



Special Olympics

Be a fan®

**Marketing Plan Request for Proposal
Special Olympics Get Into It – e-tools
February 4, 2010**

Special Olympics Mission:

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 the sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Background on Special Olympics:

Many people know of Special Olympics. Few, however, know much more than the name. They do not know that there are 230 independent Special Olympics Programs in 169 countries around the world serving over 3.2 million persons with intellectual disability – in places like China, Egypt, even Iraq. They do not know that the organization provides year-round sports training, athletic competition, free health screenings, K-12 school curriculums, leadership training and family support. And they don't know that Special Olympics has a vision to help change the world through acceptance and inclusion, engaging people of all abilities, with and without intellectual disabilities, through a movement that uses sports as a platform for social and community impact.

Special Olympics is changing attitudes around the world - one person at a time

We are a catalyst for societal change, fostering community building around the globe. We are a leader in diversity and tolerance education, bringing young people with and without intellectual disabilities together in our youth and schools outreach. We are a research leader, partnering with governments, non-governmental organizations (NGOs) and the private sector to develop new ways to include people with intellectual disabilities in all aspects of society. And we are the world's largest public health organization serving people with intellectual disabilities, offering free health screenings to the health world's most neglected population.

Rationale for Project UNIFY® (US Department of Education funded initiative)

In order to achieve our vision and mission to empower individuals with intellectual disabilities to become physically fit, productive and respected members of society through sports training and

competition, Special Olympics is committed to sustaining quality opportunities for its constituents to contribute their fullest to society.

This is particularly important for youth, as they learn how to create and contribute to their communities now and in the future. Thus, the rationale for Project UNIFY is to establish formal programs and opportunities focused on youth with and without intellectual disabilities as *change agents* on behalf of all individuals with intellectual disabilities.

Special Olympics Project UNIFY activates youth and develops school communities, fostering respect, dignity and advocacy for people with intellectual disabilities. It is a strategy for engaging schools, using the tools and sports programs of Special Olympics to create school climates of inclusion, acceptance, respect and human dignity for all students with and without intellectual disabilities.

Project UNIFY Key Characteristics

Project UNIFY is committed to ensuring that the following characteristics of effective practice are in place and consistently achieved in initiative schools:

- Youth Leadership
 - Youth representing the diversity of the student body are engaged in leadership positions and schools acknowledge that youth leadership is a priority for the school/programs.
- School-Community Collaborations
 - Sustainable collaborations exist that mutually benefit the school and the community and are a core element of Project UNIFY activities.
- Continuous Improvement
 - Sustainable formal teams focusing on using data for improvement. Teams consist of all stakeholders, ensuring that data are analyzed and resulting “improvements” are appropriate and geared to program enhancement.
- Communications
 - Quality communications strategies are employed to inform and influence critical education stakeholders. In addition, communication products are shared with networks that offer the greatest opportunity for suggested strategies to be considered and employed.
- Professional Development
 - Creating structured time for initiative members to acquire and enhance knowledge and skills to effectively implement and sustain quality projects.
- Unifying Programming
 - A commitment to bring the diverse programs together focusing on school community and student development.
- Creating and Sustaining Relationships
 - A commitment to bring youth with and without disabilities together through programs so that all youth benefit.

More on Project UNIFY® may be found at:

http://www.specialolympics.org/project_unify.aspx and in Appendix 1 of the Supplemental Materials.

Background of Special Olympics Get Into It® (SOGII):

In late 1999, Special Olympics Program leaders requested a resource tool that could reach into schools for the purpose of recruiting more school-aged athletes to the Movement and, at the same time educate and involve a new generation of young people in Special Olympics. A team consisting of Program staff, youth leaders, athletes, family members, curriculum experts, Special Olympics Board members, and educators created SOGII over a 6 month time frame, including limited field testing in approximately 50 schools throughout the United States.

Description of SO Get Into It:

SOGII will be updated so that it operates as a tool to achieve the mission of Project UNIFY, outlined above. SOGII e-tools version upon completion in the summer of 2010, will consist of online resources that include lessons, activities, videos, athlete stories and supplemental materials. At the core of SOGII will be age-appropriate lessons designed to be taught in the context of class periods. Activities with ties to service-learning are completed in a classroom or community setting, as part of a club, an afterschool activity or a community-based event and include involvement with local Special Olympics Programs whenever possible.

We have developed an organizing framework for this e-tools version that, while simple and effective, is results oriented and advances a social movement agenda by focusing on students' civic knowledge and skill development.

- a. **Educate:** Provide young people with school and community-based opportunities and strategies to help them understand their potential and ways to serve as active agents for change in their local, national and global communities;
- b. **Motivate:** Energize young people to unleash their creative leadership potential to accept, respect and advocate with and for persons with intellectual disabilities;
- c. **Activate:** Stimulate new approaches for sharing experiences, engaging in community action and policy change.

SOGII versions 1.0 through 2.0 have been in use throughout the US and approximately 70 countries since 2000. SOGII is presently delivered to educators through two primary methods: (1) Online for download at www.specialolympics.org/getintoit and (2) on a two disc package with a CD ROM for K-12 lessons in PDF format and a DVD with a variety of videos ranging from 30 second PSA's to 45 minute programs.

While some updates and enhancements have been made over the years, now is the time to fully capitalize on the Special Olympics website tool, in particular the Fan Community, as well as other social networking sites, to engage young people and educators through media that were not available years ago. Principals, teachers and other educators have changed practices

dramatically in the way they research, access and formulate lesson plans and service learning projects. Studies show that authentic, real life experiences are critical to successful learning. We need to enhance the present state of SOGII after nearly nine years of development and implementation to broaden its relevancy in the United States and use SOGII to ensure consistent messaging to reach 6 million young people to promote greater involvement, awareness, attitude change, and action by 2010.

Prior Marketing Strategies:

Outreach to educators, primarily, since 2000 has occurred in the following ways:

1. 2000-2008: List serve announcements through endorsing national educational organizations; Presentations and information booths at selected national education conferences; selected State level presentations and information booths at educational organizations; selected County-wide presentations to Principals and Superintendents.
2. May 22, 2002: Press conference with then U.S. Secretary of Education Rod Paige and Special Olympics Youth Leaders.
3. September 2002: Launch of online presence of lesson plans and activities (www.specialolympics.org/getintoit). Announced via list serves to all endorsing national education organizations and other key stakeholders.
4. 2004-2006: Online quarterly newsletter to teacher database from online registrants.

Proposal Project Description:

Special Olympics welcomes proposals for marketing the SOGII curriculum to more effectively reach students, educators and administrators. This proposal is for marketing in the United States only. A grant from the United States Department of Education has made this request for proposals possible.

SOGII curriculum will be distributed online to schools beginning July 2010. The marketing plan will take place between August through December 2010.

Interested parties are invited to submit a written proposal that determines their ability to market SOGII as a free, inclusive set of resources that supports service-learning and reflection, connection to state standards, encourages/utilizes website interactions, differential learning to accommodate student needs, character education and leadership, and cross-curricular connections.

Interested parties will market the SOGII Program to accomplish the following requirements by these 2010 milestone dates:

1. April 30 - Identify the key education stakeholder target markets among young people, administrators and teachers through national networks including government, membership organizations, online social networks and other educational providers who may receive SOGII.
2. May 31 - Identify current usage and future trends of online educational resources for each target group and recommend strategies to initiate for most effective impact and reach into these groups.

3. August 31 - Create materials appropriate for each target market that will be delivered by an online means as opposed to print.
4. September 30 - Determine measurement for success indicated by the numbers of stakeholder target markets reached, online database registrants and the Return on Investment (ROI).

Would your firm consider donating some staff time or indirect costs pro bono to this project?
How much time would you donate?

You will be working directly at times with a small group of experienced Special Olympics youth leaders and other SOGII advisors in order to provide input on deliverables. In keeping with our Project Unify vision of youth at the center of what we do, it will be important to demonstrate ongoing collaboration with young people in this process.

Firm Experience and Capabilities/References:

The purpose of this section is to provide an overview of the offeror's company, and the offeror's commitment to the services set forth in this RFP.

1. Summarize the organization structure and size of the company plus its date of organization and current principal place of business.
2. Include a list or describe representative clients served, focusing on clients similar in size and complexity to this project. Provide a description of and samples of similar marketing plans developed by the offeror.
3. Provide the current name, address, telephone number, and email address of at least three (3) specific references the company has served either currently or in the past two (2) years, preferably those where one or more members of the project team provided the same or similar services as requested herein.

Budget and Payments:

The budget for this Marketing proposal is \$30,000. Payments will occur upon receipt of deliverables as follows:

1. upon execution of an agreement by the parties;
2. upon Special Olympics' receipt and acceptance of the key education stakeholder target markets by April 30, 2010;
3. upon receipt and acceptance of current usage and future trends and recommended strategies by May 31, 2010;
4. upon receipt and acceptance of materials appropriate for each target market by August 31, 2010;
5. final payment upon Special Olympics' receipt and acceptance of final evaluation report (December 31, 2010).

Proposal Process:

Inquiries and proposals may be submitted to:

Ron Vederman

Special Olympics, Inc.

1133 19th Street, N.W.

Washington, DC, 200036

Rvederman@specialolympics.org

Direct: 1-202-824-0275

Please submit your written proposal to Ron Vederman via email by 5:00 pm EST on or before

FRIDAY, MARCH 19, 2010

It is estimated that a final decision will be delivered by Friday, March 26, 2010.

Final Marketing Plan Report Deliverable Due Date: DECEMBER 31, 2010

Grantee will be involved in regularly scheduled conference calls and routine emails with SOI staff, youth leaders and others from the SOGII Advisory team as part of this marketing plan process.

Criteria for Award: Interested applicants will be required to submit a proposal responsive to the above RFP. This proposal must include the following:

- I. Cover letter
- II. Cover page which contains the following:
 - a. Title of Project
 - b. Name, address, telephone number, and email address of the applicant
 - c. Total budget
- III. Detailed Project Description
 - a. Background, including relevant literature review, a conceptual model that is relevant and informs design, that draws upon previous research or evaluation work by the researchers, and that reflects an awareness of Special Olympics and prior research that has focused on curriculum evaluations
 - b. Description of overall project objectives
 - c. Description of design that responds to specific questions posed in the RFP, is feasible, and that describes methods for identifying sources, collecting data, and analyzing data
 - d. Management plan that is clearly described, adequately staffed, that builds in mechanisms for collaborating with Special Olympics, and that can achieve objectives on time and within budget
 - e. Timeline
 - f. Description of capabilities of Project Director and marketing team
 - g. Metrics
- IV. Qualifications of the Project Director (include CV) and available organizational resources

- V. Budget Narrative
- VI. Budget Sheet

Proposals should be no more than 10-15 pages, not including CV.

A panel of Special Olympics reviewers will read and score proposals. Additional information may be requested of applicants prior to making a final decision on the RFP. Criteria in selection grantee will be the soundness of the project design and implementation plan and the capabilities of the applicant(s).

SUPPLEMENTAL MATERIAL:

- **PROJECT UNIFY ACTIVITIES FOR YEAR 2**
- **2005 SO GET INTO IT STUDY, UNIVERSITY OF MASSACHUSETTS-BOSTON**
- **SO GET INTO IT DRAFT CURRICULUM RESOURCES IN DEVELOPMENT AS OF FEBRUARY 2010. SAMPLE K-2 MATERIALS CAN BE FOUND AT:**
http://www.gooddharma.com/SOGetIntoIt_K-2Lessons.pdf