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A Handbook for Athlete Leaders

Athlete Leadership Programs (ALPs)

October 2018

Special Olympics
Indiana





The Mission of Special Olympics

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.

The Mission of Athlete Leadership Programs (ALPs)

To empower athletes to develop leadership skills and utilize their voices to assume meaningful leadership roles, influence change in the Special Olympics movement, and educate communities around the world that results in positive life changes.

~ ALPs Summit, Vancouver, BC, March 2011

The Mission of ALPs University

ALPs University exists to enhance the lives of athletes with ongoing leadership training and experience in the areas such as governance, sports and global messengers; it brings together talented athletes in an atmosphere of sharing, knowledge, trust and respect.

~Special Olympics Indiana, October 2013

Definition of ALPs

- Allowing athletes to choose HOW and in what ROLE they participate in Special Olympics.
- Encouraging athletes to take meaningful positions of influence and leadership throughout the organization to help determine policy and set direction.
- Providing training for coaches, volunteers and parents as they welcome athletes in their new roles.

Basic ALPs Philosophies

Respect athletes as equal partners in your Special Olympics experience.

Value athlete opinions and preferences.

Athletes can improve your program TREMENDOUSLY!

Listen! Take the time to be sure you understand when athletes speak to you.

Whenever possible, involve athletes in your work via leadership positions that are meaningful.

Athletes make excellent volunteers if you let them.

Global Messengers are the best fund raisers you can possibly have.



Roles for Athletes

Athlete Input Council Member — You can improve your local program by making suggestions and discussing problems. Find out if your county program or area has an input council and become a participating member. **YOUR INPUT IS VALUABLE AND IS NEEDED!**

Athletes on Board of Directors or local/area committees — You can become a representative of athletes on these very important groups. Training is provided to prepare athletes to participate in Special Olympics programming and policy meetings. Training focuses on awareness and listening skills and reading financial reports. Indiana has had several athletes on its Board of Directors. The current athlete is Heather Himes and Mitch Bonar. **BECOME A BOARD MEMBER; MAKE IMPORTANT DECISIONS!**

Athletes as Global Messengers — Do you like to talk? You can be trained by Special Olympics in presentation skills to become an expert speaker. We'll even teach you to use PowerPoint to give presentations to schools, community groups, parents, churches. **GIVE A TALK & GET NEW PEOPLE INVOLVED IN SPECIAL OLYMPICS!**

Athletes in the Media — You can get the Special Olympics WORD out. You can write articles, do television or radio shows, or work with the newspapers. Some athletes in Indiana are involved in their county's Facebook pages. Special Olympics athletes in Rhode Island produce and host their own monthly TV show on cable. And in 2014, Wes Hartwell from White County was one of the official photographers for the National Games. **JOIN US AND HELP GET THE WORD OUT TO EVERYONE!**

Athletes as Coaches — You can become a coach or assistant coach if that is your dream! You will need to make a commitment to attend certification training by the Indiana State Office then apply your training. There are many Special Olympics athletes in Indiana who have become coaches. **BECOME A COACH IF THAT IS YOUR DREAM!**

Athletes as Officials — You can become an official if that is your dream! Special Olympics will provide athletes information so they can participate in sport National Governing Body certification programs as an official or other skilled sport personnel. At the 1995 World Games in New Haven, Connecticut, there were 39 officials who were Special Olympics athletes! **BECOME AN OFFICIAL IF THAT IS YOUR DREAM!**

Athletes as Technology Specialists— Do you like to use your computer or mobile device? You can be trained by Special Olympics in various technology skills to become an expert in several subjects. We'll teach you to use PowerPoint, email, the Internet, search engines, photography and videography, or social media. All these can help your local program be better and more effective. **BECOME AN EXPERT IN A TECHNOLOGY SUBJECT AND SUPPORT YOUR PROGRAM!**



Athletes as Health & Fitness Advocates and Messengers — Do you have a passion for promoting a healthy lifestyle? You can help your fellow athletes become more fit, make healthy food choices, and form healthy habits.

BE A HEALTH MESSENGER AND HELP YOUR TEAMMATES BECOME THE BEST THEY CAN BE!

Athletes as Special Olympics employees — Someday you might be employed by Special Olympics. Several states, including Indiana, and the national office have athletes on their payroll as regular employees.

WORK FOR SPECIAL OLYMPICS AND BE A MEMBER OF THE LEADERSHIP TEAM!

Athlete Congress Member — The congress exists in several states (not Indiana) and there's a world congress. It provides a formal, deliberative process and place for athlete input on programming, policy and other processes of Special Olympics. Indiana athlete leaders have attended four world congresses. Six Indiana athletes have attended the world congress and ALPs summits in the past.

WANT TO KNOW MORE, ENROLL IN A GOVERNANCE CLASS!

Athletes as Instructors or Teaching Assistants at ALPs University — Do you feel you have the skills to teach other athletes? You can teach or support classes at ALPs University or even design and write new classes. Most of our instructors are athletes.

BECOME AN INSTRUCTOR IF THAT IS YOUR DREAM!

Athletes as mentors or advocates — You can help fellow athlete leaders by being their mentor at ALPs University or advocating for their rights when they are having sports or leadership problems. We encourage athletes who graduate from ALPs University to mentor other athletes on their journeys through ALPs University.

PASS ALONG YOUR KNOWLEDGE AS AN ATHLETE LEADER!

Athletes as volunteers, fundraisers or donors — Many of you already have done this maybe without realizing it. You may have helped with candy sales in the past. Perhaps you helped chaperone other athletes for a little while. Many of you have done these leadership roles for Special Olympics when you are not competing.

VOLUNTEERS ARE ALWAYS NEEDED IN SPECIAL OLYMPICS!

Athletes on management teams — You can be a valuable asset on a Special Olympics Games management team. Some athletes are filling important roles by helping the state office conduct the games that you compete in. More than half the management teams have an athlete representative.

SHARE YOUR EXPERIENCE AND HELP MAKE SPECIAL OLYMPICS COMPETITIONS EVEN BETTER!



Common Classes to All Majors

Course requirements for all majors

- Introduction to Athlete Leadership (this MUST be the FIRST class)
- Complete the 5-step process to become a SOIN Class A volunteer
- Courses specific to the major
- Electives not specific to the major
- Leadership Capstone (this MUST be the LAST class before graduation)

Introduction to Athlete Leadership

Curriculum: The history of ALPs, an overview of ALPs and the basic definitions; the role of the mentor; the leadership roles available in ALPs; potential road blocks and barriers; Athlete Input Councils; and the development of each athlete’s personal mission statement of what he or she wants to do in ALPs.

Goals: Provide athletes with the skills and knowledge necessary to begin to be athlete leaders. Their mission statement will point them into the role they want to fill and declare the major they want to pursue in ALPs University.

Leadership Capstone

Curriculum: Focuses on the difference between effective and enduring leaders through value-based leadership skills.

Goals: Provide athletes with the skills necessary to plan two SMART (Specific Measurable Attainable Realistic Trackable) goals, make a strategic planning worksheet, track progress on goals, and identify a mentor to help with the process.

Order of taking classes and limited availability

Classes may be taken in any order from the curriculum chart (with the exception of those with prerequisites). Students may take classes outside their major.

Most classes (e.g., Global Messenger I and II and the two Governance classes) are offered only once a year. Be sure to check the course offerings and register for the class you are ready for the next time it’s offered. Failure to do this will mean you wait an entire year for that class.

Work with our academic advisors to plan your schedules.



Communication Major

Course requirements

- Introduction to Athlete Leadership (see Common Classes)
- Global Messenger I and Global Messenger II (each offered once/year)
- One of the Elective classes
- Leadership Capstone (see Common Classes)

Global Messenger I

Curriculum: Basic facts about Special Olympics and Special Olympics Indiana; Special Olympics Mission Statement; how to write a speech and what parts to include in a speech; ideas on opportunities for giving speeches and making contacts; work with a mentor who offers support in arranging speaking opportunities.

Goals: Provide athletes with the skills necessary to give a short speech and answer questions from the audience about Special Olympics; offer ideas on different audiences that would be interested in hearing an athlete speak about Special Olympics.

Global Messenger II

Curriculum: Special Olympics Mission Statement and facts review; further ideas on speech writing; specific types of speaking engagements, including emceeing an event, accepting a gift, and introducing speakers.

Goals: Provide athletes with the additional skills necessary to become an effective representative for Special Olympics at a variety of events and at a variety of levels (County, Area, State).

Elective Classes

- **Governance:** Boards and Committees
- **Governance:** Athlete Input Councils
- **Health & Fitness:** Introduction to Health & Fitness
- **Technology:** Email, Internet and Search Engines
- **Technology:** Photography and Videography
- **Technology:** Social Media
- **Technology:** Basic PowerPoint or Advanced PowerPoint

Communication Major Practical experience examples

- **County:** Speeches to prospective athletes, schools, service clubs, management team
- **Area:** Emceeing area event, speaking at Area Games and Area Management Team meetings
- **State:** Speaking to the Board of Directors, at State Games, to prospective donors at events
- **International:** Becoming an International Global Messenger



Governance Major

Course requirements

- Introduction to Athlete Leadership (see Common Classes)
- Governance: Boards and Committees and Governance: Athlete Input Councils (each offered once/year)
- One of the Elective classes
- Leadership Capstone (see Common Classes)

Governance: Boards and Committees

Curriculum: Governance definition; Special Olympics Mission Statement; policy setting; Special Olympics county, area, state organizational structure; practice board and committee meetings.

Goals: Provide athletes with the skills necessary to become an effective board and committee member; understanding of the athlete's role as a member of a decision-making group.

Governance: Athlete Input Councils

Curriculum: Governance definition; Special Olympics Mission Statement; Athlete Input Councils; practice in Input Councils and committee meetings.

Goals: Provide athletes with the additional skills necessary to establish and conduct Athlete Input Councils at local, area, and state levels.

Elective Classes

- **Communication:** Global Messenger I
- **Health & Fitness:** Introduction to Health & Fitness
- **Technology:** Email, Internet and Search Engines
- **Technology:** Photography and Videography
- **Technology:** Social Media
- **Technology:** Basic PowerPoint or Advanced PowerPoint

Governance Major Practical experience examples

- **County:** Input Council, Management Team, committees, fund raising
- **Area:** Input Council, Management Team, committees, fund raising
- **State:** Board of Directors, management teams, committees, fund raising
- **International:** Congress, committees, task forces, fund raising



Sports Major

Course requirements

- Introduction to Athlete Leadership (see Common Classes)
- Athletes as Coaches
- Level 2 coaches certification courses OR TWO Sports Skills courses
- Leadership Capstone (see Common Classes)

Athletes as Coaches

Curriculum: Preparation for athletes to be certified as coaches at the level they desire; experience working with athletes as a coach; introduce athletes and mentors to the process of working together as a team; discuss the various roles of a coach; learn coaching by practicing many skills during class time.

Goals: Provide athletes with the skills necessary to become an assistant or head coach; understanding of the coach's role during both practice and competition and in the planning process.

Level 2 coaches certification courses

These courses are the four online courses that all Level 1 coaches (Class A volunteers) must take to become a Level 2 coach. The courses are: Coaching Special Olympics Athletes, Coaching Unified Sports, Sports Nutrition, and Sportsmanship. These courses may be offered at ALPs University, Regional Conferences, or taken on your own.

Sports Skills Course

Note: This is a sport-specific, two- to four-hour, instructional program sanctioned by Special Olympics, Inc. The course contains information on fundamental skills, practice planning, events and rules. In addition to classroom instruction, there is a hands-on session working with Special Olympics athletes in fundamental skill instruction. These courses are NOT offered at ALPs University, but are offered throughout the year at various locations in Indiana.

Athletes as Officials (offered on an as requested basis)

Curriculum: Official's code of ethics; the official's checklist; identify potential problems and how to avoid them; "athlete-centered" officiating; learn how to stage athletes, start races, umpire and judge finishes; officiate several athletics events; and understand the importance of safety.

Goals: Provide athletes with all the basic skills necessary to begin officiating at an area or state athletics competition. Implement the golden rule for officials at all times. Decide to grow as an official.

Sports Major Practical experience examples

- **County:** assistant coach, head coach, team manager, official, timer, scorer
- **Area:** assistant coach, head coach, team manager, official, timer, scorer
- **State:** assistant coach, head coach, team manager, official, timer, scorer
- **International:** assistant coach, head coach, team manager, official, timer, scorer



Technology Major

Course requirements

- Introduction to Athlete Leadership (see Common Classes)
- Two of the Technology classes
- One of the Elective classes
- Leadership Capstone (see Common Classes)

Technology: Email and Internet

Curriculum: How to use email, search engines and the internet.

Goals: Provide athletes with the skills necessary to use email and the internet to become better communicators and athlete leaders.

Technology: Photography and Videography

Curriculum: Photo and video editing, and learning how to use photo and video equipment.

Goals: Provide athletes with the skills necessary to use photo, video and publishing software for making presentations.

Technology: Social Media

Curriculum: How to use Social Media tools (Facebook, Twitter, etc.) to promote Special Olympics and communicate with our audiences.

Goals: Provide athletes with the skills necessary to use Social Media applications for being a better athlete leader.

Technology: Basic PowerPoint or Advanced PowerPoint

Curriculum: Microsoft PowerPoint use and practice in completing a presentation.

Goals: Provide athletes with the skills necessary to make PowerPoint presentations on their own in their roles of Global Messengers or Governance members.

Elective Classes

- **Communication:** Global Messenger I
- **Governance:** Boards and Committees
- **Governance:** Athlete Input Councils
- **Health & Fitness:** Introduction to Health & Fitness

Technology Major Practical experience examples

- **County:** Create slide shows or videos for your Sports or Awards Banquet; create a county Facebook page
- **Area:** Help Global Messengers make an Area presentation by creating a PowerPoint for them
- **State:** Help ALPs University by entering the evaluation results into SurveyMonkey
- **International:** Create and maintain a website for ALPs University resources available worldwide



Health & Fitness Major

Course requirements

- Introduction to Athlete Leadership (see Common Classes)
- Health & Fitness: Introduction and Health & Fitness Advocates (each offered once/year)
- One of the Elective classes
- Leadership Capstone (see Common Classes)

Health & Fitness: Introduction

Curriculum: Present basic concepts and information on SO Healthy Athlete topics. Provide experiential learning activities to apply concepts, and meet the course goals and objectives.

Goals: Introduction course designed to address basic health and fitness information. The course provides participants with skills and knowledge to make incremental life style changes through experiential learning activities and practicums.

Health & Fitness Advocates

Curriculum: Present advanced concepts and information on SO Healthy Athlete topics. Provide additional experiential learning activities to apply concepts, and meet the course goals and objectives.

Goals: Advanced course designed to build on participant experience gained from Health & Fitness: Introduction and practicum assignments. The course further develops advocacy and mentoring skills and helps participants use their personal experiences from the Introduction course to inspire peers and their communities.

Elective Classes

- **Communication:** Global Messenger I
- **Governance:** Boards and Committees
- **Governance:** Athlete Input Councils
- **Technology:** Email, Internet and Search Engines
- **Technology:** Photography and Videography
- **Technology:** Social Media
- **Technology:** Basic PowerPoint or Advanced PowerPoint

Health & Fitness Major Practical experience examples

- **Health Ambassadors:** public speaking, speaking to Input Councils, Management Teams
- **Healthy Athlete Volunteers:** Support Healthy Athlete Screening activities at various events
- **Health & Fitness Coach:** local or area peer-to-peer mentoring



Health Messenger Certificate

Any athlete who has earned a degree at ALPs University may enroll in the *Introduction to Health & Fitness* course to earn a *Health Messenger Certificate*. The certificate is intended to complement an athlete's leadership degree and activate the athlete as a promoter of health and fitness in her/his community. The athlete is expected to incorporate health and fitness messages into her/his leadership work, for example:

- **Communication degree:** Add a message about the importance of health and fitness for Special Olympics athletes to a speech given at an event.
- **Sports degree:** Promote healthy choices at a team practice or a fitness club meeting.
- **Governance degree:** Offer ideas to promote health and fitness for athletes at an athlete input council or area management team meeting.
- **Technology degree:** Post messages about health and fitness on social media.

Practicums for the certificate will incorporate the athlete's existing degree area. Certificate recipients commit to becoming active ongoing Health Messengers in their communities.

Certificate requirements

- One completed ALPs University degree
- Health & Fitness: Introduction (offered once/year) and practicum
- Health Messenger practicum that compliments earned degree (approved by course instructor)



ALPs University Prerequisites, Practicum and Credit

Curriculum chart and first classes

The course curriculum (next page) outlines the plan of study for ALPs University. The first class for all ALPs University students is “Introduction to Athlete Leadership” (INTRO). After completion of this class, athletes can choose a major and take classes as outlined in the chart. The “Athletes Helping Special Olympics” (AHSO) is a non-degree course, which is NOT part of the normal curriculum. AHSO is a basic class for athletes not ready to pursue a degree or not interested in attending full-day classes.

Practicum work for credit in a class

Each class requires that a practicum be completed in order to get credit for the class. The practicum certification needs to be sent to SOIN within **five** months of taking the class. The official deadline is three weeks before the next ALPs University. Some leeway is given for the “Athletes as Coaches” or the “Athletes as Officials” class if the sport the athlete is interested in does not happen within six months. The practicums are monitored and tracked by the instructors. Instructors will inform SOIN when an athlete completes the practicum.

Prerequisites for advanced-level classes

In only a few cases do classes have prerequisites as described below.

NOTE: An athlete cannot take any second class unless he/she first takes the INTRO class and completes the practicum of 10 hours volunteering for Special Olympics and becomes a Class A volunteer through the five-step application and online training process.

Other prerequisites:

- Global Messenger I plus practicum must be completed before taking Global Messenger II.
- Health & Fitness: Introduction plus practicum must be completed before taking Health & Fitness Advocates.
- Classes in a student’s major plus practicums before Leadership Capstone.
- Governance classes may be taken in any order.
- Sports-related classes may be taken in any order.
- Basic PowerPoint before Advanced PowerPoint.
- Remaining Technology classes may be taken in any order.

Changing from non-degree to degree status

If an athlete completes the AHSO class and later decides he/she wants to pursue a degree, he/she must take the INTRO class first just like new athlete leaders.

Earning additional degrees

Once an athlete leader completes his or her first degree, he/she may wish to earn additional degrees. He/she does not have to retake a class from the new degree curriculum if he/she already has credit for that class from a prior degree. However, all additional degrees require 3 courses plus **retaking** Leadership Capstone.

Continuing Education

Athlete leaders are encouraged to retake classes periodically to update their leadership knowledge and skills. Class content changes over the years as new concepts are introduced.



ALPs University Practicum and Curriculum

All practicum work must be completed AFTER the ALPs University class is finished. Practicum forms need to be received by SOIN 3 weeks before the next ALPs University. Presentations and time spent in class do not count toward completed practicum.

Introduction to Athlete Leadership

- Complete 10 hours of volunteer activities for Special Olympics. Complete the Class A volunteer application and training process.

Global Messenger I or II

- Make five presentations to any group about Special Olympics. One presentation must be about ALPs.

Athletes as Coaches or Athletes as Officials

- Complete a full season as a coach or assistant coach or official.

Level 2 Coaches Certification

- These courses may be offered at ALPs University. These are the regular four online courses that any volunteer coach would take to become a Level 2 coach.

Governance: Boards and Committees

- Attend five meetings at a county, area or state level. Submit in a report to ALPsUniversity@gmail.com.

Governance: Athlete Input Councils (AIC)

- Attend five Athlete Input Council meetings or start an AIC if your county or area does not have one.

Health & Fitness (Introduction and Advocates)

- To be determined and assigned in collaboration with the course instructor.

Technology: PowerPoint or Advanced PowerPoint

- Make two new PowerPoint presentations to any group about Special Olympics.

Technology classes: (Email & Internet; Photography & Videography; and Social Media)

- Complete specific technology-related exercises using the computer, sending work to the instructors.

Leadership Capstone

- Complete a significant project related to your major that benefits Special Olympics. Must be approved by the instructors.

Health Messenger Certificate (Completed degree and Introduction to Health & Fitness)

- Complete a significant project related to your existing degree area with a focus on health and fitness topics. Commit to remaining active in your community as a health and fitness advocate.

COURSE CURRICULUM FOR ALPs UNIVERSITY				
Athletes Helping Special Olympics (Non-Degree)				
Introduction to Athlete Leadership				
Communication Major	Sports Major	Governance Major	Technology Major	Health & Fitness Major
Global Messenger I	Athletes as Coaches	Governance: Athlete Input Councils	Any Two Technology classes	Health & Fitness: Introduction
One Elective class	Level 2 Coaches Certification: Includes 4 online courses	One Elective class		One Elective class
Global Messenger II	OR TWO Sports Skills courses	Governance: Boards & Committees	One Elective class	Health & Fitness: Advocates
Leadership Capstone				
Each class is a 7-hours of instruction. <i>Introduction to Athlete Leadership</i> is the required first course; <i>Leadership Capstone</i> is the final course. Courses in the athlete's area of concentration require participation in the class and completion of a practicum within five months. Exceptions to the five-month rule will be granted if an athlete chooses to coach or officiate a sport that does not take place within that timeframe.				
Health Messenger Certificate: One completed degree, completed Health & Fitness: Introduction and completed Health Messenger practicum				



ALPs University Rules and Policies

Curriculum chart and first classes

Special Olympics Indiana has provided training in athlete leadership since 1997. The program was formalized and expanded in 2003 and 2006 with the introduction and expansion of ALPs University, which provides education for Special Olympics athletes in a variety of leadership topics.

The program uses a university model, where athletes receive credit for attending classes and completing practical experience requirements. Athletes can earn degrees in Communication, Governance, Sports, Technology and Health & Fitness.

Eligibility

Athletes who sign up for ALPs University must be at least 16 years old.

Each athlete must be accompanied by a mentor (volunteer), who works with the athlete during each class and locally during the required practical experience. The mentor may be a parent.

Program certification

Area and County Programs that seek to involve athletes in leadership roles (coaches, volunteers, management team members, speakers, etc.) are required to attend a two to three-hour certification session. During this training, the program's ALPs Coordinator will learn the various roles available for Athlete Leaders and the expectations of volunteers (mentors) in successfully meeting these requirements.

The program certification course may be offered annually at the Regional and/or State Conferences and in home communities as requested. A list of ALPs certified programs is on the SOIndiana.org website in the Resource Library under Athlete Leadership.

Mentors (i.e., helpers)

Each athlete attending an ALPs University course must be accompanied by a mentor (volunteer) who works one-on-one with the athlete during each class and locally during the required practical experience. Parents can serve as mentors to their son or daughter on a trial basis.

Mentors should agree to a six-month commitment to work with his/her athlete.



Athlete Input Council

The State Athlete Input Council, originated in April 2004, gives input to the State Office on a variety of subjects. Members develop recommendations for Special Olympics Indiana and respond to proposals from other parts of the organization. The council is composed of athletes in attendance at Summer Games, Spring and Fall ALPs University sessions.

ALPs University Alumni Association

Graduates of ALPs University become members of the Special Olympics Indiana ALPs University Alumni Association. This special group of athlete leaders will promote the organization through numerous leadership roles in various projects and management teams. For more information, contact the association at ALPsAlumni@gmail.com.

Special Olympics Eligibility and Fund Raising

Identifying persons with intellectual disabilities

A person is considered to have an intellectual disability for purposes of determining his or her eligibility to participate in Special Olympics if that person satisfies any one of the following requirements:

1. The person has been identified by an agency or professional as having an intellectual disability as determined by their localities; or
2. The person has a cognitive delay, as determined by standardized measures such as intelligent quotient or “IQ” testing or other measures that are generally accepted within the professional community in that Accredited Program’s nation as being a reliable measurement of the existence of a cognitive delay; or
3. The person has a closely related developmental disability. A “closely related developmental disability” means having functional limitations in both general learning (such as IQ) and in adaptive skills (such as in recreation, work, independent living, self-direction, or self-care). However, persons whose functional limitations are based solely on a physical, behavioral, or emotional disability, or a specific learning or sensory disability, are not eligible to participate as Special Olympics athletes, but may be eligible to volunteer for Special Olympics as partners in Unified Sports if they otherwise meet the separate eligibility requirements for participation in Unified Sports that are set forth in the SOI Sports Rules.

Preserving flexibility in identifying eligible athletes

An Accredited Program may request limited permission from SOI to depart from the eligibility requirements identified above if the Accredited Program believes that there are exceptional circumstances that warrant such a departure, and so notifies SOI in writing. SOI will consider such requests promptly, but shall have the final authority in determining whether any departure or exception is appropriate.



Athlete Raised Funds

When athletes are encouraged to become leaders in your Program, they often get involved in fundraising – sometimes helping at events and other times running events themselves. Any funds raised by athletes must be deposited in the County Program’s authorized Special Olympics account, just like all other funds donated to the Program. Under no circumstances should these funds be held outside the account or in a separate account.

It is appropriate for a County Management Team to allow for these funds to be earmarked for purposes that are a priority for its athlete leaders. Final authority for expenditure of funds rests with the County Coordinator working in concert with the Treasurer.

Athlete organized fundraising efforts are subject to the same guidelines as apply to all Special Olympics Indiana events, including:

Fundraising Event Approval

An *Event Application*, with accompanying materials (artwork, designs, ad copy, etc.), must be sent to the State Office at least 30 days prior to the start of any fundraising project or event. The State Office will review the *Event Application* and work with the Area or County Program to ensure the development of an effective, legal, and profitable fundraising project. Only 30% or less of income generated annually should be spent for costs incurred to raise funds.

Reporting Fundraising

Area and County Programs raising money must report fundraising expenses and income through the consolidated accounting system.

Raffles, Bingo, or other gaming

The State of Indiana has strict guidelines and gaming laws concerning the use of raffles or bingo events as fundraisers, making it illegal to conduct such without a license. SO Indiana’s policy is that no raffles, bingo or other gaming activities are to be held other than those organized by the State Office.

Fundraising for the benefit of Special Olympics only

Fundraising events organized by the State Office, as well as by Area and County Programs, are for the benefit of Special Olympics only. Special Olympics resources (including, but not limited to, its name, logo, equipment, training materials, and supplies) should not be used to enhance other organizations fundraising, without the prior approval of the State Office.

Fundraising Boundaries

The geographic boundaries of each respective Area and County Program must be honored whenever fundraising occurs through any means. At no time may a Program solicit from an out-of-state company.

Acknowledgement of Donors

While best practices in fundraising suggest that acknowledgement of donations regardless of size is important in developing a fundraising program, Area and County Programs receiving a donation of \$250 or more must, by law, provide a thank-you letter within 2-4 weeks that includes the following: 1) specific amount of contribution; 2) information about what the donation will support; and 3) this statement: "Charitable gifts to Special Olympics Indiana, Inc. are tax-deductible to the extent provided by law. No goods or services were received in consideration of this contribution." This statement can appear anywhere in the body of the letter or even at the bottom of the page, beneath your signature.



ALPs University Management Team

The ALPs University Management Team has been reorganized around several focus areas. The team consists of 5 committees each with two co-leaders and 2 – 3 additional members. The committees are:

Athlete Input Council. Represents the voice of the athlete. Collects feedback from athletes on a variety of ALPs University topics.

- *Co-Leaders:* Brian Glick and Mike Furnish
- *Members:* [Openings available](#)

Instructors. Explores how to recruit and train instructors as well as develops the criteria for becoming an ALPs instructor.

- *Co-Leaders:* Ken Melvin and Carla Knapp
- *Members:* Brent Bowgren. [Two openings available](#)

Mentors. Explores how to recruit, train and support mentors to ensure needs of the athletes are met.

- *Co-Leaders:* Lorrie Woycik and Danielle Oehlman
- *Members:* [Openings available](#)

ALPs University Alumni Association. Communicates ongoing leadership opportunities for graduates and ALPs University students working on practicums. Provides academic advising to athletes working on degrees.

- *Co-Leaders:* Heather Himes, Lyn Doyle and Mike Doyle
- *SOIN liaison:* Beth Schweigel
- *Academic Advisors:* Mike and Lyn Doyle
- *Members:* [Openings available](#)

Curriculum. Reviews athlete, mentor and instructor feedback on current courses to improve course offerings and identifies opportunities for new courses.

- *Co-Leaders:* Elesia Yoon and Jennifer Hoover
- *Members:* Wes Hartwell and Chelsea Davis.

Please contact Elesia Yoon (ALPsUniversity@gmail.com), ALPs University Management Team Director, if you are interested in serving on one of the Management Team committees.



ALPs University Management Team Members

The following individuals are serving on the management team:

Jeff Mohler, SO Indiana
President & CEO
(800) 742-0612 x230
jmohler@soindiana.org

Elesia Yoon, Area 8 & State Volunteer
[ALPs University Director & Curriculum Committee co-leader](#)
Instructor (Health & Fitness), Area 8 Management Team
(317) 293-3507
ALPsUniversity@gmail.com

Jennifer Hoover, Tippecanoe County
[Curriculum Committee co-leader](#)
Varsity Club Member, Instructor (Tech)
(765) 714-3248
SOJenniferMary@gmail.com

Wes Hartwell, White County, Technology Coordinator
[ALPs University Technology Coordinator & Curriculum Committee member](#)
Varsity Club Member, Instructor (Technology)
(574) 270-8273
wahalps@hotmail.com

Chelsea Davis, Johnson County
[Curriculum Committee member](#)
Varsity Club Member, Instructor (Intro, Governance)
(317) 938-8560
cedswimmer1@yahoo.com

Ken Melvin Montgomery-Parke County
[Instructors Committee co-leader](#)
Former BOD Member, Varsity Club Member
Instructor (GM, Intro, & Leadership)
(765) 376-8065
kenm1224@gmail.com

Carla Knapp, State Volunteer
[Instructors Committee co-leader](#)
Instructor (Global Messenger)
(765) 566-2352
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IF YOU NEED HELP WITH ALPs, CONTACT THESE PEOPLE!



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REGIONAL MANAGERS

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To see what region your county is in, here is a link to Regional map of Indiana:

<http://tinyurl.com/ycyp8jsz>



Roles of the Mentor

Mentor roles are multi-dimensional and may include, but are not exclusive to, the following:

- Commit to a partnership in making the athlete leadership experiences and roles as meaningful as possible.
- Adapt to new role from being a helper, speech coach, facilitator, advisor, confidant, teacher, and friend to athlete's needs as athlete leader becomes more independent.
- Work one-on-one during each course and monitors follow up tasks such as practicum work.
- Assist athlete with technology and paperwork.
- Ensure there are adequate opportunities for practicum experiences.
- Advocate at all times.
- Help athlete understand minutes of meetings, after action notes and to do lists.
- Ensure the athlete knows about training opportunities within and outside of Special Olympics.
- Work with parents, guardians or day training programs, schools and group homes to explain what is Athlete Leadership.
- Help work through transportation challenges.
- Help athletes with medical or diet needs.
- Commit to being a short-term mentor(s) to assist the athlete's initial learning of a desired new role if the mentor's expertise or experience does not meet the need of the athlete at that time such as becoming a coach or an official.

During the class and other ALPs University activities, it is the responsibility of the mentor to make sure the athlete leader is getting the most out of the experience. This may include, but is not limited to, the following:

- Monitor the athlete leader during the class to ensure s/he is engaged and understanding the course content.
- Provide clarification of difficult concepts.
- Do not speak for the athlete, give only necessary help.
- Help the athlete leader develop and express *his or her* opinions. (***Do not express your opinions.***)
- Assist athlete with technology and paperwork if needed.
- Be energetic, positive, cheerful and attentive during class. Model great student behaviors.
- Help the athlete leaders identify adequate opportunities for practicum experiences required by the course s/he is taking.
- Help athlete understand homework, action items and to do lists both during ALPs University weekend and when s/he returns home.
- Ensure the athlete follows the schedule of events for the weekend, knows locations, and arrives on time for meals and athlete activities.
- Monitor progress of practicum work and follow up as needed.
- Consult with ALPs Coordinator for your county if assistance is needed to motivate an athlete leader to finish her/his course work or practicum.
- Pushes athlete a bit. Athletes may not fully realize what they're capable of if no one in their life has ever really let them blossom.

Getting information from the ALPs resource library

Athlete Leadership training has been offered in Indiana since 1997. In 2002, we began to formalize many of the processes. Then in 2003, we created the first ALPs University concept. You can access all of the ALPs materials we have collected and organized. This information is available in a resource library that is supported through Dropbox. If you are interested in looking at all the current courses offered at the ALPs University sessions, that is easily available. To access this information and all the historical information, point your web browser to the following link and read the instructions: <http://bitly.com/ALPsEDU>



History of ALPs University in Indiana

1997	September	Eleven athletes attend an Athlete Empowerment Workshop presented by Billy Quick and Laura Doucette at the annual SO Indiana state conference
1998	February	First ALPs classes offered: Introduction to ALPs, Making a Presentation (now called Global Messenger)
	June	Athlete input sessions begin at State Games
	October	ALPs 101 offered at State Conference. 26 athletes attend; 12 athletes recognized for leadership in their local programs
1999	April	Governance, Global Messenger two-day workshop held
	October	At State Conference; ALPs-trained athletes present sessions
2000	June	Athlete Leadership booth debuts at State Games, providing information on ALPs to athletes at the Games
	July	New Area Input Councils presented at Annual Leadership Retreat
	September	ALPs 101, Athlete Council sessions at State Conference
2001	February	Meeting of Athlete Input Council mentors
	June	ALPs Task Force meeting in New York
	July	Two-day meeting of athletes to discuss future of ALPs in Indiana
	October	ALPs 101, ALPs 201, Global Messenger, ALPs Business Meeting
2002		Classes held around the state in Introduction to Athlete Leadership, Global Messenger, Developing Input Councils, and Governance
	October	Three athletes attend Picower workshop in San Francisco
2003	April	First ALPs University session held at St. Vincent New Hope, using a university model where athletes receive credit for attending class
	Fall	Four ALPs courses offered at the State Conference
2004	April	Second ALPs University session, moved to its new home, Christian Theological Seminary
	Fall	Three one-day ALPs courses offered around the state
2005	April	Third ALPs University session
2006	February	First year of ALPs Program certification for counties and requirement for athletes to complete practicums to receive credit
	Fall	Three one-day ALPs courses offered around the state
2008	April, Nov.	First two-session ALPs University year; first graduate with the new format of required practicums
2009	August	Eight Special Olympics leaders from programs around the world attend ALPs University to observe classes and Input Councils
2011	November	Eighteen Special Olympics leaders from across the US attend ALPs University to observe classes and share experiences
2012	April	Fifty-four athlete leaders are enrolled in a record eight classes
2012	November	Eight athlete leaders are featured speakers at the International Law Enforcement Torch Run Conference. Many more serve in meaningful leadership volunteer roles
2013	April	ALPs University is 10 Years Old! A record 56 athlete leaders are enrolled in seven classes. 37 athlete leaders have earned 55 degrees.
2014	November	A new record of 64 athlete leaders are enrolled in six classes.
2016	October	ALPs University surpasses the 100 th degree-mark, awarding a total of 107 degrees so far.
2017	April	ALPs University moves to Butler University after 13 great years at CTS. Thank you CTS!
2017	April	Two new Majors are introduced: Technology and Health & Fitness
2017	April	A new record of 65 athlete leaders are enrolled in eight classes.



Indiana Athlete Leader Accomplishments

1998	April	Athlete Brian Glick creates first Area Input Council in Indiana
1999		Tippecanoe County Athlete Brian Glick elected interim chair of the first Global Athlete Congress
2000		Drew Metzger, Porter County, attends the second Global Athlete Congress in Puerto Rico
2001	June	Brian Glick attends ALPs Task Force meeting in New York, working on the various targeted initiatives: Governance, Global Messenger, Athletes as Coaches, Media, Athletes as Officials
2002	October	Brent Bowgren, Jan Griepenstroh, and Brian Glick attend Picower Workshop in San Francisco, which introduces leadership training courses for athletes
2006	October	Jessica Crook, Cass County, named one of 12 Sargent Shriver Global Messengers from around the world; she attended the 2007 World Games in Shanghai, China
2010		Brent Bowgren, Porter County, and Ken Melvin, Montgomery County, attend the Special Olympics Global Congress and Global Athlete Congress in Morocco, where participants crafted a new Strategic Plan for Special Olympics
2011	June	Ken Melvin attends the Special Olympics World Games in Athens, Greece, as part of the U.S. Presidential Delegation that includes Jill Biden, wife of the U.S. Vice President
2011	July	Brent Bowgren and Lee Anne Bettenhausen, Porter County, attend ALPs Task Force meeting in Vancouver, Canada, that developed the Mission Statement for Athlete Leadership Programs
2011	Fall	Wes Hartwell creates Photography and Videography course for ALPs University
2012	November	Ken Melvin teaches the Special Olympics 101 class to those attending the International Law Enforcement Torch Run Conference in Indianapolis to educate them about the Benefits of the organization the officers support
2013	July	Ken Melvin attends the Special Olympics North America Leadership Conference in North Carolina
2014	June	Wes Hartwell, White County, serves as an official photographer for Special Olympics National Games in New Jersey
2015	April	Wes Hartwell is commissioned to produce a video promoting Athlete Leadership Programs by Special Olympics called "Beyond the Vision"
2015	July	Ken Melvin attends the World Games in Los Angeles as a military representative who participates in Special Olympics
2015	Fall	Jennifer Hoover, Tippecanoe County, creates Social Media class for ALPs University
2016	August	Wes Hartwell introduces his "Beyond the Vision" video to representatives from Indiana, Illinois, Kentucky, Michigan, and Ohio and Ken Melvin moderates the athlete meeting during the Special Olympics Great Lakes Regional Conference in Indianapolis
2016	December	Kevin Callahan completes the first National Health Messenger Training in Washington D.C.
2018	April	Wes Hartwell creates Advanced PowerPoint course for ALPs University
2018	July	Jason Plante serves as the emcee for the Special Olympics 50 th Anniversary celebration in Chicago, IL

Past and present ALPs members of the Special Olympics Indiana Board of Directors: Brent Bowgren, Porter County, Brian Glick, Tippecanoe County; Ken Melvin, Montgomery County; Heather Himes, Marion County; Mitch Bonar, Hamilton County

Past and present ALPs athletes who serve as ALPs University faculty in Indiana:

Steven Benson, Andrea Boling, Lee Anne Bettenhausen, Michael Byerly, Brent Bowgren, Chris Bowling, Brittany Brown, Jessica Crook, Chelsea Davis, Brian Glick, Scott Gross, Wes Hartwell, Paul Hicks, Heather Himes, Jennifer Hoover, Katy Kelly, Ryan Kempf, Sam McNew, Ken Melvin, Penny Peterson, Jason Plante, Danielle Oehlman, Jimmy Richardson, April Robertson, Melony Salla, Shannon Williams, Tanner Wills



ALPs Athlete Contract

Renewed each ALPs University session

By signing below, each ALPs Athlete Leader agrees to the following:

1. Follow the Special Olympics Code of Conduct, and practice respect, courtesy, and good sportsmanship.
2. Attend ALPs University to obtain a degree in one of the major subject areas offered ~ Communication, Sports, Governance, Technology or Health & Fitness.
3. Attend any additional ALPs presentations that will complete the ALPs University degree program.
4. Attend scheduled ALPs meetings (local, area, state) as needed. I will let my Mentor know if I need transportation.
5. Read over meeting materials with my Mentor ahead of time so that I will be able to offer my comments and suggestions at the next meeting.
6. Work with my Mentor ~ ask them questions if I do not understand something and offer my comments and suggestions that might improve the Special Olympics athlete experience.
7. Recognize that as an ALPs athlete leader, I am a representative of Special Olympics at the local, area, state and national level.
8. In order to become a successful ALPs athlete leader, I agree to a two-year commitment to the ALPs program.

Athlete Name (Printed)

County Program

Athlete Signature

Area number

Dates of commitment



ALPs Mentor Contract

Renewed each ALPs University session

By signing below, each ALPs mentor agrees to the following:

1. I am a Class A volunteer in good standing.
2. My athlete leader is an equal partner in our Special Olympics experience.
3. I will always help my ALPs athlete leader develop and express *his or her* opinions, *not my* opinions.
4. I will be encouraging, supportive and cheerful.
5. I will be attentive in the classroom and be prepared for any questions or discussion that may arise.
6. I will help my athlete leader stay on task and assist with understanding material.
7. I will *listen* and take the time to understand what my athlete leader is asking and what other athlete leaders share in the classroom.
8. I will work in a one-on-one relationship with my athlete leader during each ALPs University class and locally during the required practical experience.
9. I will advocate for my athlete leader and help the others understand the significance of the program to the athlete.
10. I will ensure my athlete leader has transportation to and from ALPs events.
11. I will help my athlete leader find meaningful positions of influence and leadership.
12. Agree to a minimum 6-month commitment to partner with my ALPs athlete to make her/his ALPs experience as meaningful and educational as possible.

Mentor Name (Printed)

County Program

Mentor Signature

Area number

Dates of commitment