



RESEARCH, PRACTICE, AND IMPACT REPORT 2022



CHAPMAN
UNIVERSITY

Thompson Policy Institute
on Disability

FOR ALL. ENGAGE IN MEANINGFUL RESEARCH. BUILD
TO ACCESS. PURSUE QUALITY OF LIFE FOR ALL. ENGAGE
IMPACT POLICY. REDUCE BARRIERS TO ACCESS. PURSU
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2022 WELCOME LETTER FROM LEADERSHIP

Founded by Dr. Donald N. Cardinal in 2015, Chapman University's Thompson Policy Institute on Disability (TPI) strives to bring policy, practice, and research together to work to ensure equity and inclusivity for people with disabilities by addressing barriers that limit access to learning, living, working, and the pursuit of enviable and dignified lives. Inclusion, first and foremost, centers the disability community. Inclusion encompasses practice, policy, and research that focus on providing equitable opportunities. In all aspects of our work, TPI embraces Chapman's perspective of diversity and focuses on the practice of including people by recognizing, respecting, and valuing a combination of differences. TPI considers the intersections of disability, race, language, and socioeconomic status. When backgrounds, interests, and perspectives are understood and supported, value is added to the community and institute at large.



Meghan Cosier, Ph.D.
Director



Audri Sandoval Gomez, Ph.D.
Co-Director

WHO WE ARE

Vision and Values

We believe in inclusivity for all.

We believe our position in the field is to improve the profession through education, training, and dissemination of effective practices discovered through research.

We believe in science and the systematic gathering and analysis of data to inform our work.

We believe in collaborative innovation as the means to adapting cutting-edge practices to the unique needs of schools, agencies, and families, rather than a one-size-fits-all approach.

We believe in presuming competence of individuals while creating innovative and effective learning environments.

We believe in organizational strength, so our efforts can be focused on serving people rather than on organizational matters.

We believe, through these values, TPI is a preeminent source of innovation for adapting cutting-edge practices in schools and agencies.

Mission

The Thompson Policy Institute engages in technical assistance and research to improve the lives of people with disabilities and, in doing so, improve life for all of society. We accomplish this by creating new knowledge and innovative solutions through our work and by disseminating these findings through technical assistance and written reports to the field.



WHAT WE DO



Here at TPI, we strive to bring practice, policy, and research together to ensure equity and inclusivity for people with disabilities. We do this by addressing barriers that limit access to learning, living, working, and the pursuit of enviable and dignified lives. TPI approaches these goals through three interconnected components:

Interconnected Components

PRACTICE

Improve the profession through innovation and initiatives to impact those we serve.

POLICY

Engage in policy work to effect positive change at the state level.

RESEARCH

Increase and disseminate current, meaningful information to the field.

TPI BY THE NUMBERS

2021-2022



\$2,018,863

NEW GRANT & GIFT MONEY



9

**REVENUE
GENERATING
PROJECTS**



26

**COMMUNITY
PARTNERS**



10,150

**INDIVIDUALS
EDUCATED**



471

**FAMILIES, AGENCIES,
AND SCHOOLS
TOGETHER (FAST)
CONSULTATIONS**

SOCIAL MEDIA

60 POSTS

2,205 ENGAGEMENTS

14,280 REACH



TPI Team:

11

**FULL-TIME
EMPLOYEES**

4

**STUDENT
EMPLOYEES**



6

**GRADUATE
RESEARCH
ASSISTANTS**

6

**FAST
STUDENT
INTERNS**

20

**RESEARCH
ASSOCIATES &
CONSULTANTS**

TEACHER EDUCATION

The California Educator Preparation Innovation Collaborative: Centering Disability Justice in Educator Preparation Spaces

For years, California has struggled to address equity and access for students in the margins, particularly those in the disability community who are Black, Latinx, LGBTQIA+, and/or who are living in poverty. Disparities in educational outcomes for students are exacerbated further by a lack of racial diversity in teacher representation and by teacher shortages in special education (Ondrasek et al., 2020). These insufficiencies impact the academic experiences of all learners.



Research has highlighted an explicit need to develop and retain diverse teachers skilled in engaging and supporting all learners (Cardichon et al., 2020; Carver-Thomas et al., 2020; DiNapoli, 2021). Although teacher flight from the profession within five years is documented (Ingersoll, 2018), the strain of the current COVID-19 pandemic has intensified the need. California school districts continue to report deficiencies in staffing, including that of substitute teachers (Brennan, 2020). To provide access to an exemplary education for all students, as well as stem the early departure of teachers, strong interventions are needed to help recruit and retain quality teachers (Carver-Thomas et al., 2020).

California Educator Preparation Innovation Collaborative

In seeking an answer to the question of educational equity in teacher preparation, the TPI, with funding from the Bill & Melinda Gates Foundation, established the California Educator Preparation Innovation Collaborative (CalEPIC), a technical assistance collaborative working in partnership with independent, not-for-profit private institutes of higher education. In the first CalEPIC cohort, five institutions of higher education — University of San Francisco, University of Redlands, Loyola Marymount University, Claremont Graduate University, and St. Mary's College of Education — are collectively addressing the issue of diversifying the teacher pipeline and preparing educators to teach all students by focusing on those with intersectional identities, particularly students who are Black, Latinx, LGBTQIA+, and/or living in poverty as well as those in the disability community. CalEPIC's work seeks to advance four main goals: (a) establishing equitable access and opportunity for all students, (b) developing innovative practices, (c) building and maintaining meaningful pre-kindergarten through 12th grade (PK-12) and educator preparation program partnerships, and (d) facilitating an educational field in which teachers and students thrive.



UNIVERSITY OF
SAN FRANCISCO



UNIVERSITY OF
Redlands



Loyola Marymount
University



Claremont
GRADUATE UNIVERSITY



Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). *Inequitable opportunity to learn: Student access to certified and experienced teachers*. Palo Alto, CA: Learning Policy Institute.
Carver-Thomas, D., Leung, M., & Burns, D. (2021). *California teachers and COVID-19: How the pandemic is impacting the teacher workforce*. Palo Alto, CA: Learning Policy Institute.
DiNapoli, M. (2021). *Eroding opportunity: COVID-19's toll on student access to well-prepared and diverse teachers*. Palo Alto, CA: Learning Policy Institute.
Ingersoll, R., Merrill, L., & Stuckey, D. (2018). The changing face of teaching. *Educational Leadership*, 75 (8), 44-49.
Ondrasek, N., Carver-Thomas, D., Scott, C., Darling-Hammond, L. (2020). *Report: California's special education teacher shortage*. Stanford: CA: Policy Analysis for California Education.

CalEPIC Launch

In its inaugural year, CalEPIC is developing equity-embedded data protocols that center disability justice as the core to ongoing, transformative efforts around diversity, equity, inclusion, and justice within teacher education. To this end, the collaborative has facilitated monthly Networked Improvement Community (NIC) meetings with its partners. During the NIC meetings, cohort members gather to problem pose and problem solve issues in educator preparation, addressing areas such as clinical experiences, meaningful data to inform instruction, and reciprocal partnerships with local educational agencies. CalEPIC seeks to bridge the PK-12 to higher education divide. Because of this work, CalEPIC is developing toolkits around these issues to support sustainable action. Additionally, the CalEPIC team has presented its vision, mission, and successes at various conferences, including the California Council on Teacher Education Conference, the American Educational Research Association Annual Meeting, and the Supporting Inclusive Practices Annual Conference.



The Future of CalEPIC

CalEPIC is dedicated to impacting policy. CalEPIC has combined efforts with several institutions, including the California Residency Lab, California State University's Center for Transformational Educator Preparation Programs, and the UCLA Center for the Transformation of Schools. These partnerships support learning spaces for shared reimagining of how to inform the field about inclusive practices.

Looking forward, CalEPIC is excited about fostering intermutual opportunities with additional partners, as we have learned the work of transformation is both iterative and synergetic. At CalEPIC, we recognize educational equity begins with teacher preparation.

"Now, it feels like we are part of a bigger community of folks who share our passions, vision, and commitment to this work."

Eddie Partida, Director of Teacher Education, Claremont Graduate University

"Participating in these leadership roles provides us the opportunity to have conversations across departments, think more intentionally about our programs and policies, and transform our educator preparation programs in ways articulated by the CalEPIC framework."

Kevin Oh, Professor of Special Education, University of San Francisco

"The USF CalEPIC project is a perfect fit with the School of Education's Center for Humanizing Education and Research as both strive to increase institutional and collective capacity to impact public consciousness, policy, and practice in order to build stronger movements toward justice."

Shabnam Koirala Azad, Dean, School of Education, University of San Francisco

CalEPIC FACTS

Kickoff Convening - September 23, 2021
Networked Improvement Community Meetings - 7
Cohort Coaching Sessions - 53
Co-Teaching Workshops - 4
Grant Writing Workshops - 4

For more information about CalEPIC, please visit Chapman.edu/tpi-calepic.

FAMILIES, AGENCIES, AND SCHOOLS TOGETHER (FAST)

FAST: Building Bridges Among Providers

Individuals with disabilities and their families may need to access supports and services from several specialists and agencies for successful inclusion in schools, places of employment, and communities. This means individuals and families often take on the roles of navigating the connections between schools, agencies, and medical providers. Navigating these entities can be difficult and confusing, with individuals with disabilities and their families receiving little to no support. The Families, Agencies, and Schools Together (FAST) programs provide critical support in creating strong and sustainable connections across individuals and families, agencies, schools, and medical providers.



Families, Agencies, and Schools Together

The mission of FAST is to create collaborative relationships with families, schools, agencies, and medical providers to improve educational outcomes for people with neurodevelopmental disorders. FAST's collaborative approach to uniting all service providers centers the individual with the disability by ensuring all providers are working together to develop a support plan unique to each individual. FAST supports families through complex educational and medical systems by offering individualized support services and training to families, schools, and agencies.

Navigation Through Complex System

FAST builds bridges across systems — medical, educational, and agency — that support communication and understanding. Bridges built across service providers help individuals and families navigate through these complex educational and medical systems.

Each FAST location offers different services; however, one consistent component of FAST is providing direct support to families throughout the Individualized Education Program (IEP) process. The support includes helping individuals with disabilities and their families understand the IEP document and participation in IEP meetings. FAST staff can provide information on medical treatment, communicate with providers, and/or clarify the district's services and supports. During the 2021–2022 school year, FAST provided IEP support to over 220 families and collaborated with 43 different school districts.

Workshops and Trainings to Families, Schools, and Agencies

In addition to direct support to families, FAST provides educational workshops to help families understand what services are available and how to access services. Both FAST programs offer a "Success in Special Education" series centered on helping parents become active, knowledgeable IEP team members with a focus on working with schools collaboratively. The series has been offered since 2013; in this past year, over 28 families have benefited from the series.



FAST also provides training and professional development opportunities for schools, community agencies, and medical providers. The goal of these trainings is to increase understanding of disabilities and provide information on evidence-based practices that support positive educational outcomes. The trainings provide insight into creating and sustaining collaborative partnerships with families, agencies, and schools. The FAST directors provided 32 trainings to over 850 professionals during the 2021–2022 year.

The Future of FAST

FAST continues to build collaborative relationships between individuals with disabilities and their families, schools, medical providers, and supporting agencies. FAST uses this collaborative approach to enhance the services each entity provides.

FAST Center Locations



Center for Autism and Neurodevelopmental Disorders at UCI
Dr. Jeanne Anne Carriere, FAST Center Director
2500 Red Hill Avenue, Suite 100, Santa Ana, CA
949-267-0448
carriere@chapman.edu



Thompson Autism Center at CHOC
Elissa Green Kaustinen, MA
FAST Center Director
170 S. Main Street, Orange, CA
714-628-2825
greenkaustinen@chapman.edu

FAST FACTS

FAST@UCI Facts

Families Served - 101
School District Consultations - 125
Community & Professional Presentations - 22
Medical/Clinical Provider Consultations - 210
Graduate Student Interns - 3

FAST@CHOC Facts

Families Served - 119
School District Consultations - 84
Community & Professional Presentations - 12
Medical/Clinical Provider Consultations - 52
Graduate Student Interns - 3
Undergraduate Student Intern - 1
Resource Fair to Connect Families to Support - 1
COVID Research Studies - 1

For more information about FAST,
please visit Chapman.edu/tpi-fast.

"I have a 6-year-old boy. I have been to several places looking for the best-quality help for my son. I never felt so relieved and have peace of mind having a team and support like Elissa and Jasmine. They have been giving the best help, not only with my son, Liam, but with our family on ways to understand our son better and helping us so we can help him. I want to thank the full staff and to say that they are doing an outstanding job!"

Roberto Pesqueira, Father

"Integration of the FAST Program into the Thompson Autism Center at CHOC has enhanced the lives of so many of our patients and their families. Elissa's expertise and knowledge of the school systems and transition into adulthood for our children with autism has been a welcome resource, not only for families but also for our providers. Elissa's contributions in our multidisciplinary clinics have elevated the care that our patients are able to receive by focusing on the whole child, including their medical, mental, and social needs. We are so grateful to have this integral program at our center."

Wendy Altamirano, Executive Director, Thompson Autism Center at CHOC

TRANSITION INITIATIVES

TPI Transition Initiatives: Advancing Transition Supports to Ensure Equity and Opportunity for Individuals With Disabilities

TPI is working to improve employment and economic opportunities for individuals with disabilities through its Transition Initiatives. Led by international transition experts Richard Rosenberg, Ph.D. and Linda O'Neal, MA, the Transition Initiatives aim to support employment, education, and life planning that centers an individual's strengths, personality, and passions. Through the Transition Initiatives, TPI strives to support individuals in obtaining meaningful employment by championing person-driven-planning (PDP), leading transition work teams, and supporting the Transition CA website.

Although our field has made strides in readying students for postsecondary life, employment rates continue to highlight the need to prioritize transition planning that will lead to more successful post-graduation employment (Bureau of Labor Statistics [BLS], 2018a). In the United States, 68% of individuals without disabilities participate in the workforce, versus 21% of individuals with disabilities (BLS, 2018a). Regardless of age, a person with a disability is less likely to secure employment than a typical peer. Overall, the outlook for persons with disabilities related to employment continues to trail significantly behind those without disabilities (BLS, 2018a).



Person-Driven Planning (PDP)

PDP is a strategic planning process focused on the future of an individual with a disability. This process brings a group of interested people together to assist in the development of a comprehensive action plan, which guides the person as they pursue specific interests, goals, and dreams. In PDP, the focus is on an individual and that person's vision of what they would like to do in the future.

To promote PDP, the TPI Transition Initiatives Team developed research-based training materials to guide families, educators, and service providers through the PDP process. Beyond the training materials, the TPI transition team presented 11 PDP virtual workshops to over 400 people. The team further extended their support by providing 26 PDP meetings that assisted the individual and their support team through all stages of the PDP process. As a result of PDP, relevant stakeholders worked together to develop a personal action plan that identified goals and activities to support the individual's career goals, independent living, and access to resources and services.



Orange County Local Partnership Agreement

TPI is also a founding member and leader in the Orange County Local Partnership Agreement (OCLPA). The OCLPA consists of 160 members from 60+ partner agencies representing local education agencies, disability resource agencies, community colleges, workforce development programs, self-advocates, and families. The purpose of the OCLPA is to enhance partnerships that promote preparation for and achievement of competitive integrated employment (CIE) for individuals with disabilities.

Within the OCLPA are seven work teams that work collaboratively toward improving opportunities for people with disabilities in the areas of employment, postsecondary inclusion, benefits planning, and management. Under the leadership of the TPI Transition Team, the Universal Referral Process (URP) Work Team was established to streamline the coordination of service providers and provide equitable support during the transition process. The URP combined the efforts of 11 agencies in Orange County and conducted six trainings to over 176 people to ensure individuals with significant disabilities are connected with the resources they need to achieve their goals.

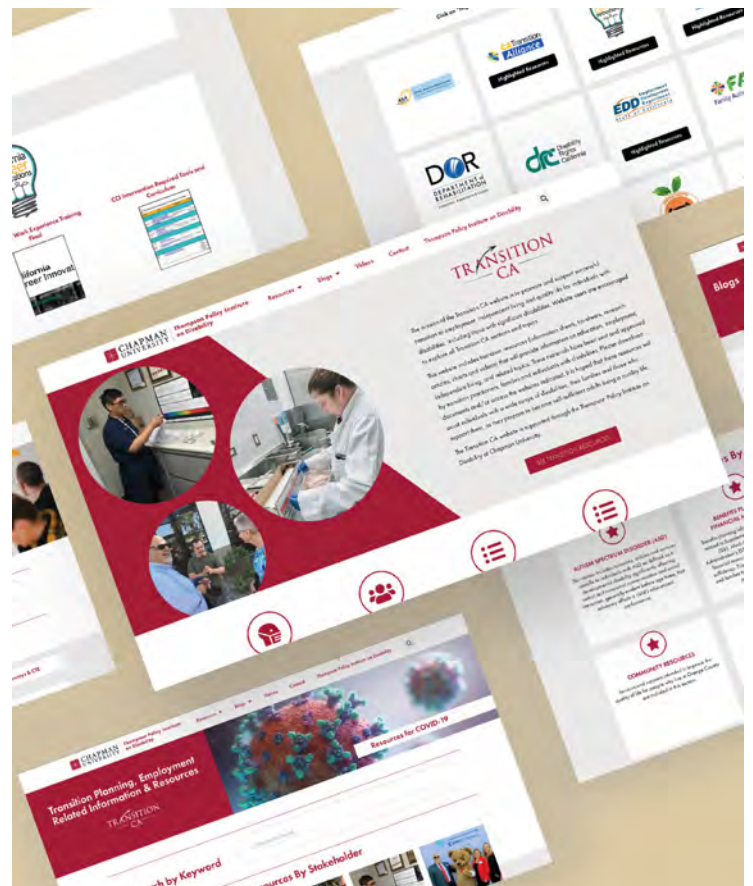
Transition CA Website

TPI's efforts to improve employment and transition outcomes include the launch of the TransitionCA.org website. The mission of the Transition CA website is to promote and support successful transition to employment, independent living, and quality life for individuals with disabilities, including those with significant disabilities. The website provides transition-related information, including research and links to community resources, for a variety of stakeholders: individuals, families, educators, service providers, agencies, advocacy groups, business partners, and medical professionals.

TPI's Undergraduate Tech Assistants designed the website and uploaded over 2,000 documents. New documents are uploaded each month, and the Transition Training Calendar is updated regularly with new events.

Moving Forward

Through the Transition Initiatives, TPI will continue to support PDP, the OCLPA, and the Transition CA website to promote inclusive employment that centers individuals' passions and hopes while providing guidance and information to families, educators, and service providers who support the individual in their journey.



TRANSITION FACTS

Local Trainings - 47
State Trainings - 14
National Trainings - 3
Total Participants - 6,430

For more information, please visit
transitionca.org.

"OCLPA brought together all the key stakeholders from across Orange County to address the needs of individuals transitioning from K12 to college and employment. TPI and OCLPA have provided a platform for NOCE to share our disability support services and programs with the entire community through monthly meetings and webinars."

Adam Gottdank, Ph.D., Director of Disability Support Services, North Orange Continuing Education (NOCE)

BRIDGE TO THE FUTURE V

In March 2022, TPI's Transition Initiatives partnered with the California Transition Alliance and other state agencies to plan and host the Bridge to the Future V Institute. Over three days, 89 speakers conducted 64 Zoom webinars on a wide range of transition-related topics. From options for postsecondary education to ideas for microenterprises, the Bridge to the Future V Institute provided a wealth of information to over 1,800 attendees. Attendees included self-advocates, families, caregivers, educators, service providers, agency representatives, business leaders, and community stakeholders.

INCLUSIVE PRACTICES

Advanced Practices in Learning: Focused Efforts to Support All Students

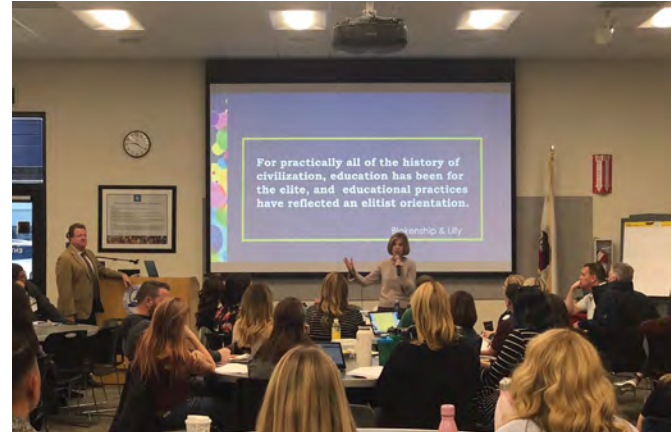
In response to the challenges pre-kindergarten through 12th grade (PK-12) students and schools experienced because of the COVID-19 pandemic, TPI conducted a professional development needs assessment for schools in Orange County. An astounding response from 26 districts indicated a wide range of professional learning needs and priorities. Among the top priorities were social emotional learning, mental health, and topics related to ensuring access aligning with inclusive education.

Advanced Practices in Learning

Based on these data, TPI's Advanced Practices in Learning (APL) partnered with Orange County Department of Education (OCDE) to support all schools with professional learning opportunities. APL provides professional learning, technical assistance, and coaching to enhance the expertise of school inclusion and transition outcomes for students with disabilities. APL offers high-quality, research-based services within multi-tiered levels of support focused on inclusive education and transition outcomes for students with disabilities.

Unleash Learning

APL partnered with Dr. William DeJean, international leader in the field of teaching and learning and founder of Unleash Learning, to focus on actions rooted in research to help make learning stick for all learners. This three-part virtual series, specifically for new teachers in the field, introduced the neuroscience and psychology of learning and explored strategies to boost engagement for all learners. Ninety-one percent of participants reported the training led to improved understanding of how to boost student engagement and to learned strategies that could be implemented in their classrooms.



Social Emotional Learning

APL also offered the virtual training series *Ready, Reset, Go!* in partnership with OCDE. This 5-part series focused on supporting social emotional learning (SEL) and mental health through a universal design for learning (UDL) framework. Teachers and administrators from preschool through grade 12 learned about SEL competencies and UDL principles in the context of supporting teacher and student mental health. Teachers explored ways to integrate SEL and UDL to accelerate learning across various content areas and were provided tools and strategies to support family and student engagement, agency, and belonging. Additionally, to support the sustainability of practices learned during the professional development, school and district teams received coaching between workshops. Ninety-six percent of participants felt they could implement the tools and strategies learned throughout these sessions.

A Guide to Co-Teaching

In TPI's pursuit to ensure equitable access for all students, we provide ongoing professional learning opportunities grounded in research through APL. This year, APL launched an online Canvas course, presented by internationally known experts in the field of inclusive education, Drs. Richard Villa and Jacqueline Thousand, which was made available to teachers, administrators, coaches, and teacher preparation faculty. In this four-part module, participants deepened their understanding of the rationale for co-teaching; examined implementation science research; explored tools and assessment instruments designed to facilitate trust, communication, coordination of effort, role clarification, and lesson planning; and learned much more.



Strategic Practices for the Advancement of Inclusive Schooling

Strategic Practices for the Advancement of Inclusive Schooling, funded by the Bill & Melinda Gates Foundation, focuses on increasing access and outcomes for secondary students with disabilities who are Black, Latinx, and experiencing homelessness. SPAIS builds the capacity of public charter schools and districts to improve inclusion and transition practices for students with disabilities, including those with extensive support needs. Over the past year, SPAIS has developed partnerships with Poway Unified School District and San Diego Unified School District to advance inclusive practices and transition outcomes for students with disabilities. The SPAIS team held intensive master scheduling training and developed a master scheduling toolkit. They also worked with partner local educational agencies to develop action plans and priority goals to increase equity and access for students at the secondary level.

Looking Ahead

APL has an exciting year ahead. The team is working closely with experts at Tomorrow's Leadership Collaborative Public Charter School, led by Executive Director and Founding Principal Dr. Jessica Tunney, to develop an inclusive paraprofessional handbook and professional learning series. In collaboration with OCDE, APL will hold a three-part learning series on co-teaching with Drs. Richard Villa and Jacqueline Thousand.



INCLUSIVE PRACTICES FACTS

APL Facts

Professional Development Trainings - 9
Participants - 120

For more information about APL, please visit
Chapman.edu/tpi-apl.

SPAIS Facts

District Partners - 2
Middle School Collaborations - 12

For more information about SPAIS, please visit
Chapman.edu/tpi-spais.

"I left each session inspired to improve my teaching and I want to ensure that my lessons are more engaging and connected to the students' desires and prior knowledge. It's all about lifting the weights!"

Lauren Carr, Teacher
Unleashed Learning Series Participant

"The Ready, Reset, Go! series has provided teams with an opportunity to authentically reflect on their implementation of the UDL principles and SEL competencies. The tools and resources have allowed sites and districts to leverage the best practices they may already be doing to then begin or refine integration of UDL and SEL."

Pam Tupy, Program Specialist, OCDE

POLICY

California Alliance for Inclusive Schooling: Leveraging a State Alliance to Build Inclusive Practices

The California Alliance for Inclusive Schooling (CAIS) is an intersegmental group of professionals dedicated to the development of inclusive schools for all students. Our mission is to support, unify, and promote efforts to increase inclusive schooling in California. CAIS focuses on practice in schools, policy for state recommendations, and preparation of school professionals, and it comprises three working groups: practice, policy, and preparation. The Thompson Policy Institute on Disability (TPI) is a founding and active member of CAIS.



CAIS Collaboration

CAIS has three subcommittees dedicated to addressing issues related to teacher education and inclusion in pre-kindergarten through 12th grade (PK-12) school settings:

- The CAIS Inclusive Leadership Subcommittee focuses on providing professional development on inclusive school structures and building the capacity of current educational leaders, leadership faculty in educator preparation programs (EPPs), and individuals obtaining their administrative credentials.
- The CAIS Educator Preparation Subcommittee focuses on engaging EPPs to restructure course syllabi and curricula to align with inclusive instructional practices and helps education specialist credential programs as they redesign their programs, coursework, and clinical experiences to meet new Program Design Standards, Preliminary Teaching Standards, Specialty Area Standards, and Teaching Performance Expectations.
- The CAIS PK-12 Practice Subcommittee, led by Advanced Practices in Learning (APL) from the TPI, responds to current needs of PK-12 education with a focus on equity and inclusivity for all students using a Multi-Tiered System of Supports framework.



CAIS Informing the Field

CAIS has ongoing membership meetings at the California Multi-Tiered System of Supports (CA MTSS) Professional Learning Institute, California Council on Teacher Education (CCTE) annual meeting, and the Spring Policy Action Network (SPAN) meeting. Two highlights from CAIS's membership meetings from this past year include:

- Sarah Neville-Morgan, Deputy Superintendent of Public Instruction for the Opportunities for All Branch of the California Department of Education, provided the keynote address at the CCTE annual meeting. The keynote, "Achieving Equitable Opportunities for California's Students: Diversifying and Strengthening the Teacher Workforce," addressed the historic new and expanded investments in California in the areas of universal preschool, expanded learning opportunities, multilingual learners, inclusion for all students, universal meals, and community schools.
- In March 2022, the CAIS membership meeting was held during the CCTE SPAN Conference in Sacramento. This membership meeting focused on CAIS's policy pillar and on strengthening PK-12/EPPs to ensure effective, meaningful, and inclusive education for all learners during complex times. Mary Vixie Sandy, Executive Director of the California Commission on Teacher Credentialing, provided the keynote address, "Strengthening Preparation of Teachers to Improve Outcomes for Students With Disabilities," which addressed credential reform in California.



Moving Forward

CAIS continues to work on increasing access for students with disabilities in schools and will focus on increasing rates of inclusion in public schools for secondary students with disabilities who are Black, Latinx, and/or impacted by poverty. Differing from other efforts, the content will be tailored to each group across the three primary segments of education: preparation programs, secondary school teachers and paraprofessionals, and school leaders. This intersegmental approach is novel and will bridge the persistent divide in the field, which can be viewed as a primary roadblock to creating more inclusive schooling. When these segments learn together, the probability of real systems change increases.

For more information, please visit www.inclusioncalifornia.org

CAIS Steering & Planning Committee

Marquita Grenot-Scheyer

Co-Chair, Planning & Steering Committee
The California State University, Office of the Chancellor

Don Cardinal

Co-Chair, Planning & Steering Committee
Thompson Policy Institute on Disability, Chapman University

Paul Sindelar

Planning & Steering Committee
The Collaboration for Effective Educator Development, Accountability and Reform Center (CEEDAR), U of Florida

Audri Sandoval Gomez

Planning & Steering Committee
Thompson Policy Institute on Disability, Chapman University

Mary Vixie Sandy

Steering Committee
California Commission on Teacher Credentialing

Victoria (Vicki) Graf

Steering Committee
California Association of Professors of Special Education Teacher Education (CAPSE), LMU

Sarah Neville-Morgan

Steering Committee
California Department of Education

Kristin Wright

Steering Committee
Sacramento County Office of Education

Christine Olmstead

Steering Committee
Orange County Department of Education, CA-MTSS

Meghan Cosier

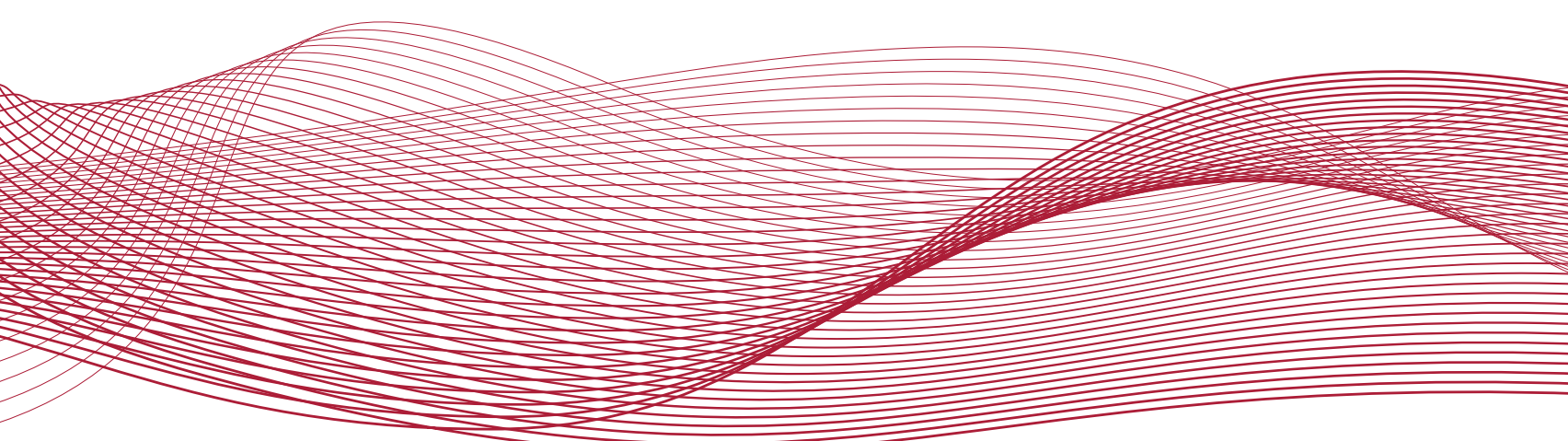
Planning & Steering Committee
Thompson Policy Institute on Disability, Chapman University

Linda Blanton

Planning & Steering Committee
The Collaboration for Effective Educator Development, Accountability and Reform Center (CEEDAR)

Virginia Kennedy

Steering Committee
California Council on Teacher Education, CSU Northridge



RESEARCH AND SCHOLARSHIP

TPI believes that our policy work and research must be driven by the field; the families, schools, agencies; and most importantly, by those with disabilities. As such, our research and policy questions are most often driven by our public surveys, our partnerships with community groups, and our direct contact with families and people with disabilities. Our research is then brought to the professional and general public in many forms, such as professional publications, public meetings, briefings, reports and social media. In this broad effort, TPI strives to improve society by reducing the barriers to access for all of its citizens.

Highlighted Research and Scholarship

Journal:

Inclusion: The eJournal of the American Association on Intellectual and Developmental Disabilities, December 2021
Co-editors Deborah Taub, Meghan Cosier, Sara Morgan

Journal Article:

"The Importance of Inclusive Spaces in Social Skills Development: Drawing on the LGBTQ Educational and Disability Studies in Education Frameworks"

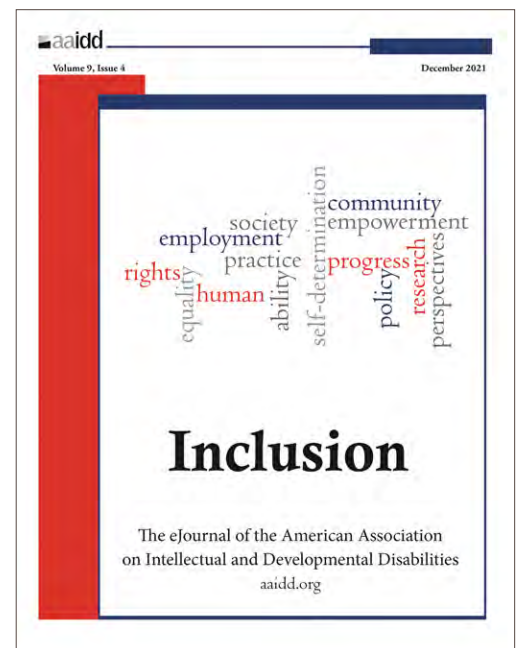
Aja McKee, Audri Sandoval Gomez, Kevin Stockbridge
International Electronic Journal of Elementary Education

Books:

Pedagogies of With-ness: Students, Teachers, Voice and Agency
Co-editors Linda Hogg, Kevin Stockbridge, Charlotte Achieng-Evensen, Suzanne SooHoo

Freirean Echoes: Scholars and Practitioners Dialogue on Critical Ideas in Education

Co-editors Charlotte Achieng-Evensen, Kevin Stockbridge, Suzanne SooHoo



RESEARCH AND SCHOLARSHIP FACTS

12 Conference & Webinar Presentations
15 Published Articles

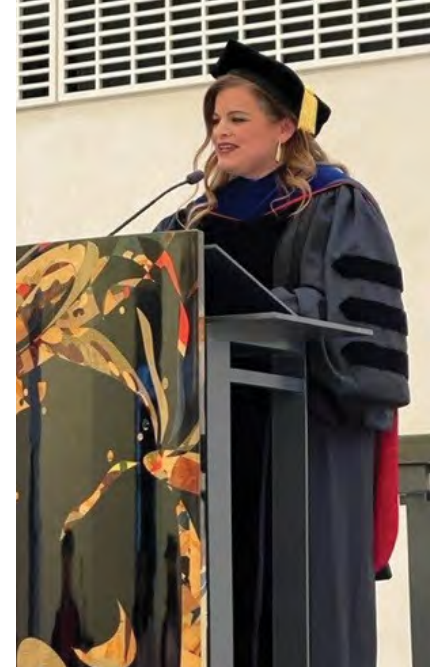
CHAPMAN STUDENT EXPERIENCES AT TPI

TPI Enhancing the Student Experience

Graduate Research Assistants

Stacy Eldred, Ph.D., Education, 2024

Being a part of the TPI team has been an honor. I feel sincere gratitude for the opportunity to work alongside the amazing TPI professionals and researchers in the field. The GRA experience impacted my studies in that I developed foundational knowledge of how inclusive practices in higher education are defined in the literature specifically for students with IDD. This experience has also had an impact on my professional endeavors. I was able to get hands-on experience developing, monitoring, and analyzing surveys and survey data. In addition, this experience has directly influenced my role as a faculty member in higher education in that I am better equipped for contributing research to the field and engaging in advocacy work to improve inclusive postsecondary opportunities for students with IDD. Thank you, TPI!



Yonatan Khalil, MA, Business Administration, 2023

My experience working as a GRA has complemented both my classroom experience and professional pursuits. The classes I am currently taking relate to data cleaning and analysis which pairs well with my responsibilities, and it is fascinating to see the class theories in practice. Moving to the professional pursuits, tinkering with large datasets, and periodically presenting analytics is a marketable skill; as such I am happy to keep learning and have experiences to draw upon in the future.

Anique Jones, MA, International Studies, 2023

The Thompson Policy Institute has provided me with a graduate research assistantship that has given me the opportunity to improve my research, writing, and data analytical skills. They positively challenge me by delegating projects that are new to me, but within the scope of my abilities. My mentors at TPI and a flexible work schedule have allowed me to feel supported through my graduate school experience. My team exhibits excitement and gratitude when tasks are completed, making me feel overwhelmingly appreciative of the love and guidance I receive at TPI. They are open arms and listening ears when it comes to: providing resources, learning opportunities, personal growth, and professional development. My time at TPI has motivated me to picture what a career in education or in data might look like. I am thrilled to be a part of this women-led institute and am ready to take on any approaching endeavors.

Families, Agencies, and Schools Together (FAST) Intern

Emily Drinkwine, Ed.S., School Psychology, 2023

I am a Families Agencies and Schools Together (FAST) Team intern at UCI Health's Center for Autism and Neurodevelopmental Disorders. Over the past year and a half, I have gained a breadth of knowledge while working with families to comprehensively understand the special education process. I believe my experience has uniquely shaped my perspective of the special education system and how families navigate supporting their child throughout this process. As I prepare to enter the field as a School Psychologist, I look forward to providing equitable support to students, families, and the community and encouraging parents and caregivers to serve as active participants in their child's education.

Undergraduate Technology Assistant

Loren Lee, Graphic Design, 2023

Working with the Thompson Policy Institute has introduced me to new perspectives on design by emphasizing the importance of accessibility beyond what I was aware of. The clear vision TPI has for their research and policies has made my work as a student worker more meaningful, and it is exciting to see their vision coming together with every meeting and being a part of that process.

BOARD OF ADVISORS

The Board of Advisors for the Thompson Policy Institute on Disability is composed of experts in the fields of education and disability. The Board of Advisors meets with the TPI team twice each year, in the fall and spring, to provide ideas and input on the policy initiatives, programs, and services that TPI provides.

Wendy Altamirano

Executive Director, Thompson Autism Center at CHOC

Stephen Hinkle

Ph.D. Student & Disability Rights Advocate

Courtney Lutkus

Institutional Support, University Advancement

Rhonda Marriott

Manager, Orange County Department of Education

Jason McAlexander

Director, Disability Services

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Medical Director, Thompson Autism Center

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Director, Corporate & Foundation Relations

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Executive Director, Thompson Family Foundation

Katie Ulvestad

Strategic Advisor, Thompson Family Foundation



TPI TEAM

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Co-Director

Don Cardinal, Ph.D.

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Amy-Jane Griffiths, Ph.D.

Amy E. Hurley-Hanson, Ph.D.

Cathery Yeh, Ph.D.

Jennifer Kong, Ph.D.

Trisha Sugita, Ph.D.

Graduate Research Assistants

Stacy Eldred

Stephen Hinkle

Anique Jones

Yonatan Khalil

Sara Morgan

Undergraduate Assistants

Vivian Bui

Allaire Davis

Loren Lee

Kaita Pannor

COMMUNITY PARTNERS

TPI is involved in many research and project-based collaborations and partnerships. These collective efforts are an important component of many TPI activities, including conducting research, disseminating critical information to key stakeholders, and supporting community-wide change.

KEY PARTNERSHIPS



TPI could not do our work without the support of Chapman University's Office of Research and Creative Activity and the Department of Sponsored Projects Services.

"I just want to take a minute to say thank you to the Thompson Policy Institute for the work that you do in shaping policy, systems change, and practices across the state. The work you do helps individuals with disabilities become employed, become independent, and pursue equality in their community and society. You have a partner in the Department of Rehabilitation in the continued effort to improve opportunities for individuals with disabilities across all of the spectrums. Congratulations on the work you do, and thank you."

Joe Xavier, Director for the California Department of Rehabilitation

WE'D LOVE TO HEAR FROM YOU!



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