



RESEARCH, PRACTICE, AND IMPACT REPORT 2023



CHAPMAN
UNIVERSITY

Thompson Policy Institute
on Disability



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2023 WELCOME LETTER FROM LEADERSHIP

A WORD FROM THE DIRECTORS,

At the Thompson Policy Institute (TPI) on Disability, we seek to be a place where inclusivity flourishes and positive changes take root. Our unwavering commitment lies in advancing research, policy and practice in the field of disability. With a heartfelt mission to foster inclusive communities, we strive to create spaces where individuals with disabilities can not only thrive but also fully participate. We firmly believe that every person deserves to be embraced and celebrated regardless of their abilities. Therefore, we work alongside the disability community to promote understanding, support and equal opportunities for all. At TPI, we are driven by the possibility of a society where individuals with disabilities can lead fulfilling lives and make meaningful contributions.

Through our interdisciplinary approach, we strive to create meaningful change by conducting research, providing training and resources, and advocating for inclusive policies. As part of our core practice, we collaborate with educators, policymakers, researchers and community members to foster a deeper understanding of disability and promote equity and inclusion.

Whether you are a student, professional, advocate or simply someone interested in disability issues, we invite you to join us. Explore our work, engage with our resources, and join us in our efforts to create a more inclusive society. Together we can make a difference and ensure that individuals with disabilities have equal opportunities and access to all aspects of life.

Sincerely,
Dr. Meghan Cosier & Dr. Audri Gomez



Meghan Cosier, Ph.D.
Director



Audri Sandoval Gomez, Ph.D.
Co-Director





WHO WE ARE

VISION

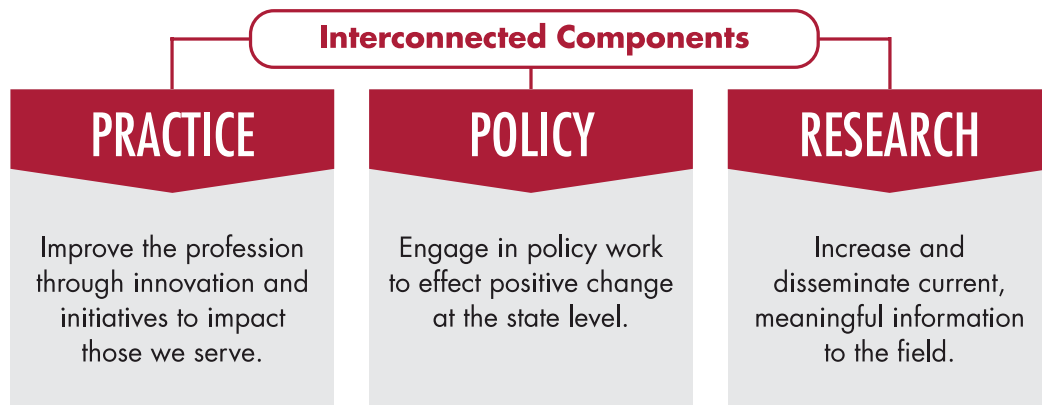
We work toward a world in which all people in the disability community thrive.

MISSION

We work alongside the disability community to develop and improve equitable, accessible and nurturing learning and community environments for all through integrated research, policy and practice.

CORE BELIEFS

- We believe in inclusivity for all, centering those with disabilities.
- We believe that the intersection of disability, race, socioeconomic status, gender, sexual orientation, religion and other identities uniquely impacts how a person moves through the world.
- We believe that individuals with disabilities are experts in their own experiences, and must inform the creation of innovative and effective living, learning and working environments.
- We believe in science and the systematic gathering and analysis of data to inform and improve our work.
- We believe in collaborative innovation as the means to adapting cutting-edge practices to the unique needs of schools, agencies and families.





2022 – 2023

TPI BY THE NUMBERS



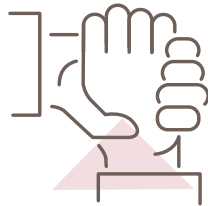
\$3,467,000 NEW GRANT & GIFT MONEY

11 REVENUE GENERATING PROJECTS



TPI accomplishes more when partnered:

103 CURRENT COMMUNITY PARTNERS

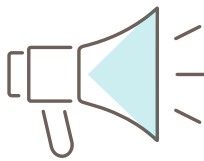


TPI's engagement with educational institutions, community agencies, and families:

174 CURRENT TRAININGS

160 COACHING SESSIONS

1,221 FAMILIES, SCHOOLS, AGENCIES TOGETHER CONSULTATIONS



TPI's reach promotes understanding, support and opportunities for all:

13,668 SOCIAL MEDIA REACH

6,536 INDIVIDUALS EDUCATED

TPI's commitment to research:

16 CONFERENCE PRESENTATIONS

4 PUBLICATIONS



In order to increase our impact, our team continues to grow:

5 GRADUATE RESEARCH ASSISTANTS

16 FULL TIME EMPLOYEES

3 FAST INTERNS

3 STUDENT EMPLOYEES

8 RESEARCH ASSOCIATES & CONSULTANTS



THANK YOU, DON FOR DREAMING BIG WITH US!

The founding Director of TPI, Dr. Donald N. Cardinal, retired this year after serving Chapman University for 35 years. Dr. Cardinal started at Chapman as a professor in the Department of Education and then was promoted to Dean of the School of Education, where he served for 13 years. While serving as Dean, Dr. Cardinal was responsible for a 450% increase in staff and faculty through creating a new B.A. in Integrated Educational Studies, multiple new master's programs, and Chapman's first Ph.D. program. These efforts resulted in four national accreditations, national ranking by U.S. News and World Report, and formal agreements with multiple international universities. During his time as Dean, Dr. Cardinal brought in over \$20 million in grants and gifts.

The \$20 million included a \$3 million gift from the Thompson Family Foundation to establish the Thompson Policy Institute (TPI) on Disability in 2015. Dr. Cardinal founded TPI to conduct research on disability with the goals of changing the perception

that people have about it. The inaugural Summit on Disability and Inclusion was designed during this time by Dr. Cardinal to take the latest research and translate it into information to help self-advocates, families, educators and legislators make informed decisions.

TPI has grown from a research center with three staff members to a thriving institute with five initiatives and 16 employees. Dr. Cardinal will continue to guide TPI as the Leadership Coach. TPI looks forward to continuing to dream big with Don!



CALIFORNIA EDUCATOR PREPARATION INNOVATION COLLABORATIVE YEAR 2: **TOGETHER IN PARTNERSHIP**

California Educator Preparation Innovation Collaborative's (CalEPIC) goal is to transform teacher education by dismantling systemic barriers for students with multiple-marginalized identities. We focus on providing technical assistance to programs who center students living with disabilities, who are Black, Latinx/e, who are LGBTQIA+, and/or who are facing poverty. This work is a collaborative endeavor requiring partners who collectively come together to engage in innovative problem posing and problem solving. Our theory of change contends that we can impact sustainable change within educator preparation by focusing on redesigning coursework, clinical experiences, and engaging in reciprocal partnerships with our local educational agencies. This year, we highlight the work cohort 1 has undertaken in each of these areas.

Coursework ensures that teacher candidates are ready for classroom instruction on their first day as teachers of record. A key role of educator preparation programs is to effectively equip candidates with the knowledge, skills and dispositions to be holistic educators who champion their students' strengths. All institutions in this first cohort have made strides in revising curricula to reflect these goals. Our partners, University of San Francisco (USF) and Loyola Marymount University (LMU) have brought exemplary thinking around redesigning coursework to embed culturally "responsive" imperatives. In their redesign process, LMU has engaged all instructors in developing a common understanding of anti-racist teaching practices and is embedding such knowledge across their courses. USF, under the mantle of humanizing education, has

prioritized student feedback as a means of engaging in reflection that leads to continuous program improvement. Both LMU and USF's work teaches us that renegotiating curriculum requires the collective input of many stakeholders including students, staff and faculty.

When institutes of higher education (IHE) and local educational agencies (LEA) partner together to form reciprocal and mutually beneficial partnerships, the outcome is an educator workforce that supports student learning. At CalEPIC, we recognize clinical experiences as the natural intersection between IHEs and LEAs. Therefore, these curated field experience opportunities serve as sites of mutuality where both sides can be invested in the development of an effective educator. Claremont Graduate University (CGU) and University of Redlands alongside their school district partners have constructed sustainable residency pathways utilizing strategic staffing support structures. The inclusion of these financial models for supporting teacher candidates as they gain field experience ensures that students can focus on becoming effective teachers. Such support is intended to mitigate student struggles in covering living expenses while in their credentialing programs. From CGU and Redlands, we learn that designing for a robust educator workforce requires deep collaboration centering practical student needs.

At CalEPIC, we think of professional learning as a connective tissue between IHEs and LEAs who are partnering to continually engage in reflective teaching practice. This year, Saint Mary's has worked closely with their district partner, Mt. Diablo Unified School District, to integrate



disability and linguistic justice in the professional development of both teachers and candidates working within the bilingual and special education division. Saint Mary's and their LEA partner model, concrete protocols for joint design and implementation of locally contextualized professional learning curriculum.

Looking towards our third year, CalEPIC anticipates continual growth and development of sustainable structures for collaboration. In addition, CalEPIC will continue to showcase our cohort's exemplars for equity embedded and culturally responsive coursework redesign as well as the implementation of sustainable residencies. These collaborative structures and their emergent practices promise more meaningful connections between IHEs and LEAs. This is the collective work that will transform teacher education.

For more information, please visit chapman.edu/tpi-calepic.



UNIVERSITY OF
SAN FRANCISCO



STRATEGIC STAFFING SUPPORT FOR TEACHER RESIDENCIES

In the fall of 2022, TPI was awarded \$300,000 to support strategic staffing for teacher residencies. The funds will build the capacity of CalEPIC in supporting strategic staffing models coupled with high quality, sustainable residency models that attract, prepare and retain a diverse teaching population in California. Taking into account CalEPIC's current work with supporting independent, not-for-profit institutions and their work with partner districts, the funds will help to train, design and develop a robust system for assisting Educator Preparation Programs (EPPs) and their partner Local Educational Agencies (LEAs)/districts in building "grow your own" and community embedded teacher pipeline programs. Debra Russell, M.A., will lead the initiative as the transformation specialist for strategic staffing.



CALEPIC IMPACT STATEMENTS

"It was so valuable for our MDUSD-SMC team to see CGU's residency program in action. We were especially inspired by how the program's guiding critical social justice framework is integrated and evident in all aspects of the program, from the interview process, to the coursework, to intentional community gatherings, to the language the residents used to describe their experiences and learning in the program. We are excited to work toward this level of coherence and integration in our own program."

— Laura Alvarez, Assistant Professor of Teacher Education and Bilingual Education, Saint Mary's College

"CalEPIC has profoundly shaped my work at Redlands. Through its focus on capacity building, stakeholder collaboration and innovative programming, CalEPIC has guided me in creating rigorous and relevant educational experiences that cater to the needs of traditionally marginalized students, fostering environments where both teachers and students can truly thrive."

— Taylor Stratz, Project Specialist, School of Education, University of Redlands

2023 CalEPIC Facts

622 PEOPLE IMPACTED

70 COACHING SESSIONS

9 TRAININGS

8 NETWORK IMPROVEMENT COMMUNITY MEETINGS

10 SITE VISITS

2 CONVENINGS HELD

8 COMMUNITY PARTNERSHIPS

7 CONFERENCE PRESENTATIONS



SUPPORTING FAMILIES THROUGH COMMUNITY PARTNERSHIPS AND EDUCATIONAL ADVOCACY

The story of FAST (Families, Agencies, and Schools Together) at TPI begins with a noble goal: establishing collaborative partnerships with families, schools, agencies and medical providers to improve the educational outcomes for individuals with neurodevelopmental disorders. In fulfilling this mission of helping families build positive relationships with school teams and meaningfully engage with their child's special education services, FAST has worked with over 2,500 families. Along with providing direct services, FAST cultivates community support for individuals with autism. They do this by actively seeking out partnerships with local care providers, community agencies and educational experts. FAST recognizes that a comprehensive support system requires collaboration and partnerships in the communities where individuals with disabilities and their families live.

At UCI and CHOC, FAST partners with pediatric medical residency programs to educate approximately 25 residents each year on special education services. This work helps medical professionals understand how they can assist families in accessing educational support for their children. Beyond their work with residents, FAST provides UCI Health child and adolescent psychiatry fellows with instruction around comprehensive school-based mental health supports.

Within the broader field, FAST works to educate clinical and school professionals in developing their evaluation skills. In 2022-23, the team worked with publishers Western Psychological Services to update training videos for the autism diagnostic observation schedule (ADOS-2).

Additionally, the team conducted ADOS-2 training and coaching for over 230 professionals and facilitated professional learning for local school psychologists and speech and language pathologists. This work was around administering comprehensive school-based autism evaluations. FAST understands that when professionals are equipped with critical skills, they are better able to provide individualized interventions and supports to children with autism.

Advancing their mission of supporting families, FAST collaborates with community agencies and providers. At CHOC, FAST partnered with the non-profit Glennwood Housing Foundation to provide community education training designed to prepare adults with disabilities to take their rightful place in conversations about diversity, inclusion, awareness and advocacy within their community. Through this program, clients of the Thompson Autism and Neurodevelopmental Center (TANC) and Glennwood residents engaged in meaningful opportunities to volunteer at community events. In 2023-24, the team is very excited for the opportunity for Glennwood residents to become TPI consultants. As consultants, clients and residents will be utilizing their advocacy and communication skills through involvement in presentations and community events.

There continues to be a knowledge gap within the wider society of understanding the needs of people with disabilities. As a part of addressing this educational gap, FAST plans to expand collaboration with the Irvine Police Department and

Glennwood Housing Foundation to ensure that everyone in the community feels respected and included. In the upcoming year, the team will develop and implement a program called INTERAC (Interaction with Neurodiverse Citizens). This interagency collaboration aims to build understanding, awareness and guidelines for positive and safe interactions between police officers and individuals with disabilities.

As the story of FAST unfolds, it becomes clear that their dedication to educating families, collaborating with care providers and fostering community partnerships is making a significant impact. Through tireless efforts, FAST is creating a more supportive and inclusive environment for individuals with autism and other neurodevelopmental disorders to thrive.

For more information, please visit chapman.edu/tpi-fast.





“The FAST program has benefited the Behavior Clinics at TANC in several ways. Elissa is always incredibly helpful and available to deliver resources to parents, assist with student interns and collaborate on research.”

– Casey Clay, Ph.D., BCBA-D
Director of Escalating Behavior Programs



GLENNWOOD HOUSING FOUNDATION

The residents and staff of Glennwood House are very grateful for the many opportunities presented by Elissa Green Kaustinen at FAST@TANC to collaborate with Chapman University’s Thompson Policy Institute and the Thompson Autism and Neurodevelopment Center at CHOC. The adults who live at Glennwood House represent a wide spectrum of individuals with cognitive disabilities who are thriving and living as independent adults within a supportive living environment. Through Elissa’s innovative ideas we have been honored to participate in sharing the life and experiences of our residents in their own words.

Our residents have been given the spotlight to share their stories with clinical professionals through the TANC Conference with students at Chapman University through presentations for Dr. Meghan Cosier’s class on disability studies, and we are currently training Glennwood residents to provide presentations for law enforcement and other community education trainings. These opportunities give adults with disabilities their rightful place in the conversations about diversity, inclusion, awareness and advocacy within our community.

“Through Elissa’s diligent and innovative approaches to inclusion, she has made it possible for our collaborative efforts to take root into tangible steps forward towards impactful engagement and understanding.”

– Faith Manners
CEO Glennwood Housing Foundation

2023 FAST Facts

699 PROFESSIONALS TRAINED

38 TRAININGS OFFERED

1,003 FAMILY CONSULTATIONS

102 SCHOOL DISTRICT CONSULTATIONS

116 MEDICAL/CLINICAL PROVIDER CONSULTATIONS

6 COMMUNITY PARTNERSHIPS

HOSTED THE INAUGURAL TANC CONFERENCE

EMPOWERING CHANGE:

THE ORANGE COUNTY LOCAL PARTNERSHIP AGREEMENT (OCLPA) AND THE JOURNEY TOWARDS INCLUSIVE EMPLOYMENT

In 2017, a group of passionate individuals and organizations in Orange County, California came together to form the Orange County Local Partnership Agreement (OCLPA). Their shared vision was to promote competitive integrated employment (CIE) for individuals with disabilities and other “at risk” populations. The Thompson Policy Institute on Disability took the lead in this endeavor, setting the stage for a remarkable journey of collaboration, empowerment and positive change.

From these humble beginnings, the OCLPA grew into a thriving community of over 180 members, representing more than 60 agencies. United by their unwavering commitment, local education agencies, workforce development programs, disability resource agencies, advocacy organizations, foundations, nonprofits and dedicated family members joined forces to improve employment opportunities for individuals with disabilities. Together, the OCLPA has embarked on several initiatives to bring its mission to life.

KNOWLEDGE EXCHANGE

The OCLPA has become a thriving hub of knowledge exchange with regular monthly meetings that are a cornerstone of the



OCLPA’s collaborative efforts. During these gatherings, members exchange ideas, share resources and strengthen connections. TPI’s transition initiative has curated a Resource Google Drive that serves as a digital repository, ensuring valuable information is readily accessible to all.

PARTNERSHIP ENGAGEMENT

Recognizing the importance of a seamless and efficient referral process, the OCLPA has worked closely with community partners. Together, they have established a universal referral process, simplifying access to vital employment services for individuals with disabilities. In addition to this work, the OCLPA has proactively engaged with local businesses, forging partnerships and fostering relationships. By nurturing these connections, the OCLPA aims to cultivate a network of employers committed to inclusive hiring practices.

INNOVATIVE SOLUTIONS

Every year, the OCLPA crafts a comprehensive action plan, charting a clear path forward. This plan serves as a compass, guiding their collective efforts and focusing their energy on specific objectives aimed at advancing competitive integrated employment. Through this plan, OCLPA members are constantly developing innovative solutions to overcome complex challenges. By leveraging our diverse expertise and experiences, we are pushing boundaries and shaping the future of work.

TPI TRANSITIONCA WEBSITE

Recognizing the need for accessible information and resources, the OCLPA has played a pivotal role in the development and expansion of the TransitionCA.org website. Launched in August 2021, TransitionCA.org has become a valuable re-



source hub for individuals with disabilities, families, educators, service providers and business leaders. With the dedicated efforts of undergraduate technology assistants from Chapman University, the website has evolved into a trusted source of guidance and support. We celebrate the website as a global beacon of support.

Beyond these initiatives, the OCLPA’s impact has been further amplified through the establishment of eight specialized work teams. These teams, led by the passionate TPI transition staff, bring together individuals and organizations with shared objectives. From Project SEARCH to Benefits Planning and Management, these teams have made significant contributions to promoting competitive integrated employment for individuals with disabilities. Through their collaborative efforts, they have sparked positive change and opened doors to new opportunities.

The OCLPA’s commitment to promoting inclusive employment has touched the lives of countless individuals. Through their collective actions and unwavering dedication, their work stands as a testament to the transformative power of collaboration and partnership. As the OCLPA continues to drive positive change, it paves the way for a more inclusive and empowering future for individuals with disabilities in Orange County and beyond.

TransitionCA.org

TPI launched the TransitionCA.org website in August 2021 with the mission to promote and support successful transition to employment, independent living and a quality life for individuals with disabilities, including those with significant disabilities. The website is designed for individuals with disabilities, families, educators, service providers and business leaders. The transition website is designed and updated by TPI's undergraduate technology assistants—Loren Lee, Vivian Bui, and Allaire Davis—who are graphic design majors at Chapman University. From July 2022 through July 2023, over 2,000 users have interacted with the website 22,000 times by downloading documents or visiting pages within the website. The website has also attracted an international audience from China, Philippines, Ireland, Germany and France. TransitionCA.org has quickly become a valuable resource for individuals with disabilities and those who support them.

2023 Transition Facts

4,202 PEOPLE TRAINED

56 TRAININGS OFFERED

65 COMMUNITY PARTNERSHIPS

2 PROFESSIONAL CONFERENCE PRESENTATIONS



TRANSITION IMPACT STATEMENTS

“The Chapman University Thompson Policy Initiative has been instrumental in providing focus and prioritizing the needs of the family work team. We are striving to make navigating the intricacies of special needs more accessible for all those in the family and circle of support.”

— Mellisa Cory, Family Work Team (Spirit League)

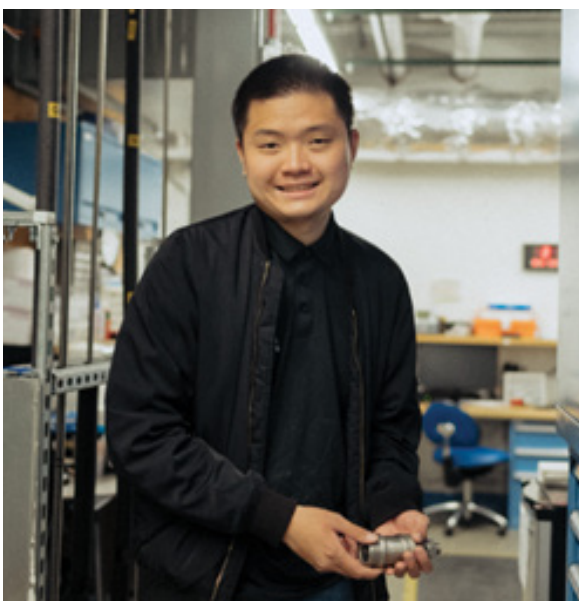
“The Orange County Local Partnership Agreement established the Benefits Planning Team. Linda O’Neal, who manages the Chapman University Thompson Policy Institute on Disability, helped us establish a team who analyzed changes required to enable IDD to become self-sufficient and employed to their full capacity, given the current implementation of SSI/Title II benefits and the associated SSA work incentive systems.

We have now assembled a working team with membership from Regional Center, Department of Rehabilitation, Social Security and Department of Developmental Services who will look at what needs to be done to drive change both within California and federally.”

— Judi Uttal, Orange County Asperger’s Support Group Benefits Planning and Management Work Team

“The Thompson Policy Institute has collaborated with Goodwill of Orange County to provide invaluable resources to persons served through Project SEARCH, transition planning and pathways to competitive integrated employment.”

—Kathi Millett, Goodwill OC





FOSTERING A SENSE OF COMMUNITY AND CULTURE OF INCLUSION, DRIVEN BY EQUITY-FOCUSED SYSTEM CHANGE.

Working toward the goal of inclusive opportunities for all students, the Thompson Policy Institute partners with schools and districts, state agencies and experts in the field to advance educational equity for all students. Our work centers on building the capacity of educators, paraprofessionals, and school and district leaders. TPI practice initiatives focus on enhancing PK-12 inclusive education and transition efforts for students with disabilities and for students who have been historically pushed to the margins (e.g., students who are Black, Latinx, Indigenous; students who belong to the LGBTQIA+ community; and students who are experiencing poverty across California).

TPI's current efforts focus on advancing inclusive education and improving transition outcomes for students with disabilities:

- TPI serves as the Regional Technical Assistance and Coaching (RTAC) partner for charter schools for the California Department of Education. TPI partners with El Dorado County

Charter SELPA to provide technical expertise, guidance and capacity-building support to address challenges and improve educational outcomes in the Southern region. TPI and El Dorado provided three best practices workshops on social emotional learning and universal design for learning with over 60 charter schools in attendance. We formed two critical friends groups (CFGs) with representatives from eight charter schools that met monthly to focus on evidenced-based practices through a multi-tiered system of support and had the opportunity to receive school-site coaching support.

- TPI's Strategic Practices for the Advancement of Inclusive Schooling (SPAIS), funded by the Bill & Melinda Gates Foundation, was designed to support secondary (6-12) schools and districts in implementing effective practices to promote inclusivity and equity for all students. Through this grant, we currently partner with seven middle schools and one high school across three districts in Southern California.

- SPAIS provides professional development, on-site coaching, strategic planning, and resources to help schools and districts implement evidence-based practices. This includes supporting educators, instructional assistants and school leaders in developing culturally responsive teaching practices, providing access to high-quality instructional materials and developing strategies to support all students.

The impact of SPAIS at one school district has supported the increase of students with disabilities in the general education classroom.

- TPI's practice division has continued our ongoing partnership with Orange County Department of Education (OCDE) to support educators with professional learning opportunities. We provided professional development on supporting mental health, social emotional learning (SEL), universal design for learning (UDL) and co-teaching.

SPAIS IMPACT

RATE OF INCLUSION	U.S.	CA	BASELINE 2021-22	POST-INTERVENTION 2022-23	1 YEAR INTERVENTION IMPACT
>80% of School Day	66.1%	58.4%	50.2%	61.4%	11.2% Increase
40% to 79% of School Day	18.7%	19.7%	31.4%	29.5%	1.9% Decrease
<40% of School Day	13.4%	21.0%	18.4%	9.2%	9.2% Decrease

- TPI also provided personalized professional development to school districts focused on transition planning, accommodations and modifications in the general education settings, and coaching for equity for district-wide coaches.

As we continue engaging with our partnerships and providing personalized professional development, TPI maintains our unwavering dedication to fostering inclusive and equitable learning environments in California, thereby positively impacting the educational journey of every student.



2023 Inclusive Practice Facts

1,013

PEOPLE IMPACTED



71

TRAININGS OFFERED

2

COMMUNITIES OF PRACTICE

90

COACHING SESSIONS

6

COMMUNITY PARTNERSHIPS

3

PROFESSIONAL CONFERENCE PRESENTATIONS



“The partnership between the El Dorado Charter SELPA and Thompson Policy Institute has proven to be a powerful force in advancing education for all students and has set a high standard for collaborative efforts in the field of education.”

– Sean Andrew
Program Coordinator for Mental Health, El Dorado County Office of Education

“Our partnership with Chapman University and the Thompson Policy Institute on Disability has been one of our organization’s most valuable and impactful relationships. Over the last five years, our teams have collaborated to provide professional learning and coaching to every district in Orange County. We have offered a broad array of topics to support inclusive best practices, including co-teaching, universal design for learning, social emotional learning and mental health.”

– Pamela Tupy, Ed.M
Coordinator, Educational Services, Orange County Department of Education



THE COALITION OF INCLUSIVE SCHOOL LEADERS INITIATIVE (CISL)

Enhancing the knowledge and skills of school leaders in inclusive practices is not just important, it is crucial for the positive outcomes of students with disabilities.

Inclusive education strives to provide equal opportunities for all learners by embracing diversity and promoting active participation. However, without well-equipped and knowledgeable school leaders, achieving true inclusivity can be challenging.

Comprehensive professional development is the key to empowering school leaders to create inclusive environments, develop inclusive policies and foster collaboration among all stakeholders. By building the capacity of school leaders, they gain a deep understanding of how to enhance current systems and structures within their school to ensure that students with disabilities have access to the quality education they deserve and can thrive academically and socially. Moreover, training empowers school leaders to create collaborative networks involving teachers, parents and other stakeholders. Through such collaboration, barriers to inclusion can be identified and effectively addressed. This ultimately leads to improved outcomes

for students with disabilities, as they receive the support and resources they need to succeed.

The Coalition of Inclusive School Leaders (CISL) recognizes the paramount importance of inclusive school leadership and has secured an impressive \$800,000 grant from the Oak Foundation to further enhance their efforts. CISL focuses on equipping PK-12 school and district leaders, leadership faculty in higher education, and individuals pursuing an administrative credential with the necessary tools and knowledge to drive inclusive practices in schools.

CISL goes above and beyond to provide a diverse range of opportunities for professional learning. Their workshops, seminars and training sessions are specifically tailored to meet the unique needs of school leaders. By participating in these activities, leaders can deepen their understanding of inclusive practices and acquire valuable strategies to create an inclusive school environment for students with disabilities. CISL also facilitates networked improvement communities, enabling leaders to engage in collaborative

problem-solving and share best practices, further amplifying the impact of their inclusive efforts.

Furthermore, CISL organizes annual convenings that gather inclusive school and district leaders from various regions. These gatherings serve as a powerful platform for networking, sharing innovative ideas and fostering a collective commitment to inclusive education. Attending these convenings enables leaders to gain valuable insights, draw inspiration from their peers and receive practical guidance to elevate their leadership in creating truly inclusive schools.

If you are passionate about inclusive education and want to make a difference in the lives of students with disabilities, we encourage you to explore the Coalition of Inclusive School Leaders and its initiatives further. Together, we can create a more inclusive and equitable educational landscape for all learners.

For more information, please visit inclusiveschoolleaders.org.

THE COALITION OF
INCLUSIVE SCHOOL LEADERS





ADVANCING EQUITY AND ACCESS THROUGH **A FIELD-BASED APPROACH TO POLICY**

The Thompson Policy Institute on Disability (TPI) is dedicated to making a positive impact in supporting and including people with disabilities. TPI takes a practical approach by actively working with individuals in the field and transforming ideas into actionable initiatives. Utilizing evidence-based practices, TPI collaborates with local experts to test and implement current research. For TPI, this process of leveraging practitioner knowledge and community expertise is the most effective way to enhance support for individuals with disabilities and to drive lasting, equitable changes. This process is also TPI's unique strategy to influence policy within the field. In addition to this field-based approach to policy, TPI advocates for inclusive rules, guidelines, regulations and laws through their partnership with the California Alliance for Inclusive Schooling (CAIS).

As a TPI key partner, CAIS is an intersegmental group of professionals committed to developing equitable schools for all students. Their mission is to enhance inclusive schooling across California through its practice in schools, policy recommendations and professional preparation. CAIS has three working groups: Practice, Policy, and Preparation.

Within CAIS, there are specialized subcommittees focused on specific aspects of inclusive schooling. The inclusive leadership subcommittee provides

professional development on inclusive school structures and capacity building for educational leaders. The educator preparation subcommittee works closely with faculty in educator preparation programs (EPPs) to align course syllabi and curricula with inclusive instructional practices. They also support education specialist credential programs as they revamp their programs, coursework, and clinical experiences to meet new standards and expectations. Additionally, the PK-12 practice subcommittee, led by TPI's Advanced Practices in Learning (APL) initiative, addresses the equity and inclusivity needs of PK-12 education, employing a Multi-Tiered System of Support (MTSS) framework.

For more information, please visit www.inclusioncalifornia.org.



CALIFORNIA ALLIANCE FOR INCLUSIVE SCHOOLING STEERING AND PLANNING COMMITTEE



MARQUITA GRENOT-SCHEYER, CO-CHAIR

College of Education
CSU Long Beach

DONALD N. CARDINAL, CO-CHAIR

Thompson Policy Institute on Disability
Chapman University

LINDA BLANTON

The Collaboration for Effective Educator
Development, Accountability and Reform
Center (CEEDAR)
University of Florida

SARAH NEVILLE-MORGAN

Deputy Superintendent of Public Instruction
*Opportunities for All Branch at the California
Department of Education*

AUDRI SANDOVAL GOMEZ

Thompson Policy Institute on Disability
Chapman University

MARY VIXIE SANDY

California Commission on Teacher Credentialing

VICTORIA (VICKI) GRAF

California Association of Professors of
Special Education Teacher Education (CAPSE)
Loyola Marymount University

MEGHAN COSIER

Thompson Policy Institute on Disability
Chapman University

KRISTIN WRIGHT

Sacramento County Office of Education

VIRGINIA KENNEDY

California Council on Teacher Education
CSU Northridge



RESEARCH AND SCHOLARSHIP

INTERDISCIPLINARY RESEARCH AND SCHOLARSHIP FOR IMPACT

At the Thompson Policy Institute on Disability our research is informed by and deeply connected to policy and practice. We take a research-to-action approach, a process of translating research findings and knowledge into actionable interventions that have a tangible impact on individuals, communities and societies. Our approach emphasizes the practical application of research in addressing pressing issues, solving problems and driving positive change. TPI's research centers the voices and actions of the disability community, families and stakeholders at schools and agencies. At TPI, we don't do this work in isolation. Our approach is interdisciplinary. Our collaborative partnerships provide dynamic perspectives that move us toward increased equity and inclusion for all. For us, research-to-action is crucial as it promotes evidence-based decision making, addresses real-world problems, fosters innovation and engages stakeholders. By translating research into action, we at TPI, understand that research findings can be effectively utilized to address societal challenges, improve policies and interventions and bring about positive change in the world. In 2022, we shared research with a wide variety of audiences and across several platforms, including professional publications, public meetings, briefs, reports and social media.

RESEARCH AND SCHOLARSHIP HIGHLIGHTS

Awards

Dr. Charlotte Achieng Evensen and Dr. Kevin Nguyen-Stockbridge, along with Dr. Suzanne SooHoo (Chapman University), received the 2023 Society of Professors of Education Outstanding Book Award for *Freirean Echoes: Scholars & Practitioners Dialogue on Critical Ideas in Education*. The book was recognized at the Society of Professors of Education annual meeting during AERA.

Dr. Kevin Nguyen-Stockbridge, CalEPIC project manager, along with co-authors Drs. Amy Ardell and Margaret Curwen, received the Outstanding Article in Systems Thinking in Education award from AERA. The authors presented their award-winning article, "Hope, Love, and Equity: A Critically Conscious Systems Thinking Approach," during the AERA conference in April.

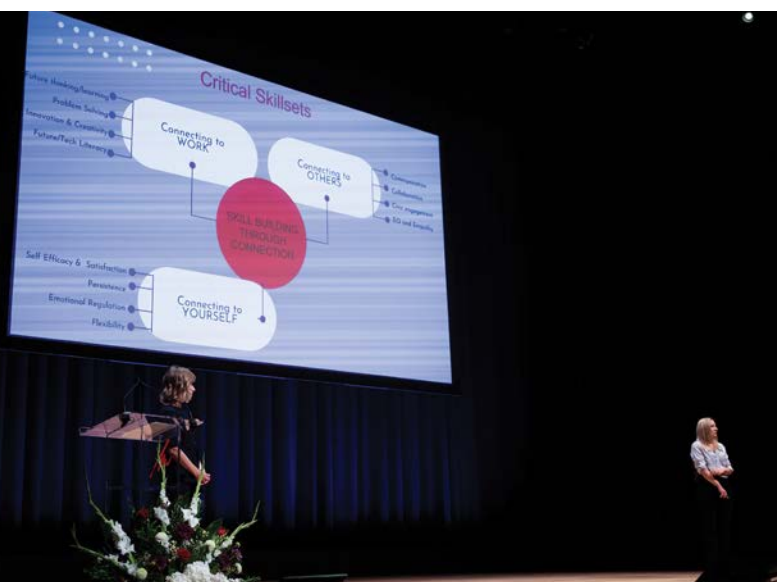
Articles and Contributions

Dr. Kevin Nguyen-Stockbridge partnered with Dr. Amy Ardell (Mount Saint Mary's University) and Dr. Margaret Curwen (Chapman University) to write "Hope, Love, and Equity: A Critically Conscious Systems Thinking Approach" published in the *International Schools Journal*, Spring 2022 (isjournal.eu).

Dr. Meghan Cosier and Dr. Audri Sandoval Gomez partnered with Dr. Sara Morgan (Chapman Alumni) to write "High Yield Webinar Engagement Strategies and Teacher Candidate Professional Learning" published in *Frontiers in Education*.

Dr. Audri Sandoval Gomez published an article with colleagues from California State University, Fullerton: Dr. Aja McKee, Dr. Susana Rodriguez, Dr. Janice Myck-Wayne, Dr. Scott Turner, & Markus Trujillo. "Examining California's Title 22 Community Care Licensing Regulations: The Impact on Inclusive Preschool Setting" was published in *Issues in Teacher Education*.

Dr. Charlotte Achieng Evensen and Dr. Kevin Nguyen-Stockbridge of CalEPIC contributed to the development of "A Funding Guide to More Diverse Schools in California 2022-2023." Dr. Kai Monet Mathews, research director of the California Educator Diversity Project at the UCLA Center for the Transformation of Schools, led the publication with contributions from partner members of the California Coalition for Educator Diversity. This resource aids institutes of higher education (teachers, candidates, etc). and local educational agencies (schools, districts, county offices, etc.) in navigating the state funding opportunities for supporting a strong and diverse teacher workforce. We ask that you please share this public resource with others.



CONFERENCES

2022

Dr. Marquita Grenot-Scheyer, Dr. Meghan Cosier, Dr. Charlotte Achieng Evensen, Dr. Joy Broughton, Dr. Betina Hsieh, and Dr. Shireen Pavri presented at the California Council on Teacher Education conference. Their presentation was titled: Beyond Words: Promoting action in anti-bias education in Policy, Practice and Preparation through a statewide interagency alliance.

Dr. Audri Sandoval Gomez, Dr. Kristin Wright, Dr. Chuck Flores, Dr. Lisa Lopez, Dr. David Nieto, and Dr. Shawna Draxton presented at the 2022 CA-MTSS Professional Learning Institute. Their presentation was titled: Conditions for Inclusion: What Principals Can do to Support a Foundation for Students with Disabilities.

Dr. Richard Rosenberg presented with Matthew Medina (self-advocate), Eileen Medina (inclusion advocate) and Hilda Sramek (inclusion advocate) at Cal TASH. Their presentation was titled: Self-Advocates and Family Members–It Really Does Take a Village!

Dr. Meghan Cosier chaired the Special and Inclusive Education Research Special Interest Group at the 2022 American Educational Research Association (AERA) Annual Meeting.

Dr. Richard Rosenberg presented at Cal TASH. His presentation was titled: Person Centered Thinking: Tools to Create a Roadmap for Life!

Dr. Audri Sandoval Gomez, Jill Perez, Kari Adams, and Stephanie Weinfeld presented at the 2022 CA-MTSS Professional Learning Institute. Their presentation was titled: The Inclusive Paraprofessional Handbook: From Onboarding to Ongoing Professional Development.

2023

Dr. Meghan Cosier, Dr. Charlotte Achieng Evensen, and Dr. Kevin Nguyen-Stockbridge presented at AERA. Their presentation was titled: A Framework for Centering Students With Extensive Support Needs in All Educator Preparation Programs.

Dr. Kevin Nguyen-Stockbridge presented with Dr. Amy Ardell (Mount Saint Mary's University) and Dr. Margaret Curwen (Chapman University) at AERA. Their presentation was titled: A Critically Conscious Systems Thinking Approach: Centering Hope, Love, and Equity in the Classroom.

Dr. Audri Sandoval Gomez, Dr. Meghan Cosier, Dr. Mary Vixie Sandy (Commission on Teacher Credentialing), Kristin Wright (Sacramento County Office of Education), Sarah Neville-Morgan (California Department of Education), Dr. Betina Hsieh (CSU Long Beach) and Dr. Victoria Graf (LMU) presented at the 2023



SPAN conference. Their presentation was titled: Community Schools, Inclusive Education, and the Common Trunk of Teacher Preparation.

Kari Adams, Dr. Shayne Brophy-Felbab, Dr. Audri Sandoval Gomez, and Jill Perez presented at the ACSA 2023 Every Child Counts Symposium. Their presentation was titled: Innovative Approaches for Redesigning Professional Development for Paraprofessionals in Inclusive Environments.

Dr. Audri Sandoval Gomez, Jill Perez, and Dr. Shayne Brophy-Felbab partnered with Megan Gross (Poway Unified) presented at the Supporting Inclusive Practices (SIP) 2023 Inclusion Conference: From the Ground Up. Cultivating a Strong Foundation From Birth to Adulthood. Their presentation was titled: Coaching for Equity: Building the Capacity of District-wide Coaches for Inclusion.

Dr. Charlotte Achieng Evensen and Dr. Kevin Nguyen Stockbridge presented with Dr. Kai Mathews and Shilpa Ram (The California Educator Diversity Project) at the 2023 SPAN conference. The presentation was titled: Making Teaching Possible for BIPOC Candidates.

Dr. Meghan Cosier presented at AERA's Special and Inclusive Education Research SIG Pre-Conference Mentoring Session on The Academic Job Search.

Dr. Meghan Cosier and Dr. Charlotte Achieng Evensen presented at the Residency LAB Symposium. Their presentation was titled:

“Never Gonna Turn Around and Desert You” : An Integrated Approach to Supporting and Funding Teacher Residencies.

Dr. Charlotte Achieng Evensen presented with Dr. Patrick Camangian (University of San Francisco) and Dr. G.T. Reyes (California State University, East Bay) in a symposium at AERA. The symposium was titled: Teacher and Leadership Educators of Color as Wounded Healers: Disrupting Dehumanization in Educator Preparation Programs.

Dr. Charlotte Achieng Evensen presented at AERA with Dr. Lilia Monzó (Chapman University), Cristal Flores (Chapman University Ph.D student), and Brittne Ferguson (Chapman University Ph.D student). Their presentation was titled: Women of Color Faculty and Experiences of Racial Hostility in the Classroom.

TPI Funded Research

Griffiths, A.J., Baker, D., Brady, J., & Kennedy, K., Valladolid, A., Wiegand, R., & Delgado, R. (2022). Increasing Collaboration and Knowledge in School Communities to Enhance Outcomes for Autistic Students. *Advances in Autism*.

<https://www.emerald.com/insight/content/doi/10.1108/AIA-03-2022-0014/full/html?skipTracking=true>



TPI: ENHANCING THE CHAPMAN STUDENT EXPERIENCE

GRADUATE RESEARCH ASSISTANTS

“My experience working with CalEPIC and TPI this semester has been such a transformative experience. I feel truly honored that I can learn from a team of dedicated researchers who want to make a difference in the lives of educators and the students they work with. As an aspiring researcher, CalEPIC has given me the opportunity to expand on my academic skills and make a positive contribution to the education field.”

– Presley Moffett, M.A. Leadership

“My experience at CalEPIC and TPI were excellent thanks to the warm work environment and tasks that fit my skill set. The position was a great way to get exposed to a more academic role while still within a data analysis sphere.”

– Yonatan Khalil (MBA '23)

“I am grateful to have been a graduate research assistant at the Thompson Autism and Neurodevelopmental Center this year. I am inspired by the interprofessional collaboration and community programming here at TANC. Not only am I learning the “how” of research, but with this experience, I reflect upon the “why”: who my research interests may serve, and how it can be of benefit to our community.”

– Kaylie Holke, 2026, Ph.D. '26 Education, Disability Studies Emphasis

FAST STUDENT INTERNS

“Working at FAST has been a priceless opportunity, interacting with families and learning about the IEP process – it has given me an entirely new lens as an educator.”

– Alexandra (Lexie) Geltman (Ed.S. '25)

“Interning at the Thompson Autism and Neurodevelopmental Center has provided me with an invaluable experience that has supplemented my learning. It gave me a unique perspective and helped me better understand how to collaborate with families and parents to ensure their children’s strengths are appreciated and their needs are met.”

– Nhan Truong (M.A., '23, Ed. S. '23)

“I am grateful for the opportunity to participate these past three years on the FAST team at CHOC. The many experiences, including educational consultation with families and transition planning, have shaped me into a well-rounded future school psychologist and empowered me to continue to advocate for the best interests of the students and their families.”

– Caroline Fung (M.A., '23, Ed. S '23)

BOARD OF ADVISORS

The Board of Advisors for the Thompson Policy Institute 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.

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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.

WE'D LOVE TO HEAR FROM YOU!



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