96% of Unified Champion Schools (UCS) liaisons felt that the UCS program has created a more socially inclusive environment, and 99% felt the UCS program is valuable for the school as a whole.

92% of liaisons indicated that the Unified Champion Schools Program reduces bullying, teasing, and use of offensive language in the school.

95% of liaisons reported increased participation of students with intellectual disabilities (ID) in school activities, leading to more inclusive attitudes school-wide.

Students who participate in the UCS program feel more supported by their teachers and peers, have higher levels of grit, receive better grades, and are more empathetic and compassionate.

100% of teachers said the UCS program eased the transition from middle to high school by fostering a sense of belonging, building relationships, and providing continuity for students over time.

85% of liaisons indicated that UCS programming increases the attendance of students with ID, with 81% indicating an increased attendance of students without ID.

When schools implement UCS there are positive impacts on academic outcomes:

- High schools that implemented UCS had a 2.6% increase in graduation rates for students with ID, and 1.3% increase for students without ID (compared to schools without UCS)

- Long term exposure to the UCS program is associated with increases in standardized test scores and GPA for middle and high school students with and without ID

*Manuscript containing this research is still under consideration for publication as of 2/7/2022

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