



**THOMPSON POLICY INSTITUTE
ON DISABILITY PRESENTS**

2020 SUMMARY REPORT

RESEARCH. ACTION. POLICY.



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

-Don Cardinal
Policy Summit 2019

Inclusion and Transition

HERE TO BUILD A MORE EQUITABLE FUTURE.

The Thompson Policy Institute on Disability assesses, researches and acts on the critical issues facing people with disabilities, as well as their support systems, families and community agencies.

Together, we strive to build a more equitable future.

RESEARCH

Purposeful research on critical issues is developed to:

- Solve problems in disability to improve quality of life for all
- Reduce barriers for individuals, communities and agencies
- Educate stakeholders



ACTION

Direct impact on the field is achieved through:

- Technical assistance
- Education and training
- Professional development
- Established partnerships and collaboration



POLICY

Meaningful and lasting policy improvements are cultivated through:

- Focused research
- Community partnerships
- Policy recommendations
- Advocacy

For current research, action and policy initiatives, visit our website: Chapman.edu/tpi

ABOUT TPI

TPI ANNOUNCES NEW DIRECTOR

The Thompson Policy Institute (TPI) is pleased to announce Meghan Cosier, Ph.D. will step into the role of Director, effective June 1, 2020.



Cosier is currently TPI's Research Director, as well as Director of Teacher Education in the Attallah College of Educational Studies at Chapman. The founding Director of TPI, Don Cardinal, Ph.D., will continue as Founding Director Emeritus and will work closely with Cosier and the TPI team. "Meghan truly understands and practices TPI's values of collaboration and inclusion, and I am overjoyed that she has agreed to move into this leadership position," says Cardinal. "As I begin to reduce my full-time workload at Chapman, I look forward to working with Meghan in her new role."

Cosier has collaborated with schools and school districts across the country to promote and improve special education service delivery models that allow ALL students to learn and play together. Her work focuses on systematic development and implementation of inclusive supports and services, and the role of leadership teams in sustainable school reform. In addition, she is extensively involved in teacher development and training for quality inclusive schooling. Meghan's scholarly research interests include inclusive education, school reform, teacher preparation, and professional development.

"It's a dream come true to be able to lead the great team in TPI," says Cosier. "I look forward to working closely with Associate Director, Dr. Audri Gomez, and founder, Don Cardinal, who have been and will continue to be a critical part of TPI's success to expand our current practices and research. I have great confidence that TPI's future is bright."

INTRODUCING NEW TPI STAFF



Michelle Lan Nguyen is TPI's Grants and Contracts Project Coordinator. Michelle comes to TPI after being a legal assistant and graduating from California State University, Long Beach with a bachelor's degree in liberal studies. On a personal note, Michelle enjoys exploring new possibilities from trying new foods to venturing out in new cities. A quote Michelle lives by is, "I wish to live a life that causes my soul to dance inside my body."



Jennifer James graduated with her BA and MA in English from California State University, Fullerton. She is currently a doctoral candidate in the Attallah College of Educational Studies with research interests in literacy and inclusive education. Previous to her position with TPI, she taught college composition at local community colleges.

WHO IS THE TPI TEAM?

See page 12 for full TPI team.



HIGHLIGHTS

TPI RESEARCHERS ARE SPECIAL ISSUE EDITORS ON INCLUSIVE SCHOOLING

iejee

The Future of Inclusive Education: International Trends Promoting Access and Equity for All

Special Issue Editors:

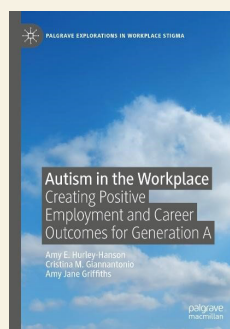
Audri Sandoval Gomez, Ph.D., Attallah College of Educational Studies

Meghan Cosier, Ph.D., Attallah College of Educational Studies

Donald N. Cardinal, Ph.D., Attallah College of Educational Studies

This special issue of International Electronic Journal of Elementary Education (IEJEE) addresses the future of inclusive education for disabled people/people with disabilities. The special issue brings together scholars, practitioners, and advocates/self-advocates in fields such as special education, policy, disability studies, and teacher education. The articles focus on the international trends and necessary steps in scholarship and practice that will continue the movement toward equity and access for all children as they transition through their schooling and prepare to lead quality adult lives. Contributors address matters associated with research, practice, theory, and policy essential to promoting and supporting inclusive education across the globe.

DISABILITY SUMMIT PRESENTATION IS PUBLISHED AS AN ARTICLE, WINS AN AWARD, AND IS NOW A BOOK!



Autism in the Workplace: Creating Positive Employment and Career Outcomes for Generation A

Amy E. Hurley-Hanson, Cristina M. Giannantonio, and Amy-Jane Griffiths

Autism in the Workplace, a book stemming from the authors' award-winning work in the TPI, explores the career experiences of Generation A, the half-million individuals with autism spectrum disorder (ASD) who will reach adulthood in the next decade. With Generation A eligible to enter the workforce in unprecedented numbers, research is needed to help individuals, organizations and educational institutions work together to create successful work experiences and career outcomes for individuals with ASD. Issues surrounding ASD in the workplace are discussed from individual, organizational, and societal perspectives. This book also examines the stigma of autism and how it may affect the employment and career experiences of individuals with ASD. This timely book provides researchers, practitioners, and employers with empirical data that examine the work and career experiences of individuals with ASD. It offers a framework for organizations committed to hiring individuals with ASD and enhancing their work experiences and career outcomes now and in the future.

More Highlights

FAST@CHOC Grand Opening January 2020

See details on page 6

Inclusion Workshop Series co-hosted with OCDE

See details on page 7

Bill and Melinda Gates Foundation Grant

See details on page 8

2020 DISABILITY SUMMIT

ABOUT THE DISABILITY SUMMIT

Each year, the Thompson Policy Institute on Disability (TPI) hosts the DisAbility Summit where TPI professionals present emerging research and practice on critical issues related to disability. This year, the TPI is pleased to welcome Joe Xavier, California's Director of the Department of Rehabilitation, as our 2020 DisAbility Summit keynote speaker and recipient of the Excellence in DisAbility Award.

KEYNOTE SPEAKER



Joe Xavier

*Recipient of the 2020
Excellence in DisAbility Award*

Joe Xavier, Director of the Department of Rehabilitation (DOR), has over 34 years of experience in business and public administration, as well as many years participating in advocacy and community organizations. As an immigrant, a blind consumer, and a beneficiary of the DOR's services, Joe has the experience and understands the challenges and opportunities available to individuals with disabilities, and the services required to maximize an individual's full potential. Joe believes in the talent and potential of individuals with disabilities; in investing in the future through creativity, ingenuity and innovation; in ensuring decisions and actions are informed by interested individuals and groups; in pursuing excellence through continuous improvement; and in preserving the public's trust through compassionate and responsible provision of services.





RESEARCH PRESENTATIONS

Transition Transformed: Finding Our Place in a Changing World

We live in an age of acceleration, where critical skills and lifelong learning is an economic imperative. Schools are trying to pivot their curriculum to prepare students with the necessary tools for the future. Students with disabilities possess perspectives and talents that benefit the everchanging milieu of the workplace. However, there is little understanding of what these changes mean and how to prepare students with disabilities.

To position these students for success, we must understand the needs of the labor market and develop strong transition-focused individualized education plans (IEPs). Historically, IEP teams have focused transition goals on jobs that are immediately available to students with disabilities. We contend stakeholders should look at the jobs available now, and in the future, as well as the specific skills needed to be successful in an everchanging landscape.

We will present the results of a labor market analysis and how it can be used by school teams to develop transition-focused IEPs that prepare students with disabilities for resilient futures.

Are we moving the needle on inclusive education? A trend analysis on California's outcomes.

Has equitable access to quality general education classrooms changed over the recent five-year period? In this study, we first built a longitudinal database representing five years (2014–2018) of publicly available data on district classroom placement of students with disabilities. For the most recent four years (2015–2018), we also gathered data on related district factors, including percentage of free and reduced-price meals, per pupil expenditure, and number of students in the district.

Results suggest increases in access to general education placements for various groups of students with disabilities; however, significant differences in placement practices exist across the state. More information on this study will be presented and a written report will be disseminated.

ACTION

COMMUNITY INITIATIVES

THE THOMPSON AUTISM CENTER AT CHOC CHILDREN'S AND THE THOMPSON POLICY INSTITUTE CREATE NEW PARTNERSHIP

Through a partnership with Chapman University's Thompson Policy Institute, the new Thompson Autism Center will assist families in navigating the education system for children and young adults of all ages from preschool to college.

The new center opened earlier this year at 170 S. Main Street in Orange, CA, a few blocks from CHOC's main hospital campus and a mile from the Chapman University campus.

The two-story, 20,000-square-foot facility was designed by CannonDesign, an architectural and design firm with national experience in neuroscience, brain, and autism projects at children's hospitals. A key planner for the project is a parent of a son living with ASD, and he brought his full passion to the project. The center is named in honor of a \$10 million founding gift from the William and Nancy Thompson Family Foundation.

The first floor will have space for consultation, acute behaviors, safe spaces, toilet training, education and conference areas, and Adaptive Behavior Analysis (ABA) therapy spaces. The second floor has areas for assessment, consultation, conferencing, and clinical diagnosis/evaluation, with specific attention to children with other conditions in addition to autism.

Special attention was given to create a space that best helps children with ASD, including specific lighting, colors, acoustics, spatial transitions, signage, artwork, textures, sensory zoning, and safety elements, all based on the latest research.

REGIONAL CENTER OF ORANGE COUNTY

The Thompson Policy Institute continues its collaboration with the Regional Center of Orange County (RCOC) in providing education and training to RCOC service coordinators and workshops for parents and consumers. Additionally, the TPI provides monthly educational consultations for service coordinators to support the Individualized Education Program process for families and schools. The TPI is very proud of its long and expanding relationship with RCOC in our joint efforts to improve the quality of lives for individuals in Orange County.

FAMILIES AND SCHOOLS TOGETHER

Families and Schools Together (FAST) began in 2012 as a collaborative initiative between the Thompson Family Foundation, the Thompson Policy Institute on Disability at Chapman University, and the University of California, Irvine's Center for Autism and Neurodevelopmental Disorders (CAND). The original FAST program still resides at CAND.

FAST was initially designed to reduce the adverse consequences of special education litigation by providing meaningful support and solutions to both schools and families. Since its inception, FAST's mission and services have grown. Through consultation, educational workshops, and professional development, FAST helps families, schools, and community service providers build collaborative and effective relationships.

We have actively worked with over 1,200 families in 53 Southern California school districts and have provided professional development for 2,000 service providers. Our goal outcomes are to (a) educate families so they understand and can successfully navigate the special education process; (b) collaboratively build and repair family/school relationships to create effective, high-quality learning plans for children with specialized needs; and (c) increase the neurodevelopmental knowledge and skills of school and community-based service providers.



INCLUSION-TECHNICAL ASSISTANCE COLLABORATIVE

The Inclusion-Technical Assistance Collaborative (I-TAC) is an initiative funded by a grant from the Thompson Family Foundation. I-TAC has grown through additional partnerships, including a grant from the Bill and Melinda Gates Foundation (see article on page 8).

I-TAC's goal is to develop and support centers of excellence that serve to increase opportunities for all children to be educated in optimally inclusive school environments. To accomplish this mission, we will work toward increasing the capacity of school professionals in Orange County and California through technical assistance, support (see Inclusion Workshop Series), and research, and we will promote best practices and offer education programs to build capacity of existing professionals.

I-TAC's primary measure of success will be an increase in inclusive schooling opportunities for all students. While I-TAC operates many initiatives, three examples are outlined within this Summary Report.

INCLUSION WORKSHOP SERIES CO-HOSTED WITH ORANGE COUNTY DEPARTMENT OF EDUCATION

Throughout the 2019-2020 academic year, TPI and Orange County Department of Education (OCDE) have co-hosted an Inclusion Workshop Series that provides training on inclusive practices to 200 Orange County public school staff in five 1-day workshops. Participants include preschool to 12th-grade district leadership teams. Each team consists of up to 10 professionals, which can include general education and special education administrators and educators, coaches, and service providers. The workshop series is led by Drs. Richard Villa and Jacqueline Thousand and explores the Schoolhouse Model for implementing inclusive practices that will create access and success for all students. TPI believes a sustained effort to increase the capacity of professionals, who so ably serve Orange County students, will create a ripple effect that will improve inclusive and quality education for all students. Along with other quality pre-service and in-service programs, TPI hopes to see a significant increase in inclusive practices throughout Orange County, California, and the United States.



ACTION

BILL AND MELINDA GATES FOUNDATION GRANT TO THE THOMPSON POLICY INSTITUTE

The Thompson Policy Institute on Disability (TPI) in the Attallah College of Educational Studies was awarded a \$417,000 Bill and Melinda Gates Foundation grant to support the state's rollout of teacher residency programs. In partnership with the California Alliance for Inclusive Schooling (CAIS), the CEEDAR Center at the University of Florida, and the SWIFT Education Center at the University of Kansas, TPI is providing ongoing virtual and face-to-face technical assistance and resources to local education agencies (LEAs) and institutions of higher education (IHEs) to help develop high-quality clinical residencies. The expected outcome of this work is to create better pre-service training for our future teachers, says Dr. Meghan Cosier, TPI's Research Director.

Prompted by an infusion of \$75 million in funds from the California State Department of Education, the California Teacher Residency Lab was developed by a coalition of state and national organizations, including the S.D. Bechtel, Jr. Foundation, WestEd, National Center for Teacher Residencies, and Bill and Melinda Gates Foundation, to help LEAs and IHEs develop and scale their teacher residency programs.

TPI's Associate Director and Principal Investigator, Audri Gomez, PhD, explained teacher candidates completing the residency model will be better prepared to serve all students. Teacher residencies are formulated to model best practices. Through a combination of co-teaching and mentorships, the goal is help novices learn to teach diverse learners and be student ready on day one.

"TPI sees this as an important element in its broader mission to remove barriers facing students with disabilities and support the statewide trend toward inclusive education and a multitiered system of support in schools.," said TPI Director, Don Cardinal, PhD.

"I am thrilled to see the success of the Thompson Policy Institute led by Drs. Cardinal, Cosier, and Gomez. Their research has a tremendous impact on important community issues," said Chapman University's Vice President for Research, Thomas Piechota.

SCHOOL COACHING SUPPORT

In addition to ongoing education and training of new and current school personnel, access by schools to expert, on-the-ground support from experienced coaches is a critical component to reaching the goal of serving all students. To support this area for success, TPI is developing a cadre of such coaching experts.

TPI also supports a unique coaching initiative developed by our community partner site TLC Public Charter School. TLC designed this coaching initiative as a dynamic, responsive, and co-constructed model of instructional support for school-based staff. As described by Executive Director Dr. Jessica Tunney, "the instructional coach works with individual staff members and teams across the school, including co-teachers, paraprofessionals, and related service providers. Through regular and ongoing collaboration with school leadership and school staff, the instructional coach focuses on ensuring the TLC school mission and vision are fully enacted in all classrooms and each, every, and all students are able to participate and thrive at school."



TPI TRANSITION INITIATIVES



Research & Business Survey

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



Website And Social Media Providing Education Transition Information And Training Opportunities

The TPI Transition Initiative website, www.transitionCA.org, will be launched in Spring 2020. Its content will include disability-related information to support a variety of stakeholders, including individuals with disabilities, families, service providers, business partners/employers, and K-12 and postsecondary educators.

This website will connect stakeholders to high quality education and training opportunities available in the county and through state and national webinars. Specific and accessible information will also include how-to videos, a calendar of events and resource access, job training, career development, and independent living materials.

Current legislation, public benefit, and workforce development information will also be included. In addition, the TPI uses a variety of social media platforms to connect to our audience and disseminate information. Through our blog and Facebook and Twitter accounts, we connect with all levels of our constituency to bring critical and reliable information to our stakeholders.



Regional Job Development & Business Partnerships

This team is working to enhance business partnerships to support workforce preparation, employment and career development opportunities in Orange County for individuals with disabilities.

Current connections are being made through several Orange County business advisory committees, including the Orange County Employment Advocacy Network, the Coastal Orange County Business Advisory Council, and the Orange County Development Board. In addition, we are working to identify and document inclusion strategies and supports for small, medium, and large business partners. Workforce development efforts will be identified with links to labor market needs.



Orange County Local Partnership Agreement

The TPI, in coordination with the Regional Center of Orange County, the Department of Rehabilitation, the Huntington Beach Union High School District, and the Irvine Unified School District form the leadership team needed to develop, implement, and enhance the Orange County Local Partnership Agreement (OCLPA).

This multiagency team of over 54 agencies and 108 individuals involves planning and coordination of a universal referral, intake, and enrollment process. This planning ensures identified individuals have access to programs that prepare them for career pathway employment and postsecondary education that lead to long-term careers.

Programming efforts include identification of resources, tools, services, and career development/educational options for youth and adults with disabilities, including those with autism spectrum disorders and individuals with developmental disabilities. The OCLPA is currently piloting a universal referral process to promote organized and coordinated service delivery from multiple community service agencies providing employment and workforce development services and programming.



Project SEARCH

Project SEARCH is part of an internationally recognized program dedicated to building a workforce that both includes and benefits people with disabilities while also benefiting the community and the workplace. The Project SEARCH model was developed at Cincinnati Children’s Hospital Medical Center in response to an institution-wide effort to include people with disabilities in their workforce.

The dignity and independence of people with disabilities are as varied and individual as they are among any group. Project SEARCH looks for jobs that are complex and systematic. The program strives to match the skills and interests of each client with the specific needs of the employer. Currently, there are Project SEARCH programs in over 48 states and in 10 countries and counting.

The purpose of this program is to develop skills that advance employment opportunities, provide pathways to careers, and encourage participants to succeed as contributing members of their community. The TPI is in partnership with:

- Regional Center of Orange County
- The Department of Rehabilitation
- Goodwill of Orange County
- Santiago Canyon College
- North Orange County Continuing Education
- Multiple private business partners

Together, we operate three programs: Gillman Project SEARCH, Children’s Hospital of Orange County; the University of California Irvine, Medical Center; and Kaiser Permanente Anaheim Medical Center and are excited to share development is underway for additional programs in Orange, Los Angeles and San Diego counties.

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



POLICY

CALIFORNIA ALLIANCE FOR INCLUSIVE SCHOOLING



Steering & Planning Committees

Marquita Grenot-Scheyer (co-chair) <i>Planning & Steering Committee</i>	The California State University, Office of the Chancellor
Don Cardinal (co-chair) <i>Planning & Steering Committee</i>	Thompson Policy Institute on Disability, Chapman University
Paul Sindelar <i>Planning & Steering Committee</i>	The Collaboration for Effective Educator Development, Accountability and Reform Center, (CEEDAR), U of Florida
Audri Gomez <i>Planning Committee</i>	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), LMU
Barbara Murchison	California Department of Education
Kristin Wright	California Department of Education
Christine Olmstead	Orange County Department of Education, CA-MTSS
Virginia Kennedy <i>Ad hoc Steering Committee</i>	California Council on Teacher Education, CSU Northridge

Policy Session on Disability and Inclusion

In addition to TPI’s annual DisAbility Summit at Chapman University, the Thompson Policy Institute, along with the California Alliance for Inclusive Schooling (CAIS) and the California Council on Teacher Education (CCTE), sponsor the Policy Session on Disability and Inclusion, held annually prior to the CCTE Conference. There is no charge for the Policy Session, and all are invited to attend. The 2020 Policy Session asks the question, “What steps can California take to better coordinate transition and inclusion functions in schools to increase outcomes of quality adult life for those served?”

Transition and inclusion are symbiotic functions in schools and communities. As such, TPI supports activities in California that help make inclusion and transition work closer together to reach their common goals.

California Alliance for Inclusive Schooling

Purpose: The 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. 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.

The CAIS meets in-person three times during the year. Each board meeting is connected to a general meeting of all CAIS members, subcommittee working groups, partners, and those interested in inclusive schooling. While the three areas of focus—practice, preparation and policy—are ultimately one interrelated whole, each gathering has a special focus on one of the three areas.

2020 MEETING SCHEDULE

Date	Focus	Conference	Location
March 18, 2020	Policy	CCTE SPAN Conference	Sacramento
July 2020	Practice	CA MTSS Conference	Anaheim
October 2020	Preparation	CCTE Conference	San Diego

THE TPI TEAM



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



Amy E. Hurley-Hanson, Ph.D.
Associate Professor
The George L. Argyros School of Business and Economics



Trisha Sugita, Ph.D.
Assistant Professor
Attallah College of Educational Studies



Audri Sandoval Gomez, Ph.D.
Associate Director



Sara Werner Juarez, Ph.D.
Facilitator
Residency Initiative



Colleen Torgerson, Ed.D.
Facilitator
Residency Initiative



Meghan Cosier, Ph.D.
Research Director and Associate Professor
Attallah College of Education Studies



Angel Miles Nash, Ph.D.
Assistant Professor
Attallah College of Educational Studies



Patrick Ward
MS, GIS, GISP President
DrawTap GIS



Jeanne Anne Carriere, Ph.D.
FAST Director, Educational Assessment Team Center for Autism and Neurodevelopmental Disorders



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



Janis White, Ed.D.
Education and Training Consultant



Michelle Lan Nguyen
Grants and Contracts Project Coordinator



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Kurt Yamamoto
UCI Center for Statistical Consulting



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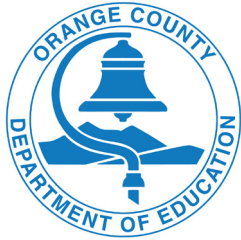
Special thank you to those who support us throughout the year: Lisa Boskovich, M.A.; Shayne Brophy, M.A.; Lauren Gomez, Stephen Hinkle, M.A.; Sneha Mathur, M.A.; Julie McBride, M.A.; Sara Morgan; Madison Tomihiro; Rachel Wiegand; Pauline Yang; Kaita Pannor; Jill Perez; and Sara Kathleen Henry, Ph.D. from Heartful Editors

KEY PARTNERSHIPS

William & Nancy Thompson
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THOMPSON AUTISM CENTER





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