**Organization**

Organizational structures, work and partnerships

SOI Leadership Support

Project UNIFY Leaders and Staff

SOI Internal Organizational Units

Youth Leaders

Project UNIFY Projects/ Programs

Partners

Networks and Expertise

* Leadership Network
* Practitioner Network
* Access to Experts

**SPECIAL OLYMPICS PROJECT UNIFY**

**2008-2013**

**ATTRIBUTES**

SOI Experience; Positive SOI Public Perception; Maximizing Sports and School-Based Programs; Focus on Youth Leadership, Engagement, Movement/Advocacy, Collaborations; Principle-Based; Results-Oriented; Implications for All Types of Schools/Nations

### LoNG-TERM outcomes

### (5+ yrs)

*What is the vision?*

School communities where all students are agents of change – fostering respect, dignity and advocacy for people with intellectual disabilities by utilizing Special Olympics Project UNIFY practices, evidenced by the key characteristics (see attached\*)

Special Olympics integrates and sustains Project UNIFY strategies within the core of the organization operation, activities, support and results evidenced by the key characteristics (see attached\*)

Special Olympics is seen by national and state education leaders as one of the leading solutions to promoting inclusive sports and youth leadership, advocacy, service learning and social justice, and a model for organizational change maximizing social networking and new media

### INTERMEDIATE outcomes (3-4 yrs)

*What is the vision?*

Project UNIFY practices incorporated in all departments of SO

Project UNIFY informs the set of underlying principles for 2011 Games

SO Programs embrace the outcome focus of our sports programming evidenced in messaging and communications

SO sports programming at local and state regularly combined with leadership, service, advocacy and social justice messages and opportunities

Schools regularly utilize SO as service, civic and social justice curriculum and activity

Youth leadership engaged year round at HQ in development of projects, communications and activities

Sustaining partnerships with leading youth service, civic and social justice organizations

SO sought after as presenters in education national conferences

Appearance in national education publications regularly requested

SO fan community and online curriculum are consistently used and acclaimed resources for youth and educators in developing service learning opportunities

### INITIAL outcomes

### (1-2 yrs)

*What is the vision?*

Project UNIFY practices incorporated in FR and Communications depts of SO

All US Programs and all Region staff persons have opportunities for education in Project UNIFY principles of practice

Engagement of 80% of US in Project UNIFY practice and pilots in 3 regions

Evidence-based examples of efficacy of principles and practice in hand

Youth leadership engaged regularly at HQ in development of projects, communications and activities

Partnerships are explored and developed with leading youth service, civic and social justice organizations

Participation in at least 3 education national conferences per year

Appearance in national education publications regularly

SO fan community and online curriculum gaining recognition as resources for youth and educators in developing service learning opportunities

Programs have access to a complete set of PU resources for communications, messaging and local / state collaborations

Showcase Program in Nebraska through National Games legacy

**Outputs**

*What do the activities produce?*

Increased inclusion of Project UNIFY in SOI events, communications, professional development and resource development (diversify support)

Greater understanding of the characteristics of quality practices to achieve Project UNIFY outcomes, strategies to overcome barriers and methods to engage stakeholders

Demonstration of the conditions most conducive to support youth voice and leadership

Youth (w and w/o) increase advocacy knowledge and skills

Clear examples of best practices that can be shared

Young people with intellectual disabilities engaged and included with all youth in leadership, service and civic opportunities

School leaders and teachers more knowledgeable and skilled to implement Project UNIFY activities

Increased Special Olympics Project UNIFY visibility in schools nationally, increased understanding of broader movement vision

Individuals in communities are more engaged in the lives and vision/impact of their youth

Meetings with legislators and key education decision makers

Collaborators maximize their contributions to education reform

**Activities**

*What will be done?*

* Support and sustain Project UNIFY
* Host meetings , forums and use communication strategies to inform and influence constituents
* Engage Project UNIFY in events and activities
* Incorporate Project UNIFY principles into all aspects of the organizational strategy
* Identify internal and external opportunities for PU
* Ensure quality projects/practices
* Monitor progress, continuously improve all components
* Seek opportunities for youth to serve as leaders
* Lead networks and maximize collaborations
* Identify ways in which Project UNIFY principles can be leveraged to meet org goals
* Engage with, learn strategies from Project UNIFY
* Align Project UNIFY with their work
* Seek opportunities for youth to provide input
* Provide leadership with peers
* Conduct work through committees
* Advance an advocacy agenda
* Lead forums and meetings or provide input
* Conduct work in schools to achieve impacts on students and schools
* Share lessons learned and deepen practice
* Share with others (broaden practice)
* Engage youth as leaders
* Collaborate and provide access
* Advocacy for Project UNIFY with peers
* Provide national leadership (voice)
* Engage Project UNIFY in forums, conferences and publications

**Indicators**

High internal/external support and understanding for Project UNIFY. Youth Activation Committee enhances advocacy impacts. Deeper quality practice in schools and support from national groups.

**Indicators**

Youth Leadership, School-Community Collaborations, Continuous Improvement, Communications, Professional Development, Unifying Programming and Creating/Sustaining Relationships

**Indicators**

Number of school-aged SO athlete participants, lower average age of volunteers, public perception change from SO as an event to a movement, Programs collaborating with state education, and civic and service groups

**Indicators**

Number of schools participating in SOPU, Unified Sports participation and Young Athletes participation, Youth leadership embedded in SOI work, Youth leadership committees engaged in Programs, national and state groups promoting PU principles and practice

**Indicators**

Special Olympics Project UNIFY leading productive quality work (1) utilizing leadership, operational, and monitoring systems; (2) maximizing internal support and external networks; and (3) delivering quality results and impacts.

**Indicators**

Special Olympics Project UNIFY is effectively organized; leaders are effective; staff provides quality services; adequately supported by SOI; project sites selected; youth leaders organized; collaborators in place.