



Special Olympics Unified Champion Schools: 2024-2025 SOUCS Annual Liaison Survey Report: PreK-12 Findings

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One-page Highlights

In the 2024-2025 Annual Liaison Survey, the Center for Social Development and Education surveyed Special Olympics Unified Champion School (SOUCS) liaisons about their SOUCS implementation, indicators of SOUCS program quality that support implementation, and the impact that SOUCS has in schools. 6,836 liaisons—or 73% of all PreK-12 liaisons—provided complete responses for this year’s report.

SOUCS Implementation

- 62% of SOUCS schools that responded to the Annual Liaison Survey indicated that they offered activities and events from all three SOUCS core components (i.e., they were a three-component SOUCS school).
- SOUCS schools offered an average of 2 Unified Sports activities, 1 Inclusive Youth Leadership (IYL) activity, and 2 Whole School Engagement (WSE) events in 2024-2025.
- In middle and high schools, SOUCS implementation is anchored by Unified Sports teams, Unified PE, Unified Club, and the Spread the Word/Inclusion campaign. Elementary schools more frequently implemented SOUCS activities and events designed for elementary school students.
- 24% of SOUCS liaisons heard the “r-word” this year. It was more frequently said as a joke, an expression of frustration, or an insult to someone without an intellectual or developmental disability.

SOUCS Indicators of Program Quality

- Approximately 50% of SOUCS liaisons who are aware of a specific resource use it.
- Many liaisons who used a SOUCS Playbook in 2023-2024 used the SOUCS Playbook in 2024-2025. However, some did not. Many liaisons who did not use a SOUCS Playbook in 2023-2024 also did not in 2024-2025.
- SOUCS liaisons reported that they had an average of 2 funding sources to support SOUCS implementation. The most frequent funding source was from Special Olympics U.S. Programs. SOUCS liaisons who had 4 or more funding sources or received funding from their U.S. Program said that their funding met their school’s needs.
- 39% of SOUCS liaisons reported that their school had a leadership team. Leadership teams most frequently consisted of students with and without IDD, teachers, and school administrators.
- Schools that did not have a leadership team before the 2024-2025 school year but formed a leadership team this year increased their SOUCS implementation and broadened the number of funding sources.
- SOUCS implementation was positively related to how much they think others in their school are aware of SOUCS implementation and how much SOUCS principles are integrated within the school culture. School demographics were minimally related to SOUCS awareness and integration.
- National Banner Schools continue to exemplify SOUCS implementation and integration. A subset of three-component schools indicated that they meet the standards set by the National School Recognition Program but are not currently recognized as a National Banner School.
- SOUCS implementation continues to provide positive impacts for students with and without IDD, and SOUCS liaisons perceive SOUCS as valuable for students and their school.

Recommendations

1. Special Olympics North America and U.S. Programs should build upon the co-occurrence of existing SOUCS activities and events to promote more robust SOUCS implementation in all SOUCS schools—while accounting for grade-level differences in SOUCS activity or event implementation.
2. Special Olympics North America and U.S. Programs should provide guidance, examples, and technical assistance to increase the number of funding sources for SOUCS schools to support SOUCS implementation.
3. In schools that offer a Unified Club, U.S. Programs should recommend that the school’s Unified Club can facilitate the development of a SOUCS Leadership Team. In schools without a Unified Club, U.S. Programs should promote the implementation of a Unified Club in combination with forming a SOUCS Leadership Team.
4. Collaborate with U.S. Programs to address the gap between resource awareness and use in SOUCS schools by clarifying the purpose of each resource and when they may be used.
5. Consider how resources may be modified to facilitate resource use across multiple years.
6. Further investigate the strategies or circumstances that support schools starting as 3-component and support U.S. Programs in employing these strategies in recruitment and onboarding.

Executive Summary

Special Olympics Unified Champion Schools® (SOUCS) is one of Special Olympics' flagship strategies for fostering inclusive communities for students with and without intellectual and developmental disabilities (IDD) worldwide. Since the 2009-2010 academic year, the Center for Social Development and Education (CSDE) at the University of Massachusetts Boston has developed, distributed, and analyzed the SOUCS Annual Liaison Survey to SOUCS liaisons in the United States. The Annual Liaison Survey investigated the landscape and implementation of SOUCS activities and events as well as the impact that SOUCS liaisons perceive for students and schools. Additionally, this year's report also investigates and highlights trends from multiple survey years to provide insights to guide Special Olympics towards its Destination 2030 Goals. This report comprises of findings from PreK-12 schools.

Methodology

Special Olympics North America and CSDE co-developed the PreK-12 version of the Annual Liaison Survey in early 2025. In spring 2025, Special Olympics North America distributed the Annual Liaison Survey. 6,836 liaisons provided complete responses to be included in the analyses presented in this year's report. This represents a 73% overall response rate.

SOUCS Implementation in PreK-12 Schools

Landscape of SOUCS PreK-12 Schools

- The demographic makeup of SOUCS liaisons is similar to previous years. Most liaisons are women (78%), special education teachers (45%), or staff within special education roles (e.g., adapted physical education teachers, special education service providers, or special education aides or paraprofessionals, 13%)
- The majority of SOUCS schools that responded to this year's Annual Liaison Survey were from high schools (43%) or elementary schools (30%). They were also from suburban (39%) or city (28%) NCES locales.
- Most schools that responded to this year's Annual Liaison Survey were three-component (62%) or two-component (27%) schools. Most first-year schools that responded to this year's survey were three-component (54%) or two-component (31%) schools. This trend has been consistent since the 2022-2023 school year.
- SOUCS schools consistently respond to the Annual Liaison Survey—including 64%-69% of SOUCS schools between 2021-2025. High schools and three component schools more frequently respond across multiple years.

Special Olympics Unified Sports® implementation

- 6,463 schools (93%) implemented Unified Sports as a core component.

- SOUCS liaisons reported that they offered an average of 2 types of Unified Sports activities per year—although each activity could have occurred many times throughout the school year.
- Unified Sports implementation varied by grade level.
 - Middle and high schools tended to anchor their Unified Sports implementation around either a Unified Sports Team or Unified PE.
 - A higher percentage of elementary schools reported that they implemented Young Athletes or Unified PE.

Inclusive Youth Leadership (IYL)

- 4,834 SOUCS schools (70%) implemented IYL as a core component.
- SOUCS liaisons reported that they offered an average of 1 type of IYL activity per year—although each activity could have occurred many times throughout the school year.
- Unified Club remained the most popular IYL activity in middle schools, high schools, and schools with multiple grade levels. Liaisons from elementary schools reported a wider variety of IYL activities because they had more grade-specific IYL options in the survey.

Whole school engagement (WSE)

- 6,013 SOUCS schools (87%) implemented WSE as a core component.
- SOUCS schools offered an average of 2 WSE events in the 2024-2025 school year.
- Spread the Word/Inclusion is the most frequent WSE event—regardless of whether it is implemented alone or in combination with other WSE events.

SOUCS in PreK-12 Schools: Support Factors that Relate to SOUCS Implementation Quality

Resource use

- SOUCS liaisons are generally aware of SOUCS resources. About half of SOUCS liaisons who are aware of a resource reported using it.
- Few liaisons (23%) who did not use their grade-level SOUCS Playbook last year used either the old or new version of their grade-level SOUCS Playbook this year. Although a higher percentage of SOUCS liaisons who used their grade-level Playbook last year also used the old or new version of their grade-level Playbook this year (49%), 51% of SOUCS liaisons did not use their grade-level Playbook this year.
- Liaisons from three-component schools and schools with leadership teams were more likely to use the new, online version of SOUCS Playbook. Schools newer to SOUCS or working toward increasing their implementation appear more likely to rely on updated guidance, while older schools show slightly lower resource use.

Funding

- Funding comes from diverse sources, but the most common funding source is a Special Olympics U.S. Program. 66% of SOUCS schools reported funding from their U.S. Program.
- Schools with multiple funding sources—particularly those combining U.S. Program support with other funding streams—were more frequently three-component schools and have leadership teams in place.
- Newer SOUCS programs and elementary schools more frequently relied solely on U.S. Program funding, while older programs and high schools more often accessed multiple or alternative funding streams.
- Schools that had multiple funding sources or had funding from their U.S. Program were more likely to say that funding met the needs of SOUCS implementation.

Leadership teams

- 39% of SOUCS liaisons reported that their school has a SOUCS leadership team. This percentage has been consistent across many previous Annual Liaison Surveys.
- Although there is much variation in how leadership teams are structured, the most common members of a leadership team are special education teachers, students with IDD, and students without IDD.
- 41% of SOUCS liaisons who said they were “very likely” to form a leadership team in the 2022-2023 or 2023-2024 school years reported that they had a leadership team in the 2024-2025 school year. Schools that reported forming a leadership team tended to have diversified or expanded their activities and broadened the types of funding sources.

SOUCS integration and awareness

- Liaisons in three-component schools perceived higher levels of SOUCS integration and awareness than those in two- or one-component schools.
- Liaisons in schools with leadership teams and in schools drawing on multiple funding sources reported higher levels of SOUCS integration and awareness.
- The variability of SOUCS integration and awareness is less related to school-level demographics. Instead, the variability is more related to how SOUCS is structured and the implementation of SOUCS within a school.

National Banner Schools

- National Banner Schools had higher levels of SOUCS quality indicators than three component schools that were not recognized as a National Banner School.
- A subset of three-component schools indicated that they meet the standards set by the National School Recognition Program but are not currently recognized as a National Banner School.

The Impact of SOUCS Implementation in PreK-12 Schools

- SOUCS liaisons thought that the impact from SOUCS implementation was moderate to high. Higher impact was related to higher SOUCS integration and awareness, having a leadership team, and being in a middle school, high school, or a school that served multiple grade levels compared to an elementary school.
- SOUCS liaisons also thought that SOUCS implementation was valuable for students and schools.
 - Higher value was related to higher SOUCS awareness, having a leadership team, having a liaison who had a special education role within their school, and being in a middle school, high school, or a school that served multiple grade levels.
 - SOUCS liaisons who reported higher SOUCS integration within their school also reported a higher value of SOUCS implementation for students without IDD and for the school as a whole. However, SOUCS integration ratings were unrelated with the value that SOUCS has for students with IDD within their school.
- There were no meaningful differences based on the U.S. Program that the liaison's school was within.

Recommendations

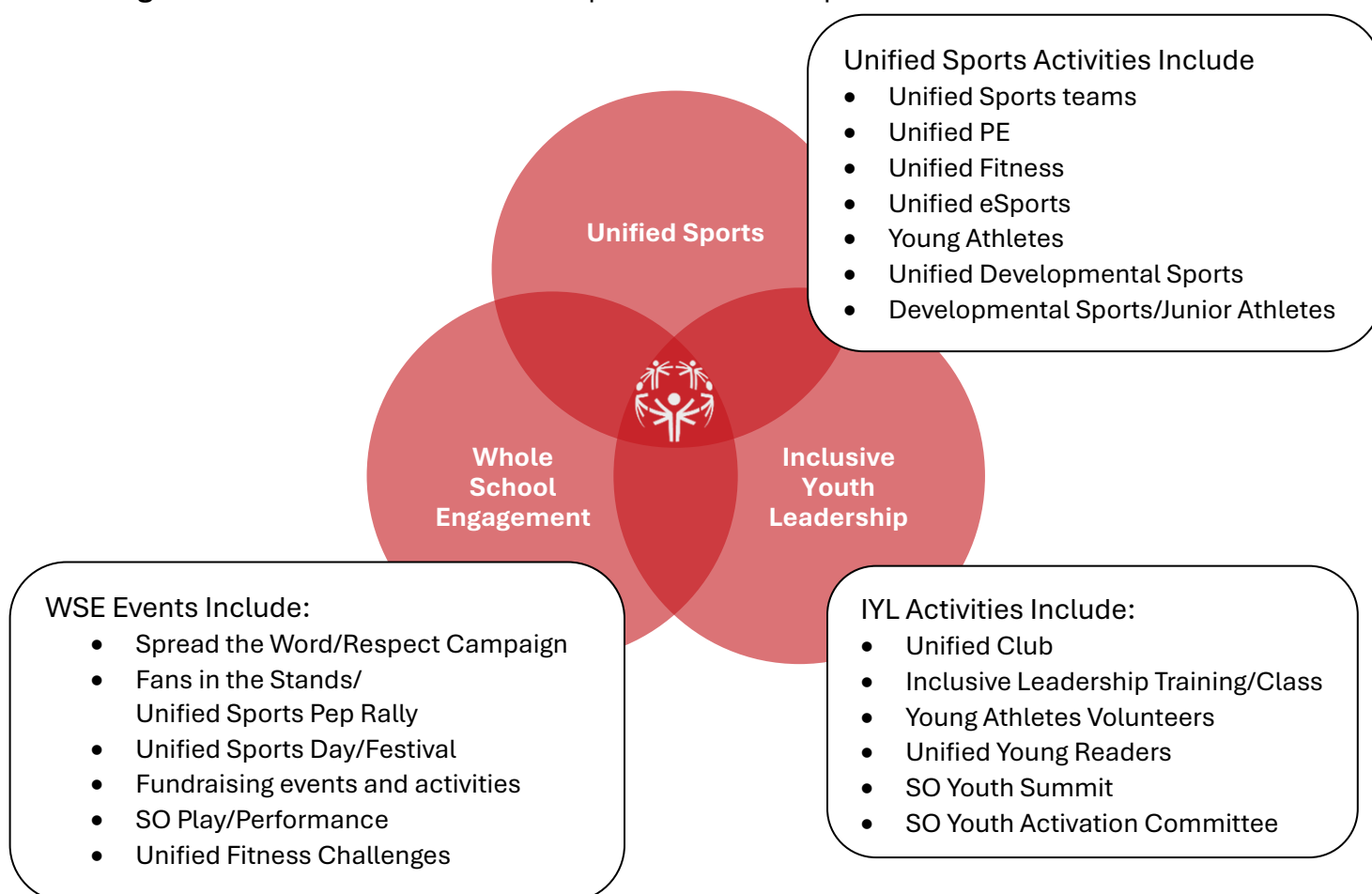
1. Special Olympics North America and U.S. Programs should build upon the co-occurrence of existing SOUCS activities and events to promote more robust SOUCS implementation in all SOUCS schools—while accounting for grade-level differences in SOUCS activity or event implementation.
2. Special Olympics North America and U.S. Programs should provide guidance, examples, and technical assistance to increase the number of funding sources for SOUCS schools to support SOUCS implementation.
3. In schools that offer a Unified Club, U.S. Programs should recommend that the school's Unified Club can facilitate the development of a SOUCS Leadership Team. In schools without a Unified Club, U.S. Programs should promote the implementation of a Unified Club in combination with forming a SOUCS Leadership Team.
4. Collaborate with U.S. Programs to address the gap between resource awareness and use in SOUCS schools by clarifying the purpose of each resource and when they may be used.
5. Consider how resources may be modified to facilitate resource use across multiple years.
6. Further investigate the strategies or circumstances that support schools starting as 3-component and support U.S. Programs in employing these strategies in recruitment and onboarding.

Introduction

Special Olympics Unified Champion Schools® (SOUCS) is one of Special Olympics' flagship strategies for fostering inclusive communities for students with and without intellectual and developmental disabilities (IDD) worldwide. Designed for schools from PreK through college, SOUCS is an evidence-based approach that promotes social inclusion for students with IDD while cultivating an inclusive school culture. As a youth-centered initiative, SOUCS empowers students to create and maintain a school culture where inclusion is the norm and expectation. By bringing together athletes (youth with IDD) and partners (youth without IDD) to learn, play, and grow together, SOUCS develops students' capacity to be changemakers within their schools and communities through three core experiences:

- **Special Olympics Unified Sports®:** activities that bring students together to participate in inclusive sports or physical activities (e.g., competitive, player development, or recreational);
- **Inclusive youth leadership:** activities where students learn about leadership and gain leadership skills in an inclusive setting; and
- **Whole school engagement:** activities that promote inclusion or provide education on respect and disability and reach the majority of the school population.

Figure 1. SOUCS has three core components and multiple activities and events.



Since the 2009-2010 academic year, the Center for Social Development and Education (CSDE) at the University of Massachusetts Boston has developed, distributed, and analyzed the SOUCS Annual Liaison Survey to SOUCS liaisons in the United States.¹ The Annual Liaison Survey continues to provide an external evaluation of the implementation of SOUCS activities and events within schools. This includes a description of SOUCS activities and events that are offered within schools, the structure of the team that coordinates SOUCS implementation within a school, support from Special Olympics North America, Special Olympics U.S. Programs, school- and district-level staff that facilitate SOUCS implementation within a school, and a liaisons' perceptions of the quality of SOUCS implementation and impact that SOUCS has within a school. This year, CSDE surveyed liaisons from both PreK-12 and college or university programs to assess the impact that SOUCS liaisons perceive for students and schools.

Additionally, Special Olympics North America's Destination 2030 Goals for SOUCS involves increasing the quality of SOUCS school programming to 65% three component implementation and growing the number of SOUCS schools to 20,000 schools within the United States by 2030. Survey findings from both this year's Annual Liaison Survey and trends across multiple years of the Annual Liaison Survey can inform Special Olympics North America in pursuit of reaching Destination 2030. This year's report also investigates and highlights trends from multiple survey years to provide insights to guide Special Olympics towards its Destination 2030 goals of increased school quality and growth.

This report briefly describes the methodology used to collect data before going into findings from the PreK-12 versions of the 2025 Annual Liaison Survey.² Where appropriate and relevant, we also report trends and comparisons to prior years' liaison survey data. The report concludes with a summary of SOUCS within schools and recommendations for the 2025-2026 school year.

¹ The Annual Liaison Survey was first administered in the 2nd year of the Annual SOUCS Evaluation.

² CSDE also administered the college and university version of the 2025 Annual Liaison Survey. College and university results are presented in a supplemental report.

Methodology

Between January and March 2025, CSDE and Special Olympics North America co-developed the 2025 Annual Liaison Survey. We identified five topic areas to ask SOUCS liaisons: liaison and school demographics, SOUCS implementation, support from schools and Special Olympics, indicators of SOUCS quality within schools, and the perceived impact of SOUCS implementation for students and schools. Questions were either modified from the 2024 SOUCS Annual Liaison Survey or created based on new SOUCS goals and initiatives. The PreK-12 version of the survey consisted of 95 questions across five topic areas.

Between April and June 2025, Special Olympics North America provided a list of 9,816 PreK-12 schools. 6,836 liaisons provided complete responses to be included in the analyses presented in this year's report. This represents a 73% overall response rate. See [Table M1](#) for response by grade level, see [Table AP.M1](#) for response rates by U.S. Program and [Table AP.M2](#) for the change in response rate between the 2023-2024 and 2024-2025 school years.

Table M1. The response rate to the 2025 Annual Liaison Survey is high across PreK-12 schools.

Grade level	Total Completed Surveys	Total Surveys Distributed	Response Rate
Elementary	1,735	2,498	69%
Middle	1,134	1,524	74%
High	2,671	3,470	77%
Multiple-grade-level schools	1,296	1,875	69%
Total Surveys	6,836	9,367	73%

Note: 449 liaisons told CSDE during the data collection process that SOUCS did not occur in their school during the 2024-2025 school year. As a result, the total number of surveys distributed does not match the total number of surveys sent. Additionally, 78 partially completed surveys met the inclusion criteria for analyses but were not counted as completed surveys in reporting. The response rates were calculated based on the total number of completed surveys returned to CSDE divided by the total possible number of schools where SOUCS may have occurred.

Landscape of SOUCS PreK-12 Schools

This section focuses on the landscape of SOUCS schools within the United States in the 2024-2025 school year as well as how the landscape has been similar or different across multiple school years.

Who are the SOUCS Liaisons and what are the demographic characteristics of SOUCS Schools?

The demographic makeup of SOUCS liaisons is similar to previous years. Most liaisons are women (78%), special education teachers (45%), or staff within special education roles (e.g., adapted physical education teachers, special education service providers, or special education aides or paraprofessionals, 13%), and within their first three years of their role as SOUCS liaison (64%). As seen in [Table AP.L1](#), the makeup of SOUCS liaisons is similar across the 2024-2025 and 2023-2024 school years.

The makeup of the SOUCS schools is similar to previous years. As seen in [Table AP.L2](#), the percentage of school demographics have been relatively consistent across school years. SOUCS schools who responded to this year's survey indicated that they were from high schools (43%), elementary schools (30%), or middle schools (18%). They were commonly located in suburban (39%) or city (28%) [NCES locales](#), with the remainder in rural (21%) or town (12%) NCES locales. Nearly 60% of schools report serving fewer than 20 students with IDD schoolwide, while about 12% serve 51 or more.

SOUCS schools can offer up to three types of SOUCS activities and events: Special Olympics Unified Sports, IYL, and WSE. SOUCS schools are classified based on the number of components that they offer during a school year (e.g., one, two, or three).³ Except for a dip during the COVID-19 pandemic, the majority of SOUCS schools are three component schools (see [Figure L1](#)). Encouragingly, the percent of three component SOUCS schools remains high across the last three school years. Similarly, approximately half of SOUCS schools in their first year of SOUCS implementation (who responded to the Annual Liaison Survey) reported that they started as a two- or three-component school (see [Figure L2](#)). See [Table AP.L3](#) for a breakdown of the number of SOUCS schools that offer one, two, or three SOUCS components separated by U.S. Program.

³ Starting with the 2023-2024 school year, Special Olympics North America updated how it categorized SOUCS schools. Between the 2014-2015 and 2022-2023 school years, Special Olympics North America had three defined levels of SOUCS implementation--Full Implementation, Developing, and Emerging--based on the combination of components, activities, and events that students could have participated in. In 2023-2024, Special Olympics North America moved to classify schools based on the number of components that they offered--irrespective of which specific combination of components is offered. [Table AP.L3](#) summarizes this change.

Figure L1. Except for a brief dip during the 2020-2021 school year, most SOUCS schools have been two- or three component schools.

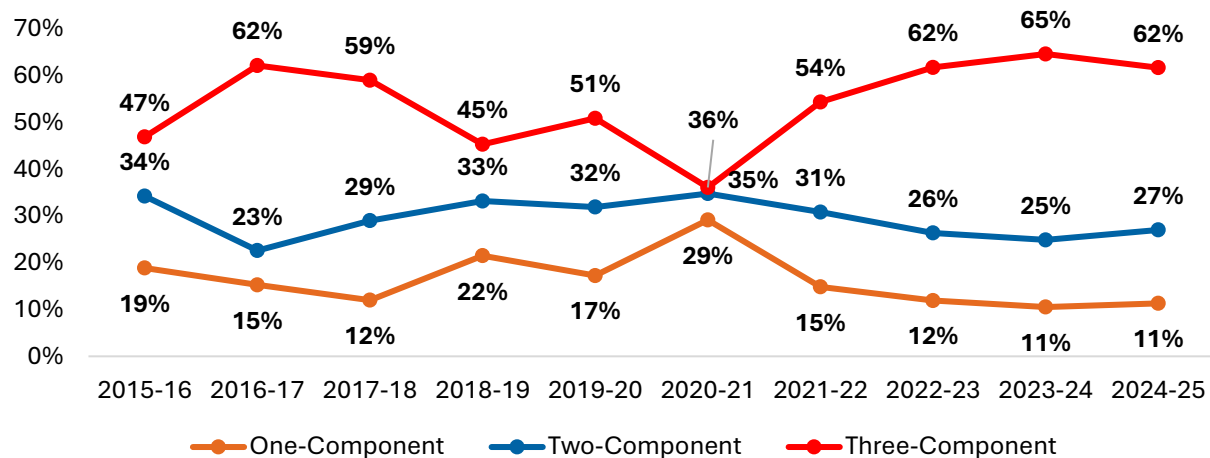
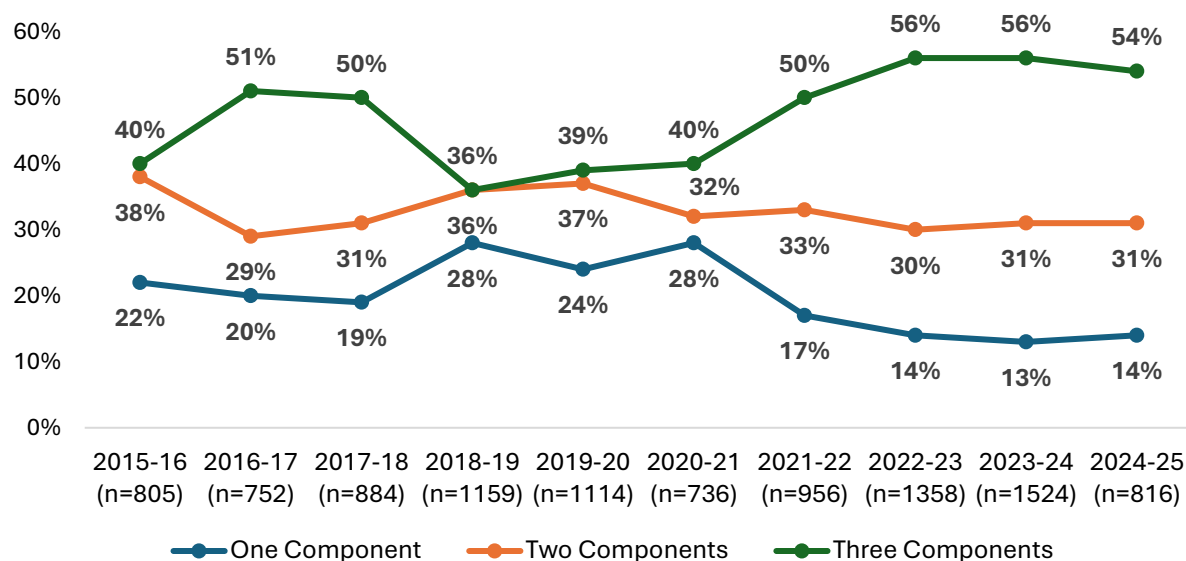


Figure L2. The majority of new SOUCS schools offer activities and events from two or three SOUCS components.



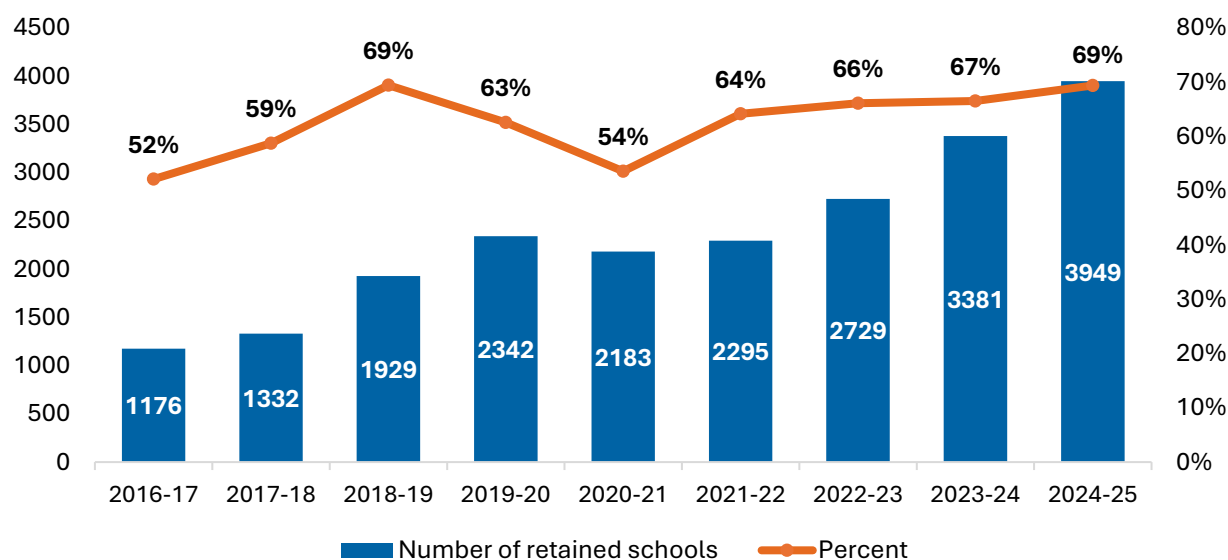
What are the SOUCS schools that consistently respond to the SOUCS Annual Liaison Survey—and what are the SOUCS schools that do not?

Many SOUCS liaisons have responded to the SOUCS Annual Liaison Survey for two or more years. This allows CSDE to examine the survey retention rate across two consecutive years. This section describes how two-year survey retention has changed over time, which types of schools responded consistently, and where participation gap remains.

To start, the number of SOUCS schools that have completed the Annual Liaison Survey in consecutive years has increased from 52%—or 1,176 schools—between Years 8-9 to 69%—or 3,957 schools—in Years 16-17 (see [Figure L3](#)). This supports data from both

SOUCS liaisons and the SOUCS grant portal that shows an increase in the number of schools that have implemented SOUCS for many years. This also allows CSDE to use Annual Liaison Survey data to document SOUCS implementation and impact across many years—which is the basis for multi-year findings in the [Quality Indicators](#) and [Impact](#) sections of this year’s SOUCS Annual Liaison Survey Report.

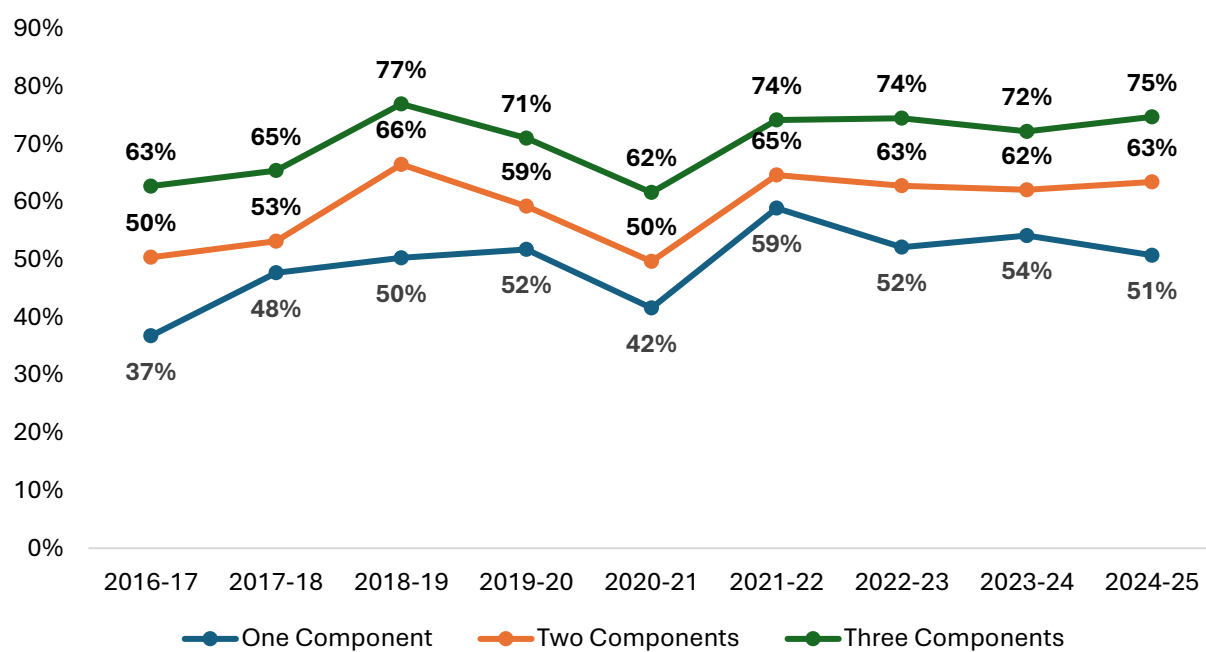
Figure L3: Many schools continually respond to the Annual Liaison Survey across two consecutive survey years—even as the total number of SOUCS schools increase.



With that said, there are two findings from the year-to-year survey responses. First, year-to-year survey responses differ by school level. High schools maintained the highest retention rate at 75%, middle schools followed with 66%, and elementary schools at 60% (see [Figure AP.L1](#)). Increasing survey participation at elementary and middle school levels would strengthen the understanding of SOUCS implementation and quality indicators among schools serving younger students.

Concurrently, schools implementing all three components had higher survey retention rates compared to one or two component schools (see [Figure L4](#)). This pattern has remained consistent throughout multiple survey cycles and may reflect that schools offering all three components is a well-established indicator for quality programming. Schools with stronger programming tend to have higher vested interest in continuing their SOUCS implementation and completing the Annual Liaison Survey across many years.

Figure L4. The highest response rate for SOUCS schools who respond for two consecutive survey years are from three component schools.



PreK-12 Implementation of SOUCS Components

Special Olympics Unified Sports®

Special Olympics Unified Sports are opportunities that bring students together to participate in inclusive recreational and sports activities. This section will first describe the current implementation of Unified Sports within SOUCS schools and compare trends across multiple survey years. Further analyses will focus on the cooccurrence of Unified Sports activities with a specific focus placed on Unified P.E. and Unified Sports activities designed for elementary schools.

Special Olympics Unified Sports® Implementation in Schools

In the 2024-2025 school year, 6,463 schools (93%) implemented Unified Sports as a core component. On average, SOUCS schools implemented 2 types of Unified Sports activities⁴ in the 2024-2025 school year—regardless of how long a school has been an SOUCS school. Three-component schools offered more Unified Sports activities ($M = 2.3$) than two-component ($M = 1.7$) or one-component ($M = 1.1$) schools.

[Table AP.US1](#) describes the implementation of Unified Sports based on school and liaison demographics for schools that offered Unified Sports. Elementary schools offered more Unified Sports activities overall, which may be influenced by the greater number of Unified Sports options available to elementary schools in the survey. Schools serving students with IDD reported a similar number of Unified Sports activities regardless of the size of their IDD population, suggesting no clear relationship between IDD enrollment and activity offerings. In terms of liaison roles, while the difference observed by liaison role was statistically significant, its magnitude was small, suggesting that liaison role alone does not meaningfully explain variation in Unified Sports implementation.

Like previous years, PreK-12 SOUCS schools implemented many types of Unified Sports activities. As seen in [Table US1](#), Unified Sports Teams and Unified PE continue to be the two most implemented Unified Sports activities. Additionally, more elementary schools have implemented Young Athletes than Junior Athletes/Developmental Supports. As seen in [Figure US1](#), implementation for several Unified Sports activities remained consistent between the 2019-2020 and 2024-2025 school years, with two exceptions: Unified Sports Team and Unified PE. Unified Sports Team implementation declined in 2020–2021 and increased in subsequent years, while Unified PE declined and then stabilized at approximately 60–70% beginning in 2021–2022. See [Table AP.US2](#) for the breakdown of Unified Sports activities by U.S. Program.

⁴ Unified Sports consists of many types of sports-related activities that can occur multiple times throughout a school year. See Table US1 for the types of Unified Sports activities that a school may have offered in the 2024-2025 school year.

Table US1. Among SOUCS schools offering Unified Sports, middle, high, and multi-grade schools most often implemented Unified Sports Teams or Unified PE. Elementary schools most often implemented Unified PE and Young Athletes.

Unified Sports Activity	SOUCS Schools that offered Unified									
	Sports		Elementary		Middle		High		Multiple Grades	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Unified Sports Team	4,589	71%	786	41%	830	74%	2,516	89%	457	75%
Unified PE	4,039	62%	1,219	64%	740	66%	1,680	59%	400	66%
Unified Fitness	1,484	23%	498	26%	222	20%	557	20%	207	34%
Unified eSports & Fitness	446	7%	75	4%	85	8%	228	8%	58	10%
Young Athletes ¹	1,199	48%	1,005	53%					194	32%
Developmental/Junior Athletes ²	943	26%	557	29%	171	15%			215	35%

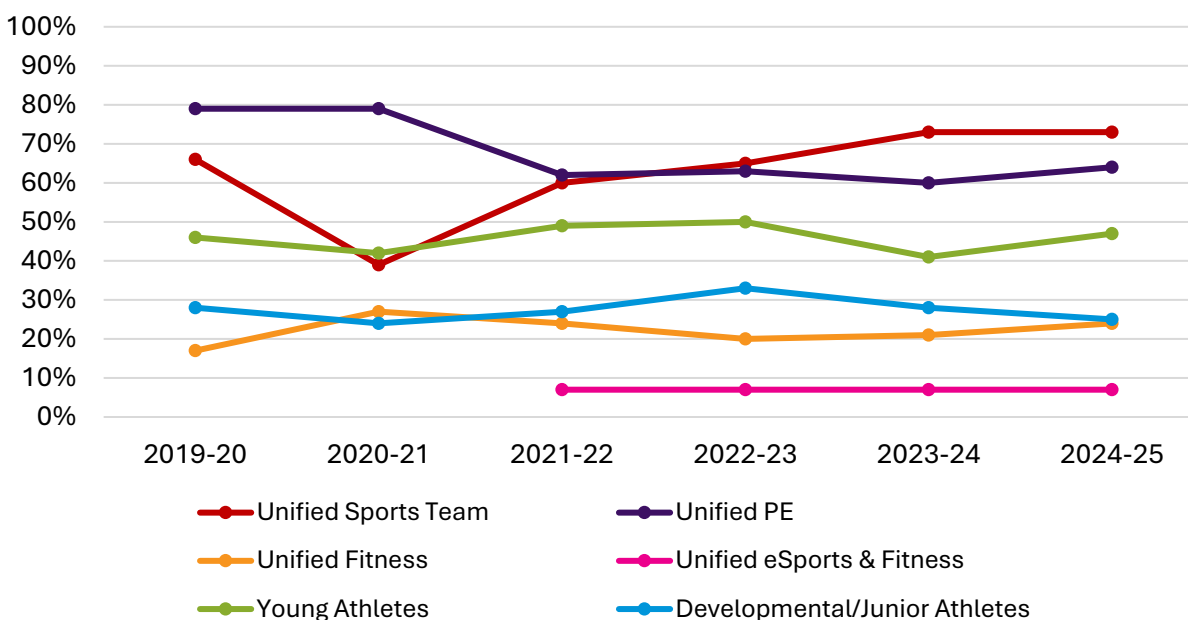
Note: Counts and percentages in this table are calculated out of schools that offered at least one type of Unified Sports Activity during the 2024-2025 school year.

¹Young Athletes is only offered at the elementary-school level

² Developmental/Junior Athletes are only offered at schools that include 6th grade.

The survey was programmed so that only schools serving these grade levels receive the corresponding questions. The percentages reported for these two activities reflect only the schools serving the appropriate grade levels.

Figure US1. The percentage of SOUCS schools that implement each Special Olympics Unified Sports® activity has been consistent between 2021-2025.



This year's Annual Liaison Survey also asked whether schools met different criteria related to the Unified Sports standards as defined by the [National School Recognition Program](#).⁵ These standards are designed to assess the robustness of SOUCS implementation and benchmark high quality SOUCS implementation. As seen in [Table US2](#), Unified Sports implementation is typically robust and high quality across schools that implement Unified Sports. However, an area for improvement is related to training. Only 42% of SOUCS liaisons said that the person who was responsible for implementing either a Unified Sports team or Unified Young Athletes received any training from a state or national organization.⁶

Table US2. SOUCS liaisons reported that their Unified Sports implementation met the standards described by the National School Recognition Program.

NRP Unified Sports Indicator	Number of Responses	Yes	
		<i>n</i>	%
Are Unified Sports activities offered in at least two sports seasons or school terms?	4,488	3,595	80%
Did Unified Sports activities occur regularly during the school year?	6,393	4,929	77%
Was there a culminating event, game, or competition for at least one Unified Sports activity at your school?	6,386	4,468	70%
Unified Sports activities were officially recognized in a similar style as other sports or athletic activities at your school?	6,392	4,450	71%
Did any person responsible for coaching or implementing Unified Sports or Young Athletes receive state or national training? ¹	6,390	2,668	42%
For elementary schools only: Did Unified Sports and/or Young Athletes activities have students from multiple grade levels participating this school year?	2,286	1,804	78%

The Co-occurrence of Special Olympics Unified Sports® Activities

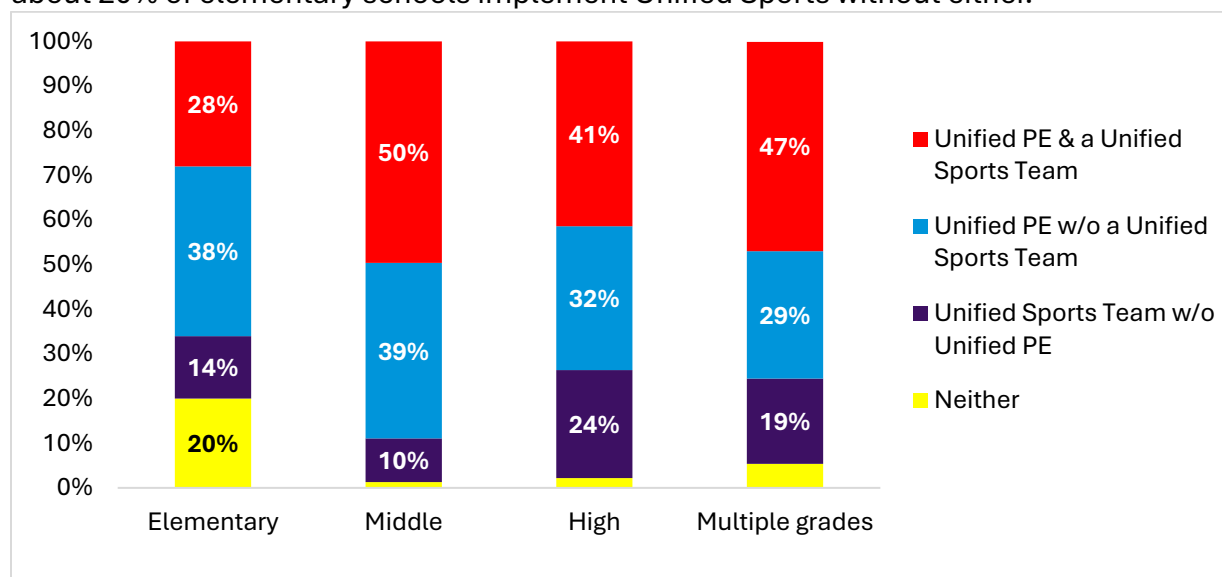
Prior evaluation findings showed that Unified Sports Team and Unified PE were the most common Unified Sports activities, with differences observed by grade level, and that SOUCS schools offered an average of two Unified Sports activities in the 2024-2025 school year. Building on these findings, CSDE was interested in understanding the co-occurrence of Unified Sports activities within PreK-12 schools. This can help U.S. Programs provide grade-specific support for Unified Sports implementation.

⁵ Further information can be found in the subsection on [National Banner Schools](#) in this year's report.

⁶ In the 2023-2024 Annual Liaison Survey, this question asked about any training from a Special Olympics U.S. Program. 66% of SOUCS Liaisons who responded last year said that their coaches were trained by their Special Olympics U.S. Program. The difference in the percentage who responded "Yes" across the last two survey years may be due to the change in question wording.

As seen in [Figure US2](#), Unified Sports in middle schools, high schools, and schools that serve multiple grade levels commonly included Unified PE or Unified Sports Teams—which are either implemented on their own or together. In contrast, elementary schools followed a different pattern. Among elementary schools that implemented the Unified Sports component, 20% did not offer either a Unified Sports Team or Unified PE. Instead, these schools either offered Unified Young Athletes (11%), Developmental Athletes (5%), or Unified Fitness (4%). Combined, the implementation and combination of Unified Sports activities vary between elementary schools—which have more grade-level-specific opportunities represented in the Annual Liaison Survey—and other grade levels that are anchored around Unified Sports Teams and Unified PE.

Figure US2. In middle schools, high schools, and multi-grade schools offering Unified Sports, implementation typically involves Unified PE or a Unified Sports Team. However, about 20% of elementary schools implement Unified Sports without either.



Inclusive Youth Leadership (IYL)

Inclusive Youth Leadership (IYL) activities provide students opportunities to gain knowledge, skills, and experiences in planning and leading Special Olympics activities and events. This year's report will first describe the implementation of IYL within PreK-12 schools before describing the co-occurrence of IYL activities within schools.

IYL Implementation in PreK-12 Schools

In the 2024-2025 school year, 4,834 SOUCS schools (70%) implemented the IYL component. On average, SOUCS schools implemented one IYL activity during the school year. Three-component schools offered more IYL activities ($M = 1.9$) than two-component ($M = 1.4$) or one-component ($M = 1.4$) schools. The average number of IYL activities were similar across grade level, the role that a liaison has within the school, and the number of

students with IDD at their school.⁷ See [Table AP.IYL1](#) for the breakdown of IYL implementation by school and liaison demographics for schools that implemented IYL.

As seen in [Table IYL1](#), IYL implementation in 2024–2025 reflects the activities offered within the survey at each grade span. For middle and high schools, Unified Club was the IYL activity that occurred the most in schools that offered IYL. Inclusive Leadership Training/Class was offered in 41%-43% of high schools or middle schools. Elementary schools, however, had a different pattern of implementation. Unified Club, Unified Young Readers, and Young Athletes (Volunteers) had a similar percentage of SOUCS schools (46%-49%) that offered these activities. In schools that spanned multiple grades, IYL implementation included a range of in-school IYL activities. Large-scale, U.S. Program-led IYL experiences, such as Youth Summit and Youth Activation Committee, were less implemented overall, but they were more frequently implemented in high schools than other grade levels. As seen in [Figure IYL1](#), these trends are similar over the last 6 years of SOUCS Annual Liaison Survey Responses. See [Table AP.IYL2](#) for the breakdown of IYL implementation by U.S. Program.

⁷ There were two changes that affect the count of IYL activities in the 2024-2025 Annual Liaison Survey. First, new in 2024-2025, elementary schools were asked about their participation in Unified Young Readers. 12% of SOUCS liaisons from schools that offered IYL reported that Unified Young Readers was their only IYL activity in the 2024-2025 year. Second, due to a survey programming error, SOUCS liaisons from schools that did not have students in PreK-6th grade were not asked if their students volunteered in Young Athletes activities. In the 2023-2024 school year, 8.1% of SOUCS liaisons (e.g., liaisons from 461 schools) reported that their only IYL activity was Young Athletes Volunteers.

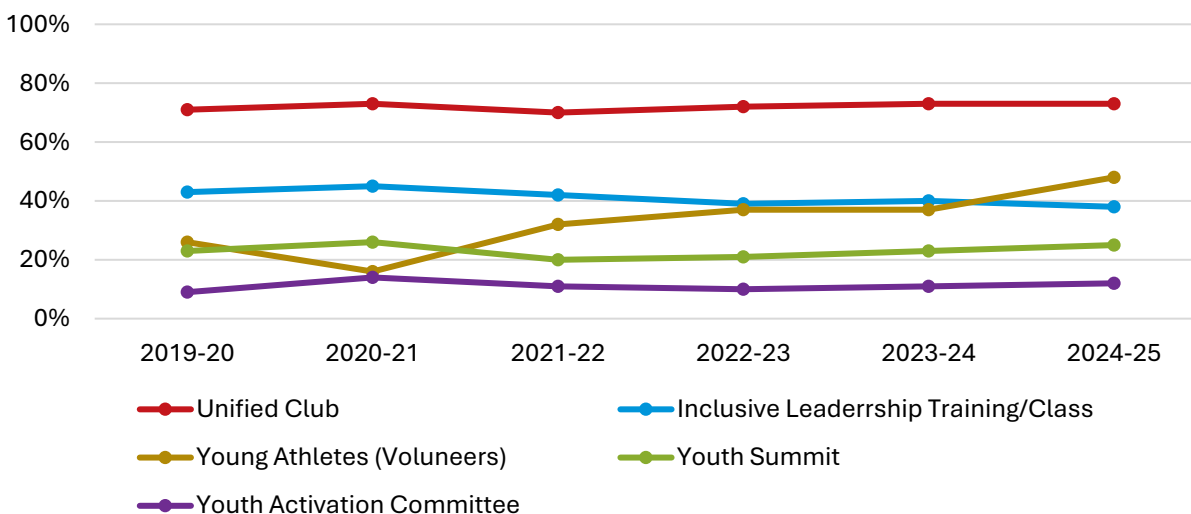
Table IYL1. IYL implementation at the middle and high school levels most frequently involves Unified Club. IYL implementation at the elementary school level varies.

SOUCS Schools that offered IYL					Elementary		Middle		High		Multiple Grades	
IYL Activity	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Unified Club	3,518	73%	688	49%	663	83%	1,846	85%	321	72%		
Inclusive Leadership Training/Class	1,850	38%	447	32%	344	43%	898	41%	161	36%		
Unified Young Readers	765	44%	657	46%	--	--	--	--	108	32%		
Young Athletes (Volunteers) ¹	839	48%	698	49%	--	--	--	--	141	42%		
Youth Summit	1,200	25%	62	4%	168	21%	878	40%	92	21%		
Youth Activation Committee	565	12%	46	3%	82	10%	391	18%	46	10%		

Note: Counts and percentages in this table are calculated out of schools that offered at least one type of IYL Activity during the 2024-2025 school year.

¹the small increase in Young Athletes (Volunteers) for all schools that offered IYL between last year's (40%) and this year's (48%) Annual Liaison Survey may be due to the programming error related to Young Athlete (Volunteers).

Figure IYL1. The percentage of SOUCS schools that offer each IYL activity has been consistent between 2019-2025.



Note: the small increase in Young Athletes (Volunteers) for all schools that offered IYL between last year's (40%) and this year's (48%) Annual Liaison Survey may be due to the programming error related to Young Athlete (Volunteers).

This year's Annual Liaison Survey also asked whether schools met different criteria related to the IYL standards as defined by the [National School Recognition Program](#). Similar to the questions related to Unified Sports, these questions are a proxy for whether schools have robust and high-quality Unified Clubs. As seen in [Table IYL2](#), SOUCS liaisons reported that their Unified Clubs are treated like other clubs in their school and have high quality implementation.

Table IYL2. SOUCS liaisons reported that their IYL implementation met the standards set by the National School Recognition Program.

NRP Unified Sports Indicator	Number of Responses	Yes	
		<i>n</i>	%
Did a school's Unified Club have an adult advisor?	4,554	4,099	90%
Did a school's Unified Club or inclusive student group meet at least once a month?	4,544	3,586	79%
Did youth with and without IDD have leadership roles within Unified Club	4,530	3,013	66%
Does your school officially recognize your school's Unified Club similarly to other clubs or activities?	4,535	3,610	80%

The Co-occurrence of Unified Club and Other IYL Activities

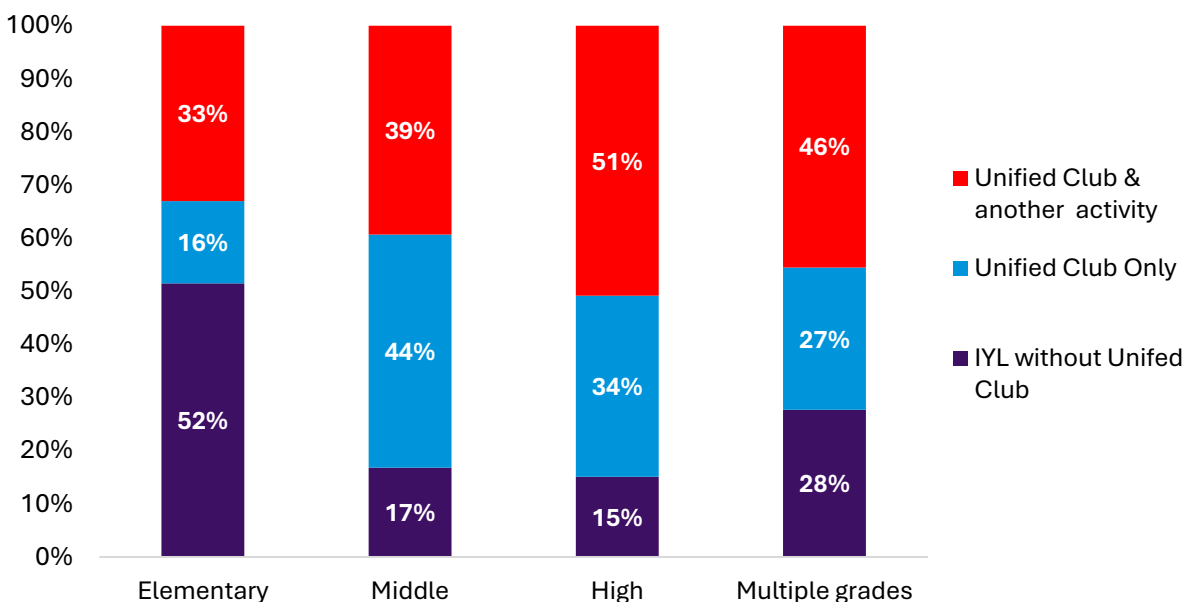
This year, CSDE further investigated the structure of IYL implementation within SOUCS schools. Especially with the addition of Unified Young Readers and the continued popularity of Unified Club, CSDE was interested in seeing whether and how schools implement one or more IYL activities. CSDE compared the implementation of IYL in elementary, middle, and high schools as well as in schools with multiple grade levels.

Unified Club is in 73% of schools that offered an IYL activity in the 2024-2025 school year. Thirty percent of schools only offered Unified Club, 43% offered both Unified Club and another activity, and 27% offered an IYL activity that did not include Unified Club. As seen in [Table AP.IYL3](#), for schools that offered Unified Club and another IYL activity, within-school activities were more frequently implemented (36%-40%) than other IYL activities that are often led by their school's Special Olympics U.S. Program (e.g., Youth Summit or Youth Activation Committee; 13%-27%).

As seen in [Figure IYL2](#), this pattern differs by grade level. At the elementary school level, 49% of IYL implementation involved Unified Club and 52% did not. In middle schools, high schools, and schools that span multiple grade levels, 72%-85% of IYL implementation involves Unified Club—either on its own or in combination with another IYL activity. These findings from the Annual Liaison Survey may reflect differences in IYL implementation across grade levels, options that SOUCS liaisons were given as part of the survey, or broader differences in school structures that may vary by grade level (e.g., clubs being less common in elementary schools than middle or high schools). This suggests that

supporting IYL across grade spans may need to be informed by developmentally appropriate and structurally feasible opportunities at each grade level.

Figure IYL2. At the elementary school level, IYL implementation is varied. At the middle school and high school grade level—as well as in schools that span multiple grade levels, IYL implementation is more often centered around their school's Unified Club.



Whole School Engagement (WSE)

Whole school engagement (WSE) events provide opportunities for a majority students to experience SOUCS programming through school-wide events. This year's report focuses on the implementation of WSE events within SOUCS schools, the co-occurrence of WSE events within a school, and how schools structure the Spread the Word/Inclusion campaign. This year's report also provides insights to the use of the "r-word" in SOUCS schools.

WSE Implementation in PreK-12 Schools

In the 2024-2025 school year, 6,013 SOUCS schools (87%) implemented WSE as a core component. On average, SOUCS schools offered two WSE events in the 2024-2025 school year. Three-component schools offered more WSE events ($M = 2.6$) than two-component ($M = 1.8$) or one-component ($M = 1.5$) schools. As seen in [Table AP.WSE1](#), the average number of WSE events that were offered within a school that offered WSE at all did not differ based on a school's grade level, the role that a liaison has within the school, and the number of students with IDD at their school.

As seen in [Table WSE1](#), Spread the Word/Inclusion remains the most popular WSE event and is similarly implemented across grade levels. Fans in the Stands/Unified Pep

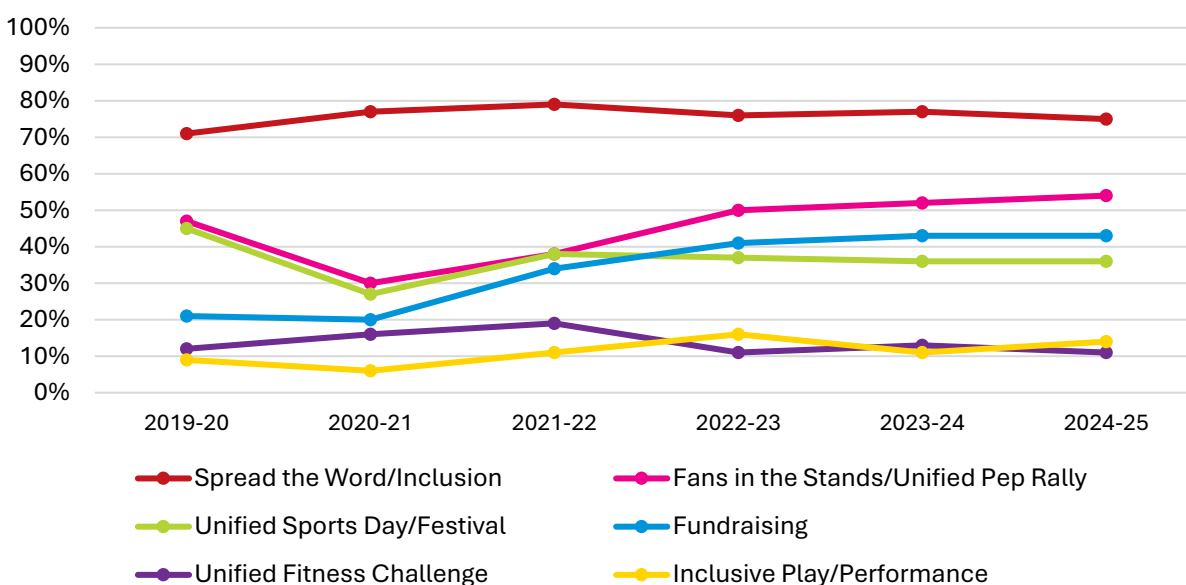
Rally is more frequently implemented in high schools. Other WSE events are similarly implemented across grade levels, with Unified Sports Day/Festival and fundraising events implemented more frequently than either Unified Fitness Challenge or Inclusive Play/Performance. Most WSE activities declined during the 2020–2021 school year and rebounded in subsequent years. In contrast, Spread the Word/Inclusion remained consistently high throughout this period. By 2022–2023, implementation levels for most activities had recovered and remained relatively stable through 2024–2025 (see [Figure WSE1](#)). See [Table AP.WSE2](#) for the breakdown of WSE events by U.S. Program.

Table WSE1. The most frequently implemented WSE event is Spread the Word/Inclusion.

WSE event	Schools that offer WSE		Elementary		Middle		High		Multiple Grades	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Spread the Word/Inclusion	4,489	75%	1,388	80%	830	77%	1,868	71%	403	73%
Fans in the Stands/Unified Pep Rally	3,235	54%	593	34%	526	49%	1,837	69%	279	50%
Unified Sports Day/Festival	2,164	36%	742	43%	342	32%	850	32%	230	42%
Fundraising	2,604	43%	477	28%	460	43%	1,474	56%	193	35%
Unified Fitness Challenge	656	11%	246	14%	101	9%	221	8%	88	16%
Inclusive Play/Performance	843	14%	217	13%	151	14%	377	14%	98	18%

Note: Counts and percentages in this table are calculated out of schools that offered at least one type of WSE Activity during the 2024-2025 school year.

Figure WSE1. Spread the Word/Inclusion is consistently and frequently implemented in SOUCS schools. Others WSE events like Fans in the Stands/Unified Pep Rally and Fundraising have increased since the 2020-21 school year.



Lastly, similar to Unified Sports and IYL, one survey question asked about the National Banner Standards related to WSE. Out of 5,981 respondents, 3,586 SOUCS liaisons (60%) said that students with and without IDD worked together to plan and lead any of the WSE events in the 2024-2025 school year. Although this percentage is high, there is an opportunity to promote student leadership as part of planning and coordinating WSE events.

The Co-occurrence of WSE Implementation in PreK-12 Schools

Similar to Unified Sports and IYL implementation, CSDE was interested in the co-occurrence of WSE events within a SOUCS school. This year, CSDE investigated which WSE events occur when a school implements only one WSE event as well as when they implement two or more WSE events. Out of the schools that implemented WSE, 1,750 schools (29%) only implemented one WSE event. Schools that had one WSE event varied in the specific event that they implemented:

- 55% implemented the Spread the Word/Inclusion campaign,
- 30% implemented either Fans in the Stands/Unified Pep Rally (21%) or Unified Sports Day (9%), and
- 15% implemented either a fundraising activity (11%), inclusive play/performance (2%), or Unified Fitness Challenge (1%).⁸

⁸ The percentages do not add up to 15% due to rounding within each individual WSE event.

For the 4,263 schools that implemented two or more WSE events:

- 85% implemented the Spread the Word/Inclusion campaign and at least one other WSE activity, and
- 15% implemented two or more WSE events that did not include Spread the Word/Inclusion campaign.

Taken together, the Spread the Word/Inclusion event is the primary and most consistently implemented WSE event in SOUCS schools. Schools that offer only one WSE event frequently implement Spread the Word/Inclusion, and schools that offer multiple events almost always include it. In looking to expand WSE events within a school, Special Olympics North America and U.S. Programs can strategize how to support additional WSE events around a school's Spread the Word/Inclusion Campaign.

Specific Findings related to the Spread the Word/Inclusion Campaign

This year, the Annual Liaison Survey asked about two specific ways that the Spread the Word/Inclusion event could have been structured: what was the specific campaign(s) for the Spread the Word/Inclusion event this year, and did the Spread the Word/Inclusion event lead to individuals within the school to sign the pledge to end the “r-word.” SOUCS liaisons from schools that offered the Spread the Word campaign were also asked whether they focused the campaign on one or more focus areas (e.g., derogatory language, bullying, or inclusive action). As seen in [Table WSE2](#), liaisons focused the Spread the Word campaign on inclusive action—both overall and in potential combination with other Spread the Word focus areas. We do note that the original intention of this question focused on whether a specific type of campaign was implemented. However, the responses from SOUCS liaisons suggest that they may have activated around multiple campaigns as part of the Spread the Word campaign or that they thought the campaign covered two or more focus areas.

Table WSE2. The Spread the Word/Inclusion Campaign most frequently focused on inclusive action, but multiple campaigns may co-occur.

Spread the Word Campaign	<i>n</i>	%
Overall		
Inclusive Action	3,676	84%
Bullying	2,495	58%
Derogatory Language	2,055	48%
Specific Combinations		
Only Inclusive Action	1,093	26%
Only Bullying	186	4%
Only Derogatory Language	69	2%
Inclusive Action & Bullying	568	14%
Inclusive Action & Derogatory Language	275	6%
Bullying & Derogatory Language	90	2%
All three campaigns	1,559	37%
No focus on any campaign	375	9%

Furthermore, liaisons from schools that implemented the Spread the Word campaign were asked whether anyone at their school signed the online pledge associated with the Spread the Word/Inclusion campaign. Thirty-six percent of SOUCS liaisons said that community school members signed the pledge, 18% of liaisons said that they knew that school community members did not sign the pledge, and 45% were unsure if community members signed the pledge.

The Use of the “r-word” in SOUCS PreK-12 Schools

As part of the questions related to WSE implementation, SOUCS liaisons were asked whether they heard anyone use the “r-word” in their school in the 2024-2025 school year. As seen in [Table WSE3](#), the vast majority of SOUCS liaisons did not hear the “r-word” used at their school. However, 24% of SOUCS liaisons heard the use of the “r-word” in their school. When it was used, it was more commonly used as a joke, an expression of frustration, or an insult towards someone without IDD. SOUCS liaisons who heard the “r-word” used heard it in many areas of their school. The percentage of SOUCS liaisons who heard the “r-word” is lower than the percentage of students who said they heard the “r-word” used from past evaluation findings ([Albert et al., 2016](#); [Siperstein et al., 2018](#)). However, both students (in past evaluation findings) and SOUCS liaisons heard the “r-word” used in similar contexts.

Table WSE3. A small proportion of liaisons reported hearing the use of the “r-word.” However, liaisons who heard the “r-word” used heard it across multiple contexts and across multiple locations within a school.

Question	n	%
Did the SOUCS liaison hear the "r-word" used in the 2024-2025 school year?		
Yes	1,457	24%
No	4,515	76%
How was the "r-word" used?		
As a joke	1,166	81%
To express frustration	862	61%
As an insult towards someone without IDD	936	66%
As an insult towards someone with IDD	212	15%
Where did the liaison hear the "r-word" used in their school?		
Classroom and academic settings	848	60%
Extracurricular activities or afterschool settings	726	51%
School bus	355	25%
Cafeteria	763	54%

Note: SOUCS liaisons could select more than one response for both “how was the r-word used” and “where did the liaison hear the ‘r-word’ used in their school?” in this year’s survey. As such, percentages do not add up to 100%.

As seen in [Table AP.WSE3](#), a binary logistic regression only found a small relationship⁹ for whether a SOUCS liaison heard the use of the “r-word.” In schools that offered the Spread the Word/Inclusion event, liaisons were less likely to hear the “r-word” (*Odds Ratio* = 0.82) than liaisons in schools that did not offer the Spread the Word/Inclusion event. Compared to liaisons from high schools, liaisons from elementary schools (*Odds Ratio* = 0.18) and schools with multiple grade levels (*Odds Ratio* = 0.47) were less likely to hear the “r-word” used in their school. Liaisons who reported higher levels of SOUCS integration within their school¹⁰ were also less likely to report hearing that the “r-word” was used in their school (*Odds Ratio* = 0.88).

Summary and Implications for the Destination 2030 Goals

As assessed in the Annual Liaison Survey, implementation of each SOUCS component varied between the 2019–2020 and 2024–2025 school years, with periods of fluctuation followed by relatively consistent levels in more recent years. Furthermore, the co-occurrence of activities or events provides insights into strengthening program quality and supporting the expansion outlined in Destination 2030. Understanding how schools layer activities within each component and which combinations are most common at

⁹ The binary logistic regression model was significant, $\chi^2(10) = 488, p < .001$. However, the overall effect size of the regression model is small, *McFadden's R*² = .08.

¹⁰ SOUCS integration is extent to which inclusion is embedded in school life and planning. It is discussed in more detail in the section on [SOUCS integration and awareness](#).

different school levels can help Special Olympics identify where support, resources, or new strategies may accelerate both the depth and breadth of SOUCS implementation. Here are the main highlights of the implementation of SOUCS core components in PreK-12 schools and its implications for the Destination 2030 goals:

- Special Olympics Unified Sports® implementation:
 - 6,463 schools (93%) implemented Unified Sports as a core component.
 - SOUCS liaisons reported that they offered an average of 2 types of Unified Sports activities per year—although each activity could have occurred many times throughout the school year.
 - Unified Sports implementation varied by grade level. Middle and high schools tended to anchor their Unified Sports implementation around either a Unified Sports Team or Unified PE. A higher percentage of elementary schools reported elementary-school-specific Unified Sports activities.
 - These patterns reflect differences in how Unified Sports activity is structured across schools with varying developmental contexts. Supporting these differentiated approaches may help sustain participation as Unified Sports continues to expand.
- Inclusive youth leadership (IYL) implementation
 - 4,834 SOUCS schools (70%) implemented IYL as a core component.
 - SOUCS liaisons reported that they offered an average of 1 type of IYL activity per year—although each activity could have occurred many times throughout the school year.
 - Unified Club remained the most popular IYL activity in middle schools, high schools, and schools with multiple grade levels.
 - Liaisons from elementary schools reported a wider variety of IYL activities because they have more grade-specific IYL options in the survey. These findings can help clarify how elementary schools are already engaging students in leadership and how support or resources might align with the ways elementary schools structure IYL activities.
 - The varied IYL implementation by school level may suggest opportunities to strengthen IYL participation across the PreK-12 continuum.
- Whole school engagement (WSE)
 - 6,013 SOUCS schools (87%) implemented WSE as a core component.
 - SOUCS schools offered an average of 2 WSE events in the 2024-2025 school year.
 - Spread the Word/Inclusion is the most frequent WSE event—regardless of whether it is implemented alone or in combination with other WSE events.
 - Schools that offer only one WSE event most commonly choose Spread the Word/Inclusion, suggesting a potential opportunity to encourage pairing this event with Fans in the Stands/Unified Pep Rally or Unified Sports Day/Festival.

Support Factors that Relate to SOUCS Implementation Quality

Over years, Special Olympics North America and CSDE have worked together to identify and refine contextual factors within SOUCS schools that support higher quality SOUCS implementation. These include:

- Resource awareness and use,
- Support from schools, school districts, local communities, and Special Olympics U.S. Programs,
- Funding from within the school and external sources (including from their U.S. Program),
- The presence of a leadership team and the composition of their leadership team, and
- The liaison's perception of how much they think others in their school are aware of SOUCS implementation (i.e., awareness) and how much SOUCS principles are integrated within the school culture (i.e., integration).

These indicators collectively reflect the SOUCS implementation quality in a school and help explain short-term program functioning and long-term sustainability. By examining how schools perform on these indicators, Special Olympics gains insight into the conditions that support strong and sustained implementation. Separately, identifying schools that appear to meet National Banner expectations using survey items aligned with the 10 recognition standards offer another lens on implementation quality while supporting strategies to use the liaison survey to identify potential National Banner Schools. Together, these analyses can guide strategies that advance Destination 2030 priorities for growth and implementation quality.

SOUCS Resource Awareness and Use

Resources developed by SOUCS help communicate implementation recommendations and promote consistency across diverse school contexts. Understanding resource awareness and use can help identify part of the preparation for implementation of SOUCS activities and events within schools. This year, CSDE documented the overall awareness, use, and usefulness of resources asked about in the 2025 Annual Liaison Survey. CSDE further focused on an SOUCS liaison's use of the SOUCS Playbooks—and whether and how liaison and school demographics relate to the use of SOUCS Playbooks.

Overall Resource Awareness and Use

In this year's Annual Liaison Survey, SOUCS liaisons were asked about 8 resources: [their grade-level Playbook](#) (elementary, middle, or high school), the Special Olympics Learning Portal, and four resources specific to SOUCS implementation at the elementary school level. As seen in [Table RES1](#), awareness levels were generally similar across most

resources—a pattern that has remained consistent across the last three evaluation years. Awareness of the Playbooks ranged from 66% to 70% of liaisons, and awareness of the elementary resources ranged from 64% to 65%. Out of the SOUCS liaisons that implemented Young Athletes, 82% of liaisons were aware of Young Athletes lesson plans.

In terms of Playbook use, the percentage of SOUCS liaisons who used their grade-level SOUCS playbook ranged between 50%-51%. Also similar to prior years, liaisons rated the grade-level Playbook as useful. In terms of Playbook usefulness, the median rating of the usefulness of each grade-level Playbook was 5 on a 1 (*not useful*) to 6 (*very useful*) scale. This pattern has been consistent between the 2022-2023, 2023-2024, and 2024-2025 school years.

Similarly, about 50% of SOUCS liaisons who were aware of SOUCS resources that were not their grade-level Playbook used it—regardless of whether the resource was the SO Learning Portal (49%), Young Athlete lesson plans (61%), and elementary-level SOUCS resources (37%-59%). The median usefulness rating

Table RES1. Approximately 50% of SOUCS liaisons who are aware of a SOUCS resource report using that resource.

Resource	2024-2025				2023-2024				2022-2023			
	Aware		Use		Aware		Use		Aware		Use	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary School Playbook	1,679	67%	848	51%	1,143	71%	806	50%	1,005	67%	463	46%
Middle School Playbook	1,300	70%	645	50%	642	62%	462	44%	606	64%	282	47%
High School Playbook	2,186	66%	1,083	50%	1,782	71%	1,363	54%	1,618	68%	683	42%
SO Learning Portal	3,274	63%	1,599	49%	2,314	42%	1,185	21%				
Young Athletes Lesson Plans	973	82%	596	61%								
Young Athlete Educator Flashcards	754	64%	309	41%								
Young Athletes Inclusive Adaptations	743	64%	277	37%								
Unified Young Readers Club Guide	490	65%	291	59%								

Note: Counts for awareness of elementary school resources are lower because they were only shown to liaisons in elementary schools who implemented the related activity (e.g., Young Athletes or Unified Young Readers).

Playbooks in More Detail

The SOUCS Playbooks continue to be a resource that many SOUCS liaisons both are aware of and use. They are also designed to both be an introduction to SOUCS and a resource that liaisons revisit across many years. Additional sets of analyses explored (1) whether SOUCS liaisons who did not use their grade-level SOUCS Playbook in the 2023-2024 school year used them in the 2024-2025 school year, and (2) the liaison or school demographic factors that relate to SOUCS Playbook use in the 2024-2025 school year.

First, as seen in [Table RES2](#), twice as many liaisons who used their grade-level Playbook in the 2023-2024 school year used either the old or new version of the SOUCS playbook in the 2024-2025. 49% of all SOUCS liaisons who used their grade-level Playbook in the 2023-2024 school year also used the new (35%) or old (14%) version of their grade-level Playbook in 2025. Comparatively, only 23% of liaison who *did not* use their grade-level Playbook in 2023-2024 used either version of their grade-level playbook in the 2024-2025 school year. Surprisingly, 34% of liaisons who used their grade-level Playbook in 2023-2024 did not use it in 2024-2025. This pattern suggests that SOCUS Playbook use is relatively consistent across academic years, but that use may vary across school years.¹¹ [See Table AP.RES1](#) for differences based on grade level.

Table RES2. More SOUCS liaisons who used their grade-level Playbook in the 2023-2024 school year used the new or old version of their grade-level SOUCS Playbook in the 2024-2025 school year.

Grade-level SOUCS Playbook use in 2024-25	Used in 2023-24	Did not use in 2023-2024
Yes, used new version	35%	15%
Yes, used old version	14%	8%
Aware but did not use	34%	43%
Unaware	18%	35%

Second, as seen in [Table AP.RES2](#), several school-based characteristics were related to whether a liaison used or was unaware of the SOUCS Playbook. Specifically:

- Compared to liaisons at both one- and two-component schools, liaisons at three component schools were both more likely to use the new version of the SOUCS Playbook and less likely to be unaware of the SOUCS Playbooks.
- Schools with leadership teams were more likely to use the Playbook and less likely to be unaware of it.
- Schools who have participated in SOUCS for more years were slightly less likely to use the Playbook.

Combined, these additional analyses suggest that SOUCS Playbooks are related to higher SOUCS implementation (as measured by the number of components offered in an SOUCS

¹¹ $\chi^2(3) = 336, p < .001$, Cramer's $V = .28$.

school) and the relationship between SOUCS Playbook use and having a leadership team. Furthermore, these analyses show that although Playbook use is generally consistent across school years, SOUCS liaisons may not use their grade-level Playbook across many years. There is an opportunity to both promote the use of the grade-level SOUCS Playbook in one- and two-component schools and investigate why liaisons may stop using the SOUCS Playbook after they previously used it.

Support and Funding

Funding remains an essential support for SOUCS implementation at the school level. Learning how schools currently fund their SOUCS activities can show where support is strong and where additional funding assistance may be needed.

Liaisons in 2024-2025 reported an average of two funding sources. As seen in [Table F1](#), funding sources have remained largely consistent throughout 2023-2024 and 2024-2025. U.S. Programs continue to be the most common source of funding for SOUCS schools. After Program funding, many schools either utilize funding from their school or school district or fundraising initiatives to help with SOUCS implementation. A smaller percentage of schools receive donations from individuals or the community, regional or national grants or donations, or donations from their school's parent teacher association (PTA).

Table F1. Although SOUCS schools may have funding from multiple sources, the most common funding source is the Special Olympics U.S. Program.

Funding Source	2023-2024		2024-2025	
	n	%	n	%
Special Olympics U.S. Program	3,231	60%	4,394	66%
School District budget	--	--	2,937	44%
Fundraising activities or events (e.g., student-led fundraising, Polar Plunge, or a booster club)	1,620	30%	2,744	42%
School budget	2,443	45%	2,731	41%
Personal donations (made outside of fundraising)	1,615	30%	1,885	29%
Donations from local businesses or community organizations	1,615	30%	1,811	28%
Grants or donations from businesses, regional, or national organizations	--	--	1,075	16%
PTA donations	498	10%	690	11%

Data from the 2023-2025 Annual Liaison Surveys allowed CSDE to track the stability or changes in an SOUCS school's funding sources over the last three school years. CSDE found that:

- 40% of schools reported that they had more funding sources this year,
- 34% reported the same number of funding sources across the last three years, and

- 26% of schools had fewer funding sources this year.

Although most schools have maintained or expanded their funding sources for SOUCS implementation within their school, a sizable portion of SOUCS schools have had fewer sources of funding across the last three years.¹² Without additional data on the reasons for these reductions, CSDE cannot determine whether schools faced funding cuts, lost partnerships, or made strategic decisions to consolidate resources. What is clear is that this subset of schools may be susceptible to funding vulnerability.

Special Olympics U.S. Program funding remains an important and the most commonly reported funding source. Concurrently, SOUCS schools can differ in whether they have one or two or more funding sources to support SOUCS implementation. Knowing whether SOUCS liaisons think that funding meets the needs for their school relates to whether they receive funding from their U.S. Program or the number of sources that they receive can help SOUCS strategize how to support long-term SOUCS implementation in schools. As seen in [Table F2](#), 32% of schools relied on a single funding source for SOUCS implementation. Among schools that had only one funding source, 60% drew exclusively from U.S. Program funding and 40% from another source. In contrast, 68% of schools had two or more funding sources. Among schools that had two or more funding sources, 80% of schools included their U.S. Program as a funding source and 20% did not.

Table F2. SOUCS liaisons typically said that their funding met the needs of their SOUCS implementation. This percentage is higher for SOUCS liaisons who receive funding from their Special Olympics U.S. Program.

Funding Structure	<i>n</i>	%	Met needs	Did not meet	Met needs %
Schools with only 1 funding source	1,922	32%			
From U.S. Program	1,144	60%	994	192	82%
From other sources	778	40%	516	210	73%
Schools with 2 or more funding sources	4,064	68%			
Includes U.S. Program	3,250	80%	2,763	480	85%
Does not include U.S. Program	814	20%	620	191	76%

Additionally, CSDE investigated the types of schools represented in each funding structure, we examined their school characteristics in 2024–2025. Schools that relied on U.S. Program funding as their only funding source were newer to SOUCS and included a

¹² CSDE investigated whether there were any substantial differences in schools that increased or decreased the number of funding sources. There were no meaningfully observed differences based on grade level, number of SOUCS components offered, program age, or whether the SOUCS liaison reported that they did or did not have a leadership team.

larger share of elementary schools. In comparison, schools with multiple funding sources—especially those with U.S. Program funding as one of several sources—were more often three-component schools and had higher rates of a leadership team in place. Schools with multiple funding sources that did not rely on U.S. Program funding tended to be older (average of 7 years) and were predominantly high schools. This suggests that as schools remain in SOUCS longer, they may begin to draw on additional or alternative funding sources beyond U.S. Program funding—especially if funding from their U.S. Program stops after the first few years of SOUCS implementation, which occurs in some but not all U.S. Programs.

Further analyses¹³ found that SOUCS schools that had more funding sources¹⁴ and had funding from their U.S. Program¹⁵ were more likely to say that their funding met the needs of their SOUCS implementation. However, an interaction was found:

- If a school *received funding* from their U.S. Program, they were similarly likely to say that their funding met the needs for SOUCS implementation within their school.
- If a school *did not receive funding* from their U.S. Program, having more funding sources was related to a higher probability of a school responding that the funding met the needs of their SOUCS implementation.
- However, if a school had 4 or more funding sources, the probability of an SOUCS liaison saying that the funding met the needs of SOUCS implementation was similar regardless of whether the SOUCS liaison reported receiving funding from their U.S. Program or not.

Combined, there are differences in the funding structures of SOUCS schools. Concurrently, schools were more likely to say that their funding for SOUCS implementation met the needs for what they planned to do if they had more funding sources *or* if they received funding from their U.S. Program. Further efforts should focus on how to promote the diversification of funding sources for SOUCS implementation—especially if funding from a U.S. Program is removed.

Leadership Teams

Leadership teams are an integral part of SOUCS implementation within schools. They are designed to be a formalized group of students with and without IDD, parents, general and special education teachers, school administrators, and members of the school community who work together to manage the implementation of SOUCS activities and events within their school. This section focuses on the prevalence of SOUCS

¹³ A binary logistic regression investigated whether the number of funding sources or having funding from their U.S. Program were related to the number of SOUCS components offered within a school, their school's grade level, total number of funding sources, and whether their U.S. Program was part of their funding source. The overall model was significant, *McFadden's* $R^2 = .07$, $\chi^2(7) = 505$, $p < .001$.

¹⁴ *Odds Ratio* = 1.52, 95% *CI* [1.42, 1.62].

¹⁵ *Odds Ratio* = 3.09, 95% *CI* [2.47, 3.87]

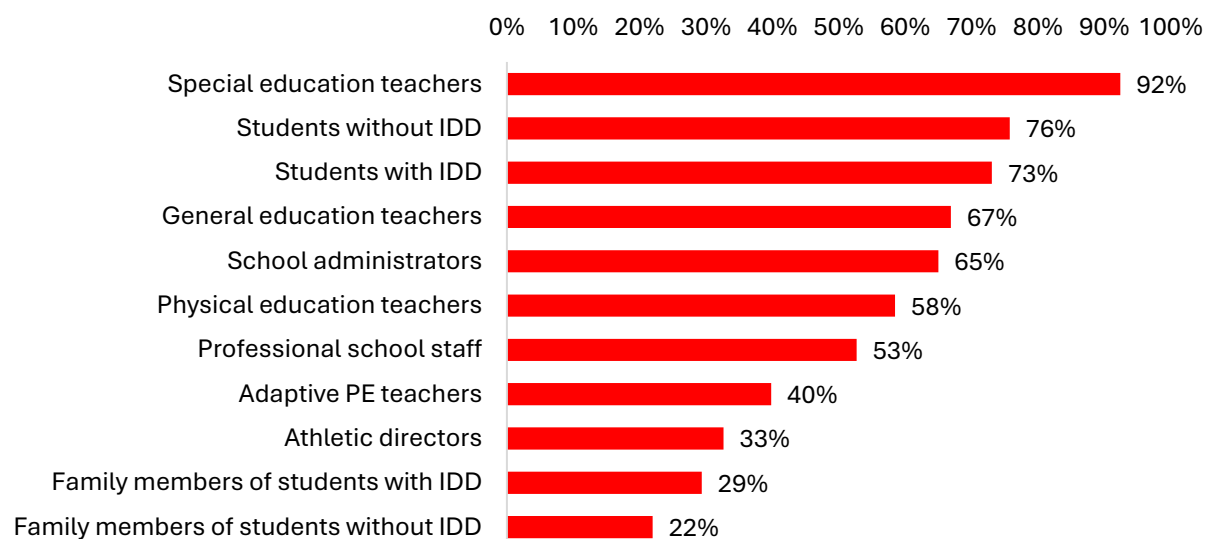
leadership teams, the makeup of SOUCS leadership teams, and factors that relate to whether an SOUCS school is less or more likely to have a leadership team.

How Many SOUCS Liaisons Report Having a Leadership Team?

In the 2024-2025 Annual Liaison Survey, 39% of SOUCS liaisons reported that their school had a leadership team. This rate has been consistent throughout recent years, but there are differences in the percentage of schools that have a leadership team based on school demographics and SOUCS characteristics (see [Table AP.LT1](#)). A larger percentage of three component schools have a leadership team compared to one or two component schools. Schools with more than 50 students with IDD also have a higher percentage of leadership teams (45%) compared to schools that have 10 or fewer students with IDD (34%).¹⁶ The presence or absence of a leadership team did not differ based on grade level or the role that a liaison has within the school.

Across the 39% of SOUCS liaisons who reported that they had a leadership team, membership tends to center around a consistent set of roles. Special education teachers (92%) and students both without IDD (76%) and with IDD (73%) are most frequently included in organizing and leading SOUCS activities (see [Figure LT1](#)). Other commonly represented members include general education teachers, administrators, physical education teachers, and school support staff (53%–67%). Fewer schools have leadership teams that include adaptive physical education teachers, athletic directors, or family members of students with and without IDD (22%–40%).

Figure LT1. Leadership Teams most commonly consisted of special education teachers and students with and without IDD.



¹⁶ IDD enrollment is self-reported from the SOUCS liaison.

Out of the 39% of SOUCS liaisons who report that their school had an SOUCS leadership team, 13% of leadership teams included all suggested roles for a leadership team as highlighted in the middle or high school SOUCS Playbooks.¹⁷ Using a broader definition based on the 2023-2024 Annual SOUCS Evaluation, 45% had a leadership team with an ideal structure¹⁸ and 55% had a leadership team with a modified structure.¹⁹ Taken together, SOUCS leadership teams often center around a group of educators and students who are most involved in coordinating SOUCS implementation. There is an opportunity to both promote the presence of a leadership team within SOUCS schools that do not have a leadership team and expand the makeup of leadership teams to include more roles from within a school.

One way to promote leadership teams is to incorporate the development of a SOUCS leadership team as part of a school's Unified Club activities. The types of members who most frequently contribute to leadership teams closely resemble the core participants in Unified Clubs—including teachers and students with and without IDD. While 73% of schools reported having a Unified Club, only 39% reported having a leadership team. There is an opportunity to utilize a school's Unified Club to promote the formation of a SOUCS leadership team.

Which School Liaisons Who Said that They Were Likely to Add a Leadership Team in the 2022-2023 or 2023-2024 School Years Added a Leadership Team in the 2024-2025 School Year?

Over the past three school years, many schools have expressed strong intent to form a leadership team. However, their ability to follow through and form a leadership team remains limited. In the 2021-22 Annual SOUCS Evaluation Report, where challenges of forming and maintaining leadership teams were most recently examined, liaisons commonly cited limited time, difficulty finding opportunities for teams to meet, and uncertainty about how a team should be structured. These previously documented challenges help contextualize why forming leadership teams continues to lag behind schools' intentions, even when activity growth is strong.

Among SOUCS liaisons that reported being “very likely” to form a team in either the 2022-2023 or 2023-2024 school years, 41% reported having one in the 2024-2025 school year. Although many SOUCS liaisons may want to start a SOUCS leadership team, 59% of SOUCS liaisons both continued with SOUCS implementation across two or three years and did not form a SOUCS leadership team. Further analyses investigated whether any liaison or school demographic or SOUCS characteristics related to whether a SOUCS liaison who

¹⁷ These roles include students with and without IDD, special and general education teachers, parents of students with and without IDD, and school administrators.

¹⁸ CSDE defined a leadership team with an ideal structure as a leadership team that has team members from five key school roles: a special education teacher, a general education teacher, an administrator, a student or family member with IDD, and a student or family member without IDD.

¹⁹ CSDE defined a leadership team with a modified structure as one without one or more of the five key school roles outlined in the ideal leadership team structure.

said they were “very likely” to form a leadership team did within the 2024-2025 school year (see [Table AP.LT2](#)). Overall, schools that maintained their number of SOUCS components made up the largest proportion of those that formed a leadership team. Seventy percent of schools that formed teams had expanded activities, compared to 56% of non-formers. This 14-point gap is the sharpest divide observed across all factors. Breaking down activity growth by each specific component reveals where the difference is most pronounced. IYL shows the largest difference: 44% of schools that formed teams diversified IYL activities versus 26% of non-formers. WSE shows a similar pattern: 41% of formers diversified WSE activities versus 24% of non-formers. Unified Sports shows a smaller difference: 40% of formers diversified their Unified Sports offerings versus 29% of non-formers. These patterns suggest that adding a new SOUCS component—especially IYL or WSE—may also coincide with the formation of a leadership team.

While both groups reported some diversification in funding, the difference remains meaningful. Half of schools (51%) that formed teams diversified their funding sources, compared with 41% of those that did not. Funding variety alone may not create a leadership team, but the lack of it can limit a school’s ability to sustain the infrastructure and support that leadership team development requires.

SOUCS Integration and Awareness

This year’s survey also investigated a SOUCS liaison’s perception of how much they feel SOUCS is integrated within their school and the awareness of SOUCS activities and events within their school. Integration refers to the extent to which SOUCS and inclusion are embedded in school life and planning. First added in the 2022-2023 Annual SOUCS Evaluation, CSDE found that liaisons who perceived schools as having higher integration also perceived stronger sustainability and a greater likelihood of continuing SOUCS in the future. Awareness measures the liaison’s perception of how visible SOUCS activities are within the broader school population. First added in the 2023-2024 Annual SOUCS Evaluation, CSDE found that integration and awareness together are two important indicators of SOUCS implementation quality.

Building on these foundations, this year’s analysis examines how SOUCS integration and awareness vary across school and liaison characteristics. The findings show how these two indicators relate to school demographics (e.g., grade level, liaison role), three-component implementation, and other quality indicators.

Overall, SOUCS liaisons reported that SOUCS is integrated within their school and that others are aware of SOUCS implementation within their school. Only a small relationship was found between the number of years that a school participates in SOUCS,²⁰

²⁰ $r_s < |0.10|$, $p_s < .001$. The relationship is statistically significant due to the large sample size, but the effect size is small.

the number of students at the school,²¹ or locale.²² The biggest difference occurred based on the number of components: three component schools had both higher SOUCS integration and awareness scores compared to one or two component schools. See [Table AP.IA1](#) for overall differences in SOUCS integration and [Table AP.IA2](#) for overall differences in SOUCS awareness.

Two linear mixed effects models further investigated whether school characteristics (e.g., grade level and number of components that the school offered), SOUCS school quality indicators (e.g., number of funding sources, whether the SOUCS liaison reported that their school had a leadership team, and whether they used an SOUCS resource), and whether the liaison was in a special education role in their school were associated with higher SOUCS integration or awareness. As seen in [Table IA1](#), there were no meaningful differences across U.S. Programs, as measured by the difference between the marginal and conditional R^2 values. Across all SOUCS schools:

- SOUCS integration and awareness were higher in schools that offered two or three SOUCS components compared to schools that only offered one component,
- Having more funding sources to fund SOUCS implementation,
- Having a leadership team and using SOUCS resources were associated with more SOUCS integration and awareness,
- SOUCS awareness was higher in middle and high schools compared to elementary schools,
- SOUCS integration was lower in high schools compared to elementary schools, and
- When accounting for school characteristics and SOUCS school quality indicators, liaisons in special education roles reported *less* SOUCS integration than school administrators or liaisons in general education roles.

Table IA1. SOUCS integration and awareness are related to SOUCS implementation and other SOUCS quality indicators.

Predictor	Integration			Awareness		
	<i>b</i>	95% CI (Lower)	95% CI (Upper)	<i>b</i>	95% CI (Lower)	95% CI (Upper)
Number of SOUCS components						
Two components	0.48	0.30	0.66	0.60	0.48	0.72
Three components	1.25	1.07	1.43	1.07	0.95	1.20
Number of funding sources	0.36	0.33	0.39	0.18	0.16	0.20

²¹ $r_s < .04$, $p_s \geq .002$. The relationship between the number of students in a school and SOUCS awareness is statistically significant due to the large sample size, but the effect size is small.

²² Although a one-way ANOVA was significant, $F = 3.06$, $p < .001$, $\eta^2 < .01$, no post-hoc differences were observed among any NCES locales.

Predictor	Integration			Awareness		
	<i>b</i>	95% CI (Lower)	95% CI (Upper)	<i>b</i>	95% CI (Lower)	95% CI (Upper)
Has a SOUCS leadership team	0.82	0.71	0.93	0.64	0.56	0.71
School level						
Middle	-0.11	-0.28	0.05	0.13	0.02	0.24
High	-0.23	-0.37	-0.10	0.11	0.02	0.20
Multiple Grades	0.06	-0.09	0.22	0.21	0.11	0.32
Used a SOUCS resource	0.29	0.18	0.40	0.26	0.19	0.34
Liaison in a special education role	-0.15	-0.20	-0.10	-0.02	-0.05	0.01
	<i>R</i>² (Integration)			<i>R</i>² (Awareness)		
Marginal <i>R</i> ²	0.23			0.23		
Conditional <i>R</i> ²	0.26			0.25		

Note: the 95% confidence interval is used to assess whether a predictor was significantly related to either SOUCS integration or awareness. Bolded rows indicate that the predictor is statistically significant (e.g., 0 is not included in the confidence interval). Positive number indicate that having that category or higher values are associated with more integration or awareness, and negative numbers indicate that having that category or lower values is associated with less integration or awareness.

Number of SOUCS components were compared to SOUCS schools that offered one component.

Has a SOUCS leadership team was compared to not having an SOUCS leadership team.

School levels were compared to elementary schools.

“Used a SOUCS resource” was compared to not using an SOUCS resource.

Liaisons in a special education role was compared to SOUCS liaisons who were in a school administrative role, general education teacher, or a role that did not include a special education role.

Lastly, CSDE investigated the changes in SOUCS integration among schools that responded between the 2022-2023 (Year 15) and 2024-2025 (Year 17) school years. Overall, integration scores have increased from 7.6 in Year 15 to 8.1 in Year 17.²³ This three-year comparison provides encouraging preliminary evidence of increased SOUCS integration within these schools over three years of SOUCS implementation.²⁴

Combined, the variability of SOUCS integration and awareness is less related to school-level demographics. Instead, the variability is more related to how SOUCS is structured and the implementation of SOUCS within a school. Efforts to improve SOUCS programming should continue to focus on the actual implementation of SOUCS within schools to improve SOUCS integration and awareness. Additionally, the finding that

²³ A one-way within-participants ANOVA was significant, $F(2, 4,670) = 48.5, p < .001, \eta^2 = .01$.

²⁴ Awareness was not included in the analysis given that it has only been measured for two years and does not yet offer enough data for a meaningful year-to-year comparison.

SOUCS liaisons who have a special education role within their school have a lower SOUCS integration rating warrants further investigation. For now, Special Olympics North America and U.S. Programs should find out whether the difference in perceived SOUCS integration based on liaison role is supported by further conversations with SOUCS liaisons.

National Banner Schools

SOUCS National Banner Schools are schools that are recognized as part of the [National School Recognition Program](#) for meeting standards of excellence related to having an inclusive school climate for students with and without IDD as well as the quality of their SOUCS implementation. They represent the highest quality of SOUCS implementation within the United States. SOUCS schools apply to become a National Banner School through a two-step application process, and schools that are approved by their U.S. Program and a National Certifying Body are recognized as a National Banner School.

Building from last year's Annual Liaison Survey, CSDE analyzed differences in SOUCS quality indicators between National Banner Schools and three-component schools that are not currently recognized as a national Banner School. As seen in [Table AP.BS1](#), there are many descriptive differences between National Banner Schools and other three-component schools. Compared to three component SOUCS schools that are not currently recognized under the National School Recognition Program, National Banner Schools:

- Participated in SOUCS for more years,
- Offered more IYL activities and WSE events,
- Had a higher percentage of schools with a leadership team, had higher SOUCS integration and awareness scores, and
- Consisted of a higher percentage of high schools compared to middle schools, elementary schools, and schools that spanned multiple grade levels.

This led CSDE to explore whether any school demographic factors or SOUCS quality factors related to whether a school was less or more likely to be categorized as a National Banner School. A generalized linear mixed effects model was used: school demographic characters and SOUCS quality indicators were analyzed (e.g., level 1) while accounting for the U.S. Program that a school is associated with (e.g., level 2). As seen in [Table AP.BS2](#), National Banner Schools were more likely to:

- Have participated in SOUCS for more years (e.g., older in program age),
- Have a liaison in a special education role in their school,²⁵
- Be a high school,²⁶

²⁵ A contrast compared special education teachers or special education aides with other potential roles that an SOUCS liaison could have within the school (e.g., administrator, general education teacher, general education professional staff, or a self-described role).

²⁶ A contrast compared high schools to other grade levels (e.g., elementary schools, middle schools, or schools that encompass multiple grade levels)

- Have a leadership team,
- Have higher integration or awareness scores, and
- Have more IYL activities or WSE events—but not more Unified Sports activities.

The difference between the marginal R^2 (.34) and conditional R^2 (.48) values indicate that although school-level predictors explain much of the differences between schools that are and are not recognized as a National Banner School, there is some variability across U.S. Programs in terms of whether a school is or is not recognized as a National Banner School. Future evaluative work would be needed to explore whether and how much variability occurs across U.S. Programs.²⁷

This year's Annual Liaison Survey also included questions aimed at identifying schools that could consider applying for National Banner Recognition. These questions aligned with the National School Recognition Program standards and served as proxies. This exercise can help Special Olympics North America and U.S. Programs identify potential National Banner Schools to expand the program. As seen in [Table BS1](#), 666 schools answered the proxy survey questions in such a way as to indicate that they might meet the national standards but *were not currently* an active National Banner School. This shows that there is a set of schools that could be recognized as part of the National School Recognition Program, and Special Olympics North America and U.S. Programs can do more to reach these schools and support them to apply.²⁸

Table BS1. There are many schools that meet the standards set by the National School Recognition Program that could become a National Banner School.

Is the school a National SOUCS Banner School?	Responded “Yes” to all proxy questions related to the National Recognition Standards	Responded “No” to at least one proxy question related to the National Recognition Standards
Yes	321	282
No	666	2,995
Total	987	3,277

Summary and Implications for Destination 2030 Goals

Overall, there are many positive findings related to the indicators of SOUCS implementation quality from the 2025 SOUCS Annual Liaison Survey. There are also

²⁷ A potential explanation could have been that not all U.S. Programs participate in the National Banner Recognition Program. However, results were the same when looking at SOUCS schools from all U.S. Programs and those that participate in the National Banner Recognition Program.

²⁸ Unexpectedly, there were 282 schools that are currently categorized as a National Banner School where the liaison responded to the proxy questions in such a way as to suggest the school does not meet the national standards. This may either represent a mismatch of the survey questions to the standards or variations in SOUCS implementation after a school is recognized as a National Banner School. Further exploration is needed.

actionable steps that Special Olympics North America can take and supports it can provide to U.S. Programs to improve SOUCS indicators within schools:

- Resource use
 - SOUCS liaisons are generally aware of SOUCS resources. About half of SOUCS liaisons who are aware of a resource have used it. This gap between awareness and use underscores the importance of Destination 2030 efforts to create resources, trainings, and supporting content that can help improve SOUCS quality as described in the Destination 2030 goals.
 - Liaisons from three-component schools and schools with leadership teams were more likely to use the new, online version of SOUCS Playbook. Schools newer to SOUCS or working toward deeper implementation appear more likely to rely on updated guidance, while older schools show slightly lower resource use. U.S. Programs should position resources as dynamic tools to help SOUCS liaisons implement SOUCS within a school across many years and share updates with SOUCS liaisons on a regular basis.
- Funding
 - 74% of schools either maintained or expanded the number of funding sources available between 2023-2025. However, 26% of schools reported a reduction in the types of funding available to them over the last three years. Increasing the number of funding sources may help SOUCS schools become more sustainable without funding from their U.S. Program.
 - Schools with multiple funding sources—particularly those combining U.S. Program support with other funding streams—were more frequently three-component schools and have leadership teams in place. This pattern aligns with the emphasis on strengthening implementation quality and suggests that diversified funding may help schools sustain and expand activities over multiple school years.
 - Newer SOUCS programs and elementary schools more frequently relied solely on U.S. Program funding, while older programs and high schools more often accessed multiple or alternative funding streams.
 - Schools that had multiple funding sources or had funding from their U.S. Program were more likely to say that funding met the needs of SOUCS implementation.
 - Special Olympics North America and U.S. Programs can help increase the number of funding sources for all SOUCS schools.
- Leadership teams
 - Leadership teams are essential for coordinating activities, sharing responsibility, and embedding SOUCS programming into school routines. Yet the growth of leadership teams has remained stagnant over time. The limited prevalence of leadership teams highlights a key opportunity for U.S. Programs to help schools build the internal capacity needed for long-term success.

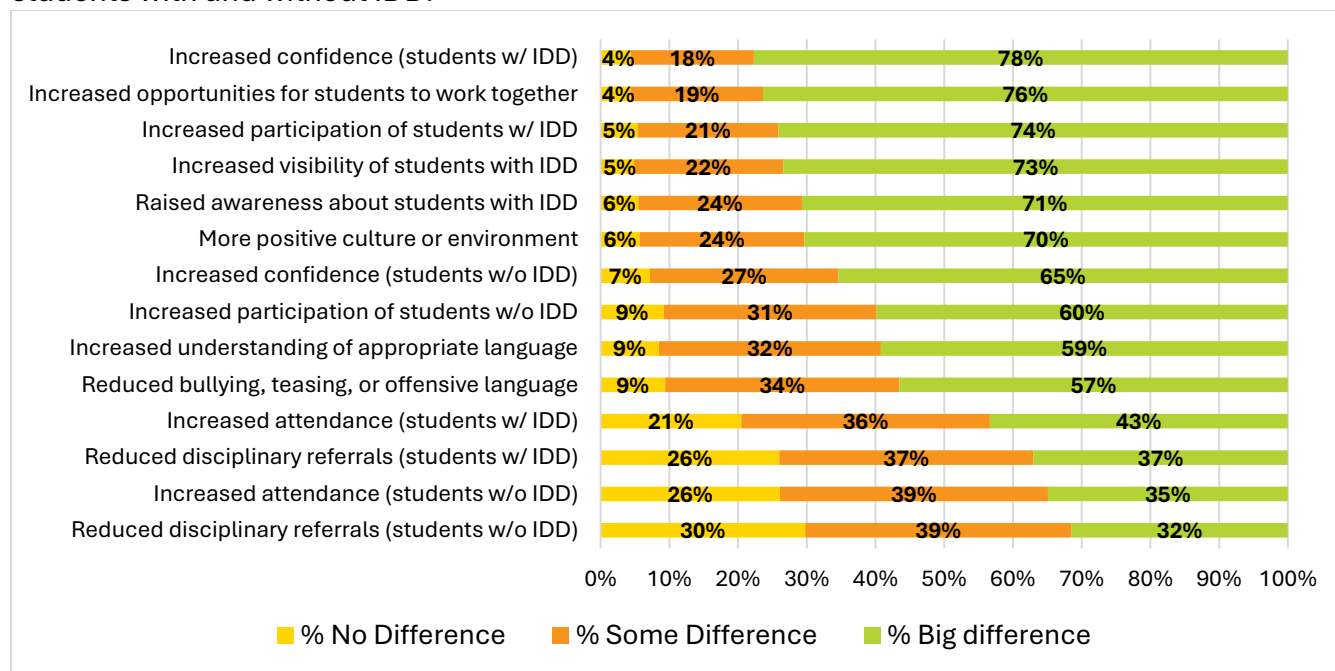
- Across schools with leadership teams, the most common roles included in a leadership team are special education teachers, students with IDD, and students without IDD. Fewer teams include roles such as adapted PE teachers, athletic directors, or family members. The core team members closely mirror the roles that commonly appear in Unified Clubs, suggesting a potential pathway for schools to formalize or expand existing involvement into a leadership team structure.
- Schools that did not have a leadership team before the 2024-2025 school year but formed a leadership team in the 2024-2025 school year tended to have diversified or expanded their activities and broadened the types of funding sources. Understanding what motivates a SOUCS liaison to form a leadership team can help identify conditions that support the formation of a SOUCS leadership team.
- Concurrently, although many schools indicated they were “very likely” to form a leadership team between 2022-2024, 59% did not follow through in 2024-2025. This finding underscores the need to identify strategies for Special Olympics North America and U.S. Programs to overcome the challenges related to forming a SOUCS leadership team. .
- SOUCS integration and awareness
 - Liaisons in three-component schools perceived higher levels of SOUCS integration and awareness than those in two- or one-component schools. This perception supports 2030’s quality goal of maintaining 65% of UCS schools as three components and highlights how comprehensive implementation is closely tied to visibility and integration.
 - Liaisons in schools with leadership teams and in schools drawing on multiple funding sources reported higher levels of SOUCS integration and awareness. From the liaison perspective, these structures appear to strengthen a school’s capacity to embed and sustain inclusive practices. Maintaining high-quality implementation under the 2030 vision will require continued efforts to support the development and stability of these school-level structures.
 - SOUCS should continue to support schools in expanding to and maintaining three components within their school. Both Special Olympics North America and U.S. Programs should also explore why SOUCS liaisons in special education roles report lower SOUCS integration scores.
- National Banner Schools
 - Similar to findings from the 2023-2024 Annual SOUCS Evaluation, SOUCS schools that were recognized as a National Banner School differed from three component SOUCS schools that were not recognized as a National Banner School.
 - Overall, National Banner Schools had higher levels of SOUCS quality indicators than three component schools that were not recognized as a National Banner School.

- A subset of three-component schools indicated that they meet the standards set by the National School Recognition Program but are not currently recognized as a National Banner School. Special Olympics North America and U.S. Programs can do more to reach these schools and support them to apply to become a National Banner School.

The Impact of SOUCS Implementation in PreK-12 Schools

The 2024–2025 Annual Liaison Survey continues to assess SOUCS’s impact from a liaison perspective. This school year, SOUCS liaisons once again stated the impact that they perceived SOUCS had for students with and without IDD as well as the value that SOUCS has for students and the school as a whole. Like prior years, liaisons perceived that SOUCS has much positive impact for students with and without IDD (see [Figure Impact1](#)).

Figure Impact1. Liaisons’ perception of impact of SOUCS implementation remains high for students with and without IDD.

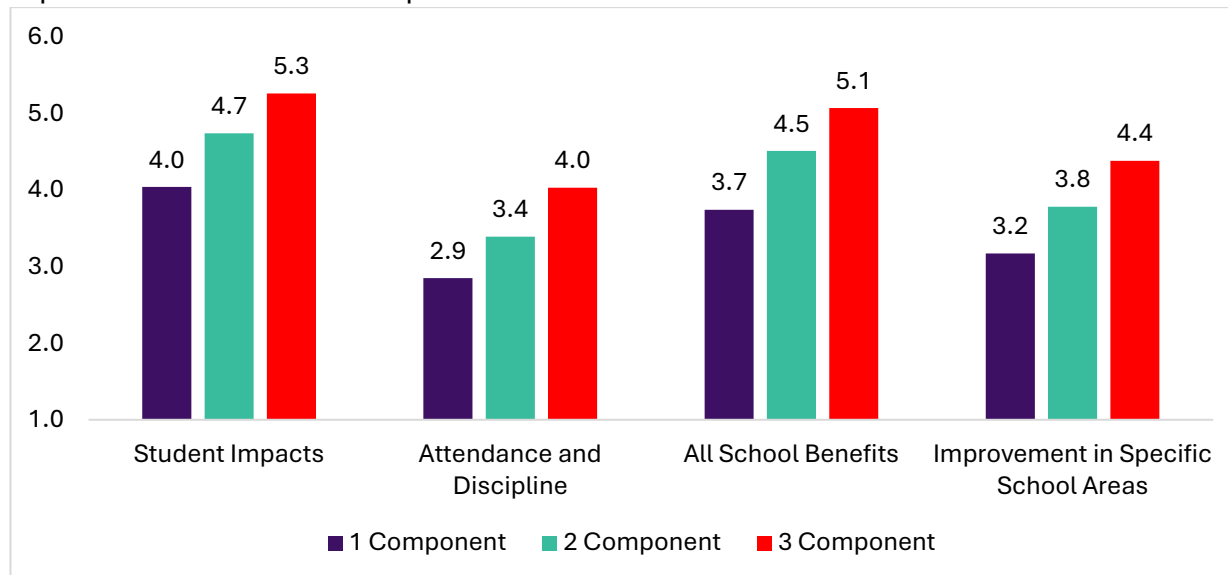


In this year’s Annual Liaison Survey, questions were grouped based on whether they focused on student impact, attendance or discipline questions, impacts that were observed across the entire school, or improvements in specific areas within the school.²⁹ One-way Welch’s ANOVAs found that the impact of SOUCS was highest in three component schools, second-highest in two-component schools, and lowest in one-component schools³⁰ (see [Figure Impact2](#)).

²⁹ Impact questions were summed together based on if questions were about students with or without IDD ($\alpha = .95$), questions about benefits for the school ($\alpha = .94$), or questions about where SOUCS expands inclusion within the school ($\alpha = .92$), or questions about attendance or disciplinary referrals for students with or without IDD ($\alpha = .94$).

³⁰ Welch’s $F_s \geq 251$, $ps < .001$.

Figure Impact2. SOUCS liaisons from three component SOUCS schools reported more impact than one- or two-component schools.



Additional linear mixed effect models investigated whether SOUCS quality indicators related to the impact that SOUCS implementation had for students and the school community. SOUCS liaisons' evaluation of the impact that SOUCS had within their school were related to:³¹

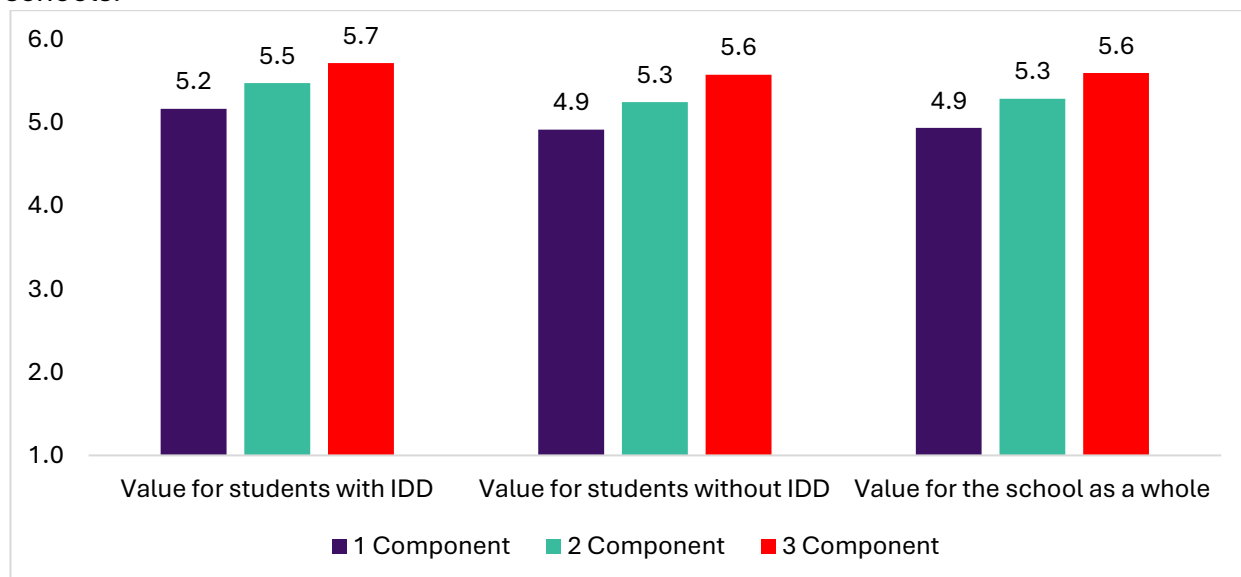
- Higher SOUCS integration and awareness,
- Having a leadership team, and
- Being in a middle school, high school, or a school that served multiple grade levels compared to an elementary school.

Furthermore, liaisons who had a special education role within their school also reported more of an impact for all students within their school.

Similarly, as seen in [Figure Impact3](#), SOUCS liaisons thought that SOUCS implementation was valuable for students with IDD, students without IDD, and the school as a whole. Even with high ratings, liaisons from three component schools thought that SOUCS was more valuable than liaisons from two or one component schools. Although almost all liaisons see value in SOUCS implementation, the amount of value may differ based on how many components are implemented within an SOUCS school.

³¹ Conditional R^2 values = .32 for all students, .34 for benefits for the school, .31 for locations within the school that expanded its inclusion and .22 for attendance and discipline.

Figure Impact3. Almost all SOUCS liaisons report that SOUCS is valuable for students and their school. However, perceived value was rated highest by liaisons from 3-component schools.



Linear mixed effects models further investigated whether SOUCS quality indicators related to the value that liaisons perceive SOUCS provided for students with and without IDD as well as the school as a whole. SOUCS liaisons who reported that the value of SOUCS implementation was higher for students with IDD,³² students without IDD, and the school as a whole also reported they:

- Had higher SOUCS awareness,
- Had a leadership team,
- Had a special education role, and
- Were in a middle school, high school, or a school that served multiple grade levels compared to an elementary school.

SOUCS liaisons who reported higher SOUCS integration within their school also reported a higher value of SOUCS implementation for students without IDD and for the school as a whole. However, SOUCS integration ratings were unrelated with the value that SOUCS has for students with IDD within their school. This may mean that the value for students with IDD occurs by the presence of SOUCS within a school, but school-wide value and the value for students without IDD may depend on how integrated SOUCS is within a school.

Lastly, there were no meaningful differences in a liaison's evaluation of the value or impact of SOUCS implementation within their school based on the U.S. Program that the liaison's school was within. This suggests that within-school factors are more associated with difference in the value or impact from SOUCS implementation.

³² Conditional R^2 values = .16 for students with IDD, .15 for students without IDD, and .16 for the school as a whole.

Overall Recommendations based on the 2025 Annual Liaison Survey

The 2025 Annual Liaison Survey provided many insights into SOUCS implementation, the quality indicators that support SOUCS implementation in schools, and the impact that SOUCS has for students and schools. Throughout this year's Annual Liaison Survey Report, findings and recommendations were provided to highlight the ways that specific findings can support Special Olympics to reach its Destination 2030 Goals of increasing the number of schools that are a part of SOUCS and ensuring high quality SOUCS implementation. In incorporating all findings from the PreK-12 Annual Liaison Survey, six overall recommendations are proposed to Special Olympics North America to help promote SOUCS growth and quality (see [Table REC1](#) for a list of these recommendations).

Table REC1. Overall recommendations based on the 2024-2025 Annual Liaison Survey.

Recommendation
1. Special Olympics North America and U.S. Programs should build upon the co-occurrence of existing SOUCS activities and events to promote more robust SOUCS implementation in all SOUCS schools—while accounting for grade-level differences in SOUCS activity or event implementation.
2. Special Olympics North America and U.S. Programs should provide guidance, examples, and technical assistance to increase the number of funding sources for SOUCS schools to support SOUCS implementation.
3. In schools that offer a Unified Club, U.S. Programs should recommend that the school's Unified Club can facilitate the development of a SOUCS Leadership Team. In schools without a Unified Club, U.S. Programs should promote the implementation of a Unified Club in combination with forming a SOUCS Leadership Team.
4. Collaborate with U.S. Programs to address the gap between resource awareness and use in SOUCS schools by clarifying the purpose of each resource and the cases where they may be used.
5. Consider how resources may be modified to facilitate resource use across multiple years.
6. Further investigate the strategies or circumstances that support schools starting as 3-component and support U.S. Programs in employing these strategies in recruitment and onboarding.

First, there are many SOUCS activities or events that anchor SOUCS implementation within a school across each SOUCS core component. These typically consist of Unified Sports Teams, Unified PE, Unified Club, and the Spread the Word/Inclusion Campaign. There is an opportunity to increase the number of activities or events that a SOUCS school offers by promoting combinations of events that occur within a school. **CSDE's first recommendation is that Special Olympics North America and U.S. Programs should build upon the co-occurrence of existing SOUCS activities and events to promote more robust SOUCS implementation in all SOUCS schools.** Furthermore, as grade-level implementation differences were observed based on the

activities that are available within each grade level, **CSDE further recommends that Special Olympics North America U.S. Programs should account for grade-level differences in SOUCS activities and events.** This may help ensure that SOUCS activities and events—along with the outcomes of SOUCS implementation—are accessible to students at all grade levels.

Second, U.S. Program funding is an important source of funding for SOUCS implementation within schools. However, schools that had approximately 4 or more funding sources were likely to say that their funding meets the needs of SOUCS implementation regardless of whether they have funding from their U.S. Program or not. Diversifying funding sources may help buffer schools against resource constraints. **CSDE's second recommendation is that Special Olympics North America and U.S. Programs should provide guidance, examples, and technical assistance to increase the number of funding sources for SOUCS schools to support SOUCS implementation.**

Third, there is room to improve the number of SOUCS schools that have a leadership team and the number of roles that are represented as part of the SOUCS leadership team—while also promoting IYL as a component. Findings showed that the core roles represented in a leadership team—students with IDD, students without IDD, and a special education or general education teacher—often overlap with the makeup of a school's Unified Club. **CSDE's third recommendation is twofold. In schools that offer a Unified Club, U.S. Programs should recommend that the school's Unified Club can facilitate the development of a SOUCS Leadership Team.** This may help facilitate the formation of a SOUCS leadership team by drawing on established student participation, adult support, and routines for collaboration. **Furthermore, in schools without a Unified Club, U.S. Programs should promote the implementation of a Unified Club in combination with forming a SOUCS Leadership Team.**

Fourth, there continues to be a gap between SOUCS resource awareness and use. . Although many schools report being aware of available resources, fewer report actively using them as part of SOUCS implementation. Resource use is related to other SOUCS quality indicators and the level of SOUCS implementation within schools. **CSDE's fourth recommendation is to collaborate with U.S. Programs to address the gap between resource awareness and use in SOUCS schools by clarifying the purpose of each resource and when they may be used.** Relatedly, CSDE also found that resource use may not be continuous across multiple years. There is an opportunity to identify how resources may be used across many years of SOUCS implementation. **CSDE's fifth recommendation is to consider how resources may be modified to facilitate resource use across multiple years.**

Lastly, there have been two continued findings across multiple Annual Liaison Surveys and past Annual SOUCS Evaluations. SOUCS schools that offer multiple components report having a stronger impact and value for students with IDD, students without IDD, and the school as a whole. Concurrently, approximately half of new SOUCS

schools start as three-component schools. Finding ways to promote three-component SOUCS implementation from the first year can help promote high quality SOUCS implementation and related benefits from the first year that a school is a part of SOUCS.

CSDE's sixth recommendation is to further investigate the strategies or circumstances that support schools starting as 3-component and support U.S. Programs in employing these strategies in recruitment and onboarding.

Appendix A: Completion Rate Tables for U.S. Programs

These are additional tables for the [Methodology](#) section.

Table AP.M1. Annual Liaison Survey completion rate by U.S. Program, including K12 and Colleges.

U.S. Program	Completion Rate	Completed Surveys	Incomplete Surveys	School not participating in SOUCS
Alaska	68%	34	16	8
Arizona	67%	99	48	14
Arkansas	86%	62	10	0
Colorado	51%	341	329	50
Connecticut	74%	90	31	0
Delaware	73%	61	23	1
District of Columbia	76%	26	8	0
Florida	74%	378	133	11
Hawaii	66%	45	23	11
Idaho	89%	33	4	0
Illinois	69%	175	77	13
Indiana	30%	73	168	13
Iowa	66%	82	42	3
Kansas	61%	103	66	4
Kentucky	90%	56	6	0
Louisiana	54%	218	183	19
Maine	51%	79	76	4
Maryland	43%	63	84	4
Massachusetts	80%	284	71	5
Michigan	88%	485	66	33
Minnesota	79%	263	69	33
Mississippi	68%	63	29	3
Missouri	79%	77	21	4
Montana	100%	134	0	13
Nebraska	81%	148	35	9
Nevada	73%	78	29	2
New Hampshire	69%	59	27	2
New Jersey	96%	251	11	8
New Mexico	95%	39	2	1
New York	55%	192	157	1
North Carolina	67%	325	161	42
North Dakota	58%	18	13	0
Northern California	58%	173	125	31
Ohio	64%	147	81	14

U.S. Program	Completion Rate	Completed Surveys	Incomplete Surveys	School not participating in SOUCS
Oklahoma	94%	154	9	3
Oregon	70%	85	37	3
Pennsylvania	96%	434	19	25
Puerto Rico	96%	25	1	1
Rhode Island	56%	50	39	1
South Carolina	77%	307	91	12
South Dakota	73%	64	24	2
Southern California	97%	153	4	2
Tennessee	63%	110	66	3
Texas	91%	390	37	10
Utah	82%	65	14	3
Vermont	50%	29	29	2
Virginia	75%	100	33	12
Washington	87%	100	15	2
West Virginia	100%	14	0	0
Wisconsin	95%	118	6	9
Wyoming	71%	37	15	3
Total		6,989	2,663	449

Table AP.M2. Comparison between PreK-12 completion rates in the 2024-2025 and 2023-2024 school years, sorted by 2024-2025 completion rates.

U.S. Program	2024-2025 School Year	2023-2024 School Year	Year-to-Year Difference in Response Rate
Montana	100%	91%	9%
West Virginia	100%	92%	8%
Southern California	97%	99%	-2%
Pennsylvania	97%	96%	1%
Puerto Rico	96%	100%	-4%
New Jersey	96%	95%	1%
Wisconsin	96%	92%	4%
New Mexico	95%	92%	3%
Texas	95%	93%	2%
Oklahoma	94%	87%	7%
Kentucky	92%	88%	4%
Michigan	89%	88%	1%
Idaho	89%	100%	-11%
Washington	87%	85%	2%
Arkansas	86%	86%	0%
District of Columbia	86%	46%	40%
Utah	83%	56%	27%
Missouri	82%	78%	4%
Minnesota	82%	75%	7%
Massachusetts	81%	79%	2%
Nebraska	80%	86%	-6%
South Carolina	77%	82%	-5%
Virginia	75%	56%	19%
Florida	74%	83%	-9%
Connecticut	74%	77%	-3%
South Dakota	73%	52%	21%
Nevada	73%	78%	-5%
Delaware	72%	69%	3%
Wyoming	71%	67%	4%
Illinois	71%	67%	4%
Oregon	70%	80%	-10%
New Hampshire	69%	56%	13%
Arizona	68%	70%	-2%
Mississippi	67%	74%	-7%
Alaska	67%	56%	11%
North Carolina	67%	71%	-4%
Iowa	66%	79%	-13%

U.S. Program	2024-2025 School Year	2023-2024 School Year	Year-to-Year Difference in Response Rate
Hawaii	66%	62%	4%
Ohio	65%	57%	8%
Tennessee	62%	75%	-13%
North Dakota	62%	33%	29%
Kansas	61%	82%	-21%
Northern California	58%	52%	6%
Rhode Island	56%	62%	-6%
Louisiana	55%	20%	35%
New York	55%	43%	12%
Maine	52%	36%	16%
Colorado	51%	25%	26%
Vermont	50%	45%	5%
Maryland	43%	70%	-27%
Indiana	32%	15%	17%

Appendix B: Landscape Over Time

These are additional tables and figures for the [Landscape of SOUCS Schools](#) section.

Table AP.L1. Liaison demographic remained consistent throughout the last three school years.

Liaison Demographics	2024-2025		2023-2024		2022-2023	
	n	%	n	%	n	%
Is the SOUCS liaison a liaison for 1 school or 2 or more schools?						
1 school	5,599	81%	4,790	84%	4,247	84%
2 or more schools	1,276	19%	889	16%	794	16%
Gender						
Male	1,453	21%	1,124	22%	--	--
Female	5,340	78%	4,409	78%	--	--
Role at School						
Adapted Physical Education Teacher	480	7%	370	6%	300	6%
Administrator	562	8%	426	7%	391	8%
Athletic Director	301	4%	229	4%	222	4%
District Coordinator	153	2%	107	2%	178	4%
General Education Teacher	360	5%	284	5%	252	5%
Other position not specified	752	11%	605	11%	525	10%
Physical Education Teacher	580	8%	483	8%	413	8%
School Psychologist/Counselor/Social Worker	163	2%	153	3%	99	2%
Special Education Aide/paraprofessional	206	3%	157	3%	125	2%
Special Education Services Provider	218	3%	114	2%	99	2%
Special Education Teacher	3,130	45%	2,765	49%	2,474	49%
Number of Years as the SOUCS Liaison						
1 Year	1,788	27%	1,788	32%	1855	37%
2-3 Years	2,458	37%	2,036	36%	1580	31%
4-6 Years	1,415	21%	1,119	20%	1030	20%
7-10 Years	736	11%	531	10%	435	9%
11 Years or longer	223	4%	175	3%	176	3%

Table AP.L2. SOUCS school-level characteristics have remained consistent throughout the last three school years.

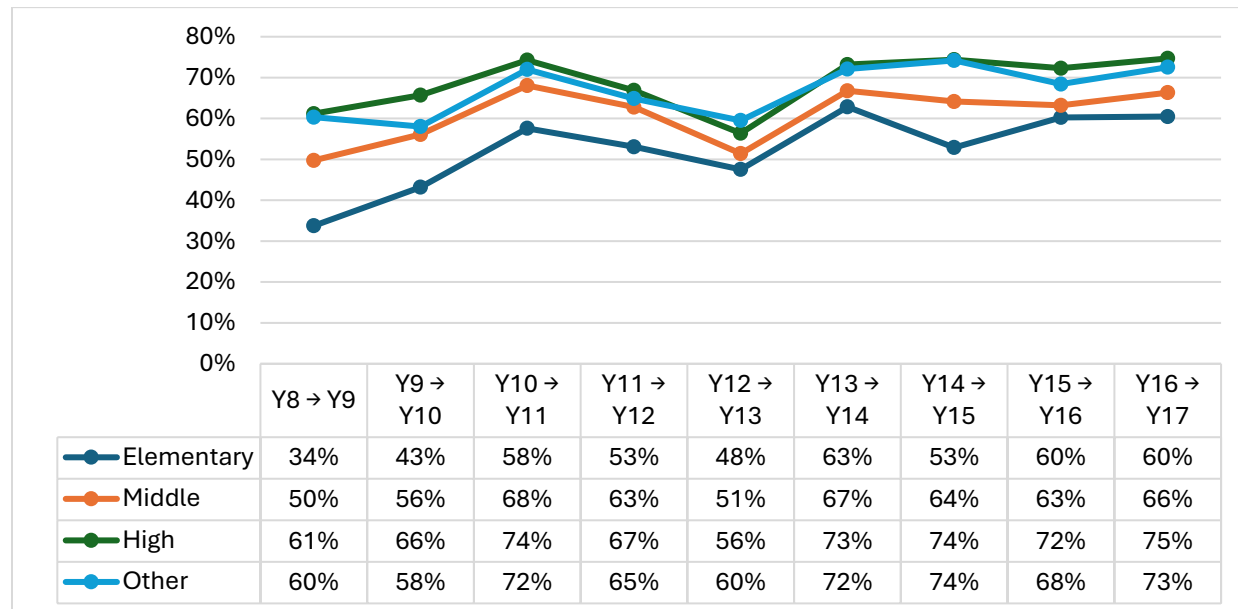
School Demographics	2024-2025		2023-2024		2022-2023	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
New to SOUCS this year	1,188	18%	1,308	23%	1,455	29%
School Level						
Elementary	2,048	30%	1,645	31%	1,514	30%
Middle	1,230	18%	1,053	20%	966	19%
High	2,927	43%	2,578	48%	2,413	48%
Multiple Grades	631	9%	106	2%	191	4%
Locale						
City	1,784	28%	1,454	27%	1,341	27%
Suburb	2,486	39%	2,023	37%	1,868	38%
Town	797	12%	646	12%	612	12%
Rural	1,371	21%	1,265	24%	1,091	22%
Title I	4,115	64%	3404	64%	3,122	62%
Title I School Wide	2,972	46%	2471	46%	2,260	45%
Student Enrollment						
500 or less	1,954	31%	1,452	30%	1,426	28%
501-1,000	2,441	38%	1,934	38%	1,807	37%
1,001-1,500	977	15%	819	16%	768	16%
1,501 or More	986	16%	828	16%	809	17%
Students with IDD						
0-10	1927	28%	1527	27%	1,390	28%
11-20	2061	30%	1653	29%	1,560	31%
21-30	1114	16%	893	16%	804	16%
31-50	959	14%	739	13%	688	14%
51 or More	853	12%	820	14%	613	12%
Students receiving free/reduced lunch						
0%-25%	1,372	25%	1,090	24%	1,015	25%
26%-50%	1,955	36%	1,578	35%	1,502	35%
51%-75%	1,208	22%	1,003	26%	976	23%
76%-100%	878	16%	697	16%	721	17%
Students of racial/ethnic minority						
0%-25%	715	33%	720	35%	739	35%
26%-50%	630	29%	576	28%	591	28%
51%-75%	400	18%	370	18%	380	18%
76%-100%	419	19%	390	19%	400	19%

Table AP.L3. The number of components per SOUCS school, separated by U.S. Program.

U.S. Program	Completed Surveys	3		2		1	
		Components <i>n</i>	%	Components <i>n</i>	%	Component <i>n</i>	%
Alaska	33	20	61%	7	21%	6	18%
Arizona	99	55	56%	26	26%	18	18%
Arkansas	62	56	90%	6	10%	0	0%
Colorado	343	149	43%	125	36%	69	20%
Connecticut	92	62	67%	24	26%	6	7%
Delaware	60	42	70%	18	30%	0	0%
District of Columbia	24	12	50%	8	33%	4	17%
Florida	375	259	69%	101	27%	15	4%
Hawaii	44	26	59%	6	14%	12	27%
Idaho	31	17	55%	10	32%	4	13%
Illinois	172	103	60%	53	31%	16	9%
Indiana	80	45	56%	20	25%	15	19%
Iowa	78	45	58%	23	29%	10	13%
Kansas	101	62	61%	27	27%	12	12%
Kentucky	55	44	80%	10	18%	1	2%
Louisiana	216	124	57%	81	38%	11	5%
Maine	78	46	59%	24	31%	8	10%
Maryland	64	19	30%	14	22%	31	48%
Massachusetts	283	192	68%	70	25%	21	7%
Michigan	482	348	72%	99	21%	35	7%
Minnesota	261	127	49%	88	34%	46	18%
Mississippi	60	37	62%	19	32%	4	7%
Missouri	76	52	68%	19	25%	5	7%
Montana	132	73	55%	42	32%	17	13%
Nebraska	145	91	63%	35	24%	19	13%
Nevada	80	49	61%	20	25%	11	14%
New Hampshire	60	33	55%	20	33%	7	12%
New Jersey	240	159	66%	65	27%	16	7%
New Mexico	39	27	69%	7	18%	5	13%
New York	194	123	63%	47	24%	24	12%
North Carolina	320	175	55%	94	29%	51	16%
North Dakota	16	11	69%	3	19%	2	13%
Northern California	172	77	45%	61	35%	34	20%
Ohio	140	72	51%	58	41%	10	7%
Oklahoma	151	111	74%	33	22%	7	5%
Oregon	83	38	46%	28	34%	17	20%

U.S. Program	Completed Surveys	3		2		1	
		Components <i>n</i>	%	Components <i>n</i>	%	Component <i>n</i>	%
Pennsylvania	429	354	83%	58	14%	17	4%
Puerto Rico	25	23	92%	2	8%	0	0%
Rhode Island	53	33	62%	15	28%	5	9%
South Carolina	311	183	59%	86	28%	42	14%
South Dakota	63	34	54%	22	35%	7	11%
Southern California	153	137	90%	14	9%	2	1%
Tennessee	108	81	75%	18	17%	9	8%
Texas	381	196	51%	128	34%	57	15%
Utah	64	40	63%	13	20%	11	17%
Vermont	27	13	48%	10	37%	4	15%
Virginia	100	53	53%	32	32%	15	15%
Washington	100	56	56%	28	28%	16	16%
West Virginia	12	11	92%	0	0%	1	8%
Wisconsin	109	57	52%	36	33%	16	15%
Wyoming	38	12	32%	15	39%	11	29%
Total	6914	4264	62%	1868	27%	782	11%

Figure AP.L1. The percent of schools that respond across two survey years varies by grade level.



Appendix C: Additional Tables for the 2024-2025 (Year 17) School Year: PreK-12 Implementation

These are additional tables for the [PreK-12 Implementation](#) section.

Special Olympics Unified Sports®

This section provides additional tables for the [Unified Sports](#) subsection.

Table AP.US1. Number of Special Olympics Unified Sports activities offered, separated by school level, number of components offered within the SOUCS school, liaison role, and the number of IDD students enrolled within the school.

	Number of schools	Average number of activities	Median
School level			
Elementary	1,899	2.2	2
Middle	1,128	1.8	1
High	2,830	1.8	2
Multiple grades	606	1.9	1.8
Component level			
One-component	545	1.6	1
Two-component	1,654	1.9	1
Three-component	4,264	2.3	2
Liaison role			
General Education teacher	896	2.3	2
Administrator	662	2.2	2
Special Education teacher	3,352	2.2	2
General School staff	441	2.0	2
Special Education staff	396	2.0	2
Something else	707	2.0	2
Number of IDD students enrolled			
None	75	2.0	1
1-10	1,672	2.1	2
11-20	1,939	2.1	2
21-50	1,955	2.1	2
50+	822	2.4	2

Note: SOUCS liaisons from elementary schools had more Unified Sports opportunities to select from ($n = 6$) than middle school ($n = 5$) or high school ($n = 4$) liaisons. This difference should be considered when interpreting results across grade levels.

Table AP.US2. Special Olympics Unified Sports implementation, separated by U.S. Program.

U.S. Program	Schools with Unified Sports	Unified Sports		Unified PE		Unified Fitness		Unified eSports & Fitness		Young Athletes (Participants)		Developmental Sports / Junior Athletes	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Alaska	32	22	69%	26	81%	9	28%	1	3%	3	18%	4	21%
Arizona	95	76	80%	80	84%	17	18%	9	9%	9	36%	4	11%
Arkansas	60	57	95%	41	68%	13	22%	4	7%	13	52%	12	38%
Colorado	314	199	63%	174	55%	43	14%	20	6%	108	70%	24	11%
Connecticut	92	89	97%	62	67%	20	22%	6	7%	2	17%	7	18%
Delaware	57	48	84%	29	51%	12	21%	2	4%	21	72%	15	37%
District of Columbia	22	15	68%	17	77%	14	64%	2	9%	11	69%	6	35%
Florida	356	229	64%	216	61%	105	29%	21	6%	165	82%	125	46%
Hawaii	40	37	93%	11	28%	7	18%	14	35%	2	14%	12	43%
Idaho	31	22	71%	22	71%	4	13%	0	0%	3	38%	1	9%
Illinois	158	101	64%	113	72%	28	18%	25	16%	46	64%	15	14%
Indiana	74	67	91%	37	50%	12	16%	10	14%	1	20%	3	25%
Iowa	66	52	79%	51	77%	20	30%	9	14%	10	56%	7	24%
Kansas	94	64	68%	67	71%	29	31%	5	5%	10	22%	21	34%
Kentucky	52	40	77%	27	52%	10	19%	5	10%	4	24%	4	15%
Louisiana	214	81	38%	167	78%	83	39%	3	1%	74	52%	52	31%
Maine	77	69	90%	27	35%	12	16%	1	1%	4	29%	3	9%
Maryland	63	27	43%	44	70%	10	16%	1	2%	27	87%	9	20%
Massachusetts	272	211	78%	176	65%	57	21%	14	5%	36	35%	27	18%
Michigan	460	292	63%	230	50%	120	26%	19	4%	111	43%	78	24%
Minnesota	218	115	53%	164	75%	28	13%	4	2%	15	16%	28	21%
Mississippi	60	44	73%	41	68%	31	52%	13	22%	13	41%	16	39%
Missouri	72	54	75%	50	69%	15	21%	6	8%	2	12%	7	19%
Montana	115	67	58%	86	75%	32	28%	8	7%	26	43%	13	17%
Nebraska	136	95	70%	93	68%	28	21%	19	14%	16	27%	12	15%
Nevada	76	44	58%	67	88%	37	49%	11	14%	7	17%	23	41%

U.S. Program	Schools with Unified Sports	Unified Sports		Unified PE		Unified Fitness		Unified eSports & Fitness		Young Athletes (Participants)		Developmental Sports / Junior Athletes	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
New Hampshire	57	50	88%	31	54%	15	26%	7	12%	0	0%	4	25%
New Jersey	213	151	71%	119	56%	42	20%	17	8%	26	39%	20	18%
New Mexico	39	35	90%	15	38%	7	18%	10	26%	6	40%	6	22%
New York	192	187	97%	85	44%	30	16%	12	6%	10	42%	9	33%
North Carolina	280	141	50%	192	69%	103	37%	16	6%	65	60%	46	28%
North Dakota	15	12	80%	10	67%	2	13%	1	7%	0	0%	0	0%
Northern California	158	113	72%	105	66%	37	23%	9	6%	20	33%	22	25%
Ohio	136	94	69%	30	22%	13	10%	2	1%	44	76%	53	61%
Oklahoma	143	129	90%	90	63%	38	27%	15	10%	35	61%	24	28%
Oregon	82	71	87%	59	72%	8	10%	3	4%	2	17%	1	3%
Pennsylvania	419	413	99%	180	43%	33	8%	16	4%	4	9%	11	13%
Puerto Rico	25	23	92%	17	68%	19	76%	11	44%	8	42%	15	68%
Rhode Island	52	37	71%	42	81%	14	27%	3	6%	10	38%	9	23%
South Carolina	265	137	52%	207	78%	65	25%	11	4%	68	50%	52	26%
South Dakota	55	37	67%	43	78%	17	31%	7	13%	3	20%	8	27%
Southern California	150	105	70%	107	71%	39	26%	9	6%	28	55%	17	24%
Tennessee	104	78	75%	79	76%	33	32%	8	8%	11	34%	15	28%
Texas	349	228	65%	266	76%	97	28%	21	6%	71	46%	60	27%
Utah	63	61	97%	31	49%	11	17%	13	21%	0	0%	1	10%
Vermont	26	26	100%	11	42%	6	23%	1	4%	0	0%	3	27%
Virginia	95	79	83%	57	60%	17	18%	4	4%	8	42%	13	27%
Washington	98	91	93%	58	59%	13	13%	7	7%	5	22%	9	26%
West Virginia	11	9	82%	8	73%	2	18%	3	27%	0	0%	0	0%
Wisconsin	96	39	41%	62	65%	22	23%	3	3%	29	63%	12	20%
Wyoming	34	26	76%	17	50%	5	15%	5	15%	7	54%	5	22%
Total	6463	4589	71%	4039	62%	1484	23%	446	7%	1199	48%	943	26%

Inclusive Youth Leadership

This section provides additional tables for the [Inclusive Youth Leadership \(IYL\)](#) subsection.

Table AP.IYL1. Number of IYL activities offered, separated by school level, number of components offered within the SOUCS school, liaison role, and the number of IDD students enrolled within the school.

	Number of schools	Average number of activities	Median
School level			
Elementary	1,418	1.8	1
Middle	797	1.6	1
High	2,175	1.8	2
Multiple grades	444	1.8	2
Component level			
One-component	50	1.4	1
Two-component	520	1.4	1
Three-component	4,264	1.9	2
Liaison role			
General Education teacher	648	1.8	1
Administrator	480	1.8	1
Special Education teacher	2,572	1.8	2
General School staff	292	1.8	1
Special Education staff	312	1.8	2
Something else	523	1.9	2
Number of IDD students enrolled			
None	65	1.6	1
1-10	1,169	1.2	1
11-20	1,430	1.3	2
21-50	1,522	1.3	2
50+	648	1.5	2

Table AP.IYL2. Implementation of inclusive youth leadership (IYL) activities, separated by U.S. Program.

State Program	School Implementing IYL	Unified Club		Inclusive Leadership Training/Class		Youth Summit		Youth Activation Committee		Unified Young Readers		Young Athletes (Volunteers)	
	IYL	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Alaska	23	18	78%	5	22%	2	9%	1	4%	3	30%	2	20%
Arizona	63	45	71%	26	41%	22	35%	10	16%	6	38%	7	44%
Arkansas	58	55	95%	21	36%	1	2%	8	14%	6	26%	12	52%
Colorado	182	89	49%	58	32%	64	35%	30	16%	22	27%	57	70%
Connecticut	65	36	55%	24	37%	44	68%	16	25%	2	22%	2	22%
Delaware	45	32	71%	17	38%	25	56%	4	9%	7	28%	19	76%
District of Columbia	17	10	59%	10	59%	8	47%	5	29%	6	50%	5	42%
Florida	278	168	60%	99	36%	30	11%	21	8%	65	40%	126	77%
Hawaii	27	25	93%	19	70%	15	56%	19	70%	2	25%	2	25%
Idaho	17	11	65%	5	29%	0	0%	1	6%	2	33%	5	83%
Illinois	118	85	72%	42	36%	33	28%	19	16%	9	18%	23	45%
Indiana	48	45	94%	14	29%	5	10%	1	2%	0	0%	1	50%
Iowa	51	36	71%	19	37%	11	22%	3	6%	8	53%	10	67%
Kansas	67	29	43%	30	45%	20	30%	9	13%	28	76%	9	24%
Kentucky	46	39	85%	16	35%	13	28%	2	4%	2	15%	2	15%
Louisiana	125	84	67%	29	23%	7	6%	9	7%	41	53%	19	24%
Maine	48	36	75%	16	33%	31	65%	7	15%	0	0%	5	45%
Maryland	21	16	76%	13	62%	3	14%	2	10%	2	50%	2	50%
Massachusetts	201	156	78%	77	38%	35	17%	10	5%	34	42%	32	40%
Michigan	381	219	57%	183	48%	36	9%	69	18%	97	46%	52	25%
Minnesota	172	130	76%	70	41%	37	22%	14	8%	19	31%	14	23%
Mississippi	39	29	74%	23	59%	13	33%	9	23%	11	50%	12	55%
Missouri	60	48	80%	30	50%	1	2%	6	10%	5	42%	6	50%
Montana	93	36	39%	41	44%	11	12%	3	3%	53	88%	20	33%
Nebraska	100	69	69%	35	35%	19	19%	14	14%	27	49%	14	25%
Nevada	55	25	45%	32	58%	2	4%	1	2%	17	55%	14	45%
New Hampshire	38	33	87%	15	39%	12	32%	7	18%	2	33%	0	0%

State Program	School Implementing	Unified Club		Inclusive Leadership Training/Class		Youth Summit		Youth Activation Committee		Unified Young Readers		Young Athletes (Volunteers)	
	IYL	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
New Jersey	199	180	90%	63	32%	41	21%	15	8%	10	15%	14	22%
New Mexico	29	21	72%	8	28%	1	3%	0	0%	2	20%	5	50%
New York	140	106	76%	57	41%	96	69%	66	47%	2	11%	3	17%
North Carolina	228	186	82%	76	33%	16	7%	18	8%	30	38%	43	54%
North Dakota	13	6	46%	6	46%	9	69%	2	15%	1	100%	0	0%
Northern California	90	54	60%	37	41%	3	3%	8	9%	9	29%	22	71%
Ohio	82	42	51%	18	22%	4	5%	1	1%	30	63%	40	83%
Oklahoma	121	105	87%	58	48%	41	34%	20	17%	19	42%	19	42%
Oregon	45	35	78%	25	56%	21	47%	3	7%	1	17%	1	17%
Pennsylvania	370	325	88%	81	22%	267	72%	17	5%	3	10%	1	3%
Puerto Rico	23	23	100%	22	96%	13	57%	13	57%	10	59%	8	47%
Rhode Island	35	25	71%	18	51%	2	6%	5	14%	9	47%	13	68%
South Carolina	242	178	74%	75	31%	54	22%	20	8%	62	51%	64	52%
South Dakota	38	28	74%	17	45%	0	0%	4	11%	7	54%	4	31%
Southern California	140	117	84%	58	41%	33	24%	5	4%	14	29%	25	52%
Tennessee	82	73	89%	47	57%	21	26%	8	10%	9	35%	11	42%
Texas	234	184	79%	104	44%	24	10%	21	9%	40	38%	56	54%
Utah	43	40	93%	25	58%	22	51%	20	47%	0	0%	0	0%
Vermont	15	11	73%	2	13%	3	20%	0	0%	1	20%	1	20%
Virginia	57	54	95%	26	46%	5	9%	6	11%	5	45%	7	64%
Washington	66	49	74%	32	48%	15	23%	4	6%	6	43%	4	29%
West Virginia	11	10	91%	5	45%	0	0%	0	0%	0	0%	0	0%
Wisconsin	75	46	61%	14	19%	6	8%	5	7%	17	47%	22	61%
Wyoming	18	16	89%	7	39%	3	17%	4	22%	2	40%	4	80%
Total	4834	3518	73%	1850	38%	1200	25%	565	12%	765	44%	839	48%

Table AP.IYL3. The co-occurrence of Unified Club and other IYL activities for schools that offer Unified Club.

Additional IYL Activity	% of schools where this IYL activity is offered
Inclusive Leadership Training/Class	38%
Unified Young Readers	36%
Young Athletes (Volunteers)	40%
Youth Summit	27%
Youth Activation Committee	13%

Whole School Engagement

This section provides additional tables for the [Whole School Engagement \(WSE\)](#) subsection.

Table AP.WSE1. Number of WSE events offered, separated by school level, number of components offered within the SOUCS school, liaison role, and the number of IDD students enrolled within the school.

	Number of schools	Average number of activities	Median
School level			
Elementary	1,733	1.8	2
Middle	1,079	1.9	2
High	2,647	2.2	2
Multiple grades	544	2.0	2
Component level			
One-component	187	1.5	1
Two-component	1,562	1.8	2
Three-component	4,264	2.6	2
Liaison role			
General Education teacher	794	2.0	2
Administrator	617	1.9	2
Special Education teacher	3,183	2.1	2
General School staff	393	1.9	2
Special Education staff	375	2.1	2
Something else	643	2.0	2
Number of IDD students enrolled			
None	74	1.5	1
1-10	1,564	1.9	2
11-20	1,793	2.0	2
21-50	1,817	2.1	2
50+	765	2.3	2

Table AP.WSE2. Implementation of whole school engagement (WSE) events, separated by U.S. Program.

U.S. Program	School Implementing WSE as a Component	Spread the Word		Fans in the Stands		Unified Sports Day or Festival		Fundraising		Unified Fitness Challenge		Inclusive Play/Performance	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Alaska	25	13	52%	4	16%	11	44%	10	40%	5	20%	3	12%
Arizona	77	59	77%	42	55%	32	42%	29	38%	6	8%	11	14%
Arkansas	62	49	79%	39	63%	16	26%	38	61%	11	18%	6	10%
Colorado	270	239	89%	102	38%	74	27%	88	33%	13	5%	50	19%
Connecticut	83	54	65%	57	69%	22	27%	42	51%	21	25%	18	22%
Delaware	60	60	100%	19	32%	13	22%	44	73%	7	12%	7	12%
District of Columbia	17	12	71%	7	41%	6	35%	2	12%	6	35%	8	47%
Florida	360	338	94%	141	39%	179	50%	69	19%	55	15%	55	15%
Hawaii	35	32	91%	8	23%	19	54%	13	37%	7	20%	10	29%
Idaho	27	18	67%	13	48%	9	33%	14	52%	1	4%	2	7%
Illinois	155	127	82%	71	46%	69	45%	80	52%	10	6%	13	8%
Indiana	68	40	59%	36	53%	14	21%	54	79%	5	7%	9	13%
Iowa	74	66	89%	33	45%	33	45%	26	35%	9	12%	7	9%
Kansas	91	80	88%	20	22%	28	31%	20	22%	9	10%	13	14%
Kentucky	55	54	98%	10	18%	7	13%	13	24%	2	4%	5	9%
Louisiana	206	127	62%	133	65%	131	64%	37	18%	42	20%	8	4%
Maine	69	43	62%	58	84%	12	17%	21	30%	1	1%	6	9%
Maryland	32	22	69%	13	41%	15	47%	13	41%	6	19%	10	31%
Massachusetts	264	171	65%	186	70%	109	41%	101	38%	18	7%	40	15%
Michigan	436	372	85%	178	41%	151	35%	106	24%	40	9%	37	8%
Minnesota	213	142	67%	48	23%	67	31%	135	63%	14	7%	24	11%
Mississippi	54	51	94%	34	63%	22	41%	15	28%	20	37%	19	35%
Missouri	67	44	66%	35	52%	31	46%	38	57%	3	4%	6	9%
Montana	112	78	70%	72	64%	32	29%	53	47%	13	12%	12	11%
Nebraska	126	114	90%	62	49%	43	34%	71	56%	16	13%	27	21%
Nevada	67	47	70%	26	39%	24	36%	15	22%	22	33%	12	18%
New Hampshire	51	23	45%	34	67%	16	31%	33	65%	3	6%	12	24%

U.S. Program	School Implementing WSE as a Component	Spread the Word		Fans in the Stands		Unified Sports Day or Festival		Fundraising		Unified Fitness Challenge		Inclusive Play/ Performance	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
New Jersey	211	171	81%	100	47%	59	28%	130	62%	9	4%	22	10%
New Mexico	32	17	53%	23	72%	16	50%	11	34%	2	6%	4	13%
New York	155	83	54%	130	84%	42	27%	81	52%	15	10%	24	15%
North Carolina	256	176	69%	122	48%	87	34%	86	34%	43	17%	45	18%
North Dakota	13	11	85%	8	62%	4	31%	8	62%	0	0%	2	15%
Northern California	139	71	51%	97	70%	53	38%	28	20%	18	13%	22	16%
Ohio	124	96	77%	67	54%	34	27%	78	63%	2	2%	9	7%
Oklahoma	142	96	68%	95	67%	45	32%	117	82%	37	26%	27	19%
Oregon	60	25	42%	42	70%	9	15%	38	63%	0	0%	12	20%
Pennsylvania	406	345	85%	300	74%	85	21%	293	72%	20	5%	41	10%
Puerto Rico	25	17	68%	20	80%	19	76%	9	36%	13	52%	16	64%
Rhode Island	47	32	68%	35	74%	24	51%	25	53%	5	11%	8	17%
South Carolina	256	186	73%	115	45%	110	43%	132	52%	27	11%	40	16%
South Dakota	60	60	100%	20	33%	17	28%	31	52%	7	12%	5	8%
Southern California	151	130	86%	96	64%	88	58%	60	40%	14	9%	36	24%
Tennessee	102	89	87%	61	60%	30	29%	40	39%	11	11%	17	17%
Texas	318	169	53%	206	65%	162	51%	114	36%	39	12%	41	13%
Utah	51	35	69%	43	84%	15	29%	23	45%	3	6%	11	22%
Vermont	22	12	55%	10	45%	3	14%	12	55%	2	9%	3	14%
Virginia	86	61	71%	57	66%	26	30%	26	30%	7	8%	7	8%
Washington	76	37	49%	59	78%	17	22%	24	32%	3	4%	11	14%
West Virginia	12	11	92%	11	92%	5	42%	8	67%	3	25%	0	0%
Wisconsin	88	67	76%	25	28%	22	25%	36	41%	8	9%	7	8%
Wyoming	25	17	68%	12	48%	7	28%	14	56%	3	12%	3	12%
Total	6,013	4,489	75%	3,235	54%	2,164	36%	2,604	43%	656	11%	843	14%

Table AP.WSE3. Binary logistic regression analyses predicting whether a SOUCS liaison heard the “r-word” in PreK-12 schools.

Predictor	Odds Ratio	95% CI (Lower)	95% CI (Upper)
SOUCS components			
2 components	1.07	0.72	1.60
3 components	1.41	0.94	2.10
Grade level			
Elementary	0.18	0.15	0.22
Middle	1.10	0.93	1.29
Multiple grades	0.47	0.39	0.56
Leadership team			
Has leadership team with an ideal structure	0.99	0.83	1.18
Has leadership team with a modified structure	1.10	0.94	1.29
SOUCS integration	0.87	0.84	0.90
SOUCS awareness	1.02	0.97	1.07
Offered Spread the Word/Inclusion	0.82	0.72	0.93

Note: McFadden's $R^2 = .08$.

“1-component school” was used as the reference level for SOUCS components.

“High school” was used as the reference level for grade level.

“No leadership team” was used as the reference level for leadership team.

Odds ratios that do not include 1.0 in the confidence interval are statistically significant and are indicated by a bold row.

Odds ratios lower than 1.0 means that it is *less likely* for an SOUCS liaison to respond in the Annual Liaison Survey that they heard the “r-word” in their school.

Appendix D:

Additional Tables that Relate to SOUCS Implementation Quality

This appendix includes additional tables and figures from the [Support Factors that Relate to SOUCS Implementation Quality](#) section. It is separated into subsections based on each quality indicator.

Resource Awareness and Use

This section provides additional tables for the [Resource Awareness and Use](#) subsection.

Table AP.RES1. SOUCS liaisons were mostly consistent in their use or lack of use of the SOUCS Playbooks, but there was variability in Playbook use across the last two school years.

Playbook Use in 2024-25	Elementary		Middle		High	
	Used in 2023-24	Did not use in 2023-24	Used in 2023-24	Did not use in 2023-24	Used in 2023-24	Did not use in 2023-24
Used New Version	34%	16%	31%	10%	36%	18%
Used Previous Version	12%	7%	26%	11%	10%	5%
Aware, but did not use	35%	42%	29%	48%	35%	40%
Unaware	19%	35%	14%	30%	19%	37%

Notes: 611 SOUCS liaisons used the elementary school SOUCS Playbook in 2023-2024 and 553 SOUCS liaisons did not.

438 SOUCS liaisons used the middle school SOUCS Playbook in 2023-2024 and 610 SOUCS liaisons did not.

1,158 SOUCS liaisons used the high school SOUCS Playbook in 2023-2024 and 947 did not.

Table AP.RES2. Three component schools and schools with leadership teams are more likely to use the new version of the SOUCS playbooks.

Predictor	Elementary Playbook			MS Playbook			HS Playbook		
	New Playbook	Old Playbook	Unaware	New Playbook	Old Playbook	Unaware	New Playbook	Old Playbook	Unaware
Components									
2 Components	1.26	1.34	0.58	1.50	1.00	0.68	0.80	1.71	0.73
3 Components	2.06	1.48	0.49	2.35	1.45	0.59	1.57	1.86	0.54
Liaison Role									
Administrator	0.61	0.91	0.90	0.70	0.61	1.03	0.55	0.52	0.79
General Education Teacher	0.80	1.08	1.08	1.02	0.82	0.97	0.82	1.18	1.18
School Staff (General)	0.85	0.39	1.66	0.82	0.77	1.56	1.07	1.08	1.84
School Staff (Special Education.)	1.21	1.41	0.87	1.70	1.10	0.94	1.02	0.62	1.16
Something Else	0.81	0.83	1.66	1.11	0.74	1.17	0.99	0.62	1.30
Leadership Team									
Has leadership team with an ideal structure	2.32	2.06	1.06	2.83	1.43	0.55	2.05	1.44	0.64
Has leadership team with a modified structure	1.71	1.80	0.78	2.18	1.47	0.70	1.59	1.50	0.76
Program Age	0.94	0.96	0.98	0.93	0.96	0.95	0.96	0.94	0.99

Note: “1-component school” was used as the reference level for SOUCS components.

“No leadership team” was used as the reference level for leadership team.

Odds ratios that do not include 1.0 in the confidence interval are statistically significant and are indicated by a bold cell.

Odds ratios lower than 1.0 indicate that an outcome is *less likely* to occur, and odds ratios higher than 1.0 indicate that an outcome is more likely to occur.

Leadership Teams

This section provides additional tables for the [Leadership Teams](#) subsection.

Table AP.LT1. Presence of leadership teams by school and liaison characteristics.

Variable	Has Leadership Team		Does not have a leadership team	
	<i>n</i>	%	<i>n</i>	%
School level				
Elementary	772	38%	1263	62%
Middle	460	38%	774	63%
High	1203	41%	1729	59%
Multiple grades	253	41%	371	59%
Number of components				
One component	61	8%	701	92%
Two components	402	22%	1439	78%
Three components	2225	53%	1997	47%
Liaison role				
General Education teacher	352	38%	576	62%
Administrator	257	36%	451	64%
Special Education teacher	1425	40%	2144	60%
General School staff	167	36%	291	63%
Special Education staff	187	44%	236	56%
Something else	295	40%	436	59%
Number of IDD students enrolled				
None	18	18%	80	82%
1-10	605	34%	1196	66%
11-20	793	39%	1238	61%
21-50	891	43%	1159	56%
50 or more	381	45%	464	55%

Table AP.LT2. Characteristics of schools that formed leadership teams versus those that did not, among schools that said they were “very likely” to form a leadership team.

Variable	SOUCS Liaisons who said they would form a leadership team <i>and did</i>		SOUCS Liaisons who said they would form a leadership team <i>and did not</i>	
	n	%	n	%
School level				
Elementary	71	38%	80	23%
Middle	39	21%	73	21%
High	109	58%	161	46%
Multiple grades	23	12%	39	11%
Component level				
Stayed the same	172	71%	210	60%
Expanded	47	19%	60	17%
Contracted	23	10%	81	23%
Any activity increase?				
Yes	169	70%	196	56%
No	73	30%	155	44%
Number of Unified Sports Activity				
Stayed the same	89	37%	161	47%
Diversified	96	40%	102	29%
Contracted	57	24%	88	25%
Number of IYL Activity				
Stayed the same	84	35%	148	42%
Diversified	106	44%	92	26%
Contracted	52	22%	111	32%
Number of WSE Activity				
Stayed the same	80	33%	135	40%
Diversified	99	41%	85	24%
Contracted	63	26%	131	37%
Liaison role				
Stayed the same	195	81%	284	81%
Changed	47	19%	67	19%
Number of funding sources				
Stayed the same	60	25%	177	33%
Diversified	123	51%	144	41%
Contracted	59	24%	90	26%

SOUCS Integration and Awareness

This section provides additional tables for the [SOUCS Integration and Awareness](#) subsection.

Table AP.1A1. Average perceived SOUCS integration scores, separated by school and liaison characteristics. Integration scores range from 4 to 12, with higher scores indicating stronger integration.

Liaison or School Characteristic	Number of schools	Average integration score	Median
School level			
Elementary	2022	7.9	8
Middle	1205	7.9	8
High	2898	8.2	8
Multiple grades	614	8.4	8
Component level			
One-component	782	6.4	6
Two-component	1868	7.3	8
Three-component	4264	8.7	9
Liaison role			
General Education teacher	940	8.0	8
Administrator	715	8.6	8
Special Education teacher	3610	7.9	8
General School staff	464	8.4	8
Special Education staff	424	7.8	8
Something else	752	8.2	8
Number of IDD students enrolled			
None	100	7.2	8
1-10	1827	7.8	8
11-20	2061	8.1	8
21-50	2073	8.1	8
50+	853	8.4	8

Table AP.1A2. Average perceived SOUCS awareness scores by school and liaison characteristics. Awareness scores range from 3 to 9, with higher scores indicating stronger awareness.

Liaison or School Characteristic	Number of schools	Average awareness score	Median
School level			
Elementary	2065	7.0	7
Middle	1248	7.2	7
High	2963	7.4	8
Multiple grades	638	7.4	8
Component level			
One-component	782	5.9	6
Two-component	1868	6.8	6
Three-component	4264	7.7	8
Liaison role			
General Education teacher	940	7.2	7
Administrator	715	7.3	7
Special Education teacher	3610	7.2	7
General School staff	464	7.5	8
Special Education staff	424	7.3	7
Something else	752	7.3	7
Number of IDD students enrolled			
None	100	6.9	7
1-10	1827	7.1	7
11-20	2061	7.3	8
21-50	2073	7.3	7
51 or more	853	7.5	8

National Banner Schools

This section provides additional tables for the [National Banner School](#) subsection.

Table AP.BS1. A description of National Banner Schools and three component schools that are not recognized under the National School Recognition Program.

Predictor	National Banner Schools		Three component schools that are not current National Banner School	
	<i>n</i>	%	<i>n</i>	%
Average program age (in years)	9.0	--	5.3	--
Average implemented activity		--		--
Unified Sports	2.3	--	2.3	--
IYL activity	2.3	--	1.8	--
WSE event	3.1	--	2.5	--
Leadership team				
Yes	412	60%	2,292	37%
No	276	40%	3,861	63%
Funding sources, average	3.7	--	2.9	--
Perceived program integration, average	9.4	--	8.6	--
Perceived program awareness, average	8.2	--	7.6	--
School level				
Elementary	72	12%	1,135	31%
Middle	73	12%	597	16%
High	433	72%	1,560	43%
Multiple grades	25	4%	369	10%
Liaison role				
General Education teacher	101	15%	839	14%
Administrator	27	4%	688	11%
Special Education teacher	412	60%	3,198	54%
General School staff	38	6%	426	7%
Special Education staff	50	7%	374	6%
Something else	64	9%	688	11%
Number of IDD students enrolled				
None	5	1%	95	2%
1-10	113	16%	1,714	28%
11-20	195	28%	1,866	30%
21-50	269	39%	1,804	29%
51 or more	111	16%	742	12%

Table AP.BS2. Odds ratios for whether a school is more or less likely to be a National Banner School.

	<i>R</i> ²	<i>Odds Ratio</i>	<i>95% CI (Lower)</i>	<i>95% CI (Upper)</i>
Marginal <i>R</i> ²	.34			
Conditional <i>R</i> ²	.48			
Predictor				
Program age		1.22	1.19	1.26
Liaison role: Special education professional		1.16	1.05	1.28
Grade level: High school		1.23	1.14	1.32
Has leadership team		1.36	1.08	1.72
Integration scores		1.08	1.02	1.14
Awareness scores		1.24	1.12	1.36
Number of IYL activities		1.45	1.29	1.63
Number of WSE events		1.26	1.14	1.40
Number of Unified Sports activities		0.94	0.84	1.04

Note: *Marginal R*² refers to the influence of each predictor variable. *Conditional R*² refers to the influence of both the predictor variables included in this model and the U.S. Program that a school is from.

Odds ratios that do not include 1.0 in the confidence interval are statistically significant and are indicated by a bold cell.

Odds ratios lower than 1.0 indicate that an outcome is *less likely* to occur, and odds ratios higher than 1.0 indicate that an outcome is more likely to occur.

Appendix E: SOUCS Impact within PreK-12 schools

This appendix includes an additional table for the [SOUCS Impact Section](#).

Table AP.Impact1. SOUCS value and impact are generally related to SOUCS integration and awareness, having a leadership team, grade level, and whether the liaison was in a special education role.

Outcome	R ² Marginal	R ² Conditional	What is a significant predictor?
Value			
Students w/ IDD	.16	.18	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS awareness • Having a leadership team • Being a middle school, high school, or a school with multiple grade levels • Having a liaison with a special education role
Students w/o IDD	.16	.19	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS integration • Higher SOUCS awareness • Having a leadership team • Being a middle school, high school, or a school with multiple grade levels • Having a liaison with a special education role
School as a whole	.17	.19	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS integration • Higher SOUCS awareness • Having a leadership team • Being a middle school, high school, or a school with multiple grade levels • Having a liaison with a special education role
Impact			<ul style="list-style-type: none"> •
All Students	.34	.35	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS integration • Higher SOUCS awareness • Having a leadership team

Outcome	R ² Marginal	R ² Conditional	What is a significant predictor?
			<ul style="list-style-type: none"> • Being a middle school, high school, or a school with multiple grade levels • Having a liaison with a special education role
All School Benefits	.36	.37	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS integration • Higher SOUCS awareness • Having a leadership team • Being a middle school, high school, or a school with multiple grade levels • Having a liaison with a special education role
Location Within School	.32	.34	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS integration • Higher SOUCS awareness • Having a leadership team • Being a middle school, high school, or a school with multiple grade levels
Attendance and Discipline	.23	.25	<ul style="list-style-type: none"> • The number of SOUCS components offered within their school • Higher SOUCS integration • Higher SOUCS awareness • Having a leadership team • Being a middle school, high school, or a school with multiple grade levels