



Special Olympics Family Engagement Toolkit Evaluation Project: *Final Report*

Submitted to:
Special Olympics

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Third Sight, LLC

Third Sight, LLC is a woman-owned small business that provides policy analysis and evaluation for projects that impact the employment, education, and community living outcomes of people with disabilities of all ages. The mission of Third Sight is to achieve full inclusion of all individuals with disabilities. We view disability as a natural part of the human condition, and we strive to support people with disabilities by following their lead.

The team at Third Sight includes experts with backgrounds in disability employment policy, workforce development for youth and adults, vocational rehabilitation services, and research in disability, education, and economics. Our experts work with local community-based partners, state agencies, private firms, and international companies to advance their missions. Our clients include government agencies, nonprofits, and social enterprise entities in the United States and abroad.

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Executive Summary

The Special Olympics Unified Champion Schools® (UCS) Family Engagement Toolkit is designed to support implementation of the UCS model in all communities with a focus on inclusion of students with intellectual and developmental disabilities from culturally, linguistically, and economically diverse families. The UCS Family Engagement Toolkit was designed for use by Special Olympics (SO) Program leads and liaisons. Implementation of the toolkit to support diverse families with children with intellectual and developmental disabilities may benefit all families in the community or school.

In this project report, Third Sight describes the collaborative and iterative approach used throughout the project in working with a Subject Matter Expert (SME) Advisory Group, Special Olympics North America (SONA), state-level Program leads, school-based SO liaisons, other school staff, and families. Third Sight designed the Toolkit's 14 downloadable resources to be informative and strategic, relevant, and adaptable to local contexts for Program leads and participating schools interested in strengthening family engagement in UCS programming. Use of the Toolkit is intended to create efficiencies and increase the use of best practices across UCS programs.

The UCS Family Engagement Toolkit is necessary, but not sufficient to ensure greater engagement with economically, racially, and linguistically diverse families in UCS programs. This report includes recommendations for SONA to:

- **Build a Foundation of Diversity, Equity, Inclusion, and Accessibility (DEIA) Awareness.** The *DEIA Self-Reflection* resource in the Toolkit serves as a foundational tool in training state-level Program leads and in turn a tool Program leads can use in their orientation with schools. The resource will support Program leads, liaisons, and family members in identifying problems and solutions to address ableism and exclusion.

- **Disseminate the Toolkit.** The Toolkit will require active dissemination to encourage uptake and use of the Toolkit across more than 9,000 Unified Champion Schools.¹
- **Conduct Broad Outreach.** Outreach should inform, educate, and communicate with the general public and current and potential participating schools and communities about UCS and/or family engagement. This includes elevating the significant impact UCS has had on the lives of families of children with and without disabilities.
- **Include Family Engagement in National Standards.** Programs can be incentivized to strengthen their commitment to family engagement by more explicitly weaving family engagement into the National School Recognition Program's achievement standards.

Through the creation and implementation of the UCS Family Engagement Toolkit, SONA is positioned as a thought leader in the school inclusion space. The toolkit will support the implementation of UCS and increase access to UCS programming for children with and without intellectual disabilities.

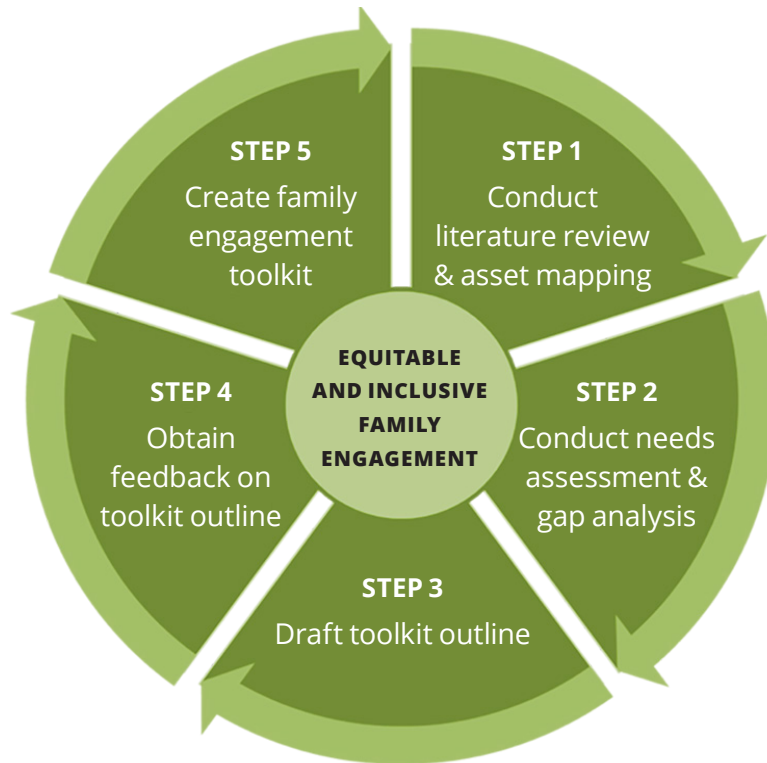
¹ "We Are The Unified Generation," Special Olympics Unified Champion Schools. Accessed September 30, 2024. <https://www.generationunified.org>

Introduction

In October 2022, Special Olympics Unified Champion Schools (SOUCS®) initiated a project to create a Family Engagement Toolkit that can be used to engage diverse families of children with and without intellectual and developmental disabilities (IDD). This project, led by Third Sight, LLC—in collaboration with a Subject Matter Expert (SME) Advisory Group, Special Olympics North America (SONA), state-level Program leads, school-based Special Olympics (SO) liaisons, other school staff, and families—identified the barriers and opportunities faced by Program leads, SO liaisons, and families to increase and improve family engagement in urban districts. The Family Engagement Toolkit was designed with their input to support implementation of the Unified Champion Schools (UCS) model in **all** communities with a focus on inclusion of students with intellectual and developmental disabilities from economically, racially, and linguistically diverse families.

This final report summarizes the work completed by Third Sight, LLC in support of the Family Engagement Toolkit Evaluation project (October 2022-September 2024). The process followed by the project team during the 2-year project to create an equitable and inclusive Family Engagement Toolkit is exemplified in Figure 1. The organization of this final report aligns with the process for creating the final UCS Family Engagement Toolkit.

FIGURE 1. 5-Step
Process for Toolkit



Adapted from: Yamaguchi et al. (2017). *Adaptive Implementation: Navigating the School Improvement Landscape*. Lanham, MD: Rowman & Littlefield.

Review of Year 1 Activities

During Year 1, the Third Sight project team completed a literature review (Step 1) that informed the data collection tools for the needs assessment and gap analysis. The project team worked with a SME Advisory Group to review the draft literature review findings and draft protocols for data collection for a needs assessment and gap analysis (Step 2). The SME Advisory Group also provided general guidance on the project plan; their input was reflected in project materials and considerations for outreach. The project team later collected and coded data for analysis as part of the needs assessment and gap analysis (Step 2). Insights gained from both the literature review and data analysis informed the design of the draft Family Engagement Annotated Toolkit Outline (Step 3).

The draft Family Engagement Annotated Toolkit Outline provided an abstract summary of what each section of the toolkit would include and resources that could be included in the final toolkit. The draft Annotated Toolkit Outline included sections that aligned with the primary end-user groups (i.e., Program leads and SO liaisons) with different types of resources designed to address the needs of the following groups:

- Special Olympics Program leads (state-level)
- School staff, including Special Olympics liaisons and administrators (local building-level)
- Families of children with intellectual and developmental disabilities (local community-level)
- All groups (i.e., items that could be useful to all groups)

The Annotated Toolkit Outline was used to help understand what resources would be useful to the end-user groups to expand and enhance engagement with families from culturally, linguistically, and economically diverse communities in urban areas. While this goal is situated in improving outreach and engagement of families with children with intellectual and developmental disabilities, the Year 1 findings reflected the importance of the inclusion of students with and without disabilities in UCS programming. As a result, some Toolkit elements could benefit all families in the community or school.

An extensive and detailed presentation of the work conducted in Year 1, including the literature review and needs assessment and gap analysis, can be found in the *Special Olympics Family Engagement Toolkit Evaluation Project: End of Year 1 Report* submitted to SONA in February 2024. The remainder of this report will focus on the work conducted in Year 2 of the project.

Review of Year 2 Activities

During Year 2, the Third Sight project team conducted a formative feedback process on the draft Family Engagement Annotated Toolkit Outline. Program leads, SO liaisons, and SME Advisory Group members engaged with the project team to provide input on the usability and relevance of the Toolkit and potential resources.

The formative feedback results informed the final determination of sections and components of the Toolkit. The overall Toolkit was designed with additional user feedback to ensure that it includes resources that will improve and enhance engagement with diverse families in UCS schools and in the development of new or expanded UCS programming.

STEP 4. FEEDBACK ON ANNOTATED TOOLKIT OUTLINE

The primary goal of Step 4 was to gather input on and finalize the draft Family Engagement Annotated Toolkit Outline.

Process

Third Sight solicited feedback on the draft Annotated Toolkit Outline from December 2023 through January 2024. The formative feedback process for the draft Annotated Toolkit Outline involved a mix of surveys and interviews to help identify which of the proposed 15 resources and two figures would be useful and relevant to Program leads and SO liaisons. We used different processes for different participants based on their perceived interaction with the Toolkit and/or knowledge of engaging diverse families. Table 1 identifies the number of people who participated in data collection and the data collection method by role.

TABLE 1. Annotated Outline Feedback Method by Participant Group

Participant Group	No. of Participants	Method
SME Advisory Group	3	Survey
Special Olympics Program leads	7	Virtual Interviews
Special Olympics liaisons	11	Virtual Interviews

The project team gathered information on the usability of the resources and figures, not on efficacy or effectiveness of the toolkit. Questions, therefore, focused on how potential end-users would access, understand, and use the toolkit; which resources and figures should be included; and how to better design the toolkit for eventual roll-out.

Findings

The feedback sessions provided input to refine and finalize the Annotated Toolkit Outline. This included feedback on creating an accessible final outline that will meet the needs of UCS partners. The feedback sessions also helped to identify ways in which a given resource or figure may be useful and relevant and other resources or topics that may be useful to include.

Overall, the feedback showed that Program leads and SO liaisons are likely to use the Family Engagement Toolkit (6 Program leads and 11 SO liaisons said they are likely to use it). Reasons for using the eventual Toolkit included its utility in strengthening UCS programming by offering strategies to address language barriers, increasing efficiencies, and facilitating communication between the SO liaison and school staff.

Comments from Program leads were more diffuse compared to those offered by SO liaisons. One Program lead, for example, expressed uncertainty in how a Program lead would use a family engagement toolkit but could see immediate application for SO liaisons, while another Program lead expressed appreciation for tools that can help them prepare and organize processes to best support their schools.

Other feedback fell into four broad categories: input on the annotated outline, usability, access, and training. See Table 2 for a summary of participant feedback in these four areas in addition to comments to consider in the next step of developing the Toolkit and its eventual dissemination by SONA.

TABLE 2. Summary of Participant Feedback on Annotated Toolkit Outline

Summary	
Outline	All participants found the outline comprehensive, organized, and practical.
Select Comments: Outline	<ul style="list-style-type: none"> • Include language on immigrant and refugee populations. • Add district-level tie in under the Administration section. • Include or reiterate program components and define roles.
Usability	All participants noted that the design/delivery will be critical to the user experience; online resources should be downloadable, editable, and mobile friendly.
Select Comments: Usability	<ul style="list-style-type: none"> • Provide opportunities for SO liaisons to connect with and learn from other schools (e.g., create spotlights on schools and strategies). • Include “how-to” tutorials for some of the resources (e.g., empathy interview).
Access	End-users prefer to have both online/electronic and print versions of the Toolkit.
Select Comments: Access	<ul style="list-style-type: none"> • Aim for 7-8th grade reading level. • Include translated content. • Include “how-to” tutorials for some of the resources (e.g., empathy interview). • Create an audio/video version of the Toolkit.

Summary	
Training	Most Programs leads noted that some type of training for Programs might be needed.
Select Comments: Training	<ul style="list-style-type: none"> • Provide training to ensure fidelity and contextually specific implementation of the resources. • Highlight the Toolkit at the annual SONA UCS conference to expose more people to it. • Identify a city that has implemented it well and have them talk to end-users—boots on the ground. • Offer a 30-minute webinar or short video clip or podcast on why SONA UCS is doing this.

In response to the feedback we received on the draft Annotated Toolkit Outline, the project team submitted a final Annotated Toolkit Outline to SONA in February 2024 for review, discussion, and approval. The final outline included 12 resources. The project team proceeded to use the approved outline as a guide to designing and developing resources. Feedback on the Annotated Toolkit Outline that was included in the development of resources included:

- 1) incorporating language on the influx of immigrant and refugee populations into the framing of the Toolkit;
- 2) adding district-level tie in where appropriate; and
- 3) including program components and defined roles.

STEP 5: FAMILY ENGAGEMENT TOOLKIT AND FINAL REPORT

In Step 5, the project team created the Family Engagement Toolkit based on feedback gathered from participants in Step 4 and from input from SONA to make final determinations of the sections and components of the Family Engagement Toolkit.

Toolkit Process

From March through June 2024, we developed Toolkit resources while engaging in a rigorous and iterative internal and external review process. After sections and/or resources had undergone a thorough internal review process by the Third Sight team, we shared content with SONA staff, Program leads, and SO liaisons to review and make recommendations. Third Sight responded to reviewer comments and made modifications to the Toolkit. This demanded a detailed timeline for each resource to include sufficient time for development and multiple review cycles. See Table 3 for a breakdown of external reviewers by role.

TABLE 3. Number of Resource Reviewers by Organization or Role

	SONA	Program Leads	SO Liaisons
Number of External Reviewers	6	4	9

The external feedback was valuable in many ways—not only to ensure that the content was useful, but also to ensure that the presentation of information was effective, and that the organization of the Toolkit was helpful. We made four primary changes to the Toolkit during the development and review process:

- 1) We shifted away from organizing the Toolkit by role, as presented in the Annotated Toolkit Outline, and organized it instead by the three themes that emerged from data collection in Year 1—building equitable schoolwide and community engagement, enhancing communication with diverse families, and growing and sustaining diversity in the UCS program. This shift resulted in a more cohesive document, a more logical organization of the resources, and more diverse entry points for end-users.
- 2) We created two additional resources: the *Diversity, Equity, Inclusion, and Accessibility (DEIA) Self-Reflection* and *Strategies for Schoolwide and Community Engagement in UCS*.
 - a. The *DEIA Self-Reflection* is a foundational activity that spans across the three themes and end-user groups. SONA feedback on the need for DEI awareness across its programs led us to the decision to expand the Toolkit’s DEIA framing to a more action-oriented DEIA resource. The *DEIA Self-Reflection* tool evolved into a required activity for anyone who elects to use the Toolkit. This will help to strengthen the foundation for inclusion and address the primary goal of the overall project—to increase engagement with economically, racially, and linguistically diverse families in UCS programming.
 - b. The Toolkit reorganization from role to theme (see change 1 above) excluded the targeted engagement of school staff and administrators, a gap we filled with the *Strategies for Schoolwide and Community Engagement in UCS* tool.

- 3) We revised the initial *Unified Sports Equipment Safety, Developmental Sports, and Sport Adaptations* infographic to *The STEP Framework: Participation and Inclusion in Unified Sports*. This shift was prompted by SONA staff to ensure clarity of purpose—the STEP tool will be useful in communicating with families about how the framework supports participation and inclusion of students with disabilities in Unified Sports and how coaches are trained to make activities more accessible.
- 4) We created and included in the Toolkit's introduction the *Crosswalk of Toolkit Resources by Role, Theme, and Implementation Time*. This emerged from conversations with SONA staff about prioritizing content or developing a “quick start guide” for end-users with limited time to engage fully with the toolkit (see Appendix D).

Toolkit Resources

The Toolkit resources address the gaps and needs identified in the literature review, gap analysis, and annotated outline feedback process (Steps 1-4). They are adaptable resources for Program leads and participating schools interested in strengthening family engagement in UCS programming. The resources were designed to be informative and strategic, relevant, and adaptable to local contexts. Use of the Toolkit is intended to create efficiencies and increase the use of best practices across state Programs and participating schools. The types of resources in the Toolkit are wide-ranging, and consist of templates, scripts, strategies, videos, spreadsheets, spotlights, and activities. See Appendix A for a list and descriptions of the family engagement resources.

Third Sight proposed translating up to three resources into Spanish. The Toolkit, instead, has nine resources that have been translated into Spanish, either the entire resource or a portion of the resource. To promote the project goal of increasing access to diverse families, we translated all the external facing resources into Spanish (e.g., welcome letters to families, STEP framework, etc.).

The final Family Engagement Toolkit and accompanying 14 stand-alone, downloadable, and adaptable resources will likely be housed through the SOUCS® website to ensure broad reach and use.

Final Project Report

The overall goal of Special Olympics is to expand the reach of the UCS program to benefit more families and schools, and to enhance UCS through stronger engagement of current and future families and participants. To support this goal, this final project report covers the project processes, methods of engagement, results of interviews and other data collected, and recommendations on how to implement the Family Engagement Toolkit in culturally and linguistically responsive ways within UCS.

The final project deliverables—the Family Engagement Toolkit and a Final Project Report—will be submitted to SONA in September 2024.

Recommendations

The Family Engagement Toolkit is necessary, but not sufficient to ensure greater engagement with economically, racially, and linguistically diverse families in UCS programs. SONA's commitment to inclusion requires an organizational foundation of DEIA awareness. In addition, the Toolkit will require active dissemination to encourage uptake and use of the Toolkit across the more than 9,000 schools that now implement UCS programs. With its incredibly broad reach across the country (and globally), the UCS program should be recognized for its significant impact on the lives of families of children with and without disabilities. We offer several considerations for SONA as it continues to lead inclusion efforts in schools and communities.

BUILD A FOUNDATION OF DEIA AWARENESS

To fully achieve the goal set by SONA to create a Family Engagement Toolkit that will help state Programs and participating schools eliminate barriers to participation and promote inclusion for diverse families of children and youth with disabilities, a shift in mindset is required. Family engagement with racially, linguistically, and economically diverse communities requires acknowledging and navigating cultural differences. Program leads and SO liaisons need to be aware of their own values and beliefs and how they and their school and district enact equity. The *DEIA Self-Reflection* resource was designed for this purpose (see Appendix A, Resource 1).

We recommend that SONA use the *DEIA Self-Reflection* resource in the Toolkit as a foundational tool in its training and Programs use it in their orientation with schools. Successful implementation of an inclusive family engagement approach hinges on the capacity of Program leads and SO liaisons to understand and believe in DEIA to address ableism and exclusion. The *DEIA Self-Reflection* will support UCS Program leads, liaisons, and family members in identifying problems and solutions.

TOOLKIT DISSEMINATION

Third Sight recommends the following to facilitate Toolkit dissemination:

- **Develop a landing page.** The Family Engagement Toolkit and standalone resources should live on a landing page on the UCS website. The Toolkit and its resources will need to be downloadable and printable in an accessible format for end-users. By creating a landing page to house the entire Toolkit and the separate resources within the Toolkit, Program leads and SO liaisons will have multiple entry points to take what they need when they need it. A landing page also facilitates the organization of the Toolkit and its resources. The reasons behind creating a landing page emerged also as a primary concern of participants during the Annotated Toolkit Outline feedback sessions in Step 4.
- **Create an early adopters list.** Identify a group of interested users to test the Toolkit. This group would receive an early edition of the Toolkit and share their experience with the Toolkit and its resources at the 2025 SONA Conference. This sort of user testing is a best practice and allows SONA to introduce the Toolkit to a broad audience at a premier event. During the feedback sessions in Step 4, Program leads and SO liaisons expressed the desire and importance of learning from colleagues who have already engaged with the Toolkit.
- **Create a “teaser campaign.”** SONA may want to consider a phased approach to releasing the Toolkit where portions of content are shared with end-users to pique their interest or build excitement prior to the full launch in August 2025.
- **Continue to use social media/email.** SONA and state programs may want to consider continued engagement of social media and other communications after the full launch in August 2025. This will keep the Toolkit top-of-mind. SONA and state programs can use various related celebrations or dates to plug the Toolkit—e.g., back to school, parent-teacher conferences, etc.

OUTREACH AND IMPACT

Third Sight recommends outreach that informs, educates, and communicates with the general public and current and potential participating schools and communities about UCS and/or family engagement. We recommend that SONA consider partnering with associations, other non-profits, foundations, researchers, and practitioners to co-produce and/or co-disseminate products on family engagement with diverse families with children with disabilities. Potential products include practitioner and school leadership focused conference proposals/presentations, evidence-based blog posts, and a formal evaluation on the impact of the Family Engagement Toolkit.

Topics for evidence-based blogs and conference proposal submissions could include UCS and how it has/is/will advance topics such as: culture and inclusivity; building family and community partnerships; ensuring equity, diversity, inclusion, and cultural responsiveness.

The audience for blogs may include current, potential, and non-participating schools and the general public, driven largely by SONA's partnerships. Conferences would be more practitioner- and administrator-focused and could include the following organizations:

- National Community Schools and Family Engagement Conference
- National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of State Directors of Special Education
- National Family Engagement Summit
- National Association for Family, School, and Community Engagement

SONA may also consider a formal impact evaluation of the Toolkit after it has been in the field for at least a full academic year. Doing so would allow SONA to determine if and what changes to family engagement in UCS programming can be attributed to the Toolkit and the degree to which the impact has made a difference to Program leads and SO liaisons and the lives of students and families. This information serves multiple purposes:

- It considers the effectiveness, cost, sustainability, and value of a product to facilitate decision making around continuation, scaling-up, or terminating it.
- Findings could support a Family Engagement Toolkit or a series of context specific and culturally relevant family engagement toolkits, guides, or briefs for Special Olympics International.
- Findings could inform Toolkit modifications or a Toolkit redesign.
- Findings could be the impetus for a family engagement campaign where the Toolkit and its resources are highlighted for a period of time along with Program lead, SO liaison, athlete and partner, and family testimonials via short videos (less than 2 minutes) and/or quotes.

In addition, as noted in the report on Year 1 activities, we recommend that SONA incentivize programs to strengthen their commitment to family engagement. This can be accomplished by weaving family engagement into the **National School Recognition Program's** achievement standards, which serve as the criteria for schools to receive national recognition for their commitment to inclusion and the sustainability of UCS. Intentionally building family engagement into SONA's achievement standards reinforces the goal to expand UCS through greater reach to families and schools by adding a layer of accountability currently missing or not explicated around family engagement (see Table 4 for sample language for select middle and high school standards). Recommendations for how to add family engagement from the Year 1 report are provided below in Table 4.

TABLE 4. National Standards for Middle and High Schools Modified to Include Family Engagement*

Standard	Existing Language	Proposed Additional Language
Unified Sports, standard 4	Unified Sports is officially recognized by the school in a similar style as other athletics/activities.	Unified Sports is officially recognized by the school and communicated to all parents in a similar style as other athletics/activities.
Inclusive Youth Leadership, standard 7	The inclusive club/group has an adult liaison, is officially recognized by the school in a similar style as other clubs/activities.	The inclusive club/group has an adult liaison, is officially recognized by the school in a similar style as other clubs/activities and informs and provides updates to parents on club/group activities.
Whole- School Engagement, standard 8	At least two whole-school engagement activities are implemented per school year.	At least two whole-school engagement activities are implemented per school year. One of the whole-school engagement activities must include the engagement of families of students with and without disabilities.

*At the time of this report, the achievement standards were being reviewed for revisions. The standards in Table 4 reflect those in place as of September 2024.

Conclusion

The value of the Family Engagement Toolkit is based in its design—an inclusive, collaborative, and iterative effort that engaged end-users and was informed by the goals of SOUCS®. The use of the Family Engagement Toolkit will support SOUCS® to achieve its goal to expand and enhance the engagement of diverse families, participants, and partners who can benefit from the program. Beyond UCS programming, the Toolkit offers a foundational approach to building DEIA awareness across SONA activities to reflect the rich diversity of families in the U.S. and abroad. In the family engagement field, there is a need to expand the understanding of inclusion—not only academics but also social engagement—of students with disabilities. Further evaluation of the Toolkit may advance the mission of SONA by contributing to the evidence base on how to effectively engage families and their children with disabilities. Sharing the Toolkit broadly through partnerships with other national organizations can expand the reach of UCS and increase access to evidence-based and practitioner-informed strategies and resources, both of which are lacking in the education, afterschool, and disability fields.

Appendix A. Family Engagement Toolkit Resource List and Descriptions

1. Diversity, Equity, Inclusion, and Accessibility Self-Reflection

This resource will help Program leads and SO liaisons begin to understand Diversity, Equity, Inclusion, and Accessibility (DEIA) and ways to reflect on personal cultural identities as it relates to the school and district. This resource also provides ways to begin conversations about the importance of equitable family engagement with UCS team members and school administrators.

2. Family Engagement Community Asset Mapping *(Invitation in English and Spanish)*

This resource is designed to document existing and needed resources to facilitate thinking and planning for Program leads and Special Olympics liaisons on how to build on community strengths to address family and community needs. It provides fillable forms, step-by-step procedures, and strategies for creating inclusive teams.

3. Designing and Facilitating Inclusive UCS Leadership Team Meetings

This resource will guide Program leads and Special Olympics liaisons through the phases needed to design and implement an inclusive team meeting. Each phase of the tool provides examples of ways to improve inclusion and collaborative decision-making with staff and family members.

4. Strategies for Schoolwide and Community Engagement in Unified Champion Schools

This resource provides proven internal and external facing communication and engagement strategies for Program leads, Special Olympics liaisons, and school administrators. The internal-facing strategies focus on informing students, school

personnel, and community partners about UCS programming. The external-facing strategies focus on how administrators can help their school's SO liaison in addressing perennial issues for UCS programs such as transportation, marketing, school recognition, and disability stigma.

5. Communication Strategies for Family Engagement in UCS

This resource helps Program leads and Special Olympics liaisons, coaches, and other staff who engage in UCS outreach and engagement to affirm linguistic diversity and promote inclusion for family members with different levels of communication needs, including families who speak a language at home other than English and those with different levels of literacy.

6. Family Engagement Short Survey

(In English and Spanish)

Program leads and Special Olympics liaisons can use this short, adaptable survey to get feedback on how connected parents feel to UCS activities. This quick survey can be used at any time during the school year to determine if family members feel welcome and have a sense of belonging. The survey is provided in English and Spanish.

7. Fillable Templates for a.) Family Contact and Outreach and b.) Student Information

Special Olympics liaisons, physical education or Special Olympics coaches, and other staff who engage in family outreach for student participation in UCS activities and/or manage administrative aspects of UCS at the school can use these templates for tracking communication with families and other pertinent details about students and their families. Included is space for students' dietary needs, motivators, and special considerations.

8. Fillable Invitations to Parents, Family Members, and Caregivers

(In English and Spanish)

Family members want to understand what the UCS program is, what is going on with their students, and how they can participate in events. Program leads, Special Olympics liaisons, physical education or Special Olympics coaches can use any of the five templates to inform families about or invite them to UCS activities. All fillable invitations are provided in English and Spanish.

9. Technology Tools for Communicating with Culturally and Linguistically Diverse Families

This resource will help Program leads, Special Olympics liaisons, and other school staff identify and select language translation tools to support communication with diverse families who speak languages other than English. The spreadsheet includes technology applications that can be used during in-person or virtual meetings, as well as tools to translate documents. This resource also includes information on video relay services available in every state to communicate with families who use American Sign Language.

10. Establishing a School-based Family Support Network

(Invitation in English and Spanish)

This resource provides a process for Special Olympics liaisons to establish a family support network where current or former UCS families are paired with new or potential UCS families to focus on specific technical tasks such as filling out paperwork and/or collaborative efforts that promote engagement in UCS programs. The family support outreach form to families is provided in English and Spanish.

11. How to Create District and School Profiles

This resource provides a step-by-step process for Program leads and Special Olympics liaisons to develop a profile of a school and its district. The profiles include school and district data to better understand the cultural and linguistic context of a school and its school district, in addition to existing co-curricular and extra-curricular activities at the school.

12. Empathy Interviews: A Guide for UCS Programs

This resource offers Program leads and Special Olympics liaisons a guided process for engaging family members in an authentic, relational way. An empathy interview is designed to build trust and relationships with family members to better understand their experiences, identify where there may be opportunities for engagement, and create equitable systems that are inclusive and meet the needs of diverse families.

13. Reflection Tool for Family Engagement in UCS Activities

This resource presents a simple yet effective process for Program leads and Special Olympics liaisons to reflect on UCS program implementation and is designed to facilitate reflective practice and a continuous improvement mindset for both individuals and teams. The reflection tool also can be used to help teams share open and honest feedback about events and build trust and rapport while also helping the group evaluate UCS program outcomes.

14. The STEP Framework: Participation and Inclusion in Unified Sports *(In English and Spanish)*

Program leads, Special Olympics liaisons, and coaches can share this resource with families that are interested in how their child with disabilities can participate in Unified PE and Unified Sports. It explains how the Space, Task, Equipment, and People (STEP) framework supports participation and inclusion of students with disabilities in Unified Sports and how coaches are trained to make activities more accessible.

Appendix B: Crosswalk of Toolkit Resources by Role, Theme, and Implementation Time

Role	Time	Theme 1: Build Equitable Schoolwide and Community Engagement	Theme 2: Enhance Communication with Families from Diverse Backgrounds	Theme 3: Grow and Sustain Diversity in UCS Programs
All Roles	0-15 min.	Diversity, Equity, Inclusion, and Accessibility Self Reflection	Diversity, Equity, Inclusion, and Accessibility Self Reflection	Diversity, Equity, Inclusion, and Accessibility Self Reflection
Program Lead	0-15 min.	Designing and Facilitating Inclusive UCS Leadership Team Meetings	Family Engagement Short Survey Fillable Invitations to Parents, Family Members, and Caregivers The STEP Framework: Participation and Inclusion in Unified Sports Technology Tools for Communicating with Culturally and Linguistically Diverse Families	N/A

Role	Time	Theme 1: Build Equitable Schoolwide and Community Engagement	Theme 2: Enhance Communication with Families from Diverse Backgrounds	Theme 3: Grow and Sustain Diversity in UCS Programs
Program Lead	15+ min.	<p>Family Engagement Community Asset Mapping</p> <p>Strategies for Schoolwide and Community Engagement in Unified Champion Schools</p>	<p>Communication Strategies for Family Engagement in UCS</p>	<p>How to Create District and School Profiles</p> <p>Empathy Interviews: A Guide for UCS Programs</p> <p>Reflection Tool for Family Engagement in UCS Activities</p>
Special Olympics Liaison	0-15 min.	<p>Designing and Facilitating Inclusive UCS Leadership Team Meetings</p>	<p>Family Engagement Short Survey</p> <p>Fillable Invitations to Parents, Family Members, and Caregivers</p> <p>Fillable Templates for Family Outreach and Engagement and Student Information</p> <p>The STEP Framework: Participation and Inclusion in Unified Sports</p> <p>Technology Tools for Communicating with Culturally and Linguistically Diverse Families</p>	<p>Establishing a School-based Family Support Network</p>

Role	Time	Theme 1: Build Equitable Schoolwide and Community Engagement	Theme 2: Enhance Communication with Families from Diverse Backgrounds	Theme 3: Grow and Sustain Diversity in UCS Programs
Special Olympics Liaison, cont.	15 min.	<p>Family Engagement Community Asset Mapping</p> <p>Strategies for Schoolwide and Community Engagement in Unified Champion Schools</p>	<p>Communication Strategies for Family Engagement in UCS</p>	<p>How to Create District and School Profiles</p> <p>Empathy Interviews: A Guide for UCS Programs</p> <p>Reflection Tool for Family Engagement in UCS Activities</p>
Coach or Other Staff	0-15 min.	N/A	<p>Fillable Invitations to Parents, Family Members, and Caregivers</p> <p>Fillable Templates for Family Outreach and Engagement and Student Information</p> <p>The STEP Framework: Participation and Inclusion in Unified Sports</p> <p>Technology Tools for Communicating with Culturally and Linguistically Diverse Families</p>	N/A

Role	Time	Theme 1: Build Equitable Schoolwide and Community Engagement	Theme 2: Enhance Communication with Families from Diverse Backgrounds	Theme 3: Grow and Sustain Diversity in UCS Programs
Coach or Other Staff, cont.	15+ min.	N/A	Communication Strategies for Family Engagement in UCS	N/A
Administrator	15+ min.	Strategies for Schoolwide and Community Engagement in Unified Champion Schools	Communication Strategies for Family Engagement in UCS	



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