

"When individuals are included throughout their lives, they experience an increased quality of adult life"

-Don Cardinal
Policy Summit 2019

Inclusion and Tra



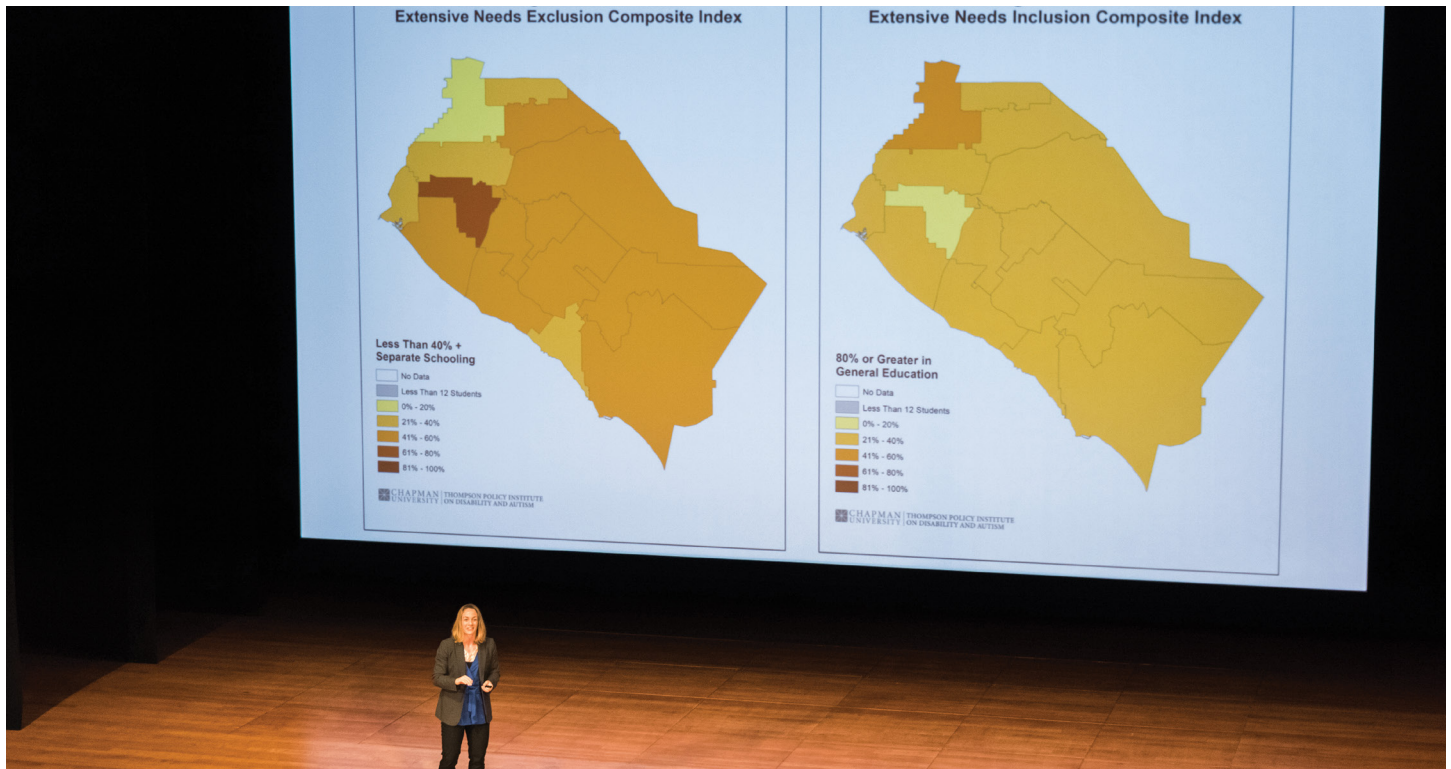
RESEARCH, PRACTICE, AND IMPACT REPORT 2021



CHAPMAN
UNIVERSITY

Thompson Policy Institute
on Disability

THOMPSON POLICY INSTITUTE: PRACTICE, POLICY, AND RESEARCH



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:

PRACTICE

Improve the profession through innovations 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.

INTERCONNECTED COMPONENTS

A NOTE FROM TPI LEADERSHIP



Founded by Dr. Donald N. Cardinal in 2015, Chapman University's Thompson Policy Institute (TPI) on Disability 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. TPI approaches these goals by collaborating with and listening to people with disabilities, while also recognizing the importance of families, creating coalitions with all stakeholders, and supporting direct service providers and educators. TPI's focus on policy recognizes the critical role policy plays in ensuring equity and justice for people with disabilities.



Meghan Cosier, Ph.D.
Director



Audri Sandoval Gomez, Ph.D.
Associate Director

VISION AND MISSION

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.



2020–2021 FACTS



\$2,518,961
NEW GRANT & GIFT MONEY



8
REVENUE
GENERATING
PROJECTS



26
COMMUNITY
PARTNERS



8,567
INDIVIDUALS
EDUCATED



454
FAMILIES, AGENCIES,
AND SCHOOLS
TOGETHER (FAST)
CONSULTATIONS



7,289
TPI NEWSLETTER
REACH



SOCIAL MEDIA
70 POSTS
3,832 ENGAGEMENTS
25,261 REACH



TPI Team:

6
FULL-TIME
EMPLOYEES

2
PART-TIME
EMPLOYEES

3
STUDENT
EMPLOYEES



5
GRADUATE
RESEARCH
ASSISTANTS

10
FAST
STUDENT
INTERNS

17
RESEARCH
ASSOCIATES &
CONSULTANTS

HIGHLIGHTS

Families, Agencies, and Schools Together (FAST) Program Opens at the Thompson Autism Center @ CHOC, Summer 2020 PAGE 8

TransitionCA Website Launches, Summer 2020 PAGE 10

FAST@CHOC Establishes New Transition Program, Summer 2021 PAGE 11

CalEPIC Fellowship Grant Awarded, Summer 2020 PAGE 12

TPI Receives Funding to Further Mission & Expand Services, Summer 2021 PAGE 13

TPI Receives Funding for Strategic Practices for the Advancement of Inclusive Schooling (SPAIS), Summer 2021 PAGE 13

CAIS Presents Active Education Webinar Series, Spring & Fall 2020 PAGE 14

TPI Hosts Inaugural Board of Advisors Meeting, Fall 2020 PAGE 18



MILLION DOLLAR CLUB

Dr. Audri Sandoval Gomez, Associate Director at TPI, joined Chapman University's prestigious Million Dollar Club this past fall. Dr. Gomez was recognized during Chapman's State of Research and Creative Activity event for her efforts in securing over \$1 million in funding from outside sponsors. Dr. Gomez received funding for her work from the Bill & Melinda Gates Foundation and Children's Hospital of Orange County.

2021 SUMMIT ON DISABILITY & INCLUSION

KEYNOTE SPEAKER

Megan Bomgaars



Megan Bomgaars, a well-known self-advocate with Down Syndrome, will present the keynote address “Don’t Limit Me” to open the 2021 Summit on DisAbility and Inclusion. Megan is an artist, entrepreneur, published author, college student, and lead on the critically acclaimed show “Born This Way” on A&E. Her picture book “Born to Sparkle” will be available in September through Amazon.

EXCELLENCE IN DISABILITY AWARD



Presented to
SUPPORTING INCLUSIVE PRACTICES (SIP)

The work of SIP reflects a collaborative, hands-on approach to improving the lives of individuals with disabilities through fostering inclusion in education.



Kristin Brooks, Ed.D.
Executive Director



Kevin Schaefer
Director of Equity and
Inclusive Practices



“The Summit is always the highlight, the anchor, the cheering, the big party that tells us we are not alone and we are doing good work. There is community and partnership.”

Hilda Sramek, Parent

Session #1

10:10–11:10

Transition Services

The Transition Services session focuses on person-centered planning. Specifically, the session features an overview of transition planning best practices and provides insight into entrepreneurship businesses.

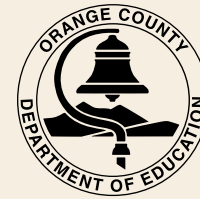


Session #2

10:10–11:10

PK–12 Practice

During this session, participants explore MTSS in the context of what has been accomplished through the California MTSS grant, where we are now in supporting schools and districts with sustaining implementation, and where we are going in the future to deepen systemic implementation of MTSS to support all learners in PreK-12 grade. With a focus on supporting the implementation of inclusive practices, resources for developing co-teaching supports, Universal Design for Learning (UDL) and the Social Emotional Learning (SEL) competencies are explored.



Session #3

11:20–12:20

Teacher Preparation

The Teacher Preparation session highlights the two new Educator Preparation Centers in California: CSU Center for Transforming Educator Preparation Programs (CTEPP) and California Educator Preparation Innovation Collaborative (CalEPIC). Educators and teacher education faculty learn about resources and opportunities for inclusive teacher preparation. Future professional learning opportunities are also shared during the session.



Session #4

11:20–12:20

Families, Agencies, and Schools Together (FAST) Services

The FAST session highlights the partnerships between TPI, the Center for Autism and Neurodevelopmental Disorders at UCI, and the Thompson Autism Center at CHOC. The unique services that FAST provides are presented by the medical directors at the Center for Autism and Neurodevelopmental Disorders at UCI and the Thompson Center for Autism at CHOC, along with the Center Directors of the FAST@UCI and FAST@CHOC programs.



FAMILIES, AGENCIES, AND SCHOOLS TOGETHER (FAST)

TPI collaborates with the Center for Autism & Neurodevelopmental Disorders at UCI and Thompson Autism Center at CHOC for the Families, Agencies, and Schools Together (FAST) program. This program helps families, schools, and community service providers collaborate with one another to build an effective, high-quality learning plan for each child.



The FAST team consists of Center Directors Jeanne Anne Carriere, Ph.D., and Elissa Green Kaustinen, MA, and graduate students from the Counseling and School Psychology Program at Chapman University's Attallah College of Educational Studies. FAST provides meaningful support and solutions to families and schools through consultation, parent workshops, and professional development.

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

FAST@UCI

The FAST@UCI program is located in the Center for Autism & Neurodevelopmental Disorders at UCI Health. The Center Director of the program, Jeanne Anne Carriere, provides support and educational opportunities specifically designed to meet the needs of individual students, families, and schools. Since FAST@UCI opened its very first case on April 17, 2013, the program has worked with 1,279 families in 57 school districts throughout Orange, Los Angeles, San Diego, San Bernardino and Riverside Counties.

2020—2021 Facts

- 104 Families Serviced
- 57 School District Consultations
- 6 Community & Professional Presentations
- 61 Medical/Clinical Provider Consultations
- 7 Graduate Student Interns



FAST@CHOC

The FAST@CHOC program opened on September 1, 2020, at the Thompson Autism Center at CHOC. TPI partnered with the Thompson Autism Center at CHOC through the FAST@CHOC program to help CHOC families, children, agencies, and schools in Orange County develop collaborative relationships to support a positive quality of life for all children and youth from preschool to 22. FAST@CHOC provides trainings that allow families and professionals to better navigate the complexities of the education system and provides individual and small group consultations to both families and schools.

2020—2021 Facts

- 54 Families Serviced
- 6 School District Consultations
- 4 Community & Professional Presentations
- 3 Social Skills Groups
- 2 Resource Fairs to Connect Families to Support
- 2 COVID Research Studies

THOMPSON AUTISM CENTER



“Thank you so much for your guidance today. I truly appreciated the time you spent with me over the phone. As a parent of a child on the spectrum, life is already complicated. With your expertise and ease of communication, I have a much better understanding of my options.”

Christle, Parent



“We want to say thank you to Elissa for helping with the IEP and standing by my side when I needed help. If it wasn’t for FAST we wouldn’t be here.”

Kline Family



“FAST offers a unique service to families who have developmental, physical, and emotional disabilities who have been struggling to obtain proper services. Oftentimes families are lost in the maze of access issues when they don’t understand how to request proper services. Through a positive collaboration with the public school districts, we’ve been able to offer families a way to access, understand, and include the resources and interventions that they are entitled to. This service that we are able to offer through FAST is invaluable and serves to help families who we were unable to support before.”

Tom Megerian, Medical Director at Thompson Autism Center @ CHOC



“Thank you for helping me get used to my new school after graduating from school in June 2020. I was so nervous and scared to go to a new school. I am doing well now. They helped me by talking to me and helping me get used to my school.”

Sabrina, FAST Client



TRANSITION INITIATIVES

Through the transition initiatives, TPI strives to improve transition outcomes (e.g., employment, housing, goals) for people with disabilities. The goal of the initiatives is to support individuals with disabilities in leading happy, healthy, and meaningful lives. The initiatives enhance partnerships that promote the preparation, realization, and retention of competitive integrated employment for youth/adults with disabilities and related “at risk” populations. This includes individuals with Autism Spectrum Disorder (ASD) and those with intellectual and developmental disabilities. To carry out the goals of the transition Initiatives, TPI collaborates with the Orange County Department of Education, the Regional Center of Orange County (RCOC), and the Center for Autism and Neurodevelopmental Disorders. TPI consultants Richard Rosenberg, Ph.D., Janis White, Ed.D., and Linda O’Neil, MA, lead transition trainings at the national, state, and local level for individuals with disabilities, families, educators, and service providers.

Facts:

- 14 National Trainings
- 22 State Trainings
- 77 Local Trainings
- 7,248 Total People Educated through Trainings

Transition Initiatives Team



Linda O’Neal, M.A.



Janis White, Ed.D.



Richard Rosenberg, Ph.D.



TransitionCA Website

The transition initiatives have developed a comprehensive website to provide transition planning, employment information, and resource information to stakeholders, including individuals with disabilities, families, service providers, educators and business partners. The website - transitionca.org - represents an ongoing effort to ensure that stakeholders have access to up-to-date and quality articles, training information, tools, documents, and resource contacts. The website is updated monthly as new information is acquired.

Facts:

- Three undergraduate assistants developed the website.
- The Transition Training Calendar is updated regularly for local, state, and national events.
- More than 75 local, state, and national organizations have contributed documents to the website.
- More than 1,800 documents have been uploaded.
- The website is connected to the California WorkAbility I (WAI) program website to share information with more than 269 local educational agency WAI project sites. Fifty-five California counties are served by the WAI program.

The website links to:

- 17 Transition Local & California Programs
- 12 OC Post-Secondary Education Partners
- 34 OC Service Providers
- 39 National Transition Programs
- 5 School & Transition Services Programs

For more information, please visit transitionca.org.

Thompson Autism Center at CHOC Transition Program

In partnership with Thompson Policy Institute's Families, Agencies, and Schools Together (FAST) program and The Thompson Autism Center at CHOC, the Transition Program supports neuro-diverse individuals in developing and implementing a Person Driven Plan (PDP) to meet an individual's ideal quality of life. The PDP focuses on identification of goals, connection to resources, preparing individuals for post-secondary education, living skills (independent and dependent), medical care, employment, and career development. This program helps participants navigate the complexities of transitioning into adult self-sufficiency.

The Transition Program offers individualized assessment, co-occurring consultations, and trainings to help individuals and their families during both the development and implementation of the PDP. This approach to the PDP supports an ongoing problem-solving process to help individuals with disabilities plan for their future. Transition planning is the key to creating a fulfilling future for an individual with a disability. Through the Transition Program, a coordinated, collaborative effort between the individual, family, educators, medical and service providers supports transition planning that leads to a relevant adult life for the individual.

“The Transition Program connects individuals with disabilities and caregivers with the appropriate resources and tools that can help them on their journey.”

**Elissa Green Kaustinen, Center Director,
FAST@CHOC**

THOMPSON AUTISM CENTER
 **CHOC Children's.**



CALIFORNIA EDUCATOR PREPARATION INNOVATION COLLABORATIVE (CALEPIC)

TPI received a fellowship grant from the Bill & Melinda Gates Foundation to develop the California Educator Preparation Innovation Collaborative (CalEPIC). As TPI's latest practice initiative, CalEPIC will increase the capacity of California's diverse, well-prepared, and thriving educators to support equity, inclusivity, and the whole child. The mission of CalEPIC is to partner with teacher preparation programs to design, develop, and deliver innovative supports that prepare a diverse and thriving workforce. CalEPIC strives to increase equitable access and opportunities that result in critical learning, equity, justice, and wellness outcomes for all California students.

CalEPIC focuses on:

- Equitable access and opportunity for all students, specifically those with disabilities, who are Black, Latinx, or Indigenous, who belong to the LGBTQIA+ community, and who are experiencing poverty.
- Ensuring teachers and students are thriving, with a particular focus on inclusion of students with disabilities, anti-racist practices, social emotional learning (SEL), and culturally and linguistically relevant teaching (CRLT).
- Innovative practices and improved outcomes related to student engagement, academic content areas, and transition to quality adult life.
- Supporting strong partnerships with TK-12 school districts and charter schools where teacher candidates receive high-quality clinically-rich experiences and districts receive teacher candidates prepared to excel in their communities.

CalEPIC Partners



CalEPIC Facts:

- 12 Consultants and Grant Support Members collaborated with TPI leadership to advance the goals of CalEPIC.
- 5 educator preparation programs in California are collaborating in the development of CalEPIC. The programs are Loyola Marymount University, University of Redlands, Claremont Graduate University, University of San Francisco, and Saint Mary's College of California.

For more information, please visit Chapman.edu/tpi-calEPIC.

ADVANCED PRACTICES IN LEARNING (APL)

Advanced Practices in Learning (APL) provides technical assistance to enhance the expertise of school inclusion and transition outcomes for students with disabilities. This focus on inclusion and transition allows TPI to improve the professional learning of educators and school leaders for improved quality of instruction and outcomes for all students and their families. APL focuses its technical assistance in schools, school districts, agencies, and the professionals that make up those organizations. To make this exciting initiative possible, the TPI received an initial 3-year grant from the Thompson Family Foundation.

Advanced Practices in Learning offers high-quality, research-based services within multi-tiered levels of support provided by content experts and centers on understanding the needs, priorities, and strengths to provide targeted educational support. APL offers virtual and in-person training, coaching and feedback, personalized consultations, needs assessments, and program evaluation.

APL Highlights:

- APL provides education consultation and training to individuals with disabilities, families, and staff in both face-to-face and virtual formats.
- APL provides professional learning opportunities for paraprofessionals, educators, and administrators.
- APL will partner with the Regional Center of Orange County (RCOC) by working directly with RCOC staff, as well as other professional organizations, schools and agencies.

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

Strategic Practices for the Advancement of Inclusive Schooling (SPAIS)

The Strategic Practices for the Advancement of Inclusive Schooling is a three-year grant funded by the Bill & Melinda Gates Foundation. SPAIS enhances the efforts of APL by focusing on supporting educator preparation programs and district partnerships with inclusive practices and transition outcomes. This effort will focus on historically marginalized students, including students with disabilities who are Black, Latinx, and/or impacted by poverty.

SPAIS Highlights:

- Intersegmental Collaborative Workshop Series providing professional learning to PK-12 educators, school administrators, and educator preparation faculty.
- Bridging Convenings that focus on collaborative learning and engagement between schools and educator preparation programs.
- The development of an impact report on quality practices for building inclusive educational structures.
- Implementation of coaching, feedback and reflection for sustained practices for school districts. Expert coaches will provide virtual and in-person coaching support to help implement the knowledge and skills gained in training.



PROFESSIONAL LEARNING

California Alliance for Inclusive Schooling partnered with the Orange County Department of Education to develop and coordinate a statewide webinar series in response to the COVID-19 school closures in both PK-12 and Higher Education. The Active Education Webinar Series supported pre-service teachers as they worked to complete the clinical hour requirements of the California teacher credential program. The 12 webinars and coordinated extension activities provided via Padlets covered topics associated with best practices and related to credential requirements, such as applying Universal Design for Learning and Differentiating Instruction.

View recordings of the webinars at inclusioncalifornia.org.

Facts:

- Twelve Webinars
- More than 1,000 participants
- Participants from 30 counties in California

“Great webinar. I am new to the teaching field, so being able to interact with professionals in the field in the breakouts was encouraging and inspiring.”

“Thank you for offering this great workshop for free. I will definitely put these things into place. As a teacher candidate, I am taking teaching reading right now. We went over MTSS and I think I have an even deeper understanding about how to apply that model now.”

Since the launch of the Active Education Webinar Series:

- The webinars reached 1,677 educators, mentors, and pre-service teachers.
- 97% of attendees reported their understanding of the topics had increased or been reinforced.
- 95% reported their ability to apply content and skills increased or was reinforced.
- 94% agreed the content will help meet the needs of diverse students.

“As a university professor, it was really helpful to have the padlet resources and practical application of UDL. I often feel that teacher prep programs do not have enough time to extend theory into practice, so this webinar was very helpful. Thank you!”

The screenshot shows a Zoom meeting window. At the top, the title bar reads "Zoom Meeting". The main content is a presentation slide with the following text:

Universally Designing Distance Learning

Updated August 2020

Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning
This document was created as a way to organize thinking around how to use different technology tools to engage learners, represent content, and elicit action and expression. This is a living document that will evolve over time as new tools are introduced and innovative uses are discovered.	This document is organized using the Universal Design for Learning guidelines. Each technology tool is represented by its logo (which can be clicked to access the tool's website) and defined by its main features, compatibility, and cost.	The tools in this document are organized according to their use and functionality. Tools are represented in each domain of universal design for learning that matches their functionality, therefore some tools appear in multiple columns of this document.

On the right side of the Zoom window, there is a video feed of a woman with glasses, identified as "Rebecca Harrison OCDE (She...".

POLICY

California Alliance for Inclusive Schooling (CAIS)

The California Alliance for Inclusive Schooling (CAIS) is an intersegmental group of professionals dedicated to the development of inclusive schools for all students. The mission of CAIS is to support, unify, and promote efforts to increase inclusive schooling in California. The Alliance focuses on practice in schools, policy for state recommendations, and preparation of school professionals and is comprised of three working groups: Practice, Policy, and Preparation.



CAIS has created two new subcommittees to address current issues in education:

- Subcommittee on Inclusive Leadership—The CAIS Inclusive Leadership Subcommittee believes that to fully realize equity, access, inclusion, and the intersectionality of students with disabilities in our schools, we must empower and support school and district leaders to create and sustain inclusive school environments.
- Subcommittee on Preparation—The CAIS Preparation Subcommittee was formed in Fall 2020 to increase and support the implementation of inclusive education in California’s schools through our teacher preparation programs. Our subcommittee members represent bilingual education, general education, and special education teacher education programs in public and independent IHE’s and K-12 education.

2020–2021 Highlights:

- Offered 12 Active Education Webinars for California Teacher Candidates
- Sponsored 8 Webinars—Inclusive Leadership Series and the Critical Collaboration Workshop Series in partnership with CCTE
- Hosted the Policy Summit at CCTE – “Rethinking the Geography of Student-Teaching Placements in a Post-COVID-19 World” presented by Roddy Theobald, Ph.D.

More information is at inclusioncalifornia.org.

CALIFORNIA ALLIANCE FOR INCLUSIVE SCHOOLING Steering & Planning Committees

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 Committee
Thompson Policy Institute on Disability, Chapman

Mary Vixie Sandy

California Commission on Teacher Credentialing

Victoria (Vicki) Graf

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

Barbara Murchison

California Department of Education

Kristin Wright

Sacramento County Office of Education

Christine Olmstead

Orange County Department of Education, CA-MTSS

Virginia Kennedy

Ad hoc Steering Committee
California Council on Teacher Education, CSU Northridge

Meghan Cosier

Ad hoc Steering Committee
Thompson Policy Institute on Disability, Chapman

Linda Blanton

Ad hoc Steering Committee
CA-CEEDAR

RESEARCH

TPI believes that good research should help us better understand disability issues within a complex society. Research should develop practice and policy adjustments that can improve outcomes for people with disabilities in the pursuit of a quality life. The research conducted by TPI is driven by the field: families, schools, agencies, and, most importantly, those with disabilities. To expand research, TPI partners with research affiliates in Chapman's Attallah College of Educational Studies.



Dr. Donald N. Cardinal, TPI Founding Director

Facts:

- 13 Conference & Webinar Presentations
- 7 Articles Published
- 15 Articles Published by Research Affiliates

Highlighted Research Articles:

- "Developing Strong Transition Focused IEPS Using Labor Market Data"
Amy Jane Griffiths, Meghan Cosier, Rachel Wiegand, Sara Morgan, & Sneha Kohli Mathur
Support for Learning
- "Increasing Inclusive Education Through a Learning Center Model: A California Approach"
Aja McKee & Audri Sandoval Gomez
Journal of Education and Development

"I have worked with TPI on various grant activities to support their amazing programs. They are one of the most successful centers of excellence at Chapman and we are proud to highlight their research. They have been successful at obtaining a variety of funding from local partners and foundations. I am always impressed with the alignment of their research and bringing it to practice and policy. This is highlighted at their annual DisAbility Summit when they bring the community together. TPI changes lives for the better. Thank you for all you are doing at TPI."

**Tom Piechota, Vice President for Research,
Chapman University**

TPI ENHANCING THE CHAPMAN STUDENT EXPERIENCE

Doctoral Graduate Research Assistants

"I had the pleasure and honor of working at TPI from its beginning to my graduation in the spring of 2020. I am here today to talk about the mentoring I received at the Institute as a GRA from Dr. Gomez and founding director Dr. Cardinal. It is because of these two people that I grew as a research assistant. I had the opportunity to research in the areas of transition and autism, so much so that my dissertation focused on fathers of children on the autism spectrum. TPI nurtured me in my endeavors and continues to nurture all of their Graduate Research Assistants."

Lisa Boskovich, Class of 2020

"Working for TPI has given me the opportunity to practice a variety of skills needed to thrive as an academic researcher. My coursework has supported my depth of understanding, and my work as a GRA has allowed me to engage in immediate practical application."

Sara Morgan, Class of 2022

"As a doctoral student in Attallah College and current educator, the Thompson Policy Institute and its members have provided me with continued support and guidance. TPI's wide breadth of knowledge and partnerships allow for meaningful change supporting students and educators. I am extremely grateful for the opportunity to work with and learn from such incredible individuals."

Megan Doty, Class of 2023

FAST Graduate Intern

"During my time with the FAST team, I gained more than knowledge of the world of special education. I was able to apply my learned concepts and knowledge into practice with families who were unfamiliar with the process of assessment, the development of the IEP, and why certain legal mandates are in place within special education. Most of all, I was also able to use my Spanish-speaking skills with families. When I did, I connected with them and started to understand their frustrations. Through their primary language, I was able to build that bridge between schools and families to better fit a child's needs. This program helped me as a graduate student to come from a place of understanding and advocate for families through this journey. It also provided a space for families to share their concerns, build self-help skills for upcoming meetings, and gain trust with educators. As a school psychologist now, I am grateful for my time with the FAST team. When I receive clinical-based reports or speak with advocates, I don't feel intimidated because I know that they are trying to help families."

Vicky Tapia, Class of 2019

Undergraduate Research Assistant

"I am so thankful for my experiences as a student researcher with the Thompson Policy Institute. I was given the opportunity to conduct my own independent research study and to apply for its publication in an academic journal. My work with TPI helped to better define the direction of my career path. Overall, my experience with TPI was extremely positive and beneficial to my growth as a student and researcher."

Erin Bonham, Class of 2021

BOARD OF ADVISORS

TPI hosted its first two Board of Advisors meetings virtually in November and May. The Board of Advisors is comprised of experts in the fields of education and disability. The Board of Advisors will meet with the TPI team twice each year, in the fall and spring, to provide ideas and input on policy initiatives, programs, and services.

Roxanne Miller

Interim Dean, Attallah College of Educational Studies

Tom Piechota

Vice President for Research

Glenn Pfeiffer

Provost & Vice President for Academic Affairs

Don Thompson

Executive Director, Thompson Family Foundation

Katie Ulvestad

Strategic Advisor, Thompson Family Foundation

Jason McAlexander

Director, Disability Services

Mike Stringer

Director, Corporate & Foundation Relations

Courtney Lutkus

Institutional Support, University Advancement

Stephen Hinkle

Doctoral Student and Disability Rights Activist

Matthew Lazari

Executive Director, Thompson Autism Center

J. Thomas Megerian, M.D.

Medical Director, Thompson Autism Center

Rhonda Marriott

Manager, Learning Supports, Orange County Department of Education



TPI TEAM

Meghan Cosier, Ph.D.

Director

Audri Sandoval Gomez, Ph.D.

Associate Director

Don Cardinal, Ph.D.

Founding Director Emeritus

Michelle Nguyen

Grants & Contracts Project Coordinator

Jennifer James, Ph.D.

Office Manager & Special Projects Coordinator

Jill Perez, MA

Professional Learning Specialist

Ph.D. Graduate Research Assistants

Pedro Espinoza

Stephen Hinkle

Dina Mahmood

Sara Morgan

Rachel Wiegand

Megan Doty

CalEPIC Team

Glen Price Group

Calvin Stocker - US Prep

Sarah Beal - US Prep

Rhonda Marriott - OCDE

Kevin Stockbridge, Ph.D. - Chapman University

Margie Curwen, Ph.D. Chapman University

Cathery Yeh, Ph.D. - Chapman University

Maribel Galan, Ed.D. - Leadership Consultant

Charlotte Achieng-Evensen, Ph.D. - Downey USD

Bweikia (Kia) Steen, Ph.D. - George Mason University

FAST Team

Jeanne Anne Carriere, Ph.D.

Center Director, FAST@UCI

Elissa Green Kaustinen, MA

Center Director, FAST@CHOC

Transition Team

Richard Rosenberg, Ph.D.

Transition Consultant

Linda O'Neal, MA

Transition Consultant

Janis White, Ed.D.

Transition Consultant

Undergraduate Assistants

Kaita Pannor

Loren Lee

Calista Kirk

Research Affiliates

Amy-Jane Griffiths, Ph.D.

Assistant Professor

Jennifer Kong, Ph.D.

Assistant Professor

Trisha Sugita, Ph.D.

Assistant Professor

Cathery Yeh, Ph.D.

Assistant Professor

WE'D LOVE TO HEAR FROM YOU!



[FACEBOOK.COM/CHAPMANTPI](https://www.facebook.com/CHAPMANTPI)



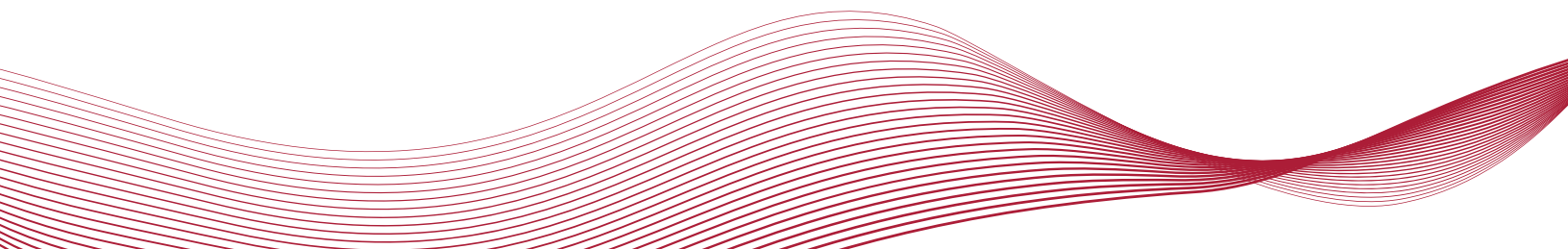
TPI@CHAPMAN.EDU



[BLOGS.CHAPMAN.EDU/TPI](https://blogs.chapman.edu/tpi)



[CHAPMAN.EDU/TPI](https://www.chapman.edu/tpi)



KEY PARTNERSHIPS

William & Nancy Thompson
— Family Foundation —



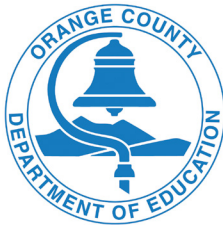
Attallah College of
Educational Studies



BILL & MELINDA
GATES foundation



DOR DEPARTMENT of
REHABILITATION
Employment, Independence & Equality



PADRES UNIDOS



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