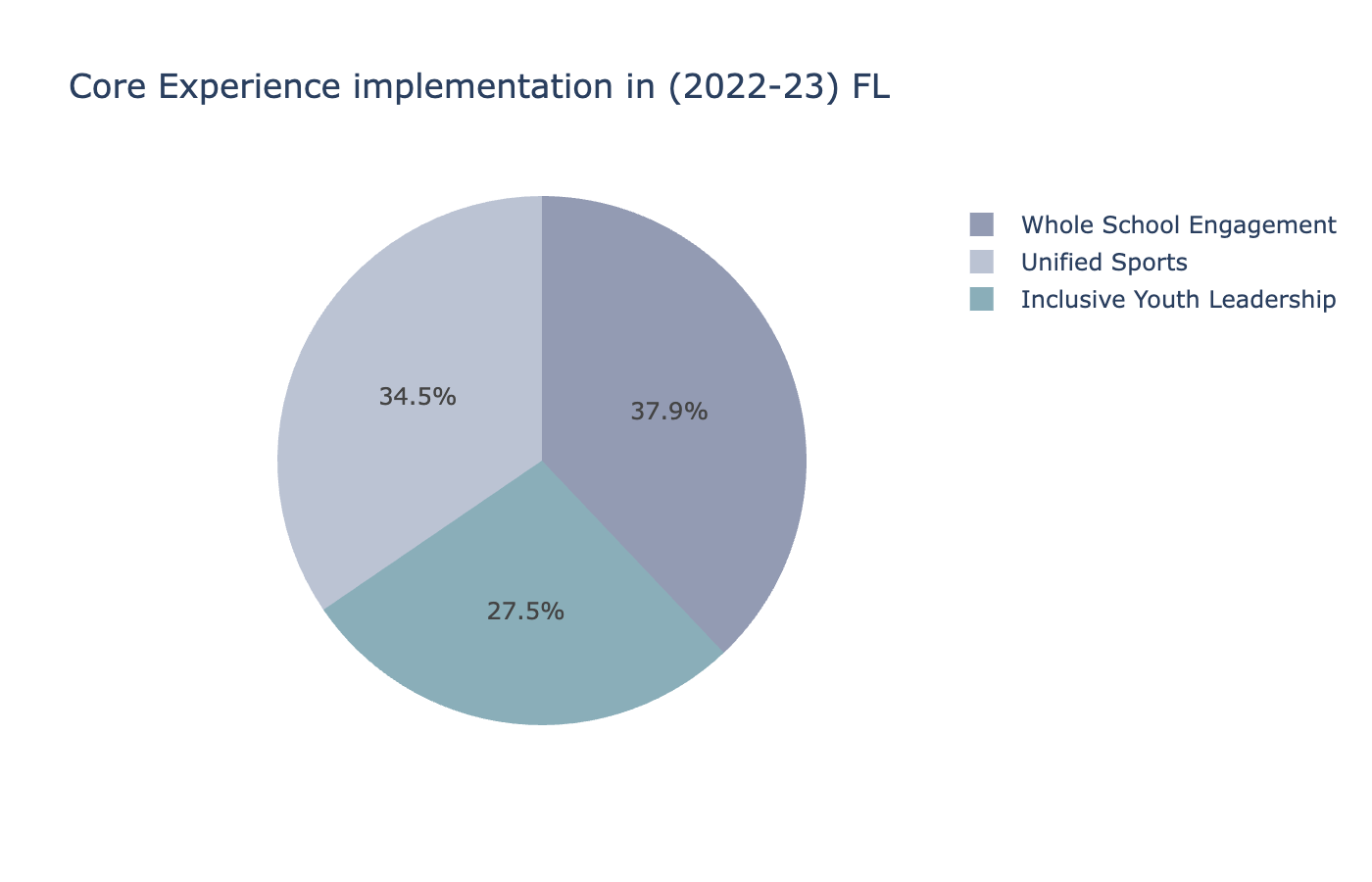
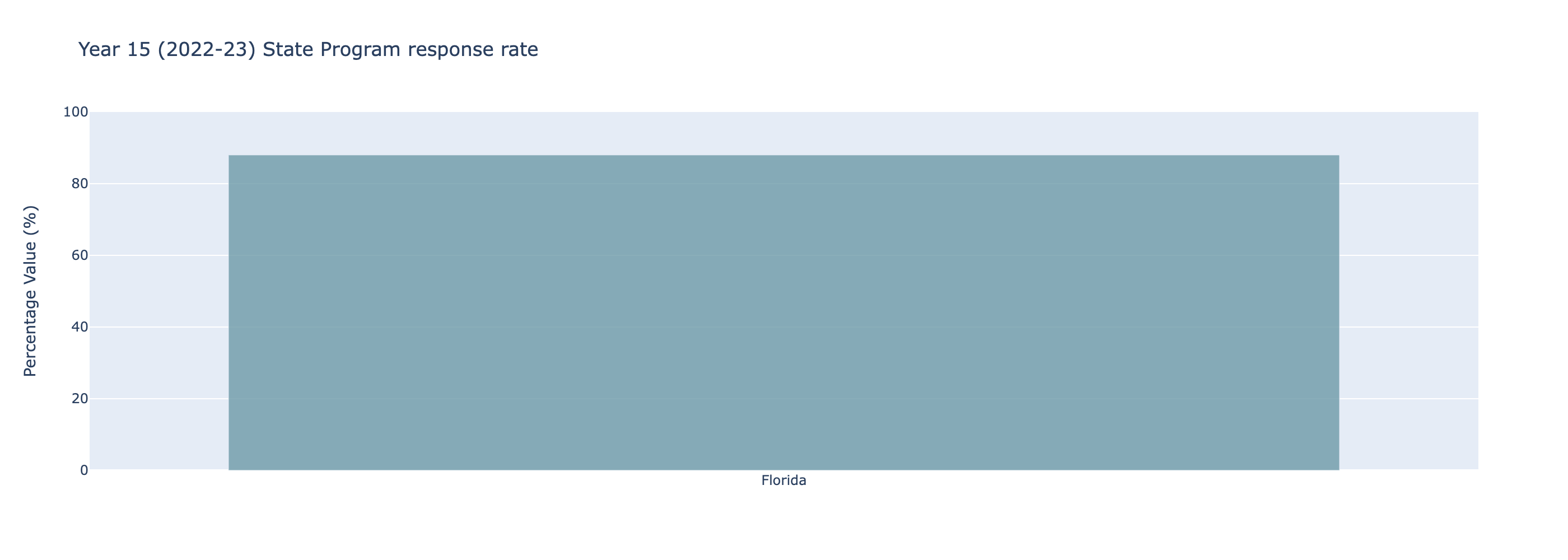
**Graph Analysis Report**

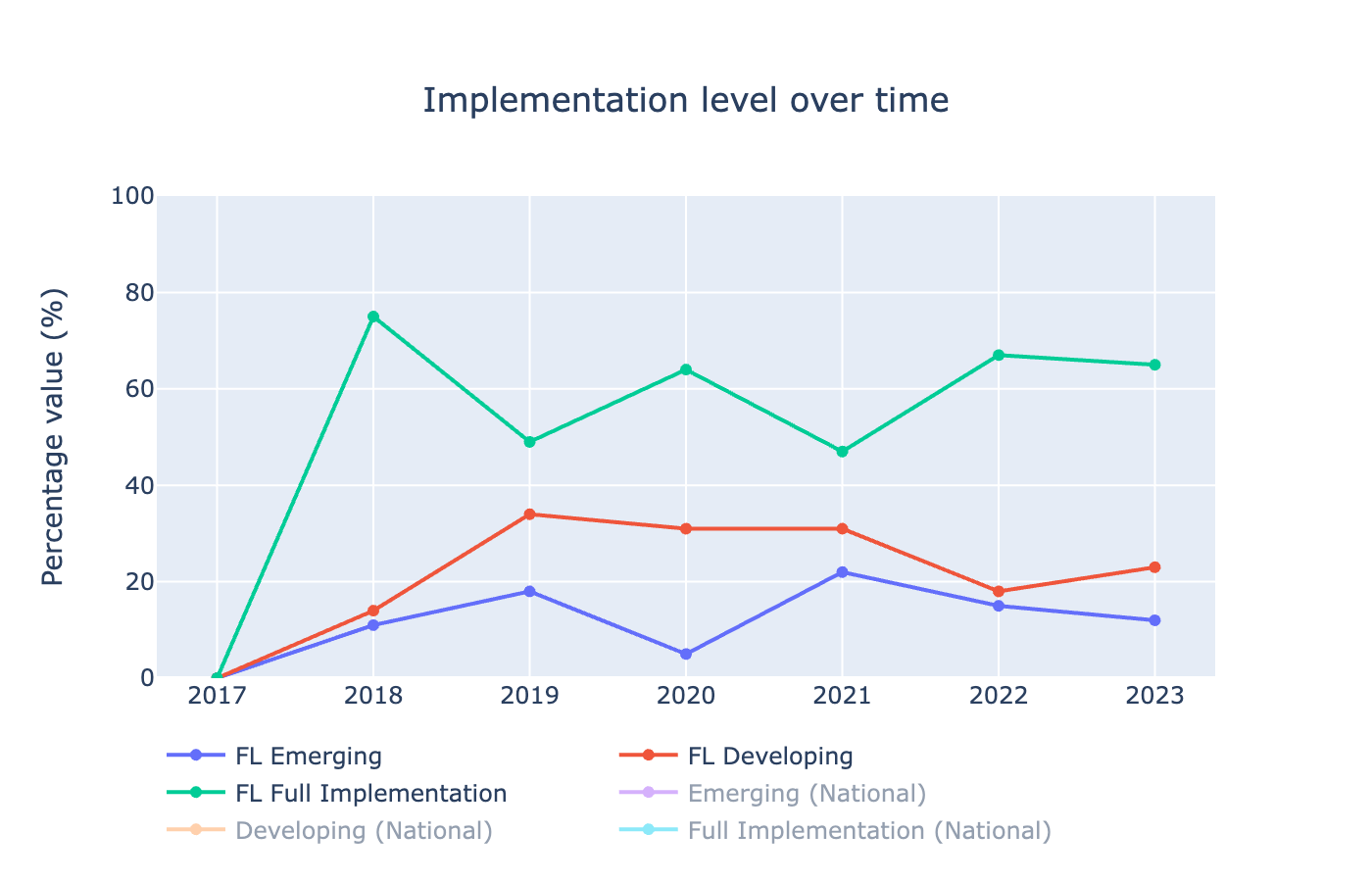
1. Core Experience Implementation

Implementation rates varied in the 2022-2023 school year for core experiences in Florida's schools. Based on the provided pie chart data, the distribution of schools implementing core experiences included three distinct categories, totaling 1,028 schools. Specifically, 355 schools represented one segment, 283 schools another, and the largest segment comprised 390 schools.  
  
The general trend suggests a diverse implementation landscape across different school activities. Although no comparison data from previous years is provided, the distribution of these activities points to a significant engagement level across all three core experiences. Each category reflects a substantial portion of the school's population working towards inclusive and unified educational and extracurricular goals.  
  
The continuation of wide-ranging implementation indicates that numerous schools have an active commitment to inclusive activities, upholding the progressive recovery and development witnessed in the preceding school years. See the corresponding graph for detailed visual representation and proportionate engagement of schools in each core experience during the 2022-2023 academic year.

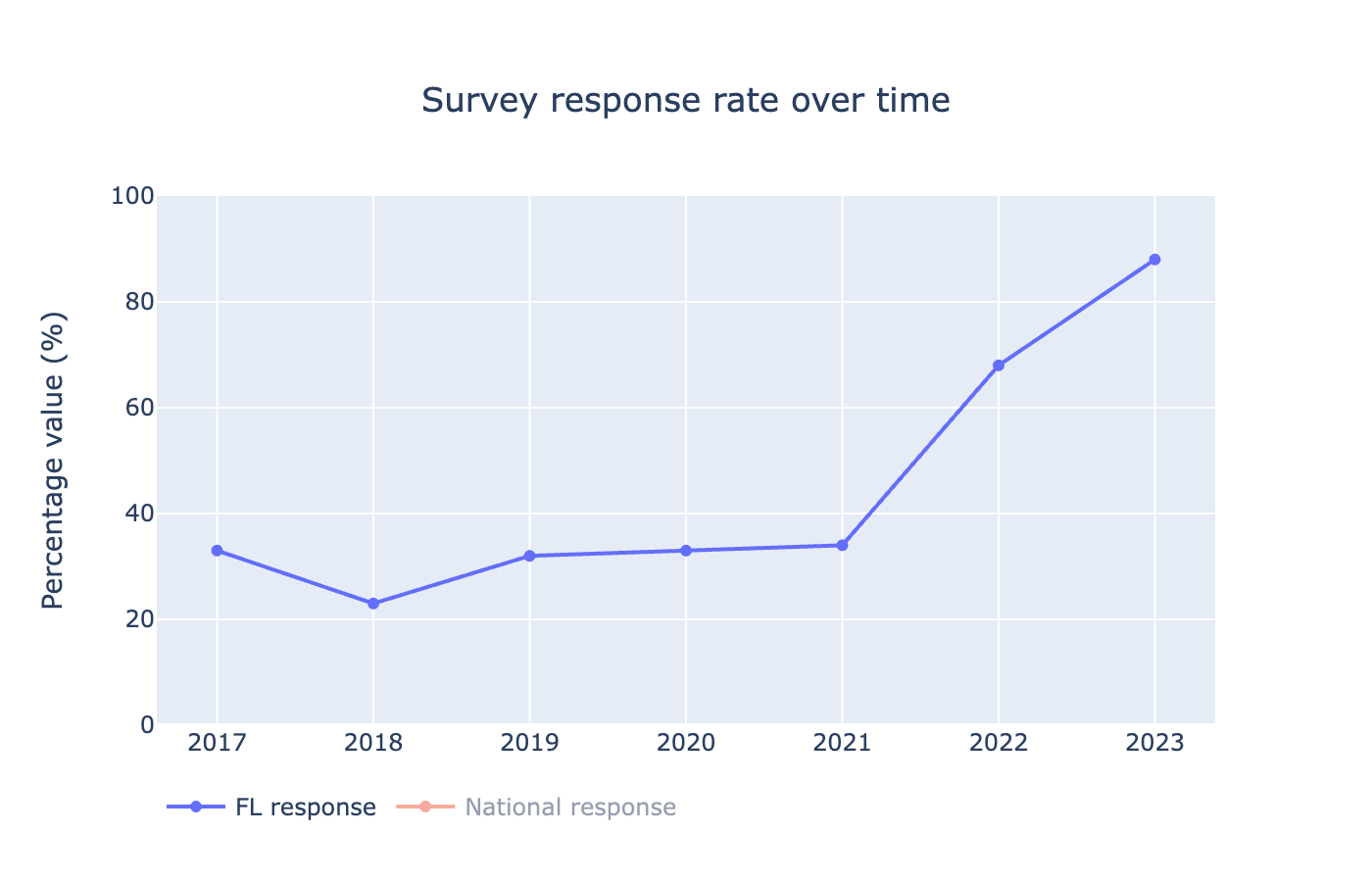
1. Implementation Level Over Time

Starting in 2014-2015, Special Olympics (SO) categorized UCS implementation into three levels:  
  
- \*\*Full-implementation Unified Champion Schools\*\* implement at least one activity from all three core experiences.  
- \*\*Developing Unified Schools\*\* implement activities from Unified Sports and one other core experience.  
- \*\*Emerging Unified Schools\*\* implement activities from both Inclusive Youth Leadership and Whole School Engagement, or from just one of the three core experiences.  
  
UCS activities are most impactful when all core experiences are fully integrated and can work in tandem (Siperstein et al., 2019; Siperstein et al., 2017). Because of this, schools are encouraged to strive for Full-implementation status, with activities from all three core experiences. However, schools can still choose other combinations of the core experiences to cater to their unique contexts and needs.  
  
Among the 5,084 liaisons surveyed in 2022-2023, 60% were from Full-implementation schools, 21% were from Developing schools, and 16% were from Emerging schools. Historically, Full-implementation schools have been most common in the Liaison Survey sample each year. Compared to last year, there was a 9% increase in the percentage of Full-implementation schools, and a 4% and 8% decrease in Developing and Emerging schools. More schools that have had UCS for more than one year were identified as Full-implementation schools (65%) compared to new schools in their first year of UCS implementation (56%). Taking these findings together, the increase in Full-implementation schools is better accounted for by returning UCS schools that have either maintained their status over time or successfully transitioned to Full-implementation this year from Developing or Emerging last year.  
  
#### Year 15 (2022-23) State Program Response Rate  
  
The data from the graph illustrates the response rate of the Special Olympics Unified Champion Schools program in Florida for the academic year 2022-23. Key details are as follows:  
  
- \*\*State:\*\* Florida  
- \*\*Response Rate:\*\* 88%  
- \*\*Number of Schools Surveyed:\*\* 400  
  
This indicates that out of the total schools surveyed in Florida, 88% participated in the Special Olympics Unified Champion Schools program for the year 2022-2023. The high response rate suggests a significant level of engagement and commitment to the program within the state.

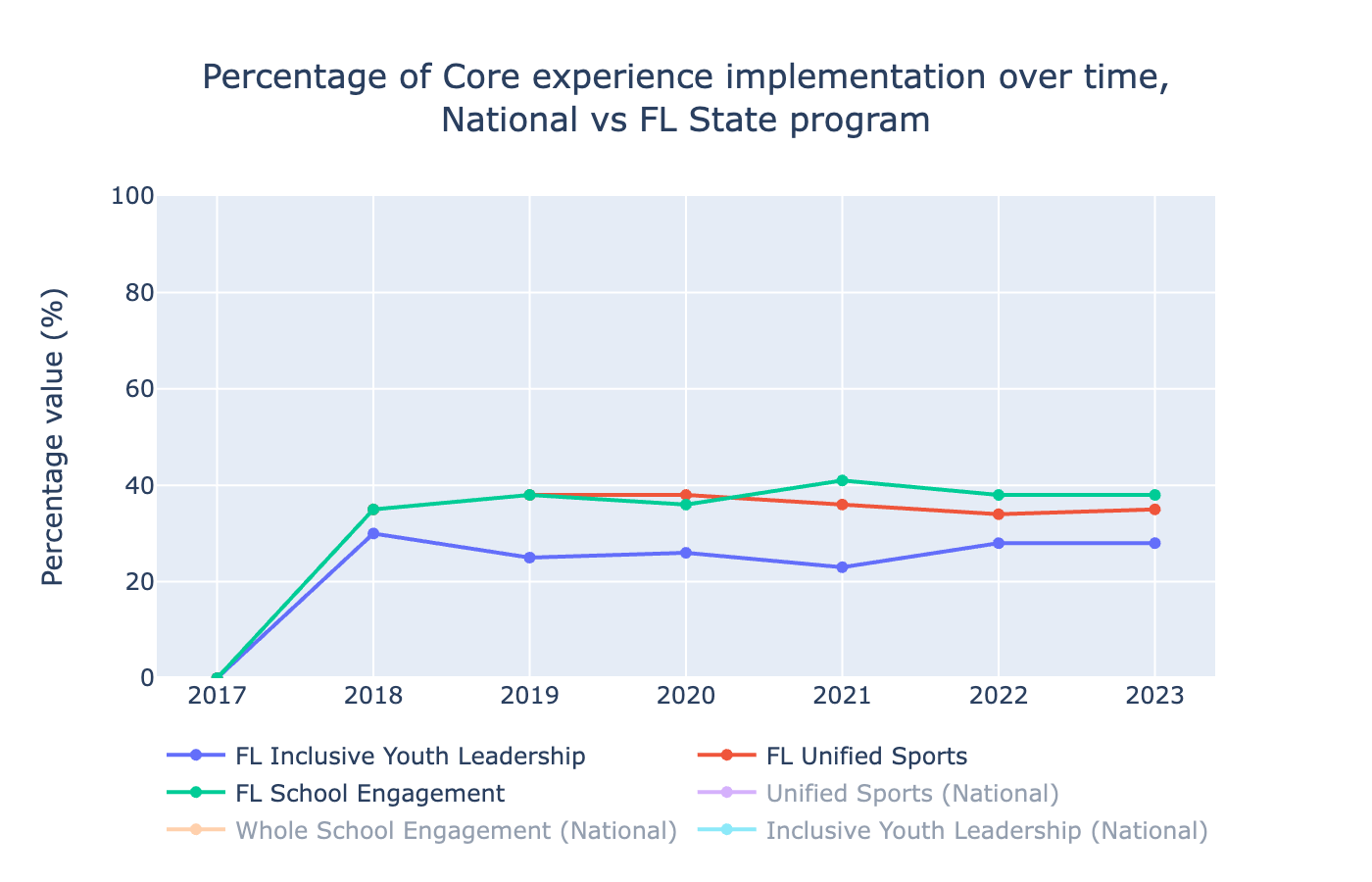
1. Survey Response Rate Over Time

The annual UCS Liaison Survey is pivotal to understanding UCS programming across schools, and liaisons have become an important source for assessing the program scope and impact nationwide. UCS liaisons are school officials designated as the point of contact between Special Olympics and their school, as well as leaders for UCS programming. Collaborating with state Special Olympics Programs, the CSDE evaluation team once again asked liaisons to share their insights and feedback as part of the annual evaluation. This year’s UCS Liaison Survey included a combination of closed-ended and open-ended questions that aimed to elicit rich details of UCS program implementation and its impact on schools and communities. The survey was divided into eight categories: a) liaison demographics and school characteristics, b) implementation of core experiences and activities, c) implementation support, d) Special Olympics’ resource awareness and usefulness, e) Special Olympics’ State Program support, f) funding, g) program sustainability, and h) impact of UCS programming on students and the school environment.  
  
This section of the annual evaluation is separated into multiple subsections. The methods subsection describes the processes involved in collecting data for this year’s Liaison Survey. Next, the following subsection describes UCS implementation across schools in 2022-2023. After that, additional analyses are presented regarding program sustainability and state-level or school-level implementation support. Lastly, this section concludes with a discussion of the impact of UCS on students and a school environment.  
  
### Methods  
Between April and June 2023, the evaluation team contacted 7,350 liaisons across 51 State Programs. CSDE received responses from a total of 5,084 school liaisons, which was a national response rate of 69%. This is the highest response rate since the start of the COVID-19 pandemic (see Figure 1 for response rates since the 2015-2016 school year). This also represents an increase of 842 responses from the 2021-2022 school year. See Appendix B for a full breakdown of school responses by State Program.  
  
### UCS Implementation Across Schools in 2022-2023  
The following analysis focuses on the implementation levels of UCS programming over time for schools within Florida, compared to the national levels which have been excluded for this specific report.  
  
\*\*FL Emerging:\*\*  
- \*\*Graph Overview:\*\* Implementation level, measured as a percentage, and the number of schools over time.  
- \*\*Trends:\*\* From 2017, there was no initial implementation (0%). This sharply increased to 11% in 2018 and further to 18% in 2019. However, there was a noticeable dip in 2020 down to 5%. Post-2020, implementation saw a recovery, peaking at 22% in 2021, followed by a decline to 15% in 2022, and slightly further decrease to 12% in 2023.  
- \*\*Numerical Data:\*\* The number of schools grew from zero in 2017 to 48 by 2023, with a significant increase observed, especially post-2021.  
  
\*\*FL Developing:\*\*  
- \*\*Graph Overview:\*\* Like 'Emerging', it tracks the percentage level of implementation and the number of schools over the same period.  
- \*\*Trends:\*\* There was a steady increase starting from 0% in 2017 to 14% in 2018, and a significant leap to 34% in 2019. This high level of implementation slightly decreased to 31% in both 2020 and 2021, fell sharply to 18% in 2022, but improved again to 23% in 2023.  
- \*\*Numerical Data:\*\* The number of schools increased from zero in 2017 to 92 in 2023, evidencing overall growth despite fluctuations in the percentage level of implementation.  
  
\*\*FL Full Implementation:\*\*  
- \*\*Graph Overview:\*\* Monitors full implementation over time with associated percentages and the number of schools.  
- \*\*Trends:\*\* Starting from 0% in 2017, the implementation surged to 75% in 2018 but fell to 49% in 2019. It then rebounded to 64% in 2020 but saw a decline to 47% in 2021. Recent years indicate a recovery with percentages at 67% in 2022 and a slight dip to 65% in 2023.  
- \*\*Numerical Data:\*\* The number of fully implementing schools increased from zero in 2017 to 258 by 2023, with significant growth especially notable post-2021.  
  
### Conclusion  
Between 2017 and 2023, Florida schools have shown varying degrees of UCS program implementation across the levels of "Emerging," "Developing," and "Full Implementation." Despite some fluctuations, especially surrounding the 2020-2021 period likely influenced by the COVID-19 pandemic, the overall trend indicates a positive trajectory in both implementation percentages and the number of participating schools. These results underscore the growing engagement and sustained impact of UCS programs within Florida schools.  
  
Further analysis will explore the sustainability of these trends and the specific support provided at state and school levels that have facilitated these changes.

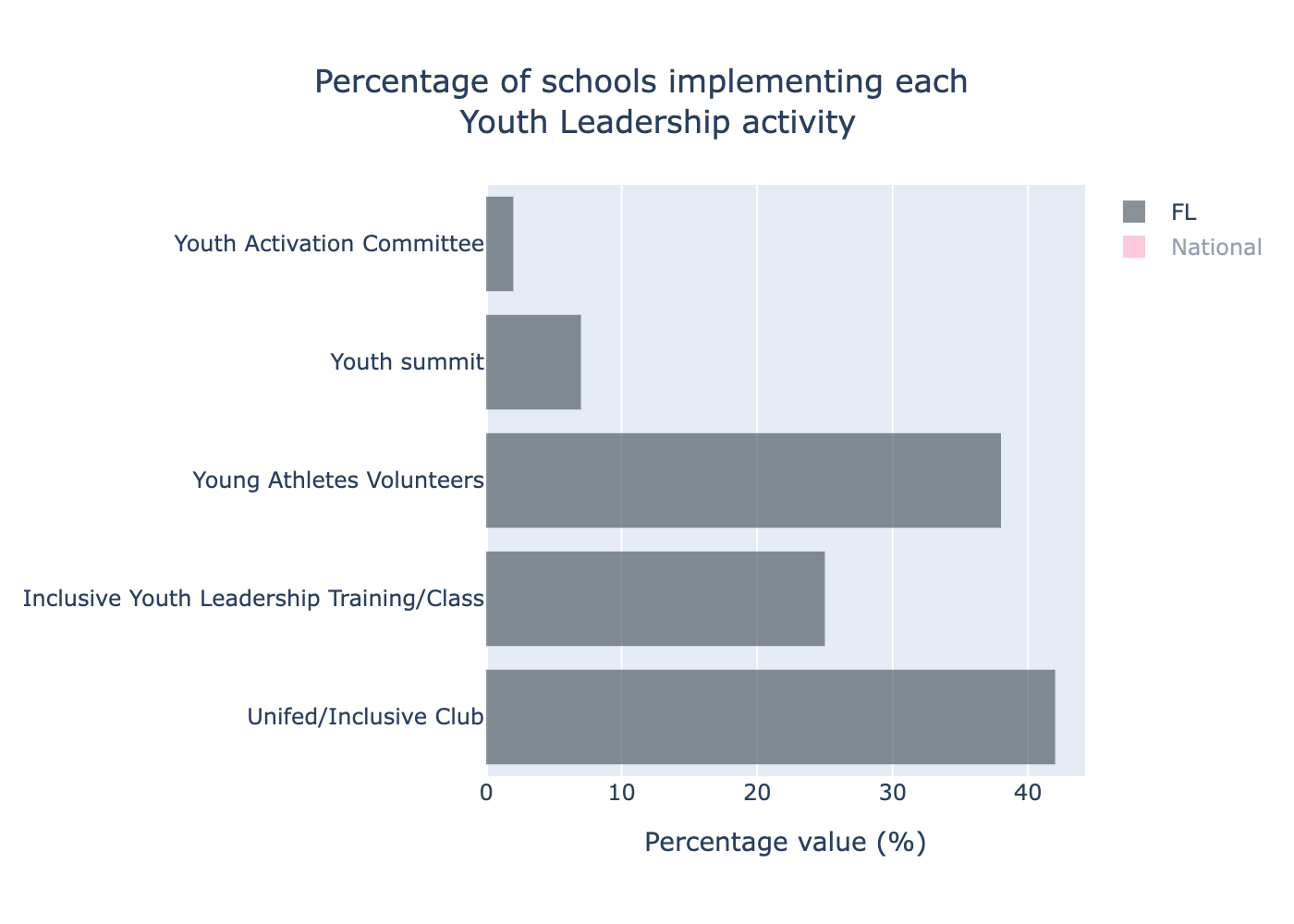
1. Core Experience Implementation Over Time

Implementation rates were consistent over the last two school years. There was a small increase in schools that implemented at least one Unified Sports activity (87% in 2022-2023, compared to 84% in 2021-2022). Similarly, there was a small increase in schools that implemented at least one Whole School Engagement activity (85% in 2022-2023, compared to 82% in 2021-2022). There was a larger increase in schools that implemented at least one Inclusive Youth Leadership activity (71% in 2022-2023, compared to 62% in 2021-2022). The initial recovery from COVID-19 observed in UCS schools in 2021-2022 appears to have continued in the 2022-2023 school year.   
  
The survey response rate for Florida schools has shown considerable variation over the last seven years, with a noticeable upward trend in recent years. In 2017, the response rate was 33%, slightly dropped to 23% in 2018 but quickly rebounded to 32% in 2019. The rates remained steady in 2020 at 33% and saw a marginal increase to 34% in 2021. There was a substantial spike in 2022, where the response rate doubled to 68%, and this upward trend continued into 2023, reaching a peak response rate of 88%. See Figure 3 for the annual implementation rates of each core experience over the past ten years.  
  
It's important to note that the numerical data reflecting school participation also reflects this trend, starting with 83 schools in 2017, fluctuating slightly until a significant increase is observed in 2022 with 269 schools, eventually reaching 400 schools by 2023. This indicates a strong engagement from schools in recent years, surpassing pre-pandemic levels.

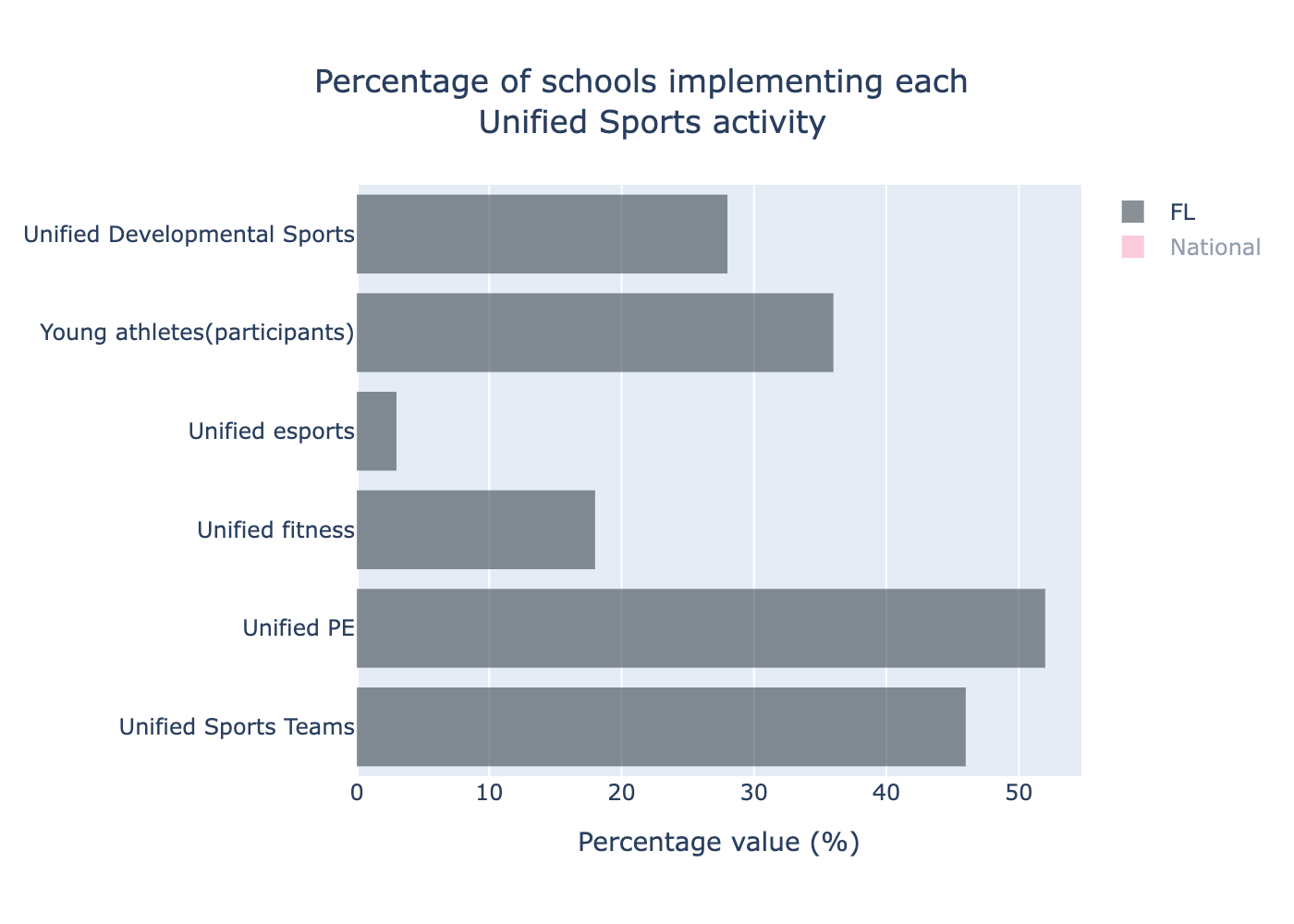
1. State Program Response Rate

Starting in 2014-2015, Special Olympics (SO) categorized UCS implementation into three levels:  
- \*\*Full-implementation Unified Champion Schools\*\* implement at least one activity from all three core experiences.  
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UCS activities are most impactful when all core experiences are fully integrated and can work in tandem (Siperstein et al., 2019; Siperstein et al., 2017). Because of this, schools are encouraged to strive for Full-implementation status, with activities from all three core experiences. However, schools can still choose other combinations of the core experiences to cater to their unique contexts and needs.  
  
Among the 5,084 liaisons surveyed in 2022-2023, 60% were from Full-implementation schools, 21% were from Developing schools, and 16% were from Emerging schools. Historically, Full-implementation schools have been most common in the Liaison Survey sample each year. Compared to last year, there was a 9% increase in the percentage of Full-implementation schools, and a 4% and 8% decrease in Developing and Emerging schools. More schools that have had UCS for more than one year were identified as Full-implementation schools (65%) compared to new schools in their first year of UCS implementation (56%). Taking these findings together, the increase in Full-implementation schools is better accounted for by returning UCS schools that have either maintained their status over time or successfully transitioned to Full-implementation this year from Developing or Emerging last year.  
  
### Analysis of Core Experience Implementation Over Time  
  
#### FL Inclusive Youth Leadership  
- \*\*Years Analyzed:\*\* 2017 - 2023  
- \*\*Percentage Progression:\*\* Starting from 0% in 2017, there was a sharp increase to 30% in 2018, followed by a slight decline and stabilization around the 25-28% range.  
- \*\*Numerical Data Progression:\*\* Starting from 0 schools in 2017 to an increase to 283 schools by 2023.  
  
#### FL Unified Sports  
- \*\*Years Analyzed:\*\* 2017 - 2023  
- \*\*Percentage Progression:\*\* Beginning similarly at 0% in 2017, there was a substantial increase to 35% in 2018, peaking at 38% in 2019 and 2020, and maintaining a fairly consistent range between 34-36% after that.  
- \*\*Numerical Data Progression:\*\* There was a consistent increase from 0 schools in 2017 to 355 schools by 2023.  
  
#### FL School Engagement  
- \*\*Years Analyzed:\*\* 2017 - 2023  
- \*\*Percentage Progression:\*\* The pattern begins at 0% in 2017, rises to 35% in 2018, and experiences a slight increase up to 41% in 2021, staying fairly steady at 38% in the ensuing years.  
- \*\*Numerical Data Progression:\*\* Starting from 0 in 2017 to expanding significantly to 390 schools by 2023.  
  
#### Comparative Insights:  
These trends reflect an overall growth in the implementation of core experiences under the Unified Champion Schools program in Florida. There is a noticeable increment in both percentage and numerical data over the years, especially for activities in Unified Sports and Inclusive Youth Leadership. This suggests a movement towards higher levels of implementation and potential transitions from Developing and Emerging levels to Full-implementation statuses.  
  
Considering the importance of integrating all core experiences for the most impactful UCS activities, the Florida state program appears to be making substantial progress towards this goal. The data for each core experience shows a positive trend, indicating heightened engagement and an increasing number of schools embracing the UCS framework over the years.  
  
These insights align with the overarching objectives of the Special Olympics UCS program and underscore the trend of returning UCS schools either maintaining or advancing their implementation status, thereby contributing to the increased percentage of Full-implementation schools documented in the recent Liaison Survey.

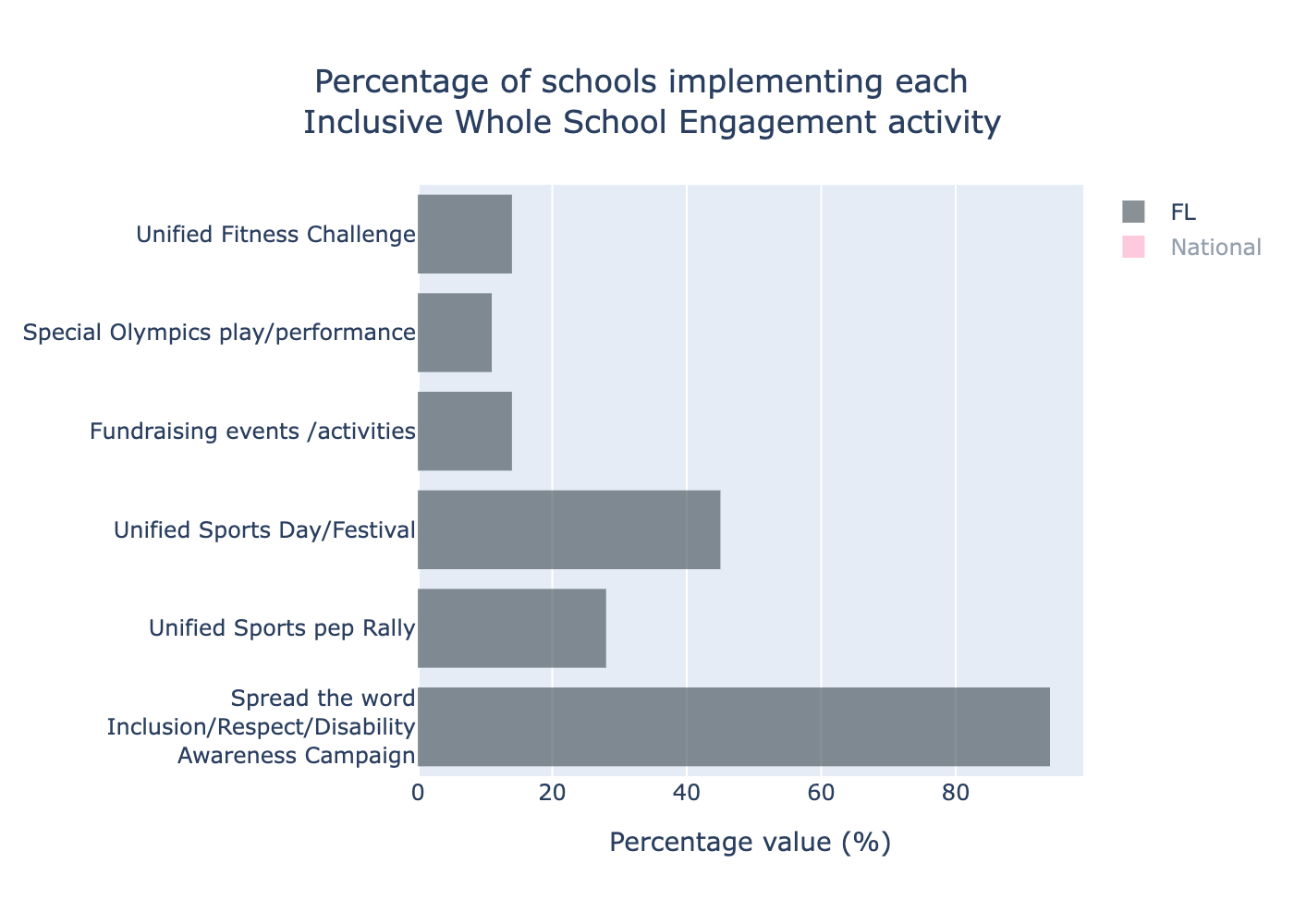
1. Youth Leadership Activity

The annual UCS Liaison Survey is pivotal to understanding UCS programming across schools, and liaisons have become an important source for assessing the program scope and impact nationwide. UCS liaisons are school officials designated as the point of contact between Special Olympics and their school, as well as leaders for UCS programming. Collaborating with state Special Olympics Programs, the CSDE evaluation team once again asked liaisons to share their insights and feedback as part of the annual evaluation. This year’s UCS Liaison Survey included a combination of closed-ended and open-ended questions that aimed to elicit rich details of UCS program implementation and its impact on schools and communities. The survey was divided into eight categories: a) liaison demographics and school characteristics, b) implementation of core experiences and activities, c) implementation support, d) Special Olympics’ resource awareness and usefulness, e) Special Olympics’ State Program support, f) funding, g) program sustainability, and h) impact of UCS programming on students and the school environment.   
  
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UCS Implementation in Florida Schools  
  
The UCS implementation for Florida (FL) schools surveyed revealed the following insights based on the percentage of schools implementing various Youth Leadership activities:  
  
1. \*\*Unified/Inclusive Club\*\*:   
 - 42% of schools in Florida implemented this activity, equating to 166 schools.  
  
2. \*\*Inclusive Youth Leadership Training/Class\*\*:   
 - 25% of schools in Florida implemented this activity, equating to 100 schools.  
   
3. \*\*Young Athletes Volunteers\*\*:   
 - 38% of schools in Florida implemented this activity, equating to 154 schools.  
   
4. \*\*Youth Summit\*\*:   
 - 7% of schools in Florida implemented this activity, equating to 28 schools.  
   
5. \*\*Youth Activation Committee\*\*:   
 - 2% of schools in Florida implemented this activity, equating to 9 schools.  
   
These findings highlight the varied levels of adoption of different Youth Leadership activities across Florida schools. Unified/Inclusive Clubs and Young Athletes Volunteers see relatively stronger implementation rates, whereas Youth Summits and Youth Activation Committees have notably fewer participating schools. Such data is critical in identifying strengths and potential areas for growth within statewide UCS programming, allowing for more targeted support and resource allocation.

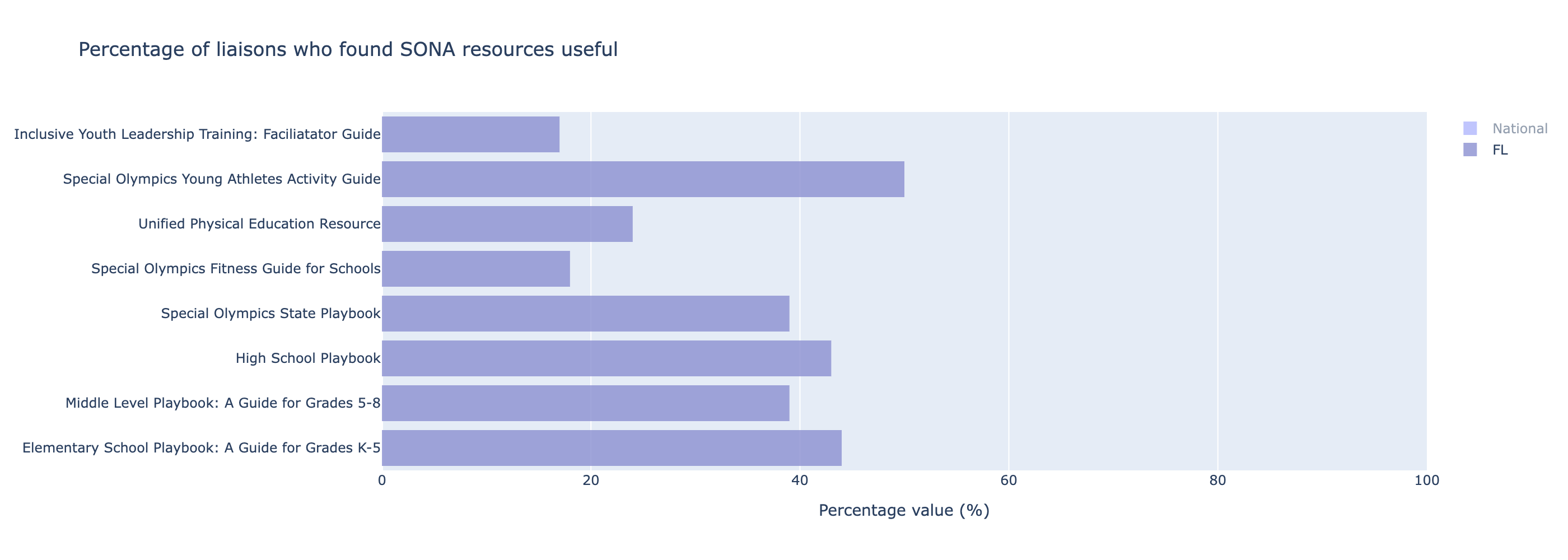
1. Unified Sports Activity

Inclusive Youth Leadership activities empower students to be leaders and to develop social skills such as advocacy and decision-making. A primary goal of Inclusive Youth Leadership is to offer students with and without IDD opportunities to nurture these skills, share their unique experiences, and enact changes in their communities. In 2022-2023, schools implemented an average of one to two Inclusive Youth Leadership activities. Schools’ implementation of Inclusive Youth Leadership activities was similar to 2021-2022 and pre-pandemic years. Unified Club (72%) continued to be the most frequently implemented activity nationally, followed by Inclusive Leadership Training/Class (39%). Consistent with previous years, the implementation of most Inclusive Youth Leadership activities varied by school level. As expected, Young Athletes Volunteers were mostly offered within elementary schools, while Unified Club, SO Youth Summit, and SO Youth Activation Committees were more common at the high school level.  
  
Similar to 2021-22, liaisons reported on the level of student participation for each Inclusive Youth Leadership activity. The proportion of schools that had inclusive participation (e.g., including students with and without IDD) for each activity ranged from 83% (for Young Athletes Volunteers) to 95% (for Unified Club). Some liaisons (n = 372) disclosed the reasons why only students with IDD or only students without IDD participated in inclusive activities, including a) the nature of the activity, b) the need for more time and support, c) scheduling conflicts, d) limitations in student group participation, and e) issues with transportation. A common reason for why only one student group participated was because of the activity design (n = 74). For example, some schools utilized Inclusive Youth Leadership Training/Class or Youth Athlete Volunteers as an opportunity for students without IDD to learn more about disabilities, while inclusion alongside students with IDD was promoted in other activities and events. Another main reason related to a lack of time and support (n = 70). Some liaisons reported that because their school was new to UCS or transitioning with new staff, it became challenging to implement inclusive activities this year. Other liaisons (n = 59) noted scheduling conflicts. Since students with and without IDD often had different schedules during the school day, it was difficult to have all of them participate in the same activity. Additionally, some schools had difficulty attracting diverse student participation into these activities (n = 52), particularly if they only served students with disabilities or had very few students with IDD enrolled this year. Lastly, a small group of liaisons (n = 15) mentioned that due to safety concerns, transportation became an issue when inviting students with IDD to participate in certain activities.  
  
A final aspect of exploring this year’s Inclusive Youth Leadership activities focused on a deeper analysis of a school’s Unified Club. As the most frequently implemented Inclusive Youth Leadership activity for years, Unified Club offers a school-based hub to gather students with and without IDD together. Prior research and evaluation findings showed that students who are actively involved in Unified Club gain more positive experiences related to taking lead roles and developing a sense of responsibility. In the 2022-2023 evaluation, 31% of schools had a Unified Club that met at least once per week, and 56% of schools had a club that met monthly. When club members met, they focused on social emotional learning skills (68%), leadership (60%), event planning (46%), and advocacy skills for students with and without IDD (46%). In contrast, far fewer schools used the Unified Club to promote college and career readiness skills (9%).  
  
In the State of Florida (FL), the percentage of schools implementing various Unified Sports activities in 2022-2023 varied, reflecting a diverse scope of engagement. According to the data available:  
  
- 46% of schools implemented Unified Sports Teams, engaging 182 schools.  
- 52% of schools introduced Unified PE, reaching 208 schools.  
- 18% of schools were involved in Unified Fitness, involving 72 schools.  
- 3% of schools participated in Unified Esports, engaging only 11 schools, the lowest implemented activity.  
- 36% of schools engaged in Young Athletes programs, impacting 143 participant schools.  
- 28% of schools incorporated Unified Developmental Sports, involving 113 schools.  
  
This data underscores the varied approach toward promoting Unified Sports activities across schools in Florida. Notably, Unified PE had the highest level of implementation, while Unified Esports saw minimal engagement, hinting at potential areas for growth and development in promoting inclusivity through different sports activities within schools.

1. Inclusive Whole School Engagement Activity

Unified Sports is an essential component of UCS programming. Unified Sports activities are designed to create opportunities for students with and without IDD to train, compete, and develop understanding and friendship together. On average, schools implemented two Unified Sports activities in the 2022-2023 school year. The two most common activities implemented across schools were Unified Sports teams (65%) and Unified PE (63%). The implementation of each Unified Sports activity remained consistent with last year’s evaluation. In the 2020-2021 school year, 39% of liaisons reported having a Unified Sports team. This number increased to 60% in the 2021-22 school year and 65% in the 2022-2023 school year. Looking back, although the proportion of schools that have Unified Sports teams has not fully returned to pre-pandemic levels, the steadily increasing implementation rate continues to demonstrate ongoing recovery of UCS programming since the start of the COVID-19 pandemic.  
  
This year, urban schools had somewhat higher rates of Unified PE and Unified Fitness compared to other locales. Conversely, Unified Sports was somewhat more prevalent in suburban, town, and rural schools compared to urban schools. Other Unified Sports activities were similarly implemented across school locales. Overall, these findings suggest that there is a small difference in the Unified Sports activities that a school chooses to implement based on whether they are in an urban or nonurban area.  
  
In addition to the overall UCS programming, schools in Florida demonstrated notable engagement in specific Whole School Engagement activities according to the data analyzed. In the 2022-2023 school year, Florida schools showed a high level of implementation in various activities designed to promote inclusion and respect for individuals with disabilities.  
  
- \*\*Spread the word Inclusion/Respect/Disability Awareness Campaign:\*\* 94% of schools in Florida engaged in this campaign, making it the most popular activity.  
- \*\*Unified Sports Day/Festival:\*\* 45% of Florida schools participated in this festival, indicating significant involvement in activities that promote inclusion and physical fitness.  
- \*\*Unified Sports pep Rally:\*\* 28% of schools conducted pep rallies, showcasing team spirit and community engagement.  
- \*\*Fundraising events/activities:\*\* 14% of Florida schools engaged in fundraising events to support their programs.  
- \*\*Special Olympics play/performance:\*\* 11% of schools hosted Special Olympics performances, highlighting the talents and abilities of students with disabilities.  
- \*\*Unified Fitness Challenge:\*\* 14% of schools participated in this fitness challenge, promoting health and fitness among students.  
  
Lastly, liaisons reported the makeup of their Unified Sports teams as well as the activities that Unified Sports teams had during the school year. Unified Sports teams are designed to bring students with and without IDD together for various sports in both competitive and recreational models. In 2022-23, 60% of schools that had at least one Unified Sports activity offered a Unified Sports team for two or more seasons. Of schools that had a Unified Sports team, 90% of schools had competition against Unified Sports teams from another school. The implementation of Unified Sports teams for multiple seasons, especially in the competitive model, was more common among middle and high schools.  
  
On average, schools with a Unified Sports team had two to three coaches this year and 64% of the coaches were trained or certified by Special Olympics. Across schools that had Unified Sports teams this year, nearly 70% of coaches were trained or certified by Special Olympics and 56% of coaches were certified through the National Federation of High Schools (NFHS). Most liaisons reported that their coaches were certified by both NFHS and Special Olympics (46%), 21% of liaisons reported that their coaches were only certified by Special Olympics, and 5% of liaisons reported that their coaches were only certified by NFHS.  
  
These findings emphasize the strong commitment and progress Florida schools have made in fostering an inclusive environment through various activities and the continuous recovery and growth of Unified Sports across different school locales.

1. SONA Resources

Whole School Engagement provides opportunities for all students to engage in UCS activities, facilitating a culture of social inclusion. Because Whole School Engagement events and activities include the largest number of students in a school, they can raise awareness of the capabilities and contributions of students with IDD while promoting an inclusive school culture.   
  
In the 2022-23 school year, schools on average implemented between two to three Whole School Engagement activities. Overall, the percentage of schools implementing each Whole School Engagement activity is consistent with the findings from last year’s annual evaluation. There was an increase in the percentage of schools that held a Fans in the Stands/Unified Sports Pep Rally (e.g., 50% of schools implemented this event in 2022-2023 compared to 41% of schools in 2021-2022). The consistency of Whole School Engagement activities over the last two school years supports the continued recovery from COVID-19 that was observed in last year’s annual evaluation.  
  
Looking at activity implementation by locale, urban schools showed similar rates of implementation for each activity compared to town, rural, and suburban locales, except for Fans in the Stands/Unified Sports Pep Rally and fundraising. Only 32% of urban schools had at least one fundraising event or activity, compared to 43% to 50% of suburban, town, or rural schools. Similarly, only 44% of urban schools had a Fans in the Stands/Unified Sports Pep Rally, compared to 49% to 52% of suburban, town, or rural schools. These differences are small, but they may reflect differences in how urban schools implement Whole School Engagement activities.  
  
In this context, examining state-specific data reveals that in Florida, the percentage of liaisons who found SONA resources useful varied significantly across different tools and guides. For instance, 50% of the respondents found the Special Olympics Young Athletes Activity Guide useful — the highest in the state — closely followed by 44% for the Elementary School Playbook: A Guide for Grades K-5. Other resources such as the High School Playbook and the Middle Level Playbook: A Guide for Grades 5-8 were also notable, with usefulness scores of 43% and 39%, respectively.  
  
On the lower end of the spectrum, resources like the Special Olympics Fitness Guide for Schools and the Inclusive Youth Leadership Training: Facilitator Guide garnered usefulness ratings of 18% and 17%, respectively. This indicates that while some guides and resources are widely utilized and appreciated, others may require increased promotion or adaptation to better serve the needs of the liaisons and their respective schools.   
  
The state-specific insights provided here underline the variation in the usage and perceived utility of these resources, which can inform tailored support and development to enhance Whole School Engagement activities across different regions.