</td>
<td>Church</td>
<td>Church</td>
<td>Church</td>
</tr>
<tr>
<td>Personal Contact</td>
<td>Personal Contact</td>
<td>Personal Contact</td>
<td>Personal Contact</td>
<td>Personal Contact</td>
</tr>
<tr>
<td>Sports Departments</td>
<td>Park and Recreation Conferences</td>
<td>Newspaper</td>
<td>Newspaper</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Special Education Department</td>
<td>Park and Recreation Newsletter or Bulletin</td>
<td>Community Bulletin Boards</td>
<td>Senior Citizens</td>
<td>Senior Citizens</td>
</tr>
<tr>
<td>Colleges</td>
<td>Adult Rec. League Participants</td>
<td>Sports Conferences</td>
<td>Civic/Service Organizations</td>
<td>Adult Rec. League Participants</td>
</tr>
<tr>
<td>High School Athletes</td>
<td>State Special Olympics Web site</td>
<td>Local Health Clubs/YMCA/YWCA</td>
<td>Colleges</td>
<td>Colleges</td>
</tr>
<tr>
<td>Sports Federations</td>
<td>Retired Professionals Associations</td>
<td>Local Health Clubs/YMCA/YWCA</td>
<td>Local Health Clubs/YMCA/YWCA</td>
<td>Local Health Clubs/YMCA/YWCA</td>
</tr>
<tr>
<td>Retired Teachers’ Associations</td>
<td>Community Education Bulletins</td>
<td>Retired Professionals Associations</td>
<td>Community Education Bulletins</td>
<td>Community Education Bulletins</td>
</tr>
<tr>
<td>State Special Olympics Web site</td>
<td>Civic/Service Organizations</td>
<td>Financial Supporters (Donors, Sponsors)</td>
<td>Financial Supporters (Donors, Sponsors)</td>
<td>Financial Supporters (Donors, Sponsors)</td>
</tr>
<tr>
<td>Day-of-Event volunteers</td>
<td>Group Home Staff</td>
<td>Board of Directors</td>
<td>Board of Directors</td>
<td>Board of Directors</td>
</tr>
<tr>
<td>ARC Chapters</td>
<td>Adult Rec. League participants</td>
<td>High School Athletes</td>
<td>High School Athletes</td>
<td>High School Athletes</td>
</tr>
<tr>
<td>Youth League Coaches</td>
<td>Board of Directors</td>
<td>Corporate Partner Newsletters or Web sites</td>
<td>Corporate Partner Newsletters or Web sites</td>
<td>Corporate Partner Newsletters or Web sites</td>
</tr>
<tr>
<td>Adult Rec. League Participants</td>
<td>State Special Olympics Web site</td>
<td>State Special Olympics Web site</td>
<td>State Special Olympics Web site</td>
<td>State Special Olympics Web site</td>
</tr>
<tr>
<td>Corporate Partner Newsletters or Web sites</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
</tr>
<tr>
<td>Sports/Recreation Venues</td>
<td>State Special Olympics Web site</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
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<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
<td>Corporate volunteer fairs</td>
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</tbody>
</table>
Building infrastructure systems for coach recruitment is one key for local Program growth. One system is the Special Olympics North America University Curriculum. Implementing the Special Olympics North America University Curriculum generates certified coaches and trained volunteers for competitions. In addition, local Programs may benefit from the colleges/universities providing free facility usage and/or equipment, along with possible funding. Listed below is an executive summary as well as goals for the Special Olympics North America University Curriculum. The complete Special Olympics North America University Curriculum and the Program Guide is available on KMS.

Special Olympics North America University Curriculum

Universities have always been integral members of the Special Olympics family. Many of the early Special Olympics Programs were joint ventures of service-oriented adaptive physical education and special education faculty and insightful Special Olympics area management staff. In fact, a number of Special Olympics state offices and state Games are still housed on university campuses. Through the Special Olympics North America University Curriculum, universities play a renewed role in assistance with the training of coaches and sport managers while gaining invaluable field experience opportunities for their students. A jointly sponsored coach education and sport management training program maximizes the human and material resources of sponsoring agencies to stimulate growth, interest and understanding of Special Olympics and coaching or sport management in general.

The curriculum suggests a unique partnership between established university curricula in the areas of physical education, recreation, sport management and community-centered Special Olympics training and area management structures.

Goals of the Special Olympics North America University Curriculum

- Identify and articulate the essential elements of effective Special Olympics coaching and Games management through stated standards and competencies.
- Adhere to established content and procedures identified in meeting Level II accreditation by the National Council for the Accreditation of Coaching Education.
- Facilitate Special Olympics’ growth goals through the recruitment and training of new coaches.
- Empower local areas to meet established coaching certification mandates. All new Special Olympics coaches are to be certified within four years of participation.
- Assist universities in providing information and meaningful practical experiences with special populations to coaches and sport management personnel.
- Offer an economic and efficient way to generate service-learning initiatives in the university curriculum.
- Broaden the scope of field experience and internship placements for coaching education and sport management programs.

http://kms.specialolympics.org/Special+Olympics+KMS+Portal/English/Around_The_World/North_America/Region+Specific+Resources/Coach_Development/default.htm
**Recruiting Coaches:** Programs can develop a network for recruitment of volunteers by following the charts below. There is a column listed below for you to indicate your sport and answer the questions for that sport.

**Sport Specific: Golf example**

<table>
<thead>
<tr>
<th>Look for…</th>
<th>Golf Example</th>
<th>List Your Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the best at this sport?</td>
<td>Golf Professional (LPGA/PGA)</td>
<td></td>
</tr>
<tr>
<td>Who has access to facilities?</td>
<td>Golf course management</td>
<td></td>
</tr>
<tr>
<td>Who enjoys and knows the sport?</td>
<td>Golf club members</td>
<td></td>
</tr>
<tr>
<td>Who knows who ALL the people are that know and enjoy the sport?</td>
<td>Local, state, national golf associations</td>
<td></td>
</tr>
<tr>
<td>Who has access to public relations to help recruit coaches?</td>
<td>Golf sports writers</td>
<td></td>
</tr>
<tr>
<td>Who do you enjoy playing this sport with?</td>
<td>Your golfing buddies</td>
<td></td>
</tr>
</tbody>
</table>

**Non Sport Specific**

<table>
<thead>
<tr>
<th>Look For…</th>
<th>Example List Your Sport</th>
<th>List Your Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do people who like sports congregate?</td>
<td>Parks and recreation department</td>
<td></td>
</tr>
<tr>
<td>Where might you find energetic sports volunteers?</td>
<td>High schools, colleges</td>
<td></td>
</tr>
<tr>
<td>Who has the most invested in having a team?</td>
<td>Athletes and families</td>
<td></td>
</tr>
<tr>
<td>Where might you find people who have coached Special Olympics before?</td>
<td>Existing Special Olympics Programs</td>
<td></td>
</tr>
<tr>
<td>Who might be a help with special populations sports?</td>
<td>Physical/recreational therapists</td>
<td></td>
</tr>
<tr>
<td>Where do you find large numbers of volunteer-minded people?</td>
<td>Fraternal and civic organizations</td>
<td></td>
</tr>
<tr>
<td>Where do you find people who are interested in coaching?</td>
<td>Sport community in general</td>
<td></td>
</tr>
<tr>
<td>Who is motivated to volunteer?</td>
<td>Church groups</td>
<td></td>
</tr>
<tr>
<td>Who might need to do community service?</td>
<td>High school students</td>
<td></td>
</tr>
<tr>
<td>Who do you enjoy working with?</td>
<td>Your own family and friends</td>
<td></td>
</tr>
</tbody>
</table>
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

This long-standing Saturday bowling league for adults with intellectual disabilities was originally started by the Yellowstone Valley ARC. The league was conducted on Saturday mornings in two shifts on 12 lanes from 1 October–15 April of each year to provide recreation, team development and spirit, and personal sporting achievement. In the early days, about 30 bowlers participated. The league currently involves 90 bowlers from group homes and independent living and family environments. The program provides training for bowlers who compete in area and state Special Olympics bowling events.

2. What worked well? Why? What were the project’s key success measures?

Bowling as a sport can be adapted for wheelchairs, ramps and all abilities and provides quick gratification as the pins tumble so that participants are enthusiastic and committed to the league. Group homes and agencies have supported the concept as a recreational event and readily supply staff (included in the volunteer number above) for the league. Center Lanes in Billings, Montana, has dedicated space and charges nominal fees for the bowlers; the owners and staff provide instruction as well. Networks, relationships and hospitality build quickly between families, staff and volunteers with the frequency of the league and the relaxed nature of a bowling environment.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Accessibility for wheelchairs, especially the weighty electric chairs, is a challenge. The manual chairs can be lifted onto bowling lanes that may otherwise be inaccessible, but that is very difficult with electric chairs. Many bowling facilities are tightly booked with other league and tournament play, and are unwilling to schedule time for bowlers with disabilities. Transportation to and from the event from group homes, independent living settings, etc., is a challenge.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

Ramps were built to make lanes accessible for wheelchairs and specific times were set for those bowlers. Bowlers at the designated facility were willing to be flexible with their start times and annual tournament times to accommodate our league. Funding is available from private foundations for league costs. If transportation is needed, cab fare is available.

5. In your experience and considering your expertise, why do you think these tactics worked?

Families are kept informed of, and share in, the success of the league, and supported living and group homes are highly supportive. Not only do bowlers gain independence, but they’re motivated to stay involved because they are part of a team, and because team captains keep motivation high.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Our budget is currently negligible. In the early days, a US$30 weekly stipend was paid to the organizers from a private foundation intended for this purpose. One of those organizers continues to be involved and chooses not to receive the stipend at this time. Bowlers pay reduced rates for bowling and are provided shoe rental free of charge as a gift from the bowling facility.

7. What are the next steps you plan to undertake?

Current space restrains expansion so that only five-six additional bowlers can be added to this model. To expand further would require use of another facility, which is currently not a possibility.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Contact: Beverly Owens
602 18th St. SW
Billings, MT  59102
(406) 652–5510
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

This event is the Upper Peninsula’s District Basketball Tournament. Our goal is to provide a safe, fair and competitive competition for all athletes across the Upper Peninsula.

2. What worked well? Why? What were the project's key success measures?

The tournament works well on all levels because of the dedicated volunteers who run it. The Kiwanis recruit the event volunteers and many have helped for several years. We also have the cooperation of the local referee association and all refs donate their professional services. We measure our success on good, close games (meaning divisioning) and how many teams participate every year (this number has grown every year). We also seek feedback from coaches and players to help us continue to improve.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

In the first few years it was difficult to predict how many athletes we would be serving and thus plan for meals, hotel rooms and other logistics. The volunteer aspect of the competition was never a problem as we had the Kiwanis on board from day one and they had all the volunteers we needed right from the start.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

The first years had early deadlines for registration so we could make sure to get hotel accommodations and plan for meals in good time. We also spent a lot of time on the telephone to coaches and Area Directors to determine how many athletes would be participating from each area and their skill levels. Communication was key—getting info about the event out in good time to all the areas and then asking for an early deadline.
5. In your experience and considering your expertise, why do you think these tactics worked?

Good communication with the folks you're trying to attract to your event is key. The more details you can have in place before you send out your initial invitation to the event, the better off you will be. Good communication and training of your volunteers before the event also pays big dividends. Let everyone know what to expect and what you expect of them and you avoid a lot of surprises on event day.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The overall budget was US$6,925 with key categories being lodging, meals, ceremonies/special events and awards.

7. What are the next steps you plan to undertake?

We are continually working to provide the best competition we can for all the athletes. We also like the event as a whole to be a true Olympic-type experience. To that end we are working to improve the events that surround the basketball competition itself. We are always looking to provide new and beneficial special events for the athletes.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Becky Carey: (906) 356–6164, or e-mail somiarea1@direcway.com.
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goal is to develop a partnership with Slippery Rock University that would increase the number of qualified/certified coaches within our local Program and provide new opportunities for athletes. Slippery Rock University taught the Special Olympics Coach Education System and the Games management course. College students became certified coaches and provided additional competitions for our athletes. This was a positive experience for the college students and provided our Program with improved coach performance, as well as additional competitions.

2. What worked well? Why? What were the project's key success measures?

   The partnership resulted in quality athlete growth; new sports were added to our local Program which served new athletes, who were coached by certified/qualified individuals. A partnership between the university and the local Program served 200 children and adults with disabilities each week. College students worked close to 70 hours with athletes and a new soccer and swim team were developed.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Transportation; facilities; college school schedules may not coincide with the local Program's sport schedule; communication between college students and local coaches.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   Keep open lines of communication; keep an active and up-to-date sports schedule; keep university contact person informed of any changes and assist in securing facilities.
5. In your experience and considering your expertise, why do you think these tactics worked?

   We coordinated a working relationship between the university contact and the local Program representative, as well as established written achievable goals to get the program started.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

   We spent US$3,000 which covered the cost of facilities and a criminal record background check for volunteers.

7. What are the next steps you plan to undertake?

   Continue to grow our partnership with the university by adding more sport opportunities for our athletes (equestrian and gymnastics programs; coaching and team development at the university). We’re in the process of writing two grant requests to assist with facilities, coach training, uniforms and trips.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

   Mary Pitzer
   Manager
   Special Olympics Pennsylvania—Butler County
   223 Covert Road
   Slippery Rock, PA 16057
   (724) 738–1477
   (724) 738–0126 (fax)
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The Child Protection Center, Inc., has teamed up with Special Olympics Florida—Sarasota County to present a Behavior and Protection Workshop Seminar. The seminar is tailored for our athletes to explain how they should act in accordance with the Special Olympics Athlete's Code of Conduct, which includes proper conduct on trips and at competitions, and how to avoid certain compromising situations that involve safety.

2. What worked well? Why? What were the project's key success measures?

The program involved role play with the athletes interacting with the Child Protection Staff, and the athletes seemed to comprehend the information. With the help of Special Olympics Sarasota County staff, the Child Protection Center created a presentation that was interesting for the athletes and allowed family members the ability to reinforce the information that was presented. More than 50 percent of the athletes involved approached the presenters and remarked on one or more of the pieces of subject matter in a manner that would suggest that the information was retained and hopefully will be used in the future. Another factor in the event's success was the immediate response from attending volunteers, family, members, caretakers and coaches about the importance of the subject matter and the positive impact it had on the athletes in attendance.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Distribution of information to all athletes and how to stress the importance of the information. The location of the seminar was important as well.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

We relied on a massive distribution of flyers, posted information in a newsletter and informed the coaches and hands-on volunteers of the importance of the project so that it created a positive environment for participation.

5. In your experience and considering your expertise, why do you think these tactics worked?

To be determined. We have so far offered two sessions, asking that the athletes only attend one. In addition, we offered sessions in two different geographic locations for convenience. We believe that more than 85 percent of the athletes received the information and hope that the remainder can be reached with one more massive flyer campaign. So far 20 percent of our athletes have attended a session. We intend to offer the workshop/seminar one more time in 2005, with a goal of reaching 150 more athletes.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

We didn’t have a budget.

7. What are the next steps you plan to undertake?

Secure partnership and dates for 2006, as well as gain the support of family members, schools, agencies and volunteers to help pass the word on to athletes that have little or no support system outside of Special Olympics.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Contact: Nancy Raney at (941) 412–0402, Special Olympics Florida—Sarasota County, or Hal Hedley (941) 365–1277 Executive Director, Child Protection Center, Inc.
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goals are: to provide athletes with quality coaches; to raise the awareness of Special Olympics throughout the local Program’s area; to gain access to practice facilities; and to gain resources for finding sport-knowledgeable coaches.

2. What worked well? Why? What were the project’s key success measures?

   All of the above has been achieved through this affiliation. The reason it has worked so well is because there is one individual within the Missouri High School Basketball Coaches’ Association (past president of the organization) who was asked to get involved as a volunteer. He saw unlimited possibilities for involvement that would benefit both groups (Special Olympics and the Coaches’ Association) and moved the entire project forward in cooperation with Special Olympics Missouri representatives.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Convincing other coaches within the Missouri High School Basketball Coaches’ Association to get involved as clinicians for skills courses. It was also hard to get them to act as liaisons to secure opportunities for Special Olympics athletes to play during halftime of high school basketball games.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   The President of the Association made presentations at Coach Association meetings and made personal requests of fellow coaches to serve as clinicians for skills courses. He also encouraged them (primarily by example) to provide opportunities for Special Olympics athletes to play at halftime during high school basketball games, and encouraged coaches to assist local Special Olympics Programs to find practice facilities.
5. In your experience and considering your expertise, why do you think these tactics worked?

These tactics worked because the coaches in the Association were approached by a peer, and they were asked personally, as well as collectively through the presentations.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

No expenses incurred. This project is designed to cut costs by providing in-kind facilities and it was successful in that goal.

7. What are the next steps you plan to undertake?

Continue to increase Coach Association involvement in additional areas of the state. This will be done with the assistance of coaches currently involved.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Susan Schaeffer
Special Olympics Missouri
(573) 635–1660 or shaffer@somo.org

David Fox
High School Basketball Coaches Association
david.fox@jcps.k12.mo.us.
Bocce League at Local Recreation Center
Program Name: North Carolina
Sub-Program (Area) Name: Piedmont Triad
Local Program Name: Guilford/Greensboro

Local Program Key Facts:
Year established: 1968
Current number of athletes: 1,000
Change from the previous year (athletes): same
Current number of coaches: 30
Number of sports offered by the local Program: 20
Number of local Program competitions: 12
Total annual local Program budget: US$30,000
Number of Local Program Committee members: 10

Project Key Facts:
Year project launched: 2006
Number of volunteers currently involved in project implementation: 10
Project's total annual budget (current): 500 (Law Enforcement Torch Run® grant)
Number of athletes served: 50

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goal is to establish/develop a bocce league at the local recreation center. The league will be for eight weeks with competitions once a week. There will be a tournament at the end of the end weeks using scores from league play for divisioning. Unified Sports® competition will be part of the league play and tournament.

2. What worked well? Why? What were the project's key success measures?

   Success: athlete growth, increased competitions, increased Games management Involvement, and we secured additional bocce courts.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Funding for future years.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   Develop a plan with the Bocce Games management to determine possible funding.

5. In your experience and considering your expertise, why do you think these tactics worked?

   Once you have a plan, all you have to do is execute.
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Budget is US$500 and we received money through a grant.

7. What are the next steps you plan to undertake?

To further develop the league; get more athletes involved and grow Unified Sports® resulting in increased visibility.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Charyl Clark
Director of Special Olympics North Carolina—Guilford/Greensboro
3409-B West Wendover Avenue
Greensboro, NC 27407
(336) 544–0578
Local Program Project Description

1. Briefly describe the goals of the event, activity or program. (I will be writing about our entire Program not just one specific sport.)

   The goal of our Program is to keep the athletes from year-to-year while adding new athletes. We would like to see our athletes keep moving and having fun!

2. What worked well? Why? What were the project's key success measures?

   All of our sports programs work well, and the two sports that are the most popular are bowling and athletics. Bocce is really starting to pick up as well. We provide practices twice a week (even after area/regional tournaments), again to keep the athletes moving! I also have things to do for the caregivers who bring the athletes…keeping caregivers happy also keeps the athletes happy!

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Right now the biggest obstacle isn’t from the athletes at all…it’s the transportation costs. Our numbers are very big for events and we usually have to drive one-two hours for the events, making transportation costs extremely high. I hope to be able to keep free transportation for the athletes.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   I’m trying to be very careful with costs (uniforms, expenses, etc) so the bus transportation will not be cut or a cost to the athletes.

5. In your experience and considering your expertise, why do you think these tactics worked?

   N/A
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

This is not really public information provided by the YMCA.

7. What are the next steps you plan to undertake?

I am trying to expand our programs by adding “filler” programs for athletes that may not enjoy the sport that is being offered during a specific time of year. (Line dancing, arts and crafts, games, cards, etc). I would like to make it like an “adventure club,” also offering nature walks, land fishing and any other fun activities we can think up.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Stevens Point Area YMCA
Kristy Bridenhagen
1000 Division Street
Stevens Point, WI 54481
(715) 342–2980 ext. 324
kbridenhagen@spymca.org
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

To combine donations and volunteers in a way that will provide an annual educational and entertainment experience for individuals with disabilities in a rodeo format; and further, to extend the therapeutic value of horsemanship to individuals with disabilities and their communities. The event is open to everyone, including Special Olympics Programs in the Northeastern Area, as well as other interested groups and families from northeastern Montana and southern Alberta, Canada.

2. What worked well? Why? What were the project's key success measures?

The event provides varied activities to meet the needs of athletes of all abilities and interests. These activities include: rodeo pole-bending and barrel competition; horseback relay teams; entertainment events such as a mechanical bull; finger-painting on a horse; hayrides; petting lambs and roping a stationary barrel-calf. As with all things, safety is a primary goal.

Participants feel part of a real rodeo event, complete with a rodeo announcer, a grand entry and Native American dancers. The event is aligned with the annual Daniels County Fair and volunteers are from a cross-section of the community, including educators, 4-H members, ranchers and youth. Nearly 100 individuals with physical and intellectual disabilities participate.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

To maximize the advantage of live animals for the participants, a careful balance of structure and flexibility with safety guidelines is required during the event. Many activities are required to keep participants busy without standing in long lines. Hydration of participants during a hot, dry, August event in Montana is a challenge.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Many volunteers are local nurses who can tune in to health and hydration needs of participants. Skilled organizers with extensive rodeo experience keep a watchful eye on issues of safety and flexibility to assure maximum enjoyment for everyone.
5. In your experience and considering your expertise, why do you think these tactics worked?

They work because extra attention is given to appropriate volunteer assignments, responsibilities and preparation. Animals are brought by individual owners and if their animals pose a risk because of unruly behavior, they are asked to remove their animals.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The annual budget totals less than US$2,000, with sponsorship coming from the Daniels Memorial Hospital Foundation. The budget is spent primarily on bag lunches and t-shirts for all participants, plus two professional clowns.

7. What are the next steps you plan to undertake?

Consideration has been given to holding the event more often or to taking it on the road to other communities. At the present time, however, organizers believe that either possibility would stretch volunteer and financial resources too far. Instead, organizers are prepared to grow this event by continuing to encourage participation by everyone interested in coming.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Contact: Cindy Fouhy
HCR 64 Box 6
Peerless, MT 59253
(406) 893–4369/tcfouhy@direcway.com
YMCA Aquatics Partnership
Program Name: Special Olympics Florida
Sub-Program (Area) Name: Area 9
Local Program Name: Sarasota County

Local Program Key Facts:
Year established: 1970
Current number of athletes: 519
Change from the previous year (athletes): 42
Current number of coaches: 75
Number of sports offered by the local Program: 18
Number of local Program competitions: 32
Total annual local Program budget: US$166,000
Number of Local Program Committee members: 14

Project Key Facts: Area 9 Aquatics Championships
Year Project Launched: 2000
Current number of athletes served by project: 325
Number of volunteers currently involved in project implementation: 60
Project's total annual budget (current): Cash—US$1150 food and ribbons; In-kind—US$1400 for facility and volunteer's shirts.

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The Sarasota YMCA Sharks Youth Swim Team has teamed up with Special Olympics Florida—Sarasota County to host the Area 9 Aquatics Meet. More than six counties with more than 300 athletes are involved in the competition.

2. What worked well and why?

We had a good facility and volunteers, and Games procedures were followed correctly. We had good communication, which included two meetings with the YMCA staff and volunteers. It also helped that we were working with an established sports organization and an appropriate facility.

What were the project’s key success measures?

Feedback from county Program Coordinators and the YMCA aquatics staff has been positive. The flow of competition was good and it was easy for athletes and coaches to stage in a timely fashion; the awards were good. The meet finished in a timely manner.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Distribution of information (heat sheets, order of events, etc.)

4. What were your tactics to achieve success and overcome the challenges/obstacles?

We requested information from participating Programs sooner, using several contact persons to distribute the information to the partner organization.
5. In your experience and considering your expertise, why do you think these tactics worked?

   After hosting the event previously, we received feedback on what issues needed to be addressed for improvement; putting this feedback into our preparation worked well for us. The event ran smoother and allowed the athletes the highest quality event we could afford.

6. What was the overall budget for your project?

   US$600

   Key budget categories?

   Not applicable

   Food Adjustments you had to introduce in the course of the project?

   None

7. What are the next steps you plan to undertake?

   Review the event and secure partnership for 2006. Utilize more PR informing the public of the partnership between local Special Olympics and the local YMCA.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

   Contact Nancy Raney at (941) 412–0402.
Local Program Project Description: Team Handball competition

1. Briefly describe the goals of the event, activity or program.

Since 1994 we have grown from one team to 10 teams. We have grown from a one-day tournament to a four-day tournament that is on four successive Thursdays in a row. This accommodates the corporate partner GE Elfuns best. The GE Elfuns give a donation that covers the costs of the local tournament and one team to participate in the state tournament. In 1995, GE Elfuns had several fundraisers to send our Team Handball team to the Ninth Special Olympics World Summer Games in New Haven, Connecticut.

2. What worked well? Why? What were the project's key success measures?

The Elfuns handle the refereeing. We handle registration and volunteer meals. Most of the Elfuns have been coming for years and know the game well. There are two core volunteers from the Elfuns that handle scheduling of referees. The favorite part of the partnership for both sides is the game between the Elfuns and the athletes at the end of every tournament day. Growth and stability of the Elfuns are our measures of success.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Finding the corporate partner to take on a relatively unknown sport.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Letting the corporate partner play against the athletes keeps them coming back.

5. In your experience and considering your expertise, why do you think these tactics work?

It gets the partner involved on another level than just volunteering.
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The overall budget was US$600 for the facility and US$120 for volunteer meals. The rest is used for costs to go to the state event.

7. What are the next steps you plan to undertake?

Nothing right now, it is working wonderfully.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Kam Waryas
Special Olympics Detroit
3501 Hannan
Wayne, MI 48184
(734) 721–4180 or a26specialo@provide.net
SECTION III
Creating Functional Infrastructures
The Creating Functional Infrastructures section presents all other designated volunteer positions that contribute to a successful local Program. As a leader within Special Olympics, you will find that it is sometimes challenging to seek out new and innovative ideas or ways to delegate and inspire your volunteers. Utilize this information as your opportunity to grow and develop partnerships which encourage growth both in participation and programming.

This section of the guide is designed to assist new and current volunteers/staff in the establishment of a strong foundation of programming, and/or springboard into new and out-of-the-box ideas. Take the time to review and decide with the volunteers within your Local Program Committee if one of these enclosed ideas can be utilized and implemented. Take the opportunity to utilize the strengths, experience and successes of other Programs to build and enhance your specific Program.

Listed below are the job descriptions included in this section:

• Athlete Representative
• Financial Coordinator
• Fundraising Coordinator
• Information Technology (IT) Coordinator
• Medical Systems Coordinator
• Outreach/Family Coordinator
• Public Relations Coordinator
• Transportation Coordinator
• Volunteer Coordinator
Athlete Representative
The Athlete Representative is responsible for working with the Outreach/Family Coordinator to ensure that the views of the athletes are adequately represented in the local Program.

Primary Responsibilities:
• Actively gather input from fellow athletes concerning present and future Program ideas as well as athletes’ perspective on issues.
• Represent the views/concerns of the athletes at management team meetings.
• Report pertinent information to fellow athletes.
• Serve as a role model for other athletes by setting an example for active involvement, mutual respect, accountability and good sportsmanship.

Year One
• Meet with the Local Program Coordinator and the Outreach/Family Coordinator to assist with outreach plan.
• Help with the formulation of a method to gather athlete input to report to the committee.
• Assist with the implementation of the outreach plan as directed.

Years Two and Three
• Meet with the Outreach/Family Coordinator to update outreach plan.
• Assist with the implementation and evaluation of the updated plan.
• Assist with the recruitment of athletes and families to assist with Program growth.
• Participate in Global Messenger training.

Years Three to Five
• Meet with the Outreach/Family Coordinator to discuss progress.
• Assist in the development of the Outreach Committee including families and athletes.
• Speak at various community events and activities to promote Special Olympics.
• Explore developing Athlete Leadership Programs (ALPs).
• Explore creation of an Athlete Council.
Financial Coordinator

The Financial Coordinator is responsible for all aspects of the financial administration of the local Program. The Financial Coordinator will implement the Special Olympics Program finance policy and utilize accepted financial management procedures. This volunteer should have an interest or experience with basic accounting and reporting procedures.

Primary Responsibilities:
1. Maintain all aspects of area or Program finance accounts, including but not limited to:
   • Accounting and reporting as required by policy
   • Submission of receipt of all bills and invoices
   • Preparation of all checks for payment and timely bank deposits
   • Disbursements of funds to sub-Programs, as required
2. Together with the Local Program Committee and/or the area or Program leadership, develop an annual expense and revenue budget
3. Provide financial oversight and budget monitoring for the area or Program
4. Prepare regular financial reports for meetings and attend meetings
5. Respond to requests for financial reporting as required by Program policy
6. Protect and maintain the confidential aspects of financial matters
7. Know, understand, and abide by the Program’s financial policies and procedures
8. Utilize the in-kind contribution receipt and certificate of exemption when appropriate

Possible Partnerships
1. A partnership in this area may be established to fill this position. Consider the following who may consider volunteering their time as a Financial Coordinator:
   • Certified Public Accountants (CPAs) and CPA firms
   • Professional bookkeepers
   • Volunteer bookkeepers in churches, nonprofits, service organizations
   • Banking professionals
   • High school or university faculty in accounting, math or business departments
   • College students pursuing accounting, math and business degrees
   • Professional financial brokers and advisors
   • Small business owners who maintain their own financial accounts
   • Individuals with an aptitude for, or previous experience with, bookkeeping

Year One
• Participate in training for Financial Coordinators to become familiar with Special Olympics Program finance policy requirements
• Set up financial account(s) at an appropriate banking institution, according to Special Olympics Program finance policy requirements
• Provide orientation for volunteers in appropriate financial practices
• Implement financial procedures according to Special Olympics Program finance policy requirements

Years Two and Three
• Continue to attend trainings provided by Special Olympics Program to stay informed of changes in financial policy and procedures
• Continue to employ sound financial accounting and reporting practices
• Work with local Program to develop a succession plan for the Financial Coordinator position that guarantees a smooth transition when a position change is required.
**Fundraising Coordinator**

The Fundraising Coordinator is responsible for overseeing and managing the fundraising activities of the local Program.

**Primary Responsibilities**

- Know, understand and abide by the Program’s guidelines and policies
- Maintain records of all fundraising activities
- Conduct fundraising activities
- Represent the Special Olympics fundraising program to the volunteers and the public
- Recognize and thank contributors and event sponsors
- Develop new contacts and funding sources
- Complete and submit the Fundraising Project Application Form for any project or event

**Partners in Your Community**

Parents of our athletes may be one of your first groups of partners in the community. Parents should be able to organize easier events such as bake sales and car washes. Parents may also have direct fundraising experience or be involved in organizations that assist people with intellectual disabilities, such as the Civitans or the Knights of Columbus. Other organizations supporting people with intellectual disabilities are also a source of fundraising partnerships. They hold many joint fundraisers and would often welcome the participation of the local Special Olympics Program. In addition, possible funding may be available through government supported agencies.

Partnerships should also be developed with the state Program staff. They often offer training in event management and corporate solicitation. Local Programs can also participate in well publicized, statewide fundraisers offered by the state Programs such as Law Enforcement Torch Run® for Special Olympics, Plane Pulls® and Polar Bear Plunges. Also, there is a Special Olympics North America Best Local Fundraising Resource CD available that outlines successful strategies and is available at the Special Olympics North America office. Please contact Kianga Hodges at: khodges@specialolympics.org for your free CD.

**Year One**

- Work with all members of the local committee to develop an annual budget, making certain that the funding needs of the local Program can be realistically met
- Recruit members for the local fundraising committee
- Create an annual fundraising plan
- Meet with the area/state Program Director and fundraising staff to review the plan, review the needed guidelines, policies and procedures, and explore joint fundraising efforts with the Program office
- Recruitment and assignment of project leaders for the events included in the plan
- Develop a comprehensive system to recognize and thank contributors and event sponsors

**Years Two and Three**

- Recruit additional committee members
- Develop new contacts and funding sources
- Review and adjust fundraising plan and goals
- Develop a contingency plan if funding goals are not met

**Years Three to Five**

- Recruit a committee member to become the Assistant Fundraising Coordinator for the local Program
- Train this person in all aspects of the local fundraising program so that this person can become the Lead Fundraising Coordinator if and when needed
Special Olympics North America Special Event Form

Event Name:
Lead Special Olympics Contact:
Contact Information:
Special Olympics Event Team Members:

Event Overview
☑ Overview of event and potential theme

Goals and Objectives of the Event
☑ What is the purpose of conducting the event?
☑ List event objectives. What will be accomplished at the event?

Media
• Identify media expectations and support needed prior, during and post event.

Logistics

Proposed Date and Time
☑ Suggested date and time for the event
☑ Preliminary agenda for the event with times (if possible)

Projected Attendance
☑ Target audience
☑ Number of participants
☑ Categories of participants
☑ Global Messengers
☑ VIP participants
☑ Security requirements
☑ Invites or registration: How will guests be invited? How will responses be taken?

Proposed Location
☑ Suggested location
☑ Venue requirements (Space needs and style; auditorium, theatre, class room, etc)

Support Services
☑ Identify potential volunteer and staffing needs
☑ Identify potential transportation needs
☑ Identify potential housing needs

Printing and Graphics
☑ Materials required for the event and/or to result from the events (invitations and other printing needs)
☑ Signage needs (displays, banners, etc.)

Projected Budget and Source
☑ Proposed budget
☑ Funding source
☑ VIK/Sponsorship opportunities

Planning Timeline:
☑ Critical planning deadlines
### Define Each Task

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**Deadline:**

**Return to:**
The Information Technology Manager is responsible for coordinating all aspects of information technology (IT), database management and the Games Management Software (GMS) for the local Program.

Primary Responsibilities
- Conduct oneself in a manner consistent with Special Olympics core values of mutual respect, integrity, positive attitude, accountability, teamwork and dedication
- Serve as the local Program clearinghouse and expert on current Special Olympics information technology programs and opportunities
- Assist the Local Program Committee in identifying ways technology can help improve the effectiveness in the various functional areas

Partners in Your Community
Information technology is an ever growing responsibility for a local Program. It is imperative not only to have a key volunteer to lead and assist in this area, but it is vital to the growth of the local Program to develop partnerships. IT departments in local high schools, community colleges or universities will often adopt a local nonprofit agency as a continuing support project by maintaining Web sites, databases and their applications, and local area networks. Parents of our athletes who work in the IT industry would be a source of support. In addition, corporations with large IT departments may have individuals that want to assist your Program as well as make a donation of new/used equipment and software to local nonprofits.

Year One
- Attend meetings of the Local Program Committee
- Assess local Program hardware and software needs and capabilities
- Assess local Program database and information storage needs and effectiveness
- Ensure local Program has appropriate backup, security and virus protection capabilities and systems
- Learn the GMS software program

Year Two
- Create a three-year IT plan that addresses the specific needs of the local Program
- Assist Public Relations Coordinator in developing a Web site or update current local Program Web site with public relations events
- Recruit additional volunteers who can be trained to manage and assist with the Web site: GMS, data entry, etc.
Medical Systems Coordinator
The Medical Systems Coordinator is responsible for ensuring the coordination of the medical plan for the Program. This coordination includes the development of a tracking system for Athlete Participation Forms (medicals) as well as the development of a system to ensure the completion of athlete participation forms.

Primary Responsibilities
• Develop a database for tracking Athlete Participation Forms (APF) to ensure that an APF is completed and on file every three years for every athlete.
• Develop a process for conducting athlete medical examinations.
• Formulate a medical budget.
• Schedule medical examinations for athletes. Arrange doctors, nurses, volunteers, facilities and schedules for exams. Recruit doctors and nurses.
• Recruit doctors for Atlantoaxial Instability screening.
• Notify Public Relations Coordinator of date, times and sites or all examinations so they can arrange on-site publicity.
• Review all APFs and return to head coach if a correction is needed.
• Write thank you letter with Local Program Coordinator to all who assisted with the examination process. Each doctor and nurse should individually receive a letter. In addition to individual letters, organizations such as the County Medical Society, City Health Department, and Public Health Nurses Association should receive a thank you letter.
• Schedule one or two makeup examination dates

Partners in Your Community:
(See next page for systems for securing Athlete Participation Forms)

Year One
• Secure official APFs from your state office
• Develop a database for tracking APFs
• Determine budget needs and submit them to your Local Program Coordinator
• Ensure that coaches have copies of APFs of their athletes
• Attend Local Program Committee meetings

Years Two and Three
• Determine and develop a system for completion of APFs
• Finalize all logistics for medical screening (dates, sites, facilities, doctors, nurses)
• Write thank you letters with Local Program Coordinator to all involved
• Secure possible sponsorships for medical screening events
Athlete Participation Forms (Medicals)
Each Special Olympics athlete must have an Athlete Participation Form (APF) completed and on file before she/he trains or competes in Special Olympics. The APFs must be completed by a doctor and renewed every three years. Forms must be on file at all times and on-site with athletes during all Special Olympics activities. APFs contain confidential information and should be handled accordingly. Coaches should be familiar with their athletes’ current status and medical history. The Athlete Participation Form should be obtained from the state Program office.

Listed below are systems for securing APFs:

Individual or Family
Individual has the APF completed by the health department or personal physician. APFs are given to the Local Coordinator and copied to the coach and family.

School or Agency
The Medical Systems Coordinator arranges for medical personnel to visit each school/agency one time per season.

Local Site
The Medical Systems Coordinator arranges for medical personnel to be at one centrally located school/agency/gymnasium for two days during the fall and spring semesters. Dates and times need to be determined and athletes need to be transported to the site.

School System Sports Physicals
The Medical Systems Coordinator arranges with public school systems to include Special Olympics athletes in physicals for school sports. This partnership would grant schools permission to conduct student outreach.

United Way
The Medical Systems Coordinator develops a partnership with United Way/local hospitals to conduct physicals as part of “Day of Caring” program.

Benefits to the Community: Medical screening events also offer many benefits to all members of the community that choose to participate or sponsor the event. Benefits include:

Potential Athletes
• Provides sports training and competition opportunities for persons with intellectual disabilities
• Provides avenue for inclusion and acceptance among a population underserved
• Provides free clinical services that result in enhanced physical fitness and social integration

Medical Community
• Creates the opportunity for thousands of persons with intellectual disabilities to train and compete in year-round Programs and be involved in the community
• Provides interaction and training in assessing the health status of persons with intellectual disabilities
• Promotes relationship with the largest sports organization for persons with intellectual disabilities
Public/Private School System/ Residential Homes/ Community Centers

• Provides opportunities for students to participate/volunteer in exciting extracurricular activities
• Fosters acceptance and inclusion among students by integrating the school system into the project
• Markets the school system’s commitment to persons with intellectual disabilities

Location

• Enhances marketability through relationship with both the medical community and Special Olympics
• Provides exciting volunteer opportunities for staffing events
• Diversifies event calendar

See the Healthy Athletes information in the initiatives section of this guide for more information about additional health services available and MedFest, a structured event that offers free medicals to current and potential athletes.
Outreach/Family Coordinator
The Outreach/Family Coordinator is responsible for working with the Local Program Coordinator in the development of an outreach plan.

Primary Responsibilities
• Assist the Local Program Coordinator in the development and implementation of the outreach plan
• Represent the families and athletes in Program planning
• Assist in conducting awareness programs and demonstrations at targeted schools, agencies, fairs, neighborhood and civic organizations
• Recruit and use athlete leaders to work as volunteers, coaches, speakers, writers and committee members
• Serve on the Local Program Committee, attending all meetings

Partners in Your Community
The outreach for the Special Olympics movement is massive! Leading the recruitment of athletes, Athlete Leadership Programs (ALPs) and families is too much for any one person to lead. It is critical to the success of the Outreach/Family Coordinator to develop a subcommittee to take on the leadership of each of these areas. From there, each person within the subcommittee should develop community partnerships. During the development of your outreach plan, be sure to contact local school systems to see if your Program can set up a booth at Transition Fairs for students who are moving into adulthood. Check out local parent support groups and group home companies and ask to speak with them at their regular meetings. Contact your local civic organizations to get on their agenda to spread the word about your Program.

Year One
• Meet with the Local Program Coordinator to determine outreach goals
• Draft outreach proposal for first year
• Include Athlete Representative in carrying out the plan
• Implement and evaluate the outreach plan

Year Two
• Meet with the Local Program Coordinator to update outreach plan
• Recruit and utilize additional athletes and families to assist with growth
• Implement and evaluate updated outreach plan

Year Three to Five
• Meet with the Local Program Coordinator to discuss progress
• Develop an outreach subcommittee to lead the Family Support Network and the Athlete Leadership Program (ALPs)

The Family Support Network is outlined on the next page and includes a list of helpful Web sites to assist families. The Athlete Leadership Programs is outlined in the initiative section of this guide.
Family Support Network
The Family Support Network connects Special Olympics families with new families of individuals with intellectual disabilities and provides supportive links and information.

The Family Network objectives are to:
• Support families
• Develop partnerships with community organizations
• Train new Family Leaders

The Family Support Network creates opportunities for family members to:
• Become advocates for the Special Olympics movement
• Match families to share ideas, issues and common interests
• Volunteer in sports training
• Encourage new families to join Special Olympics

For more information on the Family Support Network and Family Leadership, visit the Special Olympics Web site at www.specialolympics.org.

Additional internet resources to assist families:
• American Association on Mental Retardation (www.aamr.org)
• National Council on Disability (www.ncd.gov)
• National Down Syndrome Society (www.ndss.org)
• National Council on Independent Living (www.ncil.org)
• The ARC (www.thearc.org)
• MUMS: National Parent-to-Parent Network (www.netnet.net/mums/)
• Exceptional Parent Magazine (www.eparent.com)
• Flaghouse Special Populations (www.flaghouse.com)
• Federation of Families for Children's Mental Health (www.ffcmh.org)
• Nathaniel's Hope (www.nathanielshope.org)
• National Dissemination Center for Children with Disabilities (www.nichcy.org)

Additional Internet resources to assist with athlete recruitment and family support:

Athlete Recruitment Guide:
KMS\Knowledge and Collaboration\Athletes\Recruitment and Retention or
http://kms.specialolympics.org/Special+Olympics+KMS+Portal/English/Knowledge_And_Collaboration/Athletes/Recruitment_Retention/default.htm

Special Olympics Family Leadership and Support:
http://www.specialolympics.org/Special+Olympics+Public+Website/English/Initiatives/Family_Support/default.htm
Public Relations Coordinator

The Public Relations Coordinator is responsible for coordinating all aspects of communication and public relations for the local Program, both internally and externally.

Primary Responsibilities

• Conduct oneself in a manner consistent with Special Olympics’ core values of mutual respect, integrity, positive attitude, accountability, teamwork and dedication
• Serve as the local Program clearinghouse and expert on current Special Olympics messaging, language guidelines and graphic and logo usage guidelines
• Serve as the local Program liaison regarding all communications and public relations matters
• Develop a system for relationships with local media
• Arrange for media coverage at local events
• Regularly distribute information to athletes, families, volunteers, sponsors, media and the general public
• Maintain local Program newsletter mailing list and all other mailing lists
• Conduct presentations, demonstrations and/or exhibits to raise public awareness for the local Program
• Oversee the graphic and visual content of all materials, banners, signage, uniforms and apparel

Partners in Your Community

As you get organized to accomplish the strategies below, consider the wealth of community talent available to partner with you. For example, local radio, television and newspaper staff will gladly promote an event but may also get involved as volunteers. College communications students can help with the production of newsletters, demonstrations and exhibits. Library volunteers, camera clubs, video production companies, Toastmasters—each has specific talents that can be utilized, and some of them will have a heart for Special Olympics too.

Year One

• Work with the Local Program Coordinator in developing a communications plan, including a crisis communication plan
• Develop a mailing list and create a semiannual newsletter
• Create local Program fact sheets and other appropriate public communication materials
• Begin gathering photos and athlete and family feature stories
• Provide feature articles, news releases and photos to local media; invite them to events
• Ensure the local Program has banners, exhibits display, etc. for awards ceremonies, presentations and photo opportunities
• Organize a local promotional event
• Provide the names of local media for Program accreditation and registration
• Attend meetings of the Local Program Committee

Years Two and Three

• Update newsletter mailing lists
• Further develop relationships with television, radio and newspapers
• Create filing system for photos and athlete and family stories
• Provide feature articles and photos to local media
• Work with the IT Manager in updating the Web site with public relations events
• Provide articles to area and state-level newsletters about the local Program
• Organize a community awareness event
• Conduct presentations, demonstrations and/or exhibits to raise public awareness
Years Three to Five

• Begin quarterly newsletters
• Assist the Outreach/Family Coordinator with the Global Messenger program
• Assist the Sports Director with the development of the sport partnerships

In developing a Web site for your local Program, you want to work directly with your IT Manager. Listed below are some helpful resources in developing your Web site:

• Research-Based Web Design and Guidelines (www.usability.gov/guidelines)
• Web Design from Scratch (http://scratchmedia.co.uk/homepage.cfm)

Another valuable resource for the Public Relations Coordinator is the Special Olympics Public Relations Guide. Some of the topics outlined in this guide are:

• Tips on working with the media
• Selecting a spokesperson
• How to build a long lasting relationship with the media
• Useful tips about what to include in a press release

You should secure the Special Olympics Public Relations Guide from your state office. Also be sure to work with your state office concerning guidelines and logo usage.
Transportation Coordinator
The Transportation Coordinator is responsible for securing and coordinating transportation to state Games, competitions and practices.

Primary Responsibilities
• Develop contacts with transportation businesses; YMCAs; Police Athletic Leagues; churches; civic groups; Boys & Girls Clubs of America; school systems; public transportation; agencies; ARC; etc…
• Conducts efficient and effective system for rental agreements and all travel-related information
• Attend and fully participate in planning and area meetings for events and competitions.
• Develop transportation budget, track and report expenses and in-kind services to the Financial Coordinator

Partners in Your Community
Once you have built a strategy for the transportation needs of your area, accompanied by a budget, searching for government and private transportation services to partner with will become easier to manage. Such partners may include school systems, park and recreation services, local churches, public transit, charter bus lines (see above). Not only does the Program need to identify the partners that have the vehicles for transportation, but it also needs to develop a partnership with the drivers of the vehicle. Examples: Retired school bus and public transit drivers that will transport for reduced fees or waive fees or individuals that have commercial driver’s licenses with the ability to transport people.

Year One
• Assess transportation needs for current year
• Begin to identify community partners for travel needs
• Establish criteria with community partners (insurance needs, driver eligibility, public transportation routes, etc.)
• Identify long and short-term goals the with Local Program Coordinator

Year Two
• Develop methods to transport athletes to practices
• Recruit drivers (retired bus drivers) for scheduled athlete pickups
• Meet with Sports Coordinator to establish windows for practice/transportation

Year Three:
• Redefine strategies for year two and expand and create methods that apply
Volunteer Coordinator
The Volunteer Coordinator is responsible for recruiting, coordinating, recognizing and managing local Program volunteers.

Primary Responsibilities
• Serve as the liaison regarding volunteer matters
• Develop and/or maintain a database of local Program volunteers
• Ensure all volunteers abide by all volunteer registration policies and procedures
• Work with other Local Program Committee members to determine volunteer needs
• Recruit volunteers to match the needs of the local Program
• Communicate with the local Program to ensure volunteers are trained and understand their roles
• Conduct at least one volunteer orientation per season
• Attend monthly Local Program Committee meetings
• Develop and implement ways to recognize volunteers for their efforts

Partners in Your Community
As you get organized to accomplish the strategies below, consider the wealth of community talent available to partner with you. For example: RSVP (Retired Senior Volunteer Program) will have individuals who truly understand volunteerism and can help you recruit new volunteers, as well as assist with volunteer recognition. College or high school students involved in computer classes can assist you with your volunteer database management. The Chamber of Commerce should be contacted for business information as many community businesses are often looking for volunteer opportunities to advertise to employees. They may help you find people with the right skills for your needs.

Year One
• Focus is on ensuring that all volunteer registration policies and procedures are followed
• Determine immediate volunteer needs working with the local Program
• Recognize current volunteers
• Conduct one volunteer orientation

Years Two and Three
• Working with the Sports Director, recruit sport-knowledgeable coaches as needed
• Recruit additional volunteers with specific skills as needed
• Conduct volunteer training as needed
• Conduct one volunteer orientation per season

Years Three to Five
• Develop and implement a volunteer recognition plan based on their years of service
• Seek information on additional recognition opportunities outside of Special Olympics

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Example: From Special Olympics Canada

Local Volunteer Recruitment Assessment

Date:
Local Program:
Local Contact:

Direct Recruitment
Which of the following organizations has this local Program presented to or had direct personal contact with? Who is the contact person you have been communicating with?

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<th>Organization</th>
<th>Contact Person</th>
<th>Last Contacted/Last Presented</th>
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<tbody>
<tr>
<td>High schools/Universities/Colleges</td>
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<tr>
<td>Association for Community Living</td>
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<td>Group Homes</td>
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<tr>
<td>Life Skills Centers/Workshops</td>
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<td>Churches</td>
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<tr>
<td>Recreation Centers</td>
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<tr>
<td>Volunteer Fairs</td>
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<tr>
<td>Service Clubs</td>
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Indirect Recruitment
From the following list, what methods has the local Program adopted to find volunteers?

<table>
<thead>
<tr>
<th>Method</th>
<th>Name of Paper</th>
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<tbody>
<tr>
<td>Press Releases</td>
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<tr>
<td>Feature Stories</td>
<td></td>
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<tr>
<td>Advertisements</td>
<td></td>
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<tr>
<td>Letter to the Editor</td>
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</tbody>
</table>

Delegated Recruitment
Which of these services has the local Program tapped into to assist with advertising?

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Contact Person/Name of Service Provider</th>
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</thead>
<tbody>
<tr>
<td>Volunteer Centers</td>
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<tr>
<td>Service Clubs</td>
<td></td>
</tr>
<tr>
<td>Educational Institutes</td>
<td></td>
</tr>
</tbody>
</table>
Volunteer Support for Athletics Meet
Program Name: Special Olympics Michigan
Sub-Program (Area) Name: Area 1
Local Program Name: Special Olympics Michigan

Local Program Key Facts:
Year established: 1970
Current number of athletes: 165
Change from the previous year (athletes): +10
Current number of coaches: 35
Number of sports offered by the local Program: 16
Number of local Program competitions: 14
Total annual local Program budget: US$50,000
Number of Local Program Committee members: 11

Project Key Facts:
Year project launched: 1990
Number of volunteers currently involved in project implementation: 20
(Key Club)
Project's total annual budget (current): US$4,000
Number of athletes served: 75 athletes across the region

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   This event is the Upper Peninsula’s Spring Athletics Meet. Our goal is to provide a safe, fair and competitive competition for all athletes across the Upper Peninsula.

2. What worked well? Why? What were the project's key success measures?

   The tournament works well for many reasons. We are still in the early years of hosting this event so we’re still learning the ropes. We have a dedicated volunteer group and a few key volunteers with extensive training in certain vital volunteer positions (like track marshal). We strive to provide a fair, safe and challenging competition for the athletes and a great overall experience for everyone.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   The first few weeks of practice are always a challenge because the number of athletes and first volunteers can be a bit fluid. So adjustments to lanes and moving a few athletes around here and there can make things a little confusing to new volunteers. Usually what happens in this instance is the older volunteers (those who have volunteered in previous years through the Key Club) let the new ones know what is happening.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   We have early deadlines for registration so we could make sure to get hotel accommodations and plan for meals in good time. The tactics we use the most are good communication and good training of volunteers. We also pair new volunteers with more experienced ones as the volunteers sometimes feel more comfortable talking to someone their own age about what is going on. We also make sure the volunteers know that the job they’re doing is important to us.
5. In your experience and considering your expertise, why do you think these tactics worked?

Good communication and training always makes for a better experience and a successful event. The more details you can have in place before you send out your initial invitation to the event, the better off you will be. Good communication and training of your volunteers before the event also pays big dividends. Let everyone know what to expect and what you expect of them and you avoid a lot of surprises on event day.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Our overall budget was US$4,000, with key budget categories being practice facilities, registration and transportation to the culminating event and awards.

7. What are the next steps you plan to undertake?

We are continually working to provide the best competition we can for the athletes. We want to hype it up more and hopefully introduce some more people to Special Olympics through it.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Contact Becky Carey at (906) 356–6164 or somiarea1@direcway.com
Middle & High School Track Meet Sponsorship

Program Name: Texas
Sub-Program (Area) Name: Greater Houston Area 4
Local Program Name: Saint John's Local Track Meet

Local Program Data
Year established: 1969
Current number of athletes:
Change from the previous year (athletes):
Current number of coaches:
Number of sports offered by the local Program: 16
Number of local Program competitions: 14
Total annual local Program budget:
Number of Local Program Committee members:

Project Key Facts:
Year project launched: 1999
Number of volunteers currently involved in project implementation:
Project's total annual budget (current):

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

To offer a high-quality local track meet which prepares athletes for area and state-level competitions; to create a successful model of community involvement; to involve students, faculty and family members in key roles in developing the meet to encourage involvement of Saint John's Middle and High School students with the athletes.

2. What worked well? Why?

Saint John's School offered a high-caliber sports complex free of charge and we utilized a highly motivated faculty member who oversees community involvement as the liaison between the school(s) and the community. We’ve provided the opportunity for Saint John’s faculty, students and parents to gradually move into leadership roles over the years, thereby developing their own momentum within the school(s) and allowing the school(s)’s administration to provide more support each year.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

We have not had any; students and faculty have been exceptional in working with Special Olympics to develop a high-quality track meet.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

The first year the school’s involvement was sponsoring an Athlete Village; following their success with this event the Saint John’s liaison in charge of community involvement asked if the school could host the track meet the following year. She had the vision for the students taking on a leadership role within Special Olympics. The second year the school(s)’s key volunteers shadowed Special Olympics key volunteers. Special Olympics Texas staff and the event director met with key school administrators to lay out the vision (financial, expectations, time frames and personnel) up front so that all were aware and agreeable to the commitment prior to actually taking on the project.
5. In your experience and considering your expertise, why do you think these tactics worked?

The students and faculty bought into the project because they had a positive experience the first year, were willing to accept additional responsibility and had the opportunity to create their own event. They were given freedom to run the event (within Special Olympics Texas guidelines).

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The original budget for the event was US$3,800; the current budget is approximately US$2,000. The major expense is the rental of two large tents to provide shade at two venues, all other expenses are met through in-kind donations in which the students and family members solicit funds.

7. What are the next steps you plan to undertake?

Provide the opportunity for the Saint John’s students and faculty to take a larger leadership role with minimal support from Special Olympics key volunteers and staff. Develop this model to recruit other organizations to adopt Special Olympics local-level competitions. We also want to create/develop a mentor program utilizing the Saint John’s School faculty as a resource to encourage additional schools/organizations to partner with Special Olympics.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

www.sotx.org
University Support of Spring Games
Program Name: Special Olympics Illinois
Sub-Program (Area) Name: Area 5
Local Program Name: Spring Games

Local Program Key Facts:
Year established: 1986
Current number of athletes: 300
Change from the previous year (athletes):
Current number of coaches:
Number of sports offered by the local Program:
Number of local Program competitions:
Total annual local Program budget: NA
Number of Local Program Committee members: eight

Project Key Facts:
Year project launched: 1986
Number of volunteers currently involved in project implementation:
Northwestern University college students and 150 committee members
Project’s total annual budget (current): NA
Number of athletes served: 300

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goal of this partnership is for the Northwestern students to raise money throughout the year to support the Special Olympics Illinois—Area 5 Spring Games; they also provide the volunteers for each event at Spring Games as well as for Olympic Town. The committee raises money throughout the year by hosting special events. They also attend local Special Olympics practices to help coach athletes. The day before Spring Games the executive committee comes and helps to set up the event. The morning of Spring Games student volunteers are bused in from the campus to help volunteer at the event. The volunteers for Spring Games are comprised of a majority of Northwestern students.

2. What worked well? Why? What were the project’s key success measures?

   The committee has always been successful in raising the money to support the event. They pay for the facility, rental items and medals.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   The last two years the sports committee has not been as strong as in the past; they have not shown up for trainings we have scheduled which has had an impact on the day of the event.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   We have informed the executive committee that the sports committee must attend the trainings, because quality competition is our number one priority. We let them know that if we aren’t providing the highest quality competition with their help that we’ll get community volunteers to run the venues.
5. In your experience and considering your expertise, why do you think these tactics worked?

Because of the long-standing presence Special Olympics has had with Northwestern, they want to be the best and continue the partnership, so they will do their best not to lose the privilege of helping to run the event.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

In this event if the students are not raising enough money for the required areas of the budget, they tend to do a lot less for Olympic Town.

7. What are the next steps you plan to undertake?

We have recently established a relationship with the committee to help with the Law Enforcement Torch Run® that we will be holding on Northwestern's campus. We hope to expand our relationship and have them fundraise for that as well.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Katie Grisham
Director
Special Olympics Illinois—Area 5
9501 W. Devon Ste. 1B
Rosemont, IL 60018
(847) 292–9980
kgrisham@soill.org
## 2006 Special Olympics Illinois—Area 5 Spring Games

**Funding Agreement with NWU Area Games Committee**

Funding NWU Spring Games Committee is authorized to use Special Olympics Illinois—Area 5 name and logo for:

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budgeted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Volunteer Transportation to/from Spring Games</td>
<td>US$0</td>
<td>______</td>
</tr>
<tr>
<td>T-Shirts for all registered athletes and coaches (500 at US$5)</td>
<td>US$2,700</td>
<td>______</td>
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<tr>
<td>Olympic Town Expenses</td>
<td>US$3,500</td>
<td>______</td>
</tr>
<tr>
<td>Official Program Printing</td>
<td>US$1,000</td>
<td>______</td>
</tr>
<tr>
<td>Athlete Awards</td>
<td>US$1,000</td>
<td>______</td>
</tr>
<tr>
<td>Equipment Rental, porta potties/tables/chairs</td>
<td>US$3,100</td>
<td>______</td>
</tr>
<tr>
<td>Facility Rental</td>
<td>US$1,800</td>
<td>______</td>
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</table>

**TOTAL BUDGETED:** US$_________     **Actual Total:**_________

NWU Fund Balance after Special Olympics Illinois reimbursement: ________________________

Balance Due Special Olympics Illinois—Area 5: ________________________________

Funds achieved in the name of Special Olympics must be deposited in the NWU Special Olympics restricted account; funds in the restricted account in excess of US$12,400 must be turned over to Special Olympics Illinois—Area 5 (less US$1,500 startup money for 2005-2006 Committee) once all Spring Games invoices related to above budget items have been paid or no later than 15 June, 2005, whichever comes first.

*NWU will pay these expenses directly; Special Olympics Illinois will invoice NWU actual costs for Printing, Awards, Equipment Rental and Facility Rental.*
Water Park Promotional Event
Program Name: North Carolina
Sub-Program (Area) Name: Piedmont Triad
Local Program Name: Guilford/Greensboro

Local Program Key Facts:
Year established: 1968
Current number of athletes: 1,000
Change from the previous year (athletes): Same
Current number of coaches: 30
Number of sports offered by the local Program: 20
Number of local Program competitions: 12
Total annual local Program budget: US$30,000
Number of Local Program Committee members: 10

Project Key Facts:
Year project launched: 2000
Number of volunteers currently involved in project implementation: 0
Project's total annual budget (current): US$0
Number of athletes served: 750

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The goal is to partner with local radio and the local water park facility, which benefits the local Special Olympics Program’s “Special Olympics Guilford/Greensboro Day” at Imperial Point Water Park. It is a one-day event at the water park to raise funds and publicity for the local Program. The radio station provides PR spots for the week prior to the event, in addition to a live remote the day of the event. The water park provides discount admission tickets to the first 2,000 individuals, resulting in a US$10,000 check/donation to the local Program. In addition, the water park provides the local Program with 1,200 complementary tickets for Special Olympics athletes, coaches and family members, as well as a complementary lunch for those 1,200 individuals.

2. What worked well? Why? What were the project's key success measures?

Everyone enjoyed the event and there was great exposure for the local Program; the funds greatly enhanced the local Program.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Getting the date out; communication to the constituents; determining ticket distribution

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Develop a criteria for ticket eligibility; try and secure date earlier

5. In your experience and considering your expertise, why do you think these tactics worked?

They overcame problems.
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

No budget for the local Program; water park printed tickets, radio station provided PR

7. What are the next steps you plan to undertake?

Meet with the water park and use the event for our local awards banquet.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Charyl Clark
Director
Special Olympics Guilford/Greensboro
3409-B West Wendover Avenue
Greensboro, NC 27407
(336) 544–0578
Special Athlete Boosters, Inc.
Program Name: Special Olympics Florida
Sub-Program (Area) Name: Area 9
Local Program Name: Sarasota County

Local Program Key Facts:
Year established: 1970
Current number of athletes: 500+
Change from the previous year (athletes): 10 percent
Current number of coaches: 75
Number of sports offered by the local Program: 19
Number of local Program competitions: 32
Total annual local Program budget: US$166,000
Number of Local Program Committee members: 14

Project Key Facts:
Name of Project or Event: Fundraising Partnership
Year project launched: 1994
Number of volunteers currently involved in project implementation: 1,000+
Project's total annual budget (current): Cash: US$0; In-kind: cash, facilities, programs outside of sports and staff

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The Special Athlete Boosters, Inc. was formed in 1994 to help support programs/organizations in the community that help individuals with disabilities (physical and mental).

2. What worked well? Why? What were the project's key success measures?

The ability to reach into the local community for human resources, funding, relationships with county government, the local school system and area businesses. The organization's members are made up of local community leaders and had the connections in the community already established. A local state-of-the-art facility has been built specifically for individuals with disabilities, but it's also for the rest community. This facility also has offices dedicated to housing the staff for the local Special Olympics Program. Having funds available locally to help support athletes has allowed participation numbers to grow and facilities around the county have opened up for use free of charge.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Forming a relationship between the existing Steering Committee for the local Special Olympics Program and other outside organizations.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Meetings and effective leadership and the willingness of both organizations to collaborate on many items and share ideas.
5. In your experience and considering your expertise, why do you think these tactics worked?

It allowed everyone involved to have ownership in a Program that is so valuable to so many while improving on the already existing Program structure.

6. What was the overall budget for your project? Adjustments you had to introduce in the course of the project?

The budget was all in-kind. The adjustments made were timely requests for funding for Special Olympics events and outside events.

7. What are the next steps you plan to undertake?

Continue a collaboration that has allowed more opportunities for athletes and has relieved the burden of fundraising, facility requests and transportation on the dedicated volunteers who want to spend more time with the hands-on training of the athletes.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Nancy Raney: (941) 412–0402
City-Wide Local Program Support
Program Name: Special Olympics Virginia
Sub-Program (Area) Name: Urban Programs
Local Program Name: Area 25 Richmond

Local Program Data:
Year established: 1998
Current number of athletes: 1,250
Change from the previous year (athletes): 150
Current number of coaches: Approximately 120
Number of sports offered by the local Program: 10
Number of local Program competitions: Eight
Total annual local Program budget: US$45,000
(Projected local expenditures minus state support)
Number of Local Program Committee members: 10

Project Key Facts:
Year project launched: 1998
Number of volunteers currently involved in project implementation: 10
Project's total annual budget (current): US$136,000 (Includes state office support)

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

Special Olympics Virginia developed, organized and implemented a local Program within the City of Richmond for persons with intellectual disabilities. We provide year-round sports training and local athletic competition in a variety of Olympic-type sports for individuals with intellectual disabilities, specifically for: students that attend Richmond Public Schools, adults living in group or residential homes within the City of Richmond and other Richmond residents. Our goal is to provide a school-based Program for at-risk youth and provide them with additional opportunities to compete locally and in sub-Program-level events.

2. What worked well? Why?

Our success has been in creating partnerships and alliances with local companies; churches; universities; organizations; Richmond Public Schools; and the City of Richmond. Through our relationships and partnering, we have been able to educate the community and increase awareness about those with intellectual disabilities.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Our biggest challenge has been recruiting long-term volunteers. This has been a challenge because most of the training and competitions are on weekdays, during school hours.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Currently we have assigned school representatives at each school. School representatives have been very successful with recruiting other teachers, student organizations, parents and volunteers to participate during local events.
5. In your experience and considering your expertise, why do you think these tactics worked?

The key words are ownership and infrastructure. By having an assigned school representative, Special Olympics Virginia has a valuable person in place to promote the Program. In addition, it is convenient for other school staff, parents, guidance counselors and student organizations to contact the school representative located in their respective buildings and request opportunities to volunteer for community service, service learning projects, etc. In essence, we now have an organized structure and hierarchy of Special Olympics volunteers in place that can inform Richmond Public Schools about Special Olympics guidelines, policies, training and upcoming events.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The overall project budget is approximately US$136,000.

Our cooperative partner Richmond Public Schools provided transportation from 1/01–8/02 during school-hour events. Effective 9/02, because of budget restraints, Richmond Public Schools is no longer able to provide transportation as an in-kind match. As a result, there has been an increase in funds allocated to the line item transportation expense, which has been our major budget adjustment.

7. What are the next steps you plan to undertake?

Encourage and assist the local council (Area 25 Richmond) with providing additional fundraising events. Some discussions have taken place with city school board representatives about allocating funds from the Richmond Public Schools’ budget for transportation.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

www.specialolympicsva.org, Floyd E. Miller II
National Partnership for Growth: MedFest Model
Program Name: Special Olympics Jamaica
Sub-Program (Area) Name: Jamaica
Local Program Name: Manchester and St. Catherine

Local Program Key Facts:
Year established: 1978
Current number of athletes: 2,240
Change from the previous year (athletes): 1,883
Current number of coaches: 120
Number of sports offered by the local Program: 12
Number of local Program competitions: 18
Total annual local Program budget: US$5,000,000
Number of Local Program Committee members:

Project Key Facts:
Year project launched: 2004
Number of volunteers currently involved in project implementation: 160
Project’s total annual budget (current): US$8,000
Number of athletes served: 286 at St. Catherine; 148 at Manchester (new athletes)

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goals are to support the organizational goal of recruiting additional athletes through innovative models of proven success; to implement a quality health screening and sports clinic for newly recruited athletes; to explore potential for building a national partnership; and to get official government recognition that will paved the way for local/national funding, thereby providing more flexibility.

2. What worked well? Why? What were the project’s key success measures?

   First, a country must determine what they would like to achieve. Jamaica wanted to sensitize the nation, get rural Jamaica more involved, make sure athletes are fit for competition and ultimately, serve more athletes. From the APS report for 2005 the Program has grown. The publicity received, and the attention we continue to get from the media and our local national sports organization is commendable. As a result, we were invited to participate in the track & field event hosted by the Jamaica Amateur Athletic Association. Twelve of our athletes got the opportunity to meet Justin Gatlin, Mike Powell and Sean Crawford, all world champions, when they participated in the Douglas Forrest Meet.

   Also, we were able to attract local funding. Team Sports competition in rural Jamaica not only had athletes but also attracted the Member of Parliament, the Custos and the business community the sports enthusiast in that parish. We have a strong Special Olympics Healthy Athletes® committee, a committed set of clinicians who give their services free and are always available. They too attract quality volunteers to our Program.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   The biggest challenges were getting medical doctors involved and getting persons with intellectual disabilities from the upper and middle classes to attend, and also the parent to accompany them.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

We used teamwork, the media, which kept the nation informed; constant visits to schools and institutions; PTA Meetings; the medical association and the Ministry of Health; dialogued with Special Olympics Canada and Special Olympics pushed for participation in rural Jamaica; and linked all activity to the sports component in order to keep the mission and vision related and focused.

5. In your experience and considering your expertise, why do you think these tactics worked?

The media got people to understand our work and we had interviews done by parents and athletes; one-to-one contact is important. People like to know they are involved in an organized and reputable organization. Also, official government recognition and a good working relationship with Special Olympics Canada and Special Olympics were also critical.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The budget depends on what you are offering and the amount of athletes you intend to attract. We offer, in addition to the medical, all five disciplines associated with Healthy Athletes®. Transportation, meal and venue were the major costs.

7. What are the next steps you plan to undertake?

The next steps are to take this to every parish and continue to keep the media informed, as this will help to build infrastructure in rural Jamaica while diversifying the volunteer base.

8. Would you like to provide any attachments (posters, flyers, charts, newspaper or magazine articles, training materials, presentations) that best illustrate your local Program Development contribution?

Will send by them by mail. Special Olympics Jamaica is a household name in Jamaica and we are recognized by the government and the business community and our strength is our quality volunteers.

9. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Loran Bell
Special Olympics Jamaica
Room 8, National Arena
Independence Park, Kingston 6
Jamaica West Indies
sojamaica@cwjamaica.com
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   To provide athlete health appraisals for participation in a Special Olympics Program.

2. What worked well? Why? What were the project's key success measures?

   Bringing physician assistants (PA) and athletes to one location once-per-month for seven months worked. We measured success by the amount of athletes we have grown. Bringing both groups to one central location is a key to the success of this program.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   The expense of having athletes brought to one central location is tough. We are school-based and use school buses to transport our students to this event. Also difficult is getting a contact with the PAs that is as excited as we are about the program. Finding a central location to have the health appraisal's done is hard as well.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   We put out “feelers” in the community and the local medical school at Wayne State University. It helped that another area director in the state had a family member who is a PA. The PAs helped us to locate a room big enough to handle this task.

5. In your experience and considering your expertise, why do you think these tactics worked?
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The budget is about US$800 for medical supplies, including examination gloves, otoscope covers, hand sanitizers and lunch each day for the volunteers. The project has grown from including just PAs to also including physical therapists and occupational therapists. All are housed in the same building with the PAs.

7. What are the next steps you plan to undertake?

Nothing, right now it is working wonderfully.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Kam Waryas
Special Olympics Detroit
3501 Hannan
Wayne, MI. 48184
(734) 07210–4819
a26specialo@provide.net
Military Physicians Provide Medical Support: MedFest Model

Program Name: Special Olympics Virginia
Sub-Program/Area Name: Area 26 (Northern Virginia)
Local Program Name:

Local Program Key Facts:
Year established: 1980
Current number of athletes: 1,200
Change from the previous year (athletes): +90
Current number of coaches: 250
Number of sports offered by the local Program: 17
Number of local Program competitions: 912
Total annual local Program budget: US$85,000
Number of Local Program Committee members: 12

Project Key Facts:
Year project launched: 1997
Number of volunteers currently involved in project implementation:
Two—one for Area 26 Special Olympics Virginia, one for the military
Project’s total annual budget (current): US$0
Number of athletes served: 800

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The goal is to provide high-quality medical support at Special Olympics events in Northern Virginia while making certain military doctors were protected by liability insurance while providing the needed support. In 1997 military doctors from the Uniformed Services University of the Health Sciences (USUHS) desired to volunteer with Special Olympics Virginia in Northern Virginia by supplying medical support at the many Special Olympics events held in Northern Virginia and to provide free medical examinations. Since Special Olympics does not provide liability insurance for doctors volunteering their time at Special Olympics events, a Memorandum of Understanding (MOA) was created between USUHS and Special Olympics Virginia. As part of the MOA, the time spent by military doctors supporting Special Olympics events was deemed part of their training and covered, for liability insurance purposes, by the United States government. Under this MOA, doctors from the USUHS currently supply medical support at basketball, soccer, aquatics and athletics competitions in Northern Virginia and have offered free medical examinations at Fort Belvoir.

2. What worked well? Why? What were the project’s key success measures?

The desire of the military doctors to get involved with Special Olympics was the key success measure.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

The greatest challenge was to make certain the military doctors were adequately covered for potential liability.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

A Memorandum of Understanding was created, defining how the volunteer doctors would be covered for potential liability.
5. In your experience and considering your expertise, why do you think these tactics worked?

Because both parties, USUHS and Special Olympics Virginia, wanted the doctors to volunteer with Special Olympics.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

There were no expenses and budget associated with this project.

7. What are the next steps you plan to undertake?

Prior to each sport season the Area 26 volunteer in charge of coordinating medical support contacts the director of the USUHS to discuss and schedule doctors to provide support at Special Olympics events.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

For additional information please contact::
Bob Britton at Medicals@novasova.org
Britton is the Area 26 volunteer who works with the volunteer doctors.
Val Reinford at VReinford@SpecialOlympicsVA.org
Reinford was the Special Olympics Virginia staff person who helped create the MOA.
T. Patrick Hammeke at CoachPatH@aol.com
Innovative Family Support Network
Program Name: Special Olympics Wisconsin
Sub-Program (Area) Name: North Central
Local Program Name: Thorp

Local Program Key Facts:
Year established: 1998
Current number of athletes: six
Change from the previous year (athletes): five
Current number of coaches: seven
Number of sports offered by the Local Program: seven
Number of Local Program competitions: seven
Total annual local Program budget:
Number of Local Program Committee members: seven

Project Key Facts:
Year project launched: 2003
Number of volunteers currently involved in project implementation: 24 (statewide); one project representative of Special Olympics Wisconsin—Thorp
Project's total annual budget (current): N/A

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

Initially, a statewide Family Support Network (FSN) was conceived as a means for additional family and athlete recruitment as well as an instrument for family-specific information dissemination. It was envisioned that in every area (sub-Program) there would be one or more families serving as the official FSN representatives spearheading recruitment and information-sharing activities.

Despite development of the FSN as a statewide project, FSN delivers tangible results at the local Program level. In the case of Special Olympics Wisconsin—Thorп, FSN helps to promote family-oriented Special Olympics activities. Parents of the Program’s six athletes work together with no paid staff and provide, in addition to training sessions and competitions, a variety of family events, such as pizza parties and bocce picnics.

2. What worked well? Why? What were the project's key success measures?

The initial Family Support Network conference was funded in part by a Special Olympics grant. The FSN grant generated a lot of interest and enthusiasm back in 2003. Several dozen family members took part in the event and pledged their support for the FSN idea, allowing organizers to hope for a wide ripple effect.

Family awareness-building mechanisms continuously attract a lot of attention. Specifically, the Special Olympics Family booklet provides comprehensive information about family programming throughout Wisconsin and offers specific family involvement opportunities. The Special Olympics Family Pin has been a hit for several years. The pins are produced annually and some people have started Family Pin collections. Moreover, potential new families receive pins as invitations for participation with business cards and contact information of the Special Olympics Wisconsin Family Services Coordinator. Family Program representatives are present at all key events and family tables are set up to give out materials.
The Special Olympics Family program reaches out to other organizations, sending packets of information to all special education students who attend mainstream schools. Special Olympics brochures are distributed through pediatric units of local medical facilities. In line with the FSN's local Program focus, key successes also happen at the local level. Consider the case of Thorp. The Program started in 1998 with only one athlete—Carolyn Voelker. Since then the local high school has been feeding into Special Olympics activities and the Program in Thorp has gained one new athlete every year, at the same time demonstrating 100 percent retention rate. Currently, athletes enjoy weekly practices in seven sports: basketball, bocce, bowling, swimming, athletics, cross country skiing and snowshoeing. Although Special Olympics activities started long before the Family Support Network’s official launch, FSN brought to the families in Thorp an added sense of togetherness and ability to connect to a broader net of family members statewide. On the other hand, Janice Moen, Family Services Coordinator for Special Olympics Wisconsin best describes the role of the Voelker family in the overall FSN operations by saying: “This is the family I would contact, if I had any potential families and athletes interested in joining Special Olympics.”

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

As the initial influx of enthusiasm started to subside, FSN implementation slowed down. First of all, time constraints prevented a lot of initial Family Support Conference attendees from going out and recruiting new families. Of all the participants, only 15 family members are still actively involved in recruitment and coordination efforts.

Moreover, initial FSN activities organized in conjunction with Special Olympics Wisconsin sports events ran into difficulties since family members were primarily serving as coaches or volunteers and could not devote attention to the family events conducted at the same time. If that was not enough, a number of families appeared to be disinterested as Special Olympics events enabled them to focus on other activities.

Challenges faced by each of the families in the local Program environment further detracted from their ability to support FSN. For example, the local Program in Thorp continues to deal with fluctuating levels of local community support. Even though townspeople are eager to welcome athletes coming back from the World Games and other major events, ongoing fundraising for the Program remains an issue.

4. What were your tactics to achieve success and overcome the challenges/obstacles? In your experience and considering your expertise, why do you think these tactics worked?

Make a great first impression. It is extremely important to convince family members to attend a quality Special Olympics event in person. It is a longstanding, yet still poignant dictum that “in Special Olympics nothing can substitute for a firsthand positive impression.” Once parents see a well-organized event, they’re hooked.

FSN and its participants should help parents realize that, unlike other organizations, Special Olympics is first and foremost a sports movement. Consequently, it is important to understand the sporting nature and rules of a particular sport as well as general concepts, such as divisioning.

From the beginning, parents should have honest and clear expectations about an athlete’s involvement with Special Olympics. This principle relates to independent living requirements, codes of conduct, awards, advancement to higher levels of competitions and other key policies.

Parents should have defined opportunities to express comments and concerns. For example, every year after state Games Special Olympics Wisconsin collects comments from families and usually receives several dozen phone calls. Most importantly, FSN can help out in systematizing, analyzing and acting upon feedback received from parents—nothing can be as frustrating as a Special Olympics family comment ignored.
5. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

6. What are the next steps you plan to undertake?

   One of the goals for the future is to recruit younger athletes (8–16 years old) and families. Also, a search continues for a sponsor to support family programming within a geographic area or statewide. In addition, the Family Support Network will start to promote Family Leadership Programs, possibly, in conjunction with Athlete Leadership Programs (some synergy on the transportation front there).

   Meanwhile, Special Olympics Wisconsin—Thorp is planning to add softball to the list of its sports offerings. This keeps up with its message of inclusion: “If more athletes decide to join, we’ll never say that we’ve become so big that we cannot accept some more.”

7. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

   Janice Moen
   Family Services Coordinator
   Special Olympics Wisconsin
   Phone: (715) 387–4408 or janicemoen@charter.net
SpArc Family Resource Conference
Program Name: Special Olympics Texas
Sub-Program (Area) Name: Greater Houston Area
Local Program Name: Harris County

Local Program Key Facts:
Year established: 1969
Current number of athletes: 4,237
Change from the previous year (athletes): TBA
Current number of coaches: 522
Number of sports offered by the local Program: 16
Number of local Program competitions: 14
Total annual local Program budget: US$62,678
Number of Local Program Committee members: six

Project Key Facts:
Year project launched: 1999
Number of volunteers currently involved in project implementation: 15
Project's total annual budget (current): US$2,000 (US$540 in-kind; US$1,460 dollars)

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

In the current environment of streamlined state budgets and optimized offerings to people with intellectual disabilities, Renee Klowenski, Special Olympics Texas Program Director for Greater Houston and Golden Triangle Areas and Judith Kantorczyk, Executive Director of The Arc of Greater Houston, believe that the key to success is in pursuing complimentary, not competitive, strategies. Klowenski and Kantorczyk assumed their positions with Special Olympics Texas and The Arc at the same approximate time and shared a common belief that cooperation between the two organizations would ultimately bring greater benefits to people with intellectual disabilities and their family members. To test the idea, in 1999, Special Olympics of Greater Houston and The Arc of Greater Houston launched the first SpArc Family Resource Conference.

Over the years the event passed through several evolutionary stages, adjusting the format and scope, but invariably attracting the attention of at least 100 families of people with intellectual disabilities and served as an important awareness-building and recruitment vehicle.

Currently, the annual SpArc Family Resource Conference is held at a well-known meeting facility in downtown Houston and features three topical sessions targeting families of people with intellectual disabilities, as well as lunch presentations, sign-up information and opportunities to interact with staff and volunteers. At the 2004 Conference the core sessions covered issues related to special education, guardianship and social security. Special Olympics athletes made presentations at the sessions and during lunch.
2. What worked well? Why? What were the project's key success measures?

From the onset, two new open-minded directors who assumed their responsibilities in the Houston area provided an impetus for successful project implementation. Moreover, a group of dynamic parents whose children are involved in both Special Olympics and The Arc activities quickly picked up the idea and assured its viability. In the words of one of the organizers: “If families enjoy and value the project and our cooperation, why not go ahead with it?”

The SpArc Family Resource Conference is designed primarily as an awareness-building and recruitment vehicle. Hence, the two principal success measures include the number of families of people with intellectual disabilities attending the event and the number of follow-up calls from families after the event. As of 2004, the SpArc Conference boasted over 100 families in attendance with five to six follow-up calls per week throughout the year (250–300 calls per year).

In addition to quantitative measures, the conference organizers monitor the conference content quality via evaluations conducted after each session. The 2004 conference evaluation results indicate that many parents wanted to attend all three sessions instead of choosing between two, some wanted Spanish translation and all agreed the lunch was good.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals? What were your tactics to achieve success and overcome the challenges/obstacles?

In the beginning, the greatest challenge was to unite various groups of family members and support the flow of information. Back in 1999, there was only limited interaction between Special Olympics and The Arc constituents. However, as time passed and SpArc Family Resource Conferences continued to offer quality experiences to family members, regular information exchange channels were established facilitating membership expansion for both Special Olympics and The Arc. Currently, up to 50 percent of all people with intellectual disabilities and their family members involved with one of the organizations also participate in the other partner's activities.

4. In your experience and considering your expertise, why do you think these tactics worked?

A true spirit of partnership and camaraderie is the driving force behind successful implementation of the SpArc Family Resource Conference. Moreover, cooperation between the two organizations continues all year round. Judith Kantorczyk feels that: “Throughout the year, families see that we enjoy being with each other.” “We are partners in the community providing an event that benefits the family and the individual,” adds Renee Klowenski. Special Olympics and The Arc staff members share these impressions and are willing to work collaboratively, institutionalizing the project and advancing it beyond the initial cooperation within a small group of enthusiasts.

5. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The project concept is fairly straightforward and does not require major investments. Key budget items include: renting a gym for five hours, a US$300 value typically provided as in-kind support; three meeting rooms rented for five hours at US$240 value provided as in-kind support; lunch for 100 family members, which costs US$600; 100 one-color t-shirts, which costs US$400; and other miscellaneous things, which costs US$460.

What is most important is that partner organizations split budget responsibilities equitably, making sure that everyone deals with a fair amount of logistical issues and demonstrates commitment to project implementation.
6. What are the next steps you plan to undertake?

The SpArc Family Resource Conference plans to evolve in a number of areas. First of all, considering substantial benefits of early involvement and awareness of existing support networks, organizers plan to target younger families with younger potential Program participants (8–16 years of age). Second, the event will look for potential permanent sponsors and supporters to augment currently available resources (donated venue) and a partnership with the City of Houston. Finally, sustained effectiveness of the Family Resource Conference suggests that there is substantial interest and opportunities to offer similar events more than once a year.

7. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

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www.thearcofgreaterhouston.com
Unified Sports® School Program
Program Name: Oregon
Sub-Program (Area) Name: Douglas County (Roseburg)
Local Program Name: Douglas High School

Local Program Key Facts:
Year established: uncertain
Current number of athletes: 384
Change from the previous year (athletes):
Current number of coaches: 20
Number of sports offered by the local Program: 11
Number of local Program competitions: two (hosted in Roseburg)
Total annual local Program budget: US$15,000
Number of Local Program Committee members: eight

Project Key Facts:
Year project launched: 1981
Number of volunteers currently involved in project implementation: 4
Project's total annual budget (current):
Number of athletes served: 150

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goals are to encourage high school students to get involved with the school Special Olympics Program as Unified Sports® partners and eventually as coaches; to educate high school students of the value of service; and to teach high school students how to plan and implement a Special Olympics competition for Special Olympics students in their county.

2. What worked well? Why? What were the project's key success measures?

   Students are involved as Unified Sports® partners and then volunteers because they are offered opportunities to participate from an early age (beginning in fifth grade). Middle school and high school students can get involved as Unified Sports® partners through their physical education class, where they train alongside athletes. Select junior and senior high school students have classes in event management and plan and run all aspects of a school-day track meet for Special Olympics athletes in their county. After their high school experiences, some students go on to coach Special Olympics athletes.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Getting faculty/staff to support and encourage student involvement (buy-in). The principal got behind it which helped staff to get involved. Now it's easy, as they see a multitude of benefits.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   Primarily having the principal's support, but also having the special education teacher serve as a sponsor to partner clubs and also teach the event management class.
5. In your experience and considering your expertise, why do you think these tactics worked?

There was one person who was championing the concept and he is extremely qualified to teach various classes. He also has a great rapport with other faculty and was able to get them excited about the project. That was years ago and now it's just a tradition.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

It's difficult to specify an exact budget, since these ideas were all incorporated into existing classes (with the exception of the track meet). The school-day track meet is handled with in-kind donations for everything except Special Olympics ribbons.

7. What are the next steps you plan to undertake?

Senior high school students are now learning to recruit and train appropriate students to replace them when they graduate. Additional work will continue in this area.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Ted Martch
Special education teacher and creator of program
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(541) 679–0152
Therapeutic Recreation Coalition
Program Name: Special Olympics Florida
Sub-Program (Area) Name: Area 9
Local Program Name: Sarasota County

Local Program Key Facts:
Year established: 1970
Current number of athletes: 500+
Change from the previous year (athletes): 10 percent
Current number of coaches: 75
Number of sports offered by the local Program: 19
Number of local Program competitions:
Total annual local Program budget: US$166,000 in-kind
Number of Local Program Committee members: 14

Project Key Facts:
Name of project of event: Special Olympics Families and Therapeutic Recreation Coalition (TREC)
Year project launched: 2002
Number of volunteers currently involved in project implementation: 100+ depending on activity.
Project's total annual budget (current): Cash—US$10,000; In-kind US$50,000+; no cost to the local Special Olympics Program

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The Therapeutic Recreation Coalition (TREC) is a partnership with the local parks and recreation department, local agencies, businesses, the Special Olympics Program; Boys & Girls Clubs of America and local support coordinators. The TREC program offers social, educational and recreational activities that we then offer to our athletes and families, allowing for a greater amount of participants and networking opportunities for families. Events included: five dances throughout the year; a spring training Boston Red Sox game; the Therapeutic Celebration Picnic; Sports Day—allowing for Special Olympics to showcase the sports offered in the local Program; Water Park Day (2); a day at the state park; comedy workshops; health screening; and a trust planning workshop.

2. What worked well? Why? What were the project's key success measures?

   The Therapeutic Recreation Coalition merged with our Family Committee and allowed us to offer more social and educational activities for our athletes and families. This allowed for collaboration of resources within our Program area. We measure our success by the increased amount of activities and we distributed athlete and family satisfaction surveys.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Trying to coordinate (dates, times, etc.) with all agencies involved.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

Building an agency calendar which allows people to see what's happening in the area prevents groups from duplicating or overlapping activities.

5. In your experience and considering your expertise, why do you think these tactics worked?

The Therapeutic Recreation Coalition allows for the maximum amount of participants and increases the exposure of the Program to outside agencies.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The budget was absorbed by the TREC program. For the TREC program, key budget categories were food and beverages; the facilities were in-kind. Adjustments had to be made in communication and staff changes in agencies.

7. What are the next steps you plan to undertake?

Continue to offer activates and the ability to add variety.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Andrea King
Sarasota County Parks and Recreation
(941) 480–3213
Nancy Raney
Special Olympics Florida—Sarasota County
(941) 412–0402
Locally Supported Transportation
Program Name: Special Olympics Florida
Sub-Program (Area) Name: Area 9
Local Program Name: Sarasota County

Local Program Key Facts:
Year established: 1970
Current number of athletes: 500+
Change from the previous year (athletes): 10 percent
Current number of coaches: 75
Number of sports offered by the local Program: 19
Number of local Program competitions: 32
Total annual local Program budget: US$166,000
Number of Local Program Committee members: 14

Project Key Facts:
Name of Project of Event: Transportation (competition, training)
Year project launched: 2004–05
Number of volunteers currently involved in project implementation: 6
Project's total annual budget (current): Cash: US$1,500 (gas, tips); In-kind: driver’s time, mileage, etc.

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The program needed to cut the expense of transportation costs to and from large area competitions (bowling and Summer Games). With the inability of the Program to use the 15 passengers vans, athletes from certain areas in the community were unable to train due to geographic obstacles. We partnered with J & J Willcare for the provision of buses for transportation.

2. What worked well? Why? What were the project's key success measures?

The Program can now offer athletes from certain areas the chance to participate in sports that had low participation counts while also allowing the Program to transport the maximum amount of athletes to competitions. This worked because of the relationships that have been built with local businesses and support organizations. The increased amount of athletes at trainings and competitions are our success measures.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Scheduling conflicts with the charter buses and support agencies.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

We began to book services several months in advance.

5. In your experience and considering your expertise, why do you think these tactics worked?

This allowed for organizations to schedule us without putting a burden on their other customers.
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Our budget is US$5,000 a year for fuel and tips for drivers. There have been no adjustments made so far.

7. What are the next steps you plan to undertake?

Continued recognition of the local support organizations and businesses.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Nancy Raney
Program Supervisor
(941) 412–0402
Chris Williford—J & J Willcare
Unified Sports® Middle & High School Basketball
Program Name: Connecticut
Sub-Program (Area) Name:
Local Program Name: Shoreline Unified

Local Program Key Facts:
Year established: 2004
Current number of athletes: 12
Change from the previous year (athletes): 24
Current number of coaches: one
Number of sports offered by the local Program: one
Number of local Program competitions: one
Total annual local Program budget: US$2,000
Number of Local Program Committee members: none

Project Key Facts:
Year project launched: 2003-2004
Number of volunteers currently involved in project implementation: 0
Project's total annual budget (current): US$2,000
Number of athletes served: 32

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

Well will continue to offer Unified Sports® basketball for three communities (Guilford, Branford and Clinton) at the middle school level and to expand the Unified Sports® program to the high school level in East Haven. Also, we’d like to provide free transportation for all three communities to grow the Program and meet the budget.

2. What worked well? Why? What were the project's key success measures?

We had an excellent coach who is a retired physical education teacher that had some experience already with Unified Sports® prior to retirement. He now works for Branford Public Schools (not teaching) and will be starting Unified Sports® there at the high school level.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

Communication. Talking to three separate schools (not enough students at one school to get it going, had to reach out to neighboring communities) was tough. Finding gym space was difficult. Transportation to practices is a challenge (practice was right after school, but different schools and communities have different times when classes end). Also, some kids are enrolled in private schools, and they joined us at practices.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Perseverance: making this Program a priority and documenting its process.
5. In your experience and considering your expertise, why do you think these tactics worked?

Establishing a Program in its first year is difficult. If you want to sell schools on the idea that the Program is good, you have to provide a good product and be able to document its success. We did follow-up surveys with athletes and their families, took pictures, put together photo albums for participants and submitted our findings to all school systems involved.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Our overall budget was US$2,000, which included money for uniforms, coach stipend, 1:1 staffing (as needed) and transportation. We did not spend all of it because uniforms were less expensive than predicted; no 1:1 staffing was needed and transportation was donated (SARAH Inc. provided transportation for practices in year one, and a local bus company donated a school bus for two tournaments in year one, and one tournament in year two.

7. What are the next steps you plan to undertake?

We do not have our coach from the past two years returning to coach at the middle school level. We are looking to find a replacement so we can continue at that level. We would also like to expand to the high school level in East Haven and have some grant money to support that community.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Ann Jones
Recreation & Leisure Connections
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ajones@sarah-inc.org
Camp SOAR Partnership
Program Name: Special Olympics North Carolina
Sub-Program (Area) Name: Southern Piedmont Area
Local Program Name: Mecklenburg County

Local Program Data
Year established:
Current number of athletes: 2,442
Change from the previous year (athletes):
Current number of coaches: 200
Number of sports offered by the local Program: 19
Number of local Program competitions: Three
Total annual local Program budget:
Number of Local Program Committee members: 19

Project Key Facts:
Year project launched: 2000
Number of volunteers currently involved in project implementation: 60
Project's total annual budget (current)

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

To provide a summer camp-type opportunity for athletes with intellectual disabilities, called Camp SOAR. Camp SOAR is a partnership with the Jewish Community Center that provides facility usage and some lunches in addition to volunteers.

2. What worked well? Why? What were the project's key success measures?

The interaction and camaraderie developed between athletes and volunteers and the wide variety of sports/activities offered are key to our success.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

The biggest challenges were securing available facilities, accommodating all athletes and the budget.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

We negotiated with the facility and adjusted our daily schedule to accommodate more athletes.

5. In your experience and considering your expertise, why do you think these tactics worked?

Having the facility staff involved and good communication helped resolve obstacles.
6 What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The total expenses were US$24,850.

7. What are the next steps you plan to undertake?

The next steps are to expand the camp and offer more off-site opportunities.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

gmorrill@sonc.net
RSVP Partnership
Program Name: Special Olympics Oregon
Sub-Program (Area) Name: Douglas County
Local Program Name: Roseburg

Local Program Key Facts:
Year established:
Current number of athletes:
Change from the previous year (athletes):
Current number of coaches:
Number of sports offered by the local Program:
Number of local Program competitions:
Total annual local Program budget:
Number of Local Program Committee members:

Project Key Facts:
Year project launched: 1998
Number of volunteers currently involved in project implementation: 1
Project's total annual budget (current): N/A
Number of athletes served:

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goal was to recruit qualified volunteers for targeted areas of responsibility to assist the local Program's management team, so they worked with RSVP (Retired Senior Volunteer Program).

2. What worked well? Why? What were the project's key success measures?

   The person serving on the Local Program Management Team as the Volunteer Manager happened to work full-time as the Director of RSVP. Because of her involvement with Special Olympics and RSVP, she was able to discern that the two groups would make a great match. She recruited individuals for specific needs according to their skills and interests.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   As always, the challenge was in getting potential volunteers to come out for their first Special Olympics experience. Once they did that, the rest was easy.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   We recruited small groups of individuals to share jobs. Volunteers were able to work with their friends and each took a small portion of a larger job. Collectively, all tasks were accomplished and the small group didn't feel overwhelmed.

5. In your experience and considering your expertise, why do you think these tactics worked?

   Volunteers were not scared off with responsibilities they felt were too time-consuming or beyond their skill or knowledge level.
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

N/A

7. What are the next steps you plan to undertake?

We will attempt to get RSVP involved in local Programs throughout the state. This is not as easy as it might sound, since each community has its own Program, with its own director. If the director is not supportive of your efforts, it can be difficult to get the word out to the group.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

To find RSVP in your own area: www.seniorcorps.org
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   Since 1999 the Pine View High School Key Club has helped plan and organize the Special Olympics Summer Games—Sarasota County (soccer, athletics, volleyball, cycling, bocce and tennis). The students, with the help of faculty advisors, not only find the appropriate amount of volunteers but also provide competition for the team-sport teams that have no local competition. The last three years of the project we have been able to invite other Special Olympics Programs to participate in the team sports.

2. What worked well? Why? What were the project's key success measures?

   The coordination between the students and staff of the local Special Olympics Program was outstanding. Procedure and event lists were provided as well as all the rules and specifications for each sporting event, awards, etc. Through the years the students have passed on the information and had underclassmen learn the specific responsibilities, so there is a sense of continuity from year-to-year.

   Parents and family members enjoyed the ease of viewing their athlete’s events and then the ability to go and watch fellow athletes and family friends compete, along with the camaraderie that the athletes and the high school students enjoyed. Awards were efficient and the students and school staff enjoyed the project due to the ability to prepare prior to the event.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   The day of the event was difficult for the students and staff to deal with the preconceived expectations of coaches, family members and athletes.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

We had a communication plan in place to funnel all questions to the Special Olympics staff and away from our volunteer staff (students and staff).

5. In your experience and considering your expertise, why do you think these tactics worked?

The ability to communicate the same idea to the spectators, family members and coaches allows for that message to take hold, and then the same information was being passed from person to person.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The overall budget was approximately US$600, with food and beverages being key. We split our awards presentation and lunch areas; this allowed for ease for athlete movement and convenience for volunteer support.

7. What are the next steps you plan to undertake?

Continue development of relations with the school and staff.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Shannon Donovan  
Coach  
Pine View High School  
Nancy Raney  
Special Olympics Florida—Sarasota County
SECTION IV
Initiatives
INITIATIVES
The section on initiatives outlines the following various Special Olympics concepts that expand athlete opportunity and strengthen your local Program. Use this section for insight into creative ways to grow your Program.

Special Olympics Unified Sports® is a program that brings together athletes with intellectual disabilities and their peers without intellectual disabilities on the same team for training and competition. A primary goal of Unified Sports® is to equalize the ability level of Special Olympics athletes with their partners' and to promote inclusion through same-team practice and competition. Included in this section is a job description for the Unified Sports® Coordinator. Materials to implement and/or grow a Unified Sports® program can be found at www.specialolympics.org.

The Motor Activities Training Program (MATP) is designed for persons with the most severe intellectual and/or physical limitations. These individuals do not yet possess the physical and/or behavioral skills necessary to participate in standard Special Olympics sports and are not able to follow objective and universal sports rules. The program emphasizes training and demonstrating one’s personal best, rather than competition against others. Included in this section is a job description for the MATP Coordinator. MATP materials can be found on the Special Olympics Web site.

In addition, the Athlete Leadership Programs (ALPs), Special Olympics Healthy Athletes® and Special Olympics Get Into It™ (SO Get Into It) initiatives are described in detail. Existing resources for the Programs are indicated within this section. These resources, once implemented, will enhance your athletes’ total wellbeing.
**Motor Activities Training Program (MATP) Coordinator**

The MATP Coordinator is responsible for developing and implementing a quality Motor Activities Training Program for those individuals with severe limitations who do not yet possess the physical or behavioral skills necessary to participate in standard Special Olympics sports.

**Primary Responsibilities**
- Work with the Local Program Coordinator in designing an implementation plan.
- Determine and develop a budget.
- Acquire facilities and work with Local Program Coordinator on any contracts.
- Target and determine athlete participation.
- Recruit certified and trained volunteers for Challenge Day and training.
- Ensure that proper equipment is being used in each of the seven basic motor activities.

**Partners in Your Community**

There are many agencies that currently have volunteers and/or staff certified to work with this specific population. Several examples include schools designed specifically for this population, colleges/universities that have a therapeutic recreation major or minor, and local recreation departments. It is critical to the success of the Motor Activities Training Program that you provide the MATP materials to the agencies with which you are partnering. Contact your state Program for official MATP materials.

**Year One**
- Develop a plan and budget for MATP.
- Determine and secure facilities for Challenge Day and trainings.
- Recruit athletes and ensure completed Athlete Participation Forms.
- Develop basic MATP program with use of the MATP instructor's guide.
- Recruit certified volunteers.
- Conduct Challenge Day.
- Attend Local Program Committee meetings.

**Years Two and Three**
- Recruit additional athletes to participate in MATP.
- Develop partnership to foster MATP trainings (Example: college, implementation of Special Olympics North America University Curriculum)
Unified Sports® Coordinator
Special Olympics Unified Sports® Coordinator: The Unified Sports® Coordinator is responsible for promoting, developing, coordinating and advancing the Unified Sports® program.

Primary Responsibilities
• Train the instructors for Unified Sports® coaches.
• Secure Unified Sports® materials (Unified Sports® Handbook, DVD) for recruitment of athletes, partners, coaches and volunteers.
• Arrange for trainings and competitions.
• Promote Unified Sports® at conferences, exhibits, community events, schools, etc.
• Act as a liaison with local Program, recreational and school personnel.
• Seek and train necessary assistants.
• Evaluate Program development.
• Be available for consultation and questions, especially during initial pilot experience.

Year One
• Attend a Unified Sports® Trainer-the-Instructor Seminar.
• Make available materials for training for Unified Sports® coaches.
• Determine pilot group to assist in a specific sport.
• Train partners, volunteers and officials on the rules and philosophy.
• Promote success stories.
• Evaluate Programs and revise as needed.

Years Two and Three
• Work with Sports Director and/or Sport Coordinator to recruit and train coaches as needed.
• Add additional sports and events for competition.
• Conduct trainings as needed (involve colleges, develop internships, etc.).
• Submit grant proposals for funding the growth of Unified Sports®.
• Continue to promote successes.
• Recognize those who assisted you.

Years Three to Five
• Grow the Program by establishing relationships with schools and community groups.
• Encourage the development of league play within sports.
• Evaluate programs and seek additional teams and coaches
• Offer regional sport competitions in various sports.
• Nominate key volunteers for state and national recognition.
• Establish funding partnerships with community.
Athlete Leadership Programs (ALPs)
Athlete Leadership Programs (ALPs) provide training and support for athletes who desire to expand their participation in Special Olympics both on and off the competition field. ALPs is designed to further demonstrate athletes’ giftedness and to provide athletes with a platform for self-advocacy. Special Olympics athletes are the most effective and powerful spokespersons for a movement of empowerment, understanding and acceptance.

Through ALPs, athletes receive training and have opportunities to hold positions of leadership and influence. In these roles, athletes help determine policy and set direction for their own Special Olympics Program. Ultimately, ALPs helps to create a “culture of welcome” throughout the organization as athletes are welcomed into their new leadership roles and serve alongside other volunteers.

Throughout the world, Special Olympics athletes participate in many different ALPs initiatives. They work as employees of Special Olympics, serve at state leadership conferences and represent other athletes as members of the Athlete Congresses.

Here are some meaningful ways to involve athletes in your Special Olympics Program:
• As Global Messengers: work with the local/state Program.
• As Coaches, Officials and Volunteers.
• As athletes on Committees, Boards and Management Teams.
• As athletes in the Media.
• As athletes assisting with Fundraising.
• Employed as Special Olympics employees.

Why are Athlete Leadership Programs important and beneficial to local Programs and its athletes?
• Athletes become more fulfilled and productive members of their families and the communities in which they live.
• Athletes see improvement in self-confidence and self-esteem.
• ALPs provides leadership opportunities for the athletes.
• The program demonstrates to the world what Special Olympics athletes are capable of doing and accomplishing.
• ALPs provides a showcase for other Special Olympics athletes to witness what is possible.
• ALPs is a key factor in positively affecting attitudes worldwide and helps foster the acceptance of people with intellectual disabilities.
• ALPs assists with the promoting and selling of the Special Olympics movement—athletes can sell and tell their stories better than anyone else.
• ALPs reflects that this is a movement lead by athletes and gives them a voice within their own movement; the program also provides a communication system between athletes themselves.
• Athletes who participate are more likely to be employed in their local community.

For more information on specific ALPs initiatives, go to www.specialolympics.org.

ALPs training resources and curriculum can be found on KMS at:
http://kms.specialolympics.org/Special+Olympics+KMS+Portal/English/Around_The_World/North_America/Region+Specific+Resources/Athlete+Leadership+Programs/default.htm
Special Olympics Healthy Athletes®
Special Olympics Healthy Athletes is designed to help Special Olympics athletes improve their health and fitness, leading to enhanced sport experience and improved wellbeing. The success of Healthy Athletes events depends on partnering. Special Olympics Program staff support the work of trained Healthy Athletes Clinical volunteers to provide event-based health opportunities for athletes. Event managers create an environment for positive interaction between healthcare professionals, other volunteers, Special Olympics athletes and their families.

The Special Olympics Healthy Athletes initiatives include these disciplines:
• Fit Feet
• Fun Fitness
• Health Promotion
• Healthy Hearing
• Lions Club International Opening Eyes
• MedFest
• Special Smiles

There are grants available to fund all of the Healthy Athletes disciplines. Contact your state / national Program office for information on grants and sponsors for these activities. All grants and requests for trained clinicians must come from the state / national Program office to Special Olympics, Inc.

The key objectives of Special Olympics Healthy Athletes are:
• To improve access and health care for Special Olympics athletes.
• To make referrals to health practitioners.
• To train healthcare professionals and students in the health profession about the needs and care of people with intellectual disabilities.
• To collect, analyze and disseminate data on the healthy status and needs of people with intellectual disabilities.
• To advocate for improved health policies and services for persons with intellectual disabilities.

More general information about Healthy Athletes can be found online at the Special Olympics Web site (www.specialolympics.org) :
• Healthy Athletes Software System
• How to Start a Healthy Athletes Program
• Healthy Athletes newsletters
• “Are You a Healthy Athletes?” booklet

Resources for Programs can be found on the Knowledge Management System:

http://kms.specialolympics.org/Special+Olympics+KMS+Portal/English/Around_The_World/North_America/Region+Specific+Resources/Healthy+Athletes/default.htm
Special Olympics Get Into It (SO Get Into It®)

Special Olympics Get Into It (SO Get Into It®) is a K-12 service-learning curriculum developed to introduce Special Olympics and explain intellectual disabilities to youth. The objective of the curriculum is to encourage youth to become involved in the movement and work to dispel the myths and stereotypes that surround people with intellectual disabilities.

The program was designed to achieve several closely related student learning goals:

• To understand, accept and celebrate individual differences.
• To learn about and become involved in Special Olympics.
• To become involved in a service-learning project or activity related to Special Olympics.

For more information on SO Get Into It® and to download a free copy of the curriculum, go to www.specialolympics.org and click on Schools and Youth initiatives.
Quality Unified Sports®
Program Name: West Hartford Middle School Unified Sports® Team
Sub-Program (Area) Name:
Local Program Name:

Local Program Key Facts:
Year established: 2000–01
Current number of athletes: 14
Current number of partners: 25
Change from the previous year (athletes): 2
Current number of coaches; paid: four; volunteer: 4
Number of sports offered by the local Program: 2
Number of local Program competitions: 2

Project Key Facts:
Year project launched:
Number of volunteers currently involved in project implementation:
Project's total annual budget (current):
Number of athletes served:

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

We are a Program serving three middle schools. One of our major goals is to provide a quality Unified Sports® team. Quality coaches, quality instruction/play, quality practices and hard work from each participant are expected each week. Another of our main objectives is to foster the positive interrelationships that develop between partners and athletes.

2. What worked well? Why? What were the project's key success measures?

We have received overwhelming support from building/town-wide administrators from the start. In our opinion, having the athletic director on board with the program is essential. Programs who have difficulty often did not receive the support needed for a quality Program. Another key success factor for us is the enthusiastic approach our coaches take in the lives of the athletes and partners.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

The biggest challenges include: securing funding for fully paid coaches; consistently communicating with administration regarding ongoing team activities; communication with parents/participants; and ensuring that the special education classroom teachers are on board with decisions being made. We desperately need them talking it up and ensuring smooth dialogue between home and school. Special Olympics paperwork is also an obstacle.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

We bring in motivated, committed coaches and volunteers who represent each of the schools in our town. We use e-mail updates to athletic directors regarding upcoming events and activities. We use volunteers to help with some of the tasks involved with running a Program of our size (media announcements, photo/slideshow, party planning, awards, paperwork, computer and flyers). Try and let the coaches coach and get others who excel in the above areas handle those ancillary tasks. We also get former partners coming back to work as assistant coaches when they enter high school. Some have been with us for seven years by the time they are seniors and take on an incredible amount of responsibility.

5. In your experience and considering your expertise, why do you think these tactics worked?

People want to help when it comes to working with special-needs children. Get them hooked by letting them do what they do best! Like any program, surround yourself with great people and get out of their way!!

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

The budget was as follows: two coaching positions for soccer, approximately US$5,000; two coaching positions for Basketball, approximately US$6,000; t-shirts replaced yearly, approximately US$500; buses to four events, approximately US$100; and equipment, US$0. This adds up to an approximate yearly budget of US$17,000.

7. What are the next steps you plan to undertake?

Recruiting new Special Olympics athletes is one of our current issues we are addressing as a staff. In particular, we're getting good participation from some of our schools, but not others. Our goal is to have every middle school student that is eligible to join our team.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Contact us here anytime we practice throughout the school year.
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   This program is a partnership between the Neuqua Valley High School athletic department and the local Program to conduct Unified Sports®. We provide an opportunity for athletes and general population students to work together toward common goals.

2. What worked well? Why? What were the project's key success measures?

   We mix up partners and athletes so everyone gets to know everyone else in the class. Keep lessons meaningful, but fun too! All students enjoy the positive environment. Special Olympics athletes are featured on the school's Web site, receive awards at the annual sports banquet and receive team uniforms and transportation.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   Making sure you have high expectations for both athlete and partner and making expectations clear from the start. Don't assume partners will know what you want.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   Our tactics were sound training, awareness and behavior guidelines.

5. In your experience and considering your expertise, why do you think these tactics worked?

   I have observed the behavior I am expecting from partners and the number of partners keeps building.
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

   The budget includes coaching staff, transportation and equipment needs.

7. What are the next steps you plan to undertake?

   Plans are to have partners plan and execute a Motor Activities Training Program (MATP) for school-aged athletes.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

   Joy Pierson
   (630) 428–6393 or joy_pierson@ipsd.org
High School Unified Wellness Program
Program Name: Special Olympics Tennessee
Sub-Program (Area) Name: Area 5
Local Program Name: Karns High School Unified Wellness Program

Local Program Key Facts:
Year established: 1995
Current number of athletes: varies
Current number of coaches: three certified and approximately 10 non-certified
Number of sports offered by the local Program: 13
Number of local Program competitions: eight
Total annual local Program budget: US$500
Number of Local Program Committee members: two

Project Key Facts:
Year project launched: 1995
Number of volunteers currently involved in project implementation: 2 (teachers)
Project's total annual budget (current): US$500
Number of athletes served: 72

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

The primary goal of the Unified Wellness program at Karns High School is to provide a therapeutic recreation program that integrates students with varying development delays with their non-disabled peers. By incorporating many Special Olympics sports into the program, the student is able to achieve success in many different domains. Student-athletes gain skills in psychomotor development, communication, self-help, independent living and social-emotional development, just to mention a few benefits. By far the biggest development observed in our student-athletes is the level of self-esteem and self-worth that comes from participating in Unified Wellness/Unified Sports®.

2. What worked well? Why? What were the project's key success measures?

The project's key measure of success is twofold. The primary measure would have to be the student's participation in training and competition and the success they feel from gaining meaningful skills and applying those skills during competition. The second measure would be on the part of the Unified Partner. We have an application process and have to turn down more than 150 applicants for this program every year; we have partners on a waiting list. The program sells itself. Athletes and partners talk about experiences they have had at local and state Special Olympics competitions. Word gets out, and everyone wants to be a part of this program.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

We have equipment that is severely outdated. We have uniforms that we have had since the beginning of the program. It is difficult to raise money for equipment and uniforms for all of the sports we participate in. We believe that it is equally important to look appropriate (uniform-wise) as it is to be properly trained in a specific sport. Most of our current fundraising efforts have been to update/upgrade uniforms.
4. What were your tactics to achieve success and overcome the challenges/obstacles?

We had a peer tutoring program at school, so when we introduced this program we went for some of the elite students in that program as well as some highly recommended students from the physical education teachers. We started our program this way because we wanted it to be successful. As far as equipment and uniforms; we had teachers and students clean out their garages and bring in old athletic equipment they had. We were given leftover items by our physical education department and made uniforms by tie-dying t-shirts, and then had someone donate the screening.

5. In your experience and considering your expertise, why do you think these tactics worked?

These tactics worked because there was no other way to make the program happen. We had to have equipment and we had to have uniforms. After the first two years of the program and the growing number of Unified Partners that wanted to participate, the principal of our school purchased two different sets of uniforms as well as sweatshirts for our program. After the physical education program saw how successful the program was they began to purchase two or three pieces of equipment for us each year. Then the basketball and volleyball coaches began letting us use their equipment.

Out of this Unified Wellness Program came a Unified Sports® volleyball team that would practice during class, and when not appropriate to use class time they often practiced three times a week at 6:30 am in preparation for competition in local, state and national competitions. This team competed at the U.S. Volleyball Open in the Unified Sports® divisions in Tucson, San Francisco, Columbus and Dallas.

I think our tactics work because the Unified Wellness/Unified Sports® program is still going strong and shows no sign of losing ground. The program exemplifies the true unified spirit.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Our county school system provided no budgeting for Special Olympics on any level. They budget for certain programs and we do not fit into any of those programs. We are not special education and we are not considered physical education…we were a blend of both, and integrated as well. Therefore we scrap for whatever funds we can and are determined to survive.

7. What are the next steps you plan to undertake?

The next step is to increase the amount of lifelong, family-oriented activities that student-athletes can participate in with families and community members, whether it be at church, family get-togethers or as part of community recreation. We feel it is important that the student-athletes we work with learn the same games and sports that their siblings and peers play. We teach games and activities that are both inclusive with Special Olympics and some that Special Olympics does not offer. We want our students to participate and play and not be left on the sidelines watching because they don't understand or have knowledge of a game or sport. We want our students to have a sense of belonging wherever they are, with the knowledge that they can achieve anything if given just one thing: Opportunity.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Kim Hatfield-Gra/Matt Kelley
Special Olympics of Greater Knoxville Karns High School
2710 Byington-Solway Road
Knoxville, TN 37931
(865) 748–5047; (865) 539–8670 or khspecialo@yahoo.com
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

A partnership between Mesa State College, the local Program and the Grand Junction Regional Center to host a Motor Activities Training Program (MATP) Challenge Day. College students from the adaptive physical education program planned and conducted the Challenge Day offering sports skills in volleyball, softball, basketball and soccer.

2. What worked well? Why? What were the project's key success measures?

Twenty-three college students and five teachers were trained and successfully executed the event. Opening Ceremonies were conducted and the national anthem was sung by the Mesa State Choir. Forty participants experienced this outstanding Special Olympics event.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

This year we were limited by the number of participants we could handle because of space and we had a novice adaptive physical education class.

Generally, we’re also hindered by the small number of adaptive physical education programs being offered across the state, a lack of funds, trouble in finding schools or groups to assist in implementing the MATP program and trouble recruiting athletes to participate in the program itself.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Once the class put on the MATP Challenge Day they were very excited to do it the next year and their fist suggestion was to network and get more participation. The participants’ coaches had ideas for increasing the participation by letting other agencies know of the event. Everyone thought it was a success and could not wait to spread the word next year.
5. In your experience and considering your expertise, why do you think these tactics worked?

Once the adaptive physical education class experienced their first event, they had many ideas on what worked well and what would work better. With their hands-on experience working with the athletes, the adaptive physical education class was able to evaluate the event and the athletes. The entire experience led to everyone doing a wonderful job.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

There was really no budget, but the expense items are listed below:

- Equipment: US$450
- Travel: US$316
- Lodging: US$200
- Food/Volunteers: US$200

7. What are the next steps you plan to undertake?

My next step is to recruit a college program in the Denver metro area to put on a Challenge Training Day. This will also give me the opportunity to look at the MATP programs in the Denver and Jefferson County school programs as well, with an eye on enhancing them.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Freda Davenport
Special Olympics Colorado
410 17th St. Suite 200
Denver, CO 80202
Phone: (720) 359–3114 or fmd@specialolympicsco.org
Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

C.I.T.E. School is a private school in Providence for children with multiple disabilities such as MPS (San Filippo B); autism; Rett, Soto and Angelman Syndromes; severe and profound mental retardation, Down syndrome with blindness and Myoclonic Dystrophy.

Rhode Island College (RIC) is a state college located in Providence. The students from Dr. Castagno’s adaptive physical education class participate in a six-week internship at C.I.T.E. School to prepare for the Motor Activities Training Program (MATP) event held at RIC. The goals of the program are to provide physical activity and recreation for the athletes, which includes them learning teamwork and sportsmanship while developing the skills necessary to participate in sports. The athletes also get to interact with non-disabled peers while competing at an appropriate ability level. In turn, RIC Students gain the opportunity to explore various adaptations for different levels of abilities which may facilitate a different approach towards the C.I.T.E. students.

2. What worked well? Why? What were the project's key success measures?

Physical therapist/coach Sharon Magliozzi conducted an initial orientation and then met with RIC students prior to each session to discuss various activities and goals they hoped to achieve. At the end of each session they discussed what worked, what didn’t work and what modifications were necessary to improve the program. The ideas were then put into play the following week.

The program was structured into three separate components to establish a routine for continuity. These included warm-ups for about five-10 minutes, the sports activities themselves—and no more than three so all athletes could rotate through all activities, followed by a cool down for about five minutes. The groups are kept small so that RIC students can interact one-on-one and acquaint themselves with the C.I.T.E. athletes. The RIC students’ enthusiasm was contagious to C.I.T.E. staff and they provided new experiences for athletes.
The success of the program was measured by athlete and student enjoyment; the athletes' overall improvement; the RIC students' ability to determine the best modification for each individual athlete for each specific sport; and the athletes' and students' confidence level as their abilities improved.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

One of the biggest challenges was trying to develop three activities adapted for diverse disabilities such as impaired balance; visual perceptual problems; poor hand-eye coordination; poor muscle strength; and even blindness and deafness, among other serious maladies.

Another obstacle was scheduling. Additionally, absences of RIC students or C.I.T.E. staff due to unforeseen circumstances created scheduling issues. Another challenge is that the majority of the C.I.T.E. athletes require one-on-one assistance to participate and all athletes need close supervision. Due to the family circumstances of most of the athletes, obtaining the required physical exam is often difficult.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

Flexibility was essential. At the meeting before each session, coverage for each athlete was addressed due to staff or student absence. Also, the location of the day's events was determined by weather conditions. Education of RIC students as to the various abilities and limitations of athletes and how modifications could be made was crucial. This allowed the program to run smoothly. C.I.T.E. School is able to assist parents with obtaining their child's physical exams necessary to compete in Special Olympics Rhode Island. This program is run during school hours to allow C.I.T.E. School staff and volunteers to assist the athletes and provide one-on-one assistance when necessary.

5. In your experience and considering your expertise, why do you think these tactics worked?

A small obstacle can prevent a successful program. Having the support of C.I.T.E. School, the expertise of the C.I.T.E. physical therapist and the direction of Dr. Karen Castagno from RIC proved invaluable to our success. All of these factors contributed in developing an extraordinary collaboration between three agencies: C.I.T.E., RIC and Special Olympics Rhode Island. What had been an annual daylong event has blossomed into an ongoing program at C.I.T.E.

6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

Initial equipment needed for the MATP was funded by a grant obtained by C.I.T.E. School. C.I.T.E. School provides funds for new equipment as needed, transportation to the MATP events at two locations and allows staff to participate during school hours. C.I.T.E. School has a back yard and recreation room that is adequate for various sporting events.

7. What are the next steps you plan to undertake?

Continue the liaison between C.I.T.E. and RIC students and to participate in the MATP at RIC and URI. We'll continue to expand the program at C.I.T.E. to incorporate more of the school year. Weekly/bi-weekly sessions could be established for each classroom to practice different athletic skills in preparation for the MATP.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

Sharon Magliozzi or Maureen O'Brien,
C.I.T.E. Inc. 15 Bough Street Providence, RI 02909 (401) 351–0611
Unified Sports® Cheerleading Program
Program Name: Special Olympics Florida
Sub-Program (Area) Name: Area 9
Local Program Name: Sarasota County

Local Program Key Facts:
Year established: 1970
Current number of athletes: 500+
Change from the previous year (athletes): 10 percent
Current number of coaches: 75
Number of sports offered by the local Program: 19
Number of local Program competitions: 32
Total annual local Program budget: US$166,000 in-kind
Number of Local Program Committee members: 14

Project Key Facts:
Name of Project of Event: Unified Sports® Cheerleading
Year project launched: 2005
Number of volunteers currently involved in project implementation: 16
Project’s total annual budget (current): cash—US$350; in-kind—N/A

Local Program Project Description:

1. Briefly describe the goals of the event, activity or program.

   The goal was to find an organization that would not only train the athletes but compete with them.

2. What worked well?

   The location was convenient for both groups (Special Olympics and the local high school). The group is not only training together, but the local high school has adopted our Special Olympics cheerleaders and performed with them at several high school football and basketball games.

3. What were the biggest challenges or obstacles you faced in trying to achieve these goals?

   We’re still waiting for the state Special Olympics Program to define the rules for competition and the season timeline.

4. What were your tactics to achieve success and overcome the challenges/obstacles?

   We’re still looking for guidance in these areas.

5. In your experience and considering your expertise, why do you think these tactics worked?

   N/A
6. What was the overall budget for your project? Key budget categories? Adjustments you had to introduce in the course of the project?

   Our budget was US$400 and the key category was uniforms. We made a decision for our team to train parallel to the Special Olympics basketball season. This allowed the cheerleading team some form of activity until a set of rules were adopted and the season was defined.

7. What are the next steps you plan to undertake?

   Push for a regular season and rules.

8. How can representatives of other Special Olympics Programs contact you regarding the current local Program Development contribution?

   Joyce Shattuck
   Management Team Member
   Venice High School Varsity Cheerleading
   (941) 412–0402
GLOSSARY

Accredited Program—any national Program, U.S. Program, sub-Program or other organization accredited by or through Special Olympics' authority to organize and conduct Special Olympics training and competition Programs within a particular jurisdiction.

Assistant Local Program Coordinator—assists and supports the Local Program Coordinator (LPC) in the duties assigned and stands in for the LPC in his/her absence.

Athlete Council—a group of athletes that meet to discuss views of fellow athletes and bring forth concerns of the athletes to the Local Program Committee.

Athlete Leadership Program (ALPs)—training, planning and organizational design that supports athlete empowerment and inclusion in all aspects of the Special Olympics movement, including the governance and delivery of the Program to other athletes, volunteers and the communities in which they live.

Athlete Participation Form (APF)—an application form that includes health history, a medical form to be completed by a doctor and a release.

Athlete Representative on the Local Committee—responsible for ensuring that the views of the athletes are adequately represented in the local Program.

Atlantoaxial Instability—misalignment of the cervical vertebrae C-1 and C-2 in the neck. Individuals with this condition are susceptible to possible injury if they participate in activities that hyperextend or radically flex the neck or upper spine.

Class A Volunteer—a volunteer who completes a Special Olympics Volunteer Information/Application form and has close contact with athletes, who volunteers in a position of authority, supervision or trust of athletes or handles substantial amounts of cash or Program assets. A Class A volunteer is screened for criminal background history using a national database.

Class B Volunteer—a volunteer who has limited contact with athletes or who has contact with athletes when accompanied by coaches and chaperones.

Coaches Education Coordinator—responsible for the development of all athlete and coach training through the use of sound management principles.

Coordinator for Individual Sports (CIS)—responsible for developing, organizing and leading individual sports for the local Program.

Coordinator for Team Sports (CTS)—responsible for developing, organizing and leading team sports for the local Program.

Fetal Alcohol Syndrome (FAS)—a lifelong, yet completely preventable set of physical, mental and neurobehavioral birth defects associated with alcohol consumption during pregnancy. FAS is the leading known cause of mental disabilities and birth defects.

Field Services Director—individual state staff either housed at the headquarters or regionally located to oversee and assist the Area Directors in providing services to their specific region of the state.
**Financial Coordinator**—responsible for all aspects of the financial administration of the local Program.

**Fundraising Coordinator**—responsible for overseeing and managing the fundraising activities of the local Program.

**Global Messenger**—a Special Olympics athlete who is trained as a public speaker to help spread the message and vision of the movement as well as the benefits he/she has gained by participating in Special Olympics.

**League**—an association of sports teams or individuals that compete with one another.

**League Play**—a formalized structure of a series of competitions.

**Local Program**—a Special Olympics direct service delivery outlet (including independent Special Olympics clubs, public, private or specialized schools, independent-living facilities, service agencies and professional sports clubs) that offers training and competition opportunities for people with intellectual disabilities according to Special Olympics rules and guidelines.

**Local Program Committee**—the infrastructure of volunteers that share responsibilities with the local coordinator that leads to the success, growth and sustainability of a local Program.

**Local Program Coordinator (LPC)**—leads and manages the overall development of a local Program, ensuring that Special Olympics athletes train and compete in a quality and safe environment.

**Motor Activities Training Program (MATP)**—a Special Olympics program that is specially designed for persons with severe intellectual disabilities that cannot benefit from standard Special Olympics training and competitions. A comprehensive MATP is designed for persons with severe limitations who do not yet possess the physical and/or behavioral skills necessary to participate in official Special Olympics sports and is geared to their ability levels.

**Outreach/Family Coordinator**—responsible for working with the LPC in the development of an outreach plan.

**Outreach Plan**—a plan that describes the techniques used to recruit athletes, family members and volunteers to the local Program.

**Public Relations Coordinator**—responsible for coordinating all aspects of communication and public relations for the local Program, both internally and externally.

**Special Olympics**—general reference to the Special Olympics Program of sports training and competition and the global Special Olympics movement established and administered by Special Olympics.

**Special Olympics Incorporated**—the international governing body of the Special Olympics movement; not for profit organization with the principal office in Washington, D.C., USA.

**Special Olympics North America**—the North American body for Special Olympics, consisting of the Canada, the Caribbean, Mexico and the United States.
**Special Olympics North America University Curriculum**—a jointly sponsored coach education and sport management training program that maximizes the human and material resources of sponsoring agencies to stimulate growth, interest and understanding of Special Olympics and coaching or sport management; a partnership between established university curricula in the area of physical education, recreation, sport management and community-centered Special Olympics training and area management structures.

**Sport Coordinator**—responsible for developing and implementing a program of quality competition in a specific sport throughout the local Program.

**Sport Partnership**—Special Olympics coaches or Programs that partner with established sporting, corporate, local and national organizations, as well as colleges and universities.

**Sports Director**—assesses the needs for competition and for developing and implementing quality competition throughout the local Program.

**Sub-Program or Province**—a local or community Program located within the jurisdiction of an accredited Program.

**Volunteer Coordinator**—responsible for recruiting, coordinating, recognizing and managing local Program volunteers.