

THOMPSON POLICY INSTITUTE  
ON DISABILITY PRESENTS

# 2019 SUMMARY OF FINDINGS



RESEARCH. ACTION. POLICY.



# Our Vision

Through focused research, community partnerships, and advocacy, we create meaningful and lasting policy impact for people with disabilities.



## ABOUT TPI

# FACTS AND HIGHLIGHTS

 **\$4.9 MILLION**  
in grants & gifts

**2,100** individuals educated 



**4**  
revenue generating projects



**50+**  
community partners



**826+**  
Families and Schools Together (FAST) consultations in 2018-2019

## THE TPI TEAM



**4**

full time employees

**12**

research associates and consultants

**6**

graduate research assistants

**4**

student employees



VOTED 2018  
"BEST PAPER"

at the Applied Business and Entrepreneurship Association International Annual Conference - *A look at Autism in the Workplace Today: Needs and Transitions*, Hurley-Hanson, Giannantonio, Griffiths & Cardinal

**6,000** reached through the TPI newsletter 

 **56,000** social media interactions

# ABOUT THE DISABILITY SUMMIT

Each year, the Thompson Policy Institute on Disability (TPI) hosts the DisAbility Summit where TPI professionals present emerging research on critical issues related to disability. This year, the TPI is pleased to welcome internationally recognized inclusion expert, Richard A. Villa, Ed.D., as our DisAbility Summit keynote speaker and recipient of the 2019 Excellence in DisAbility Award.

## KEYNOTE SPEAKER



**Richard A. Villa**  
Advocating for Inclusive Education: What Can One Person Do?

*Recipient of the 2019 Excellence in DisAbility Award*

**Dr. Richard A. Villa** is President of Bayridge Consortium, Inc. His primary field of expertise is the development of administrative and instructional support systems for educating all students within general education settings. Dr. Villa is recognized as an educational leader who motivates and works collaboratively with others to implement current and emerging exemplary educational practices. In the school districts where he has worked and consulted, his efforts have resulted in the inclusion of children with intensive cognitive, physical and emotional challenges as full members of the general education community. Dr. Villa has been a classroom teacher, special education administrator, pupil personnel services director and director of instructional services and has authored 25 books and over 100 articles and chapters.



## RESEARCH PRESENTATIONS

### The State of Inclusion and Exclusion of Students with Disabilities in California School Districts

*By Meghan Cosier, Ph.D., Don Cardinal, Ph.D. & Audri Gomez, Ph.D.*

Access to general education settings for students with disabilities varies greatly among and within states. The variability in placement and lack of access to general education for students with disabilities, particularly students with extensive support needs, highlights the need to identify factors associated with placement and then address the relationship to current policy. This study explored the state of placement of students with disabilities in districts across the State of California and the relationship between placement and economic and demographic factors. Results suggest alarmingly low access to general education classrooms for students with extensive support needs, significant variability in placement, and relationships between placement and factors such as race and expenditure.

### Making STEM Education Inclusive: Opening Doors to Engage Girls and Women with Disabilities

*By Amy-Jane Griffiths, Ph.D. & Angel Miles Nash, Ph.D.*

A critical component of the United States' ability to sustain readiness for future workforce demands rests in the country's inclusion of varying range of backgrounds and viewpoints. As 85% of the employment opportunities available in 2030 are for jobs that do not yet exist (Institute for the Future & Dell Technologies, 2017), it is essential to develop systemic pathways to professional opportunities that acknowledge and include the contributions of employees who offer unique and varied manners of approaching and completing tasks. In particular, female employees, differently abled employees, and differently abled female employees, are equipped to offer a range of contributions based on their abilities to navigate educational and professional spaces that were not originally designed to include them.

## ACTION

# SUPPORTING CHILDREN WITH DISABILITIES & THEIR FAMILIES

The Thompson Policy Institute on Disability (TPI) is home to three key initiatives that help children with disabilities and their families navigate the special education system, including key partnerships with the Thompson Autism Center at CHOC Children's and the Regional Center of Orange County. The TPI also partners with the Center for Autism & Neurodevelopmental Disorders and Chapman University's Attallah College of Educational Studies to deliver our signature Families and Schools Together (FAST) program.

### THOMPSON AUTISM CENTER AT CHOC CHILDREN'S

Opening this year, the vision of the Thompson Autism Center at CHOC Children's is for every child and every family to achieve the best possible quality of life.

In the Thompson Autism Center's efforts to address autism-related needs in the region, the Center will have three focus areas:

#### **Young children ages one to six:**

Our multidisciplinary team will work together with parents to discover as early as possible whether their child has autism or other conditions, determine the course of treatment and address family needs.

#### **Children with difficult behaviors:**

The Center will offer programs that help the family address harmful behaviors and improve everyday life.

#### **Children with co-occurring conditions:**

The Center will serve the whole child and family through integrated care planning across CHOC specialties, with special attention to social and emotional needs.



### REGIONAL CENTER OF ORANGE COUNTY

The Regional Center of Orange County (RCOC) serves over 21,000 Orange County residents with developmental disabilities and their families. The Thompson Policy Institute on Disability provides education and training for RCOC service coordinators and supervisors. The TPI has extended their partnership with RCOC and is now providing ongoing parent workshops and serves as an educational consultant to support families and schools within the Individualized Education Program (IEP) process.

### FAMILIES AND SCHOOLS TOGETHER (FAST)

The Center for Autism & Neurodevelopmental Disorders collaborates with the TPI, faculty members, and graduate students from Chapman University's Attallah College of Educational Studies to coordinate the FAST program.

The FAST team provides consultative services for youth, families, school districts, and community services providers in the following areas:

- IEP (Individualized Education Plan)
- Behavior and Academic Interventions
- Psychoeducational Assessment Interpretation
- Mental Health in the Schools
- Special Education Law

## HELPING YOUNG ADULTS WITH DISABILITIES TRANSITION INTO ADULTHOOD

**The Thompson Policy Institute Transition Initiative** is a collaboration with the Orange County Department of Education, the Regional Center of Orange County and many other key organizations and agencies with the goal of providing specialized services to support young adults with disabilities in their transition to adulthood. The TPI strives to improve transition outcomes, including education and training, employment, housing, and self-sufficiency goals, in order to help people with disabilities lead happy, healthy and meaningful lives.



# TPI TRANSITION INITIATIVE WORK TEAMS



## **Research & Business Survey**

This team is undertaking research on interagency collaboration and linking of public and private resources to support and promote positive short- and long-term outcomes in the areas of education, employment and independent living. This research includes a focus on collaboration strategies and best practices that will be shared with communities throughout California and the United States in an attempt to implement practices to promote efficient and effective disability-related programming and service delivery.

accessible information will include how-to videos, a calendar of events, resource access, job training, career development and independent living materials. Current legislation, public benefit and workforce development information will also be included.

In addition, the TPI uses a variety of social media platforms to connect to our audience and disseminate information. Through our blog, Facebook and Twitter accounts, we connect with all levels of our constituency and bring critical and reliable information to our stakeholders.

and enhance the Orange County Local Partnership Agreement. This multi-agency team of over 45 agencies and 62 individuals involves planning and coordination of a universal referral, intake and enrollment process. This planning ensures that identified individuals have access to programs that prepare them for career pathway employment and postsecondary education that lead to long-term careers. Programming efforts include identification of resources, tools, services and career development/educational options for youth and adults with disabilities, including those with autism spectrum disorders and individuals with developmental disabilities.



## **Project SEARCH**

Project SEARCH is part of an internationally recognized program dedicated to building a workforce that both includes and benefits people with disabilities while also benefiting the community and the workplace.

The Project SEARCH model was developed at Cincinnati Children's Hospital Medical Center in response to an institution-wide effort to include people with disabilities in their workforce. The dignity and independence of people with disabilities are as varied and individual as they are among any group. Project SEARCH looks for jobs that are complex and systematic. The program strives to match the skills and interests of each client with the specific needs of the employer. Currently, there are Project SEARCH programs in over 42 states and in eight countries and counting.

The purpose of this program is to develop skills that advance employment opportunities, provide pathways to careers and encourage participants to succeed as contributing members of their community. The TPI, in partnership with the Regional Center of Orange County, the Department of Rehabilitation, Goodwill of Orange County and Santiago Canyon College are currently operating two programs — Children's Hospital of Orange County and the University of California Irvine, Medical Center — and are in development of four additional programs here in Orange County.

As we enter our third year of service, we continue to demonstrate a high level of commitment and involvement from all of our partnerships, demonstrating the value, motivation and enthusiasm in supporting the TPI Transition Initiative.



## **Education & Training**

The TPI and Chapman University's Attallah College of Educational Studies, in partnership with the Regional Center of Orange County, the Center for Autism & Neurodevelopmental Disorders, and the State Council on Developmental Disabilities, provide high-quality education and training for families, caregivers and professionals in the field. The education and training work team focuses on disability, workforce preparation, transition planning, educational policy and inclusive practices in schools.



## **Regional Job Development & Business Partnership**

This team is working to enhance business partnerships to support workforce preparation, employment and career development opportunities in Orange County. Current connections are being made through several Orange County business advisory committees, including the OC Employment Advocacy Network, the OC Development Board and the OC Business Council. In addition, we are working to identify and document strategies and supports for small, medium and large business partners.



## **Administration of Justice**

In partnership with the OC Development Board, the Administration of Justice (AOJ) Work Team is currently identifying methods that ensure that youth and young adults involved in the justice system have access to the disability-related services and supports.

The TPI AOJ Work Team is also in the process of making connections with the Orange County Juvenile Re-Entry Partnership, which serves as a critical link between community resource providers and the formerly incarcerated who are striving to establish healthy, productive and rewarding lives.

In February 2018, this partnership was selected by the U.S. Department of Education Technical Assistance Initiative to focus on building the capacity of communities to provide justice-involved youth and young adults with diversion programs that include career and technical education, special education and workforce development.



## **Website & Social Media**

The Transition Initiative website will be launched in Spring 2019. Its content will include disability-related information to support a variety of stakeholders, including individuals with disabilities, families, service providers, business partners/employers and K-12 and postsecondary educators. Specific and



## **Orange County Local Partnership Agreement**

The TPI, in coordination with the Regional Center of Orange County, the Department of Rehabilitation, the Huntington Beach Union High School District and the Irvine Unified School District form the leadership team needed to develop, implement



**ACTION**

# PROFESSIONAL DEVELOPMENT FOR ORANGE COUNTY

The **Inclusion-Technical Assistance Collaborative (I-TAC)** is an exciting partnership between the Thompson Policy Institute on Disability and the Orange County Department of Education that provides professional development on inclusive practices. The strategic collaboration with the Orange County Department of Education allows for experts in the field to offer high-level professional development workshops for various stakeholders in Orange County school districts. In addition, I-TAC provides opportunities for teachers who want to continue their education to pursue extended education classes through Chapman University's Attallah College of Educational Studies. Through these professional development opportunities, I-TAC hopes to raise the tide of effective inclusion practices in Orange County, resulting in a greater number of school-age children being educated in more inclusive environments.

**POLICY**

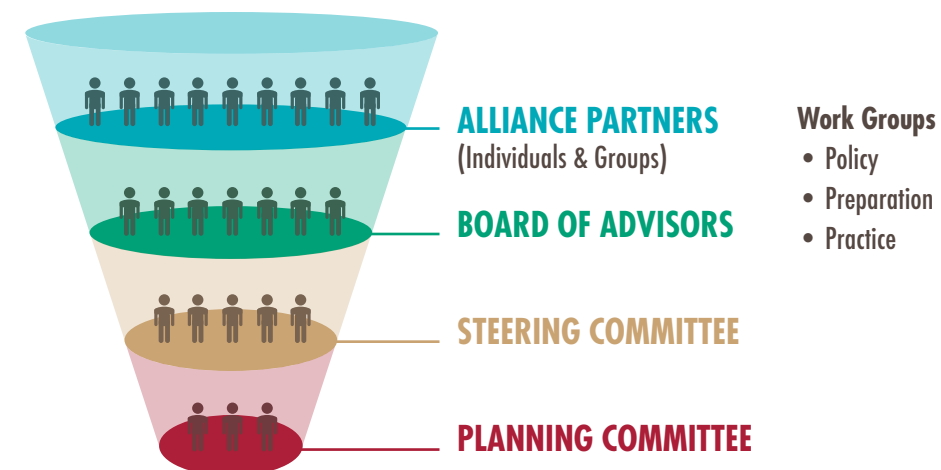
# ADVOCATING FOR STATE-WIDE INCLUSIVE PRACTICES

The **California Alliance for Inclusive Schooling (CAIS)** extends the TPI's impact beyond just Orange County and to the state level. The Alliance is an intersegmental group of professionals co-chaired by TPI's Director, Don Cardinal, and Marquita Grenot-Scheyer, Assistant Vice Chancellor from the California State University system. The Alliance's mission is to support, unify, and promote efforts to increase inclusive schooling in California. The Alliance focuses its efforts on practice in schools, preparation of school professionals, and policy for state recommendations, which makes up their three main working groups: Practice, Preparation and Policy.

The CAIS held its first meeting on October 18, 2018 at the California Council on Teacher Education conference and recently co-sponsored the Policy Summit on Disability on March 20, 2019 in Sacramento, California.

**ORGANIZATIONAL STRUCTURE**

In addition to the Steering Committee and a core Planning Committee that manages organizational specifics, the California Alliance for Inclusive Schooling has broadened to include many individuals who strive to create equitable schooling that serves all of its students. The graphic below illustrates the developing structure of the Alliance. As should be the case in schools, the Alliance is for All.



**STEERING COMMITTEE**

**Don Cardinal**  
Co-Chair  
Chapman University, Thompson Policy Institute on Disability

**Marquita Grenot-Scheyer**  
Co-Chair  
The California State University, Office of the Chancellor

**Victoria Graf**  
Loyola Marymount University, California Association of Professors of Special Education Teacher Education (CAPSE)

**Mary Vixie Sandy**  
California Commission on Teacher Credentialing

**Barbara Murchison**  
California Department of Education

**Christine Olmstead**  
Orange County Department of Education

**Paul Sindelar**  
The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center

**Kristin Wright**  
California Department of Education

## THE TPI TEAM



**Donald N. Cardinal, Ph.D.**  
Professor and Director



**Lauren Gomez, M.A.**  
Graduate Assistant



**Kamil Ozerk, Ph.D.**  
Professor  
University of Oslo, Norway



**Audri Gomez, Ph.D.**  
Associate Director



**Amy-Jane Griffiths, Ph.D.**  
Assistant Professor  
Attallah College of Educational Studies



**Richard Rosenberg, Ph.D.**  
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Transition Initiative



**Margie McCoy**  
Operations Coordinator



**Stephen Hinkle, M.A.**  
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**Jeanne Anne Carriere, Ph.D.**  
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**Madison Tomihiro, BS '20**  
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**Sneha Mathur, M.A.**  
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**Jessica Tunney, Ph.D.**  
Founding Principal and Executive Director  
Tomorrow's Leadership Collaborative Charter School



**Meghan Cosier, Ph.D.**  
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Attallah College of Education Studies



**Angel Miles Nash, Ph.D.**  
Assistant Professor  
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**Patrick Ward, MS, GIS, GISP President**  
DrawTap GIS



**Julie Fraumeni-McBride, M.A.**  
Ph.D. Graduate Research Assistant



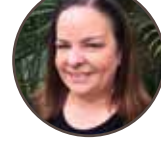
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**Janis White, Ed.D.**  
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**Cristina Giannantonio, Ph.D.**  
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Argyros School of Business and Economics



**Linda O'Neal, M.A.**  
Research Associate  
Transition Community Liaison

## KEY PARTNERSHIPS

**William & Nancy Thompson**  
Family Foundation



Mary Rose Daniels





**Attallah College of  
Educational Studies**

Thompson Policy Institute on Disability

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