

Brown, Janet F.

### **Administering Programs for Young Children**

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1984, 216 pp.

GENERAL NOTE: Helps set and achieve goals for excellence, in supporting staff, building a good program, protecting healthy development, strengthening families and managing resources wisely.

WEBSITE: [www.naeyc.org](http://www.naeyc.org)

Oser, Cindy; Cohen, Julie

### **America's Babies: The Zero to Three Policy Center Data Book**

PUBLISHER: Washington, DC: Zero to Three, 2003, 112 pp.

GENERAL NOTE: Gives detailed statistics, research and compelling data to allow policymakers to better understand how biological, environmental, and family conditions interact to influence the lifetime development of infants and toddlers.

WEBSITE: [www.zerotothree.org](http://www.zerotothree.org)

Falk, Erica

### **Analysis of the Messages of the Early Childhood Movement**

PUBLISHER: Washington, DC: Annenberg Public Policy Center of the University of Pennsylvania, 2003, 60 pp.

GENERAL NOTE: Gives results of study to provide a guide to child-centered organizations that would help in developing a shared communication strategy by letting them know what other organizations are doing and saying and by providing suggestions for improvement.

WEBSITE: [www.annenbergpublicpolicycenter.org](http://www.annenbergpublicpolicycenter.org)

Hurth, Joicey; Shaw, Evelyn; Izeman, Susan G; Whaley, Kathy, Rogers, Sally J.

### **Areas of Agreement about Effective Practices Among Programs Serving Young Children with Autism Spectrum Disorders**

PUBLISHER: Frederick, MD: Aspen Publishers, Inc., 1999, 12(2), 10 pp.

GENERAL NOTE: Discusses program elements such as early intervention, individualization, specialized curriculum, family involvement, systematic instruction, and intensity of engagement which are considered important for early intervention and preschool special education staff, service providers and parents to implement in program planning.

WEBSITE: [www.aspenpublishers.com](http://www.aspenpublishers.com)

WestEd, California Children and Families Commission (CCFC)

### **Barriers to Inclusive Child Care: Research Study Findings and Recommendations - Executive Summary**

PUBLISHER: Sacramento, CA: WestEd Center for Prevention and Early Intervention (CPEI), 2001, 18 pp.

GENERAL NOTE: Identifies barriers to child care for children with disabilities, reviews current policies and effective practices for inclusion and gives recommendations to improve access for child care.

WEBSITE: [www.wested.org/cs/cpei/print/docs/339](http://www.wested.org/cs/cpei/print/docs/339)

Shaw, Pamm; Santos, Sarita

### **Barriers to Inclusive Child Care: Research Study Findings and Recommendations**

PUBLISHER: Sacramento, CA: California Children and Families Commission / WestEd Center for Prevention and Early Intervention, 2001, 196 pp.

GENERAL NOTE: Documents the barriers to child care as they impact families and child care providers. Presents the additional challenges and barriers faced by families of children with disabilities and other special needs. Provides supporting documentation to help policymakers consider the needs of children with disabilities and other special needs when making important policy decisions that affect all young children and their families.

WEBSITE: [www.wested.org/cs/cpei/print/docs/339](http://www.wested.org/cs/cpei/print/docs/339)

Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment

### **Blueprint for Change: Research on Child and Adolescent Mental Health - Executive Summary and Recommendations**

PUBLISHER: Washington, DC: National Advisory Mental Health Council, National Institute of Mental Health, 2001, 18 pp.

GENERAL NOTE: Reviews research and training, identifying research opportunities in the development, testing, and deployment of treatment, service, and preventive interventions for children and adolescents and their families and communities; discusses recruitment and training needs, and recommends research activities and interventions.

WEBSITE: [www.nimh.nih.gov/council/](http://www.nimh.nih.gov/council/)

Kretzmann, John P.; McKnight, John L.

### **Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets - Introduction**

PUBLISHER: Evanston, IL: Institute for Policy Research, 1993, 9 pp.

GENERAL NOTE: Gives introduction to a guide about rebuilding troubled communities, beginning with a clear commitment to discovering a community's capacities and assets.

WEBSITE: [www.northwestern.edu/ipr/](http://www.northwestern.edu/ipr/)

WestEd, CA Early Intervention Technical Assistance Network (CEITAN)

### **California Early Start Evaluation and Assessment: Technical Assistance Handbook**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2002, 53 pp.

GENERAL NOTE: Provides guidance on definitions, professional qualifications and roles and responsibilities, as well as requirements and promising practices related to the evaluation and assessment process. Provides references to federal and state statutes and regulations.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Johnson, Gary Scott

### **California Early Start Program Evaluation**

PUBLISHER: Sacramento, CA: Sacramento County Infant Development Program, 1995, 41 pp.

GENERAL NOTE: Gives results and recommendations of study to identify family perceptions of early services provided through the California Early Start Program in the greater Sacramento region. Includes information on initial contacts, IFSP preparation, family and resource center services.

CA Dept. of Developmental Services

### **California Early Start PSAs**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2001, video: 10; 15; 20; 30; and 60 sec.

GENERAL NOTE: Gives public service announcements about the California Early Start Program in English and Spanish, with varied increments of air play.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

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Early Start Resources

**California's Early Start Program for Infants and Toddlers with Disabilities and Their Families: Annual Performance Report**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services/Resources in Special Education (RiSE), 1997, 48 pp.  
GENERAL NOTE: Presents overview of Early Start Program, with types of services available, and highlights of the year's accomplishments. Includes list of early intervention service providers by county.  
WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Early Start Resources

**California's Early Start Program for Infants and Toddlers With Disabilities and Their Families: Annual Performance Report July 1, 1997-September 30, 1998**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1999, 52 pp.  
GENERAL NOTE: Presents overview of Early Start Program, with types of services available and highlights of the year's accomplishments. Includes list of early intervention service providers by county.  
WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Pawl, Jeree, et al.

**Charting Change in Infants, Families and Services: A Guide to Program Evaluation for Administrators and Practitioners**

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1987, 26 pp.  
GENERAL NOTE: Promotes program evaluation and discusses steps to devise evaluation strategies that reflect actual program work and provide information for program improvement in early intervention.  
WEBSITE: [www.medicalhomeinfo.org](http://www.medicalhomeinfo.org)

McLean, Mary, et al.

**Developmental Delay: Establishing Parameters for a Preschool Category of Exceptionality**

PUBLISHER: Pittsburgh, PA: Council for Exceptional Children, Division of Early Childhood, 1991, 15 pp.  
GENERAL NOTE: Provides suggested guidelines for states for the development and implementation of the developmental delay category.  
WEBSITE: [www.dec-sped.org](http://www.dec-sped.org)

National Information Center for Children and Youth with Disabilities (NICHCY)

**Directory of Organizations**

PUBLISHER: Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY), 1997, 28 pp.  
GENERAL NOTE: Offers short descriptions of many national organizations that provide information and services.  
WEBSITE: [www.nichcy.org](http://www.nichcy.org)

Sweet, Nancy

**Disabled Infants: A Guide to Planning A Home Based Early Education Program**

PUBLISHER: San Francisco, CA: Family Developmental Center of the Family Services Agency of San Francisco, 1977, 209 pp.  
GENERAL NOTE: Gives basic principles and organizational considerations for developing a family-centered, home-based infant education program within a community based agency. Includes overview of early education, assessment and record keeping considerations, key factors for working with families and program planning and implementation strategies.  
WEBSITE: [www.fsasf.org/programs/family\\_development.html](http://www.fsasf.org/programs/family_development.html)

Long, Dana

**Early Childhood and LRE**

PUBLISHER: Bloomington, IN: ISEAS Cable, Indiana State University, 1996, 17(6), 2 pp.  
GENERAL NOTE: Clarifies rules and regulations regarding preschool special education in the areas of continuum of service and least restrictive environment.  
WEBSITE: [www.indstate.edu/soe/iseas/Cable.html](http://www.indstate.edu/soe/iseas/Cable.html)

Goetz, E.M.; Allen, K.E.

**Early Childhood Education: Special Environmental, Policy and Legal Considerations**

PUBLISHER: Rockville, MD: Aspen Systems Corporation, 1983, 355 pp.  
GENERAL NOTE: Discusses early identification of children with developmental problems or atypical development, assessment, working with families, health and development, environmental implications, legislation, mainstreaming and inclusion in the community.  
WEBSITE: [www.aspensys.com](http://www.aspensys.com)

Lynch, Robert G.

**Early Childhood Investment Yields Big Payoff**

PUBLISHER: San Francisco, CA: WestEd, 2005, 12 pp.  
GENERAL NOTE: Makes a compelling case for a nationwide investment in a high-quality early childhood development program for children, especially for those living in poverty. Examines the likely benefits of investing in a high-quality, large-scale, publicly funded early childhood development (ECD) program for children living in poverty. Provides overview of the characteristics and benefits of high-quality ECD programs. Looking 50 years in the future, calculates impact of such an ECD program on future budgets, economy and crime, and social security system.  
WEBSITE: [www.wested.org/cs/we/view/rs/772](http://www.wested.org/cs/we/view/rs/772)

Garland, C., et al.

**Early Intervention for Children With Special Needs and Their Families: Findings and Recommendations**

PUBLISHER: Eugene, OR: Western States Technical Assistance Resource (WESTAR), 1981, 40 pp.  
GENERAL NOTE: Position paper provides data, research, efficacy findings and rationale for early intervention services.  
WEBSITE: [wrrc.uoregon.edu](http://wrrc.uoregon.edu)

Odom, Samuel L.; Karnes, Merle B.

**Early Intervention for Infants and Children with Handicaps: An Empirical Base**

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1988, 309 pp.  
GENERAL NOTE: Discusses issues related to conducting research with infants and young children with special needs, research on instruction or intervention practices within developmental skills, issues related to families, and other important early intervention issues.  
WEBSITE: [www.brookespublishing.com](http://www.brookespublishing.com)

Montgomery, D.; Parrish, T.

**Early Start Program Evaluation: Final Report**

PUBLISHER: Palo Alto, CA: American Institutes for Research, 1997, 600 pp.  
GENERAL NOTE: Gives overview, evaluation requirements, state and local administrative structures, mandatory program components of CA Early Start Program. Evaluates family involvement and satisfaction with services, outcomes and effectiveness of family resource centers/networks, how purposes of the law are being met, program cost-effectiveness, funding, and policy recommendations. Includes tables, figures, and exhibits.  
WEBSITE: [www.air.org](http://www.air.org)

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Montgomery, D., et al.

### **Early Start Program Evaluation - Final Report: Executive Summary**

PUBLISHER: Palo Alto, CA: American Institutes for Research, 1997, 42 pp.  
GENERAL NOTE: Discusses evaluation of issues related to efficiency and cost-effectiveness of procedures in implementation of the Early Start program, and compliance issues.  
WEBSITE: [www.air.org](http://www.air.org)

CA Dept. of Developmental Services

### **Early Start Public Service Announcements (PSAs)**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1999, video: 10; 15; 20; 30; and 60 sec.  
GENERAL NOTE: Video shows public service announcements about the California Early Start Program in segments of 10 seconds, 15 seconds, 20 seconds, 30 seconds and 1 minute.  
WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Weber, C.U.; Foster, P.W.

### **An Economic Analysis of the Ypsilanti Perry Preschool Project**

PUBLISHER: Ypsilanti, MI: High/Scope Educational Research Foundation, 1978, 70 pp.  
GENERAL NOTE: Efficacy and cost effectiveness studies focus on research methodologies, cost comparisons and analysis of long term financial implication and effects of early education programs.  
WEBSITE: [www.highscope.org/](http://www.highscope.org/)

Slass, Lorie

### **Engaging Other Sectors in Efforts to Improve Public Policy in Early Childhood Development**

PUBLISHER: Philadelphia, PA: University of Pennsylvania, Annenberg Public Policy Center, 2003, 31 pp.  
GENERAL NOTE: Identifies lessons involving message, outreach and policy to help advocates working in early childhood field to understand how to effectively draw various groups and their constituencies into efforts supporting public policies around children and families.  
WEBSITE: [www.annenbergpublicpolicycenter.org](http://www.annenbergpublicpolicycenter.org)

Pawl, Jeree, et al.

### **Evaluating Service Programs for Infants, Toddlers and Their Families: A Guide for Policy Makers and Funders**

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1990, 11 pp.  
GENERAL NOTE: Describes approaches to evaluation of service programs designed to encourage healthy development of infants, toddlers, and their families, outlines steps for service providers for realistic, appropriate and useful evaluation efforts, and suggests ways that funders of service programs can encourage and support providers in undertaking evaluations useful for decisionmaking.  
WEBSITE: [www.medicalhomeinfo.org](http://www.medicalhomeinfo.org)

Behrman, Richard E., ed.

### **The Future of Children: Financing Schools**

PUBLISHER: Los Altos, CA: Center for the Future of Children, The David and Lucile Packard Foundation, 1997, 7(3), 144 pp.  
GENERAL NOTE: Summarizes knowledge and experience in selected areas that are relevant to improving public policies which have an impact on financing schools, including link between school funding and student outcomes, distribution of taxes and funding, accountability mechanisms, safe schools, and linking school funding to parental choice.  
WEBSITE: [www.futureofchildren.org](http://www.futureofchildren.org)

National Information Center for Children and Youth with Disabilities (NICHCY)

### **General Information about Public Agencies**

PUBLISHER: Washington, DC: NICHCY, 2003, 2 pp.  
GENERAL NOTE: Learn more about nine public agencies that provide assistance to people with disabilities and their families.  
WEBSITE: [www.nichcy.org/general.asp#gr4](http://www.nichcy.org/general.asp#gr4)

Poyadue, Florene Stewart

### **Growing a Parent Directed Family Resource Center**

PUBLISHER: San Jose, CA: The National Center on Parent Directed Family Resource Centers, Parents Helping Parents (PHP), 1992, 148 pp.  
GENERAL NOTE: From training program on establishing a family resource center includes information on program development, incorporation as a non-profit organization; proposal writing, long-range planning, fund raising, parent program development, and personnel training.  
WEBSITE: [www.php.com/en/index.php](http://www.php.com/en/index.php)

Tingey, Carol

### **Implementing Early Intervention**

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1989, 329 pp.  
GENERAL NOTE: Highlights best practices in early intervention, discusses strategies for identification of need, administrative concerns, implementing specific interventions, health concerns, management techniques, and family participation.  
WEBSITE: [www.brookespublishing.com](http://www.brookespublishing.com)

Early Education Unit

### **Infant/Early Intervention: Coordinated Compliance Review (CCR) Questions**

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1996, 22 pp.  
GENERAL NOTE: Excerpt from CCR specifically focuses on the review of early intervention services.  
WEBSITE: [www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

Trohanis, P.L.

### **An Introduction to Planning Local Programs for Young Handicapped Children: An Information Resource for Local School System Personnel, Parents and Others**

PUBLISHER: Chapel Hill, NC: University of North Carolina, 1985, 19 pp.  
GENERAL NOTE: Provides reference guide to program planning focusing on administrative issues.  
WEBSITE: [www.unc.edu](http://www.unc.edu)

Berman, Carol

### **Keeping Track: Tracking Systems for High Risk Infants and Young Children**

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1989, 116 pp.  
GENERAL NOTE: Highlights efforts of states in development of tracking programs for at-risk infants, toddlers, and their families, focusing on the need for organized, collaborative effort to identify and monitor infants and toddlers with special needs and at risk for developmental problems.  
WEBSITE: [www.medicalhomeinfo.org](http://www.medicalhomeinfo.org)

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Special Education Early Childhood Administrators Project (SEECAP)  
**Lessons for Leadership: "Blazing New Trails Together"  
- Vol. I: Training Materials**

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, Early Education Unit, 1999, 105 pp.

GENERAL NOTE: Training manual from the SEECAP Symposium includes "Collaboration and Change" by Jeanne Bauwens, and "Leadership and Environments that are Natural/Least Restrictive" by Deborah Ziegler.

WEBSITE: [www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

Special Education Early Childhood Administrators Project (SEECAP)  
**Lessons for Leadership: Carry the Torch!**

PUBLISHER: Sacramento, CA, CA Dept. of Education, Special Education Division, Early Education Unit, 2001, 125 pp.+ folder

GENERAL NOTE: Training manual from the SEECAP Symposium gives information on transition, low incidence disabilities, mental health, IDEA policy and practice, systems change, natural environments, and behavior intervention. Includes CD 2000: Discover IDEA and booklet: IDEA Requirements for Preschoolers with Disabilities.

WEBSITE: [www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

Special Education Early Childhood Administrators Project (SEECAP)  
**Lessons for Leadership: Keys for Success**

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1995, 250 pp.

GENERAL NOTE: Training manual from symposium includes sections on autism, consultation models, developmentally appropriate early intervention practices, individualized family service plans and statewide resources.

WEBSITE: [www.cde.ca.gov/sp/se/](http://www.cde.ca.gov/sp/se/)

Special Education Early Childhood Administrators Project (SEECAP)  
**Lessons for Leadership: Keys For Success**

PUBLISHER: San Diego, CA: CA Dept. of Education, Special Education Division, 1997, 375+ pp.

GENERAL NOTE: From conference, contains resources and information on alternative dispute resolution, leadership, funding, interagency collaboration, social services, transition, Head Start, inclusion, mentorship, research, laws and regulations that impact early intervention services.

WEBSITE: [www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

Hutinger, Patricia L.; Smith-Dickson, B.

**Making It Work in Rural Communities:  
Proceedings of the Second HCEEP Rural Workshop**

PUBLISHER: Oklahoma City, OK: The Rural Network, 1982, 84 pp.

GENERAL NOTE: National conference proceedings include key components, strategies and program development ideas for early intervention services and interagency collaboration.

Smith, Barbara

**Mapping the Future for Children with Special Needs:  
P.L. 99-457**

PUBLISHER: Iowa City, IA: Administration on Developmental Disabilities, Univ. of IA, 1988, 150 pp.

GENERAL NOTE: For implementing Part H, discusses legal and programmatic issues related to system change, family and child assessment, service needs, personnel development, administration, management and evaluation of early intervention program goals.

WEBSITE: [disability.law.uiowa.edu/index.htm](http://disability.law.uiowa.edu/index.htm)

McNaughton, David

**Measuring Parent Satisfaction with Early Childhood  
Intervention Programs: Current Practice, Problems,  
and Future Perspectives**

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1994, 14(1), 23 pp.

GENERAL NOTE: Reviews current practices in the measurement of parent satisfaction with early intervention services and discusses methodological issues related to these measurement activities.

WEBSITE: [www.proedinc.com/tec.html](http://www.proedinc.com/tec.html)

Whitebook, Marcy; Bellm, Dan

**Mentoring for Early Childhood Teachers and Providers:  
Building Upon and Extending Tradition**

PUBLISHER: Washington, DC: Young Children, 1996, 52(1), 6 pp.

GENERAL NOTE: Defines mentoring, discusses goals, design and structure of early childhood mentoring programs. Includes theory, effectiveness and future directions.

WEBSITE: [www.journal.naeyc.org](http://www.journal.naeyc.org)

National Association for the Education of Young Children (NAEYC)

**NAEYC Early Childhood Program Standards and  
Accreditation Performance Criteria: The Mark of  
Quality in Early Childhood Education**

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2005, 132 pp.

GENERAL NOTE: Gives ten recommended early childhood program standards for improving the quality of early childhood programs for all children. The program standards represent essential elements of high-quality programs for all children from birth through kindergarten, including children with developmental delays and disabilities, children whose families are culturally and linguistically diverse, and children from diverse socio-economic groups.

WEBSITE: [www.naeyc.org/accreditation](http://www.naeyc.org/accreditation)

National Information Center for Children and Youth with Disabilities (NICHCY)

**National Resources**

PUBLISHER: Washington, DC: NICHCY, 2005, 13 pp.

GENERAL NOTE: Gives listing of the names, address, phone numbers, emails, and website addresses for over 90 national disability organizations.

WEBSITE: [www.nichcy.org/general.asp#gr2](http://www.nichcy.org/general.asp#gr2)

Williams, Sarah; Kates, Donald A.

**NEC\*TAS Workshop on Collaborative Financing  
of Early Intervention and Preschool Services:  
An Interagency Process for Planning and  
Implementing a Financing System for Early  
Intervention and Preschool Services**

PUBLISHER: La Crescenta, CA: National Early Childhood Technical Assistance System/Audio Archives International, Inc., 1989, workbook: 157 pp.; 25 audiotapes

GENERAL NOTE: Discusses Medicaid, Head Start, private insurance, coalition building, preschool funding, SSI, and developmental disabilities funding.

WEBSITE: [www.nectac.org](http://www.nectac.org)

Walsh, Sharon, et al.; Division for Early Childhood (DEC/CEC)  
**New Opportunities for Collaboration: A Policy and Implementation Resource and Training Manual for the Head Start Regulations for Children with Disabilities**

PUBLISHER: Reston, VA: Council for Exceptional Children, 1993, 186 pp.  
GENERAL NOTE: Assists state and local communities in the adoption of policies for providing collaboration between Head Start and the IDEA, Part B. Lists policy, training, and technical assistance resources.  
WEBSITE: [www.cec.sped.org](http://www.cec.sped.org)

Bundschuh, Ernest, et al.  
**PANAMS-Planning A Needs Assessment Management System: Early Childhood 1993 State Education Personnel Directory**

PUBLISHER: Athens, GA: Univ. of Georgia, 1992, 66 pp.  
GENERAL NOTE: Gives state-by-state listings of contacts for state education and related agencies involved in special education, early childhood, Part H, transition, parent support and personnel development programs.

Hochman, Jane, et al.  
**Planning Programs for Infants II**

PUBLISHER: East Brunswick, NJ: INTERACT, 1987, 43 pp.  
GENERAL NOTE: Discusses need for family-focused approach to early intervention due to infants' and toddlers' dependence on their families, with responsibility for child's development on the family with program support, a coordinated, interagency plan and service delivery.

Early Childhood Directors Association  
**Policies and Procedures for Early Childhood Directors**

PUBLISHER: St. Paul, MN: Early Childhood Directors Association, 1990, 195 pp.  
GENERAL NOTE: Compiles material from programs designed to assist directors of early childhood programs with program and parent policies, infant and toddler care, nurturing positive emotional development and health and safety procedures.

Cavallaro, Claire C. ; Lynch, Eleanor W.  
**A Preliminary Study of Inclusive Special Education Services for Infants, Toddlers, and Preschool-Age Children in California**

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1998, 18(3), 14 pp.  
GENERAL NOTE: Results of study indicate that availability of inclusive services and type of service delivery models vary according to child's age and disability and suggest that although inclusive services are available in many local education agencies (LEAs), service delivery models may not be conducive to implementation of interventions needed to support optimal social and developmental outcomes for children.  
WEBSITE: [www.proedinc.com/tec.html](http://www.proedinc.com/tec.html)

First 5 California  
**Preschool for All**

PUBLISHER: Sacramento, CA: First Five Commission, 2003, 34 pp.  
GENERAL NOTE: The 2003 Statewide Summit Proceedings Report discusses lessons learned and best practices in other parts of the country and within California. Describes practical tools for expanding young children's access to high quality preschool programs.  
WEBSITE: [www.sackids.saccounty.net](http://www.sackids.saccounty.net)

Select Committee for the Prevention of Alcohol-Related Birth Defects  
**Prevention of Alcohol-Related Birth Defects: Report of the Select Committee**

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1987, 60 pp.  
GENERAL NOTE: Discusses causes and impact of alcohol-related birth defects. Includes detailed recommendations.  
WEBSITE: [www.adp.cahwnet.gov](http://www.adp.cahwnet.gov)

National Center for Education in Maternal and Child Health (NCEMCH)  
**Reaching Out: A Directory of National Organizations Related to Maternal and Child Health**

PUBLISHER: Washington, DC: NCEMCH, 1989, 118 pp.  
GENERAL NOTE: Lists organizations by subject area, and self-help clearinghouses alphabetically by state.  
WEBSITE: [www.ncemch.org](http://www.ncemch.org)

Diamond, K., et al.  
**Relationships Between Enrollment in an Inclusive Class and Preschool Children's Ideas About People with Disabilities**

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1997, 17(4), 9 pp.  
GENERAL NOTE: Examines relationships between participation in an inclusive preschool program, children's understandings of disabilities, and their acceptance of children with disabilities.  
WEBSITE: [www.proedinc/tec.html](http://www.proedinc/tec.html)

Child Abuse Prevention Council  
**Sacramento County Child Death Review Team: 2002 Annual Report**

PUBLISHER: Sacramento, CA: Child Abuse Prevention Council, 2002, 7 pp.  
GENERAL NOTE: Provides a review of child fatalities for Sacramento County. Includes descriptions of all deaths from child abuse, neglect, injuries, homicides or from natural causes. Recommends strategies to reduce fatalities and improve the health and lives of children, stressing the importance of early intervention and prevention.  
WEBSITE: [www.capcsac.org](http://www.capcsac.org)

Special Education Early Childhood Administrators Project (SEECAP); San Diego County Office of Education, HOPE Infant Family Support Program  
**SEECAP 2004: Tenth Annual Lessons for Leadership, Book 2**

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, Early Education Unit, 2004, 296 pp.  
GENERAL NOTE: Addresses issues of providing leadership to early childhood and early childhood special education programs from general education, special education, state and private preschool, Head Start, Early Head Start, and early care and education. Book 2 covers sessions on: Administrative and Leadership Strategies for Supporting Children's Social and Emotional Development and Addressing Challenging Behavior; Dueling Banjos, Autism Services for Young Children; Early Childhood Leadership Directions: Pathways to Excellence; Part C Monitoring: Bridging the Gap between the Science of Data Collection and the Art of Family Friendly Service Delivery; Preschool for All ... Who's on First?; and Nuts 'n Bolts of the Rob Reiner Initiative: Impact on Services for All Four Year Olds. Presenters include: P.H. Printz, B. Rous, B. Smith, S. Walsh, R. B. Leaf, K. Pilkington, D. Turner, K. Freedlander, D.G. Self, G. Corral, W. Hayslip, E. Nahat, and M. Trujillo.  
WEBSITE: [www.cde.ca.gov/sp/se/](http://www.cde.ca.gov/sp/se/)

CA Dept. of Education

### **Selected Requirements for Early Intervention: A Technical Reference for Local Education Agencies**

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1994, 54 pp.  
GENERAL NOTE: Gives legal references for mandates, funding, payments, eligibility, referral, assessment, IFSP, service coordination, service provision, due process procedures, dispute resolution, data collection and personnel, based on citations from Education Code Part 30 as related to the CA Early Intervention Services Act, Part H Regulations, and the Interagency Agreement between the CA Departments of Education (CDE) and Developmental Services (DDS).  
WEBSITE: [www.cde.ca.gov](http://www.cde.ca.gov)

### Special Education Early Childhood Administrators Project (SEECAP) **Setting Sail in Early Start**

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, Early Childhood Unit, 1995, 150+ pp.  
GENERAL NOTE: Training workshop materials provide overview of California's Early Start Program and statewide early intervention services. Includes information on family-focused services, parent-professional partnerships, early intervention legislation, eligibility, funding, regulations, low incidence disability service guidelines, IFSPs, comparisons between Part B and Part H regulations, program development and evaluation tools and methods and related resources.  
WEBSITE: [www.cde.ca.gov/sp/se/](http://www.cde.ca.gov/sp/se/)

Gorn, Susan

### **Special Education Dictionary**

PUBLISHER: Horsham, PA: LRP Publications, 1997, 344 pp.  
GENERAL NOTE: Gives comprehensive definitions of terms used in special education, including commentary for complex entries and cross-references to other defined and related terms.  
WEBSITE: [www.lrp.com/](http://www.lrp.com/)

Gallagher, James

### **The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families — A Synthesis of Results**

PUBLISHER: Chapel Hill, NC: University of North Carolina at Chapel Hill, 1993, 38 pp.  
GENERAL NOTE: Discusses policies, practices and outcomes in defining eligibility for early intervention, establishing family-centered services, personnel preparation, funding, interagency collaboration, coordination with health services, data collection and other key issues in early intervention.  
WEBSITE: [www.unc.edu/](http://www.unc.edu/)

Ballard-Rosa, Maurine; Bernheimer, Lucinda, Cavallaro, Claire, Lynch, Eleanor

### **Summary of Key Findings and Issues From a Review of Literature of Efficacy Research in Early Intervention and Early Childhood Special Education**

PUBLISHER: Sacramento, CA: Research in Early Childhood Special Education Project, 1997, 16 pp.  
GENERAL NOTE: Summary of efficacy research and follow-up studies focused on 1987-97 discusses outcomes related to child development, family relationships and parent involvement, and systems. Includes bibliography.

Immunization Branch, CA Dept of Health Services

### **Toddler Immunization Month/Infant Immunization Week Planning Kit, 1994**

PUBLISHER: Berkeley, CA: CA Dept. of Health Services, 1994, 159 pp.  
GENERAL NOTE: Gives overview of national and state public relations, community awareness and public education campaigns. Includes sample forms, media and press releases, community resource lists, posters and promotional strategies.  
WEBSITE: [www.dhs.ca.gov](http://www.dhs.ca.gov)

Schweinhart, L.J.; Weikart, David P.

### **Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15**

PUBLISHER: Ypsilanti, MI: High/Scope Educational Research Foundation, 1980, 110 pp.  
GENERAL NOTE: Gives program framework, research design and outcomes of early education focus on school performance, cognitive and social gains and reductions in delinquency.  
WEBSITE: [www.highscope.org/](http://www.highscope.org/)

Epstein, A.; Weikart, David P.

### **The Ypsilanti-Carnegie Infant Education Project**

PUBLISHER: Ypsilanti, MI: High/Scope Educational Research Foundation, 1979, 80 pp.  
GENERAL NOTE: Gives research findings and long-term implications of early education on mothers and children, parent-child interaction and the educator's role in home and center based programs.  
WEBSITE: [www.highscope.org](http://www.highscope.org)

Weikart, David P.; Bond, J. T.

### **The Ypsilanti Perry Preschool Project: Preschool Years and Longitudinal Results Through Fourth Grade**

PUBLISHER: Ypsilanti, MI: High/Scope Educational Research Foundation, 1978, 142 pp.  
GENERAL NOTE: Results of the effects of early education programs on high-risk disadvantaged children emphasize social and cognitive gains and reduction of delinquency and drop-out rates.  
WEBSITE: [www.highscope.org](http://www.highscope.org)

Weikart, David P.; Epstein, A.S.

### **The Ypsilanti Preschool Curriculum Demonstration Project: Preschool Years and Longitudinal Results**

PUBLISHER: Ypsilanti, MI: High/Scope Educational Research Foundation, 1978, 152 pp.  
GENERAL NOTE: Overview and research findings compare curriculum models, outcomes and key components of early education programs.  
WEBSITE: [www.highscope.org](http://www.highscope.org)

#### **ADMINISTRATION:**

*Program Development/Evaluation*

[ 3 1 1 0 ]

Risher, P.; Amorosi, S.

### **The 1998 N.O.D./Harris Survey of Americans with Disabilities**

PUBLISHER: New York, NY: Louis Harris & Associates, Inc., 1998, 156 pp.  
GENERAL NOTE: Nationwide survey found Americans with disabilities still lag well behind other Americans in many of basic aspects of life. Large gaps exist with regard to employment, education, income, transportation, health care, socializing, entertainment/going out, life satisfaction, voting, and attendance at religious services. Includes complete data tables and survey questionnaire.  
WEBSITE: [www.harrispollonline.com](http://www.harrispollonline.com)

Early Start Resources

**2001 Early Start Program: Family Satisfaction Survey, Building Partnerships, Supporting Choices**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2001, 153 pp.

GENERAL NOTE: Evaluates Early Start program services, addressing communication with families; IFSP processes; service coordination, service delivery; quality, timeliness and quantity of services; and transition planning. Results give measure of family satisfaction with Early Start program services, identify technical assistance needs, and establish baseline satisfaction levels for future surveys.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Luke, Allan; Luke, Carmen

**Adolescence Lost/Childhood Regained: On Early Intervention and the Emergence of the Techno-Subject**

PUBLISHER: Thousand Oaks, CA: Journal of Early Childhood Literacy, 2001, 1(1), 30 pp.

GENERAL NOTE: Looks at the impact of techno-subject approach on early childhood literacy development.

WEBSITE: <http://ecl.sagepub.com>

Federal Agency Forum on Child and Family Statistics

**America's Children: Key National Indicators of Well-Being, 1999**

PUBLISHER: Washington, DC: U.S. Government Printing Office, 1999, 126 pp.

GENERAL NOTE: Presents 23 key indicators covering children's economic security, health, behavior and social environment, and education; data on demographic measures; and includes information children who have difficulty performing everyday activities.

WEBSITE: [www.gpo.gov](http://www.gpo.gov)

Reaves, Juanita; Burns, James

**An Analysis of the Impact of the Handicapped Children's Early Education Program: Final Report**

PUBLISHER: Washington, DC: U.S. Dept. of Education, Special Education Programs, 1982, 161 pp.

GENERAL NOTE: Analyzes impact of the Handicapped Children's Early Education Program (HCEEP) during previous decade, giving historical overview and measures of the effectiveness of the program in terms of accomplishments and products.

WEBSITE: [www.ed.gov/offices/OSERS/OSEP/](http://www.ed.gov/offices/OSERS/OSEP/)

Karoly, Lynn A.; Kilburn, M. Rebecca; Bigelow, James H.; Caulkins, Jonathan P.; Cannon, Jill S.

**Assessing Costs and Benefits of Early Childhood Intervention Programs: Overview and Application to the Starting Early Starting Smart Program**

PUBLISHER: Seattle, WA: Casey Family Programs, 2001, 172 pp.

GENERAL NOTE: Gives overview of a cost and outcome analysis. Discusses the kinds of issues that must be taken into account when considering an assessment of costs and outcomes, and why.

WEBSITE: [www.casey.org/](http://www.casey.org/)

Georgia Academy Journal

**Best Practices, Promising Practices**

PUBLISHER: Atlanta, GA: Georgia Academy Journal, 2000, 5(2), 20 pp.

GENERAL NOTE: Describes the essentials of best and promising practices directly related to areas of health and safety, school readiness, succeeding in school, and strong and self-sufficient families.

WEBSITE: [www.gaacademy.org](http://www.gaacademy.org)

Campbell, Philippa H.; Halbert, Joan

**Between Research and Practice: Provider Perspectives on Early Intervention**

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 2002, 22:4, 14 pp.

GENERAL NOTE: Practitioners' personal perspectives were categorized into six major themes: work environment, services, teaming, training, center-based service models, and parent participation. In the main, practitioner perspectives conflicted with accepted early intervention best practices such as family-centered intervention or provision of services in natural environments.

WEBSITE: [www.proedinc.com/tec.html](http://www.proedinc.com/tec.html)

Spiker, Donna, et al.

**Birth History and Health Status of Children Entering Early Intervention**

PUBLISHER: Menlo Park, CA: SRI International, 2004, 33 pp.

GENERAL NOTE: Gives results of study addressing children and families receiving early intervention services; the early intervention services participating children and families receive; the costs of the services; the outcomes experienced by the children and families; and how the outcomes relate to variations in child and family characteristics and services received. Describes the birth history and health status of the children participating in early intervention. Gives summary of what has been learned, and discusses the significance of the findings.

WEBSITE: [www.seels.net/](http://www.seels.net/)

Sharpe, Carol, et al.

**Blueprint for the Future — Next Steps in Advancing Careers in Child Development: California's Plan, Final Conference Report with Recommendations for Future Action**

PUBLISHER: Pasadena, CA: Pacific Oaks College, Advancing Careers in Child Development, 1999, 36 pp.

GENERAL NOTE: Describes work plan for professional preparation and training including establishing a statewide coordinating office, public awareness for recruitment, standardization of staffing requirements, training of advisors, improved compensation and retention, and leadership training and opportunities.

WEBSITE: [www.pacificoaks.edu](http://www.pacificoaks.edu)

Children Now

**California County Data Book 2001: Factors for School Success**

PUBLISHER: Oakland, CA: Children Now, 2001, 171 pp.

GENERAL NOTE: Documents how economic, health, and other conditions affect children's learning, and shows how California children are doing, county by county, in terms of their economic security, health, safety and educational outcomes.

WEBSITE: [www.childrennow.org](http://www.childrennow.org)

Hanson, Marci J.

**California Early Intervention Personnel Model and Standards**

PUBLISHER: San Francisco, CA: San Francisco State University, CA Early Intervention Personnel Study Project, 1989, 170 pp.

GENERAL NOTE: Addresses California's planning needs related to early intervention services, giving report on current services and existing standards, and proposing a comprehensive multidisciplinary plan for early intervention personnel standards and personnel preparation with recommended methods for implementation.

WEBSITE: [www.sfsu.edu](http://www.sfsu.edu)

Early Start Resources; State Interagency Coordinating Council on Early Intervention

**California Early Start For Infants and Toddlers with Disabilities and Their Families: Annual Report July 1, 2001 to June 30, 2002**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2004, 36 pp.

GENERAL NOTE: Gives overview of the Early Start Program, with types of services available and highlights of the year's accomplishments and how Early Start makes a difference.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Early Start Resources; State Interagency Coordinating Council on Early Intervention

**California Early Start for Infants and Toddlers with Disabilities and Their Families: Annual Reports - July 1, 2002 to June 30, 2003 and July 1, 2003 to June 30, 2004**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2006, 36 pp.

GENERAL NOTE: Gives overview of the Early Start Program, with types of services available and highlights of the years' accomplishments of California Early Start for infants and toddlers with disabilities and their families and the activities of the State Interagency Coordinating Council (ICC) on Early Intervention.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Early Start Resources

**California Early Start for Infants and Toddlers with Disabilities and Their Families: Annual Performance Report, 1998-1999**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2000, 48 pp.

GENERAL NOTE: Gives overview of Early Start Program, with types of services available and highlights of the year's accomplishments, systemic challenges and future steps.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Early Start Resources

**California Early Start for Infants and Toddlers with Disabilities and Their Families: Annual Performance Report, July 1, 1999 - September 30, 2000**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2002, 44 pp.

GENERAL NOTE: Gives overview of Early Start Program, with types of services available and highlights of the year's accomplishments, systemic challenges and future steps.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Children Now

**California Report Card 1999: How Our Youngest Children Are Faring**

PUBLISHER: Oakland, CA: Children Now, 1999, 32 pp.

GENERAL NOTE: Discusses status of children from birth to age five and their families to provide information for those developing policies involving early childhood. Includes topics of Proposition 10, family economics, health, safety and recommendations.

WEBSITE: [www.childrennow.org](http://www.childrennow.org)

Thiel, Karen Smith, et al.

**California's Adolescent Family Life Program: Evaluating the Impact of Case Management Services for Pregnant and Parenting Adolescents - Final Report**

PUBLISHER: Los Angeles, CA: Univ. of Southern CA, School of Social Work, 1990, 167 pp.

GENERAL NOTE: Evaluates program to provide case management services to pregnant and parenting adolescents, and gives highlights of three-year process and outcomes evaluation.

WEBSITE: [www.usc.edu/dept/socialwork](http://www.usc.edu/dept/socialwork)

Carnine, Douglas

**Campaigns for Moving Research Into Practice**

PUBLISHER: Austin, TX: Remedial and Special Education, 1999, 20(1), 6 pp.

GENERAL NOTE: Discusses responsibility of moving education forward by translating research into practice, and gives six steps of a campaign to bring about a metamorphosis in education.

WEBSITE: [www.proedinc.com/rase.html](http://www.proedinc.com/rase.html)

Child Welfare League of America

**Child Welfare League of America Standards of Excellence for Residential Group Care Services; Standards of Excellence for Child Day Care Services; Standards for Adoption Service; Standards for Services for Pregnant Adolescents and Young Parents**

PUBLISHER: Washington, DC: Child Welfare League of America, 1991, 738 pp.

GENERAL NOTE: Gives goals for the continuing improvement of services for children and their families for use in planning, organizing, and administering services, in establishing licensing requirements, and in determining requirements for accreditation.

WEBSITE: [www.cwla.org/](http://www.cwla.org/)

O'Hare, William P., et al.

**City Kids Count: Data on the Well-Being of Children in Large Cities**

PUBLISHER: Baltimore, MD: Annie E. Casey Foundation, 1997, 124 pp.

GENERAL NOTE: Presents data on children living in the 50 largest cities in the U.S. Each city is assessed in terms of 10 key indicators of child well-being which focus on outcome measures of children's educational, social, economic, and physical well-being. Includes several demographic, social, and background measures.

WEBSITE: [www.aecf.org](http://www.aecf.org)

National Organization on Disability

**Closing The Gaps: 1998 — Expanding the Participation of Americans with Disabilities**

PUBLISHER: Washington, DC: National Organization on Disability, 1998, 16 pp.

GENERAL NOTE: Summary of the N.O.D./Harris Survey of Americans with Disabilities reports that although progress has been made, people with disabilities on the whole tend to be more severely disabled than in previous years, causing gaps to persist.

WEBSITE: [www.nod.org](http://www.nod.org)

CA Head Start State Collaboration Office

**Collaborative Partners: California's Experience with the 1997 Head Start Expansion Grants**

PUBLISHER: Sacramento, CA: CA Dept. of Education, Child Development Division, 2000, 87 pp.

GENERAL NOTE: Summarizes results of survey to provide profile of the collaboration partnerships formed, identify best practices, program barriers and solutions, and unresolved issues. Also includes issue of Bridges Fall 1999.

WEBSITE: [www.cde.ca.gov/sp/cd](http://www.cde.ca.gov/sp/cd)

Waddell, Sue D.; Stephenson, Penelope A.; Harp, Vivian

**Comprehensive Perinatal Services Program Provider Survey**

PUBLISHER: Sacramento, CA: Resources in Special Education (RiSE)/ Program Data and Evaluation Section, Maternal and Child Health Branch, CA Dept. of Health Services, 1994, 60 pp.

GENERAL NOTE: Gives results of survey designed to gain information on the prenatal care services received by women in Medi-Cal's Comprehensive Perinatal Services Program (CPSP), the demographic characteristics of the women, and the pregnancy outcomes for their infants.

WEBSITE: [www.dhs.ca.gov](http://www.dhs.ca.gov)

Nathanson, Jeanne H.

**The Condition of Education 2000 in Brief**

PUBLISHER: Washington, DC: National Center for Education Statistics, U.S. Dept of Education, 2001, 37 pp.

GENERAL NOTE: Gives charts with data and analysis on participation in education, learner outcomes, student effort and academic progress, quality of elementary and secondary educational environments, the context of postsecondary education, and societal support for learning.

WEBSITE: [www.nces.ed.gov](http://www.nces.ed.gov)

Evans, Ellis D.

**Contemporary Influences in Early Childhood Education**

PUBLISHER: New York, NY: Holt, Rinehart and Winston, Inc., 1971, 366 pp.

GENERAL NOTE: Explores Montessori, Head Start, Piaget, British Infant School, psychological, behavioral and structured language program models. Includes review of assessment tests.

WEBSITE: [www.hrw.com](http://www.hrw.com)

Hebbeler, Kathleen, et al.

**Demographic Characteristics of Children and Families Entering Early Intervention: Executive Summary**

PUBLISHER: Menlo Park, CA: SRI International, 2004, 8 pp.

GENERAL NOTE: Describes the demographic characteristics of children and families participating in early intervention based on findings from the National Early Intervention Longitudinal Study (NEILS). Examines characteristics of race/ethnicity, family structure, household income, and mother's education level, and presents findings based on relationships among several child and family characteristics.

WEBSITE: [www.seels.net](http://www.seels.net)

Ballard-Rosa, Maurine; Bernheimer, Lucinda P.

**Development of Family Resource Centers Under Part H of P.L. 99-457 in California**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1994, 108 pp.

GENERAL NOTE: Documents development of family resource centers and describes their impact on the early intervention service delivery system on families and agencies in communities in California.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Bredenkamp, Sue, ed.; Copple, Carol, ed.

**Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition**

PUBLISHER: Washington, DC: National Association for the Education of Young Children, 1997, 182 pp.

GENERAL NOTE: Guidelines for developmentally appropriate educational practices in early childhood programs. Divided by age group from birth to age eight.

WEBSITE: [www.naeyc.org](http://www.naeyc.org)

Jordan, J., et al.

**Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices**

PUBLISHER: Reston, VA: Council for Exceptional Children (CEC), 1979, 310 pp.

GENERAL NOTE: Discusses legislation, program models, assessment, record keeping, curriculum, cultural diversity, parent involvement, staff development and program evaluation.

WEBSITE: [www.cec.sped.org](http://www.cec.sped.org)

Guralnick, Michael J.

**Early Childhood Intervention: Evolution of a System**

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 2000, 15(2), 12 pp.

GENERAL NOTE: Examines evolution of the early childhood system, characterizing stressors facing families that can adversely affect a child's development and the response of the early intervention system to those stressors. Discusses future directions for the early intervention system.

WEBSITE: [www.proedinc.com/focus.html](http://www.proedinc.com/focus.html)

Karoly, Lynn A.; Kilburn, M. Rebecca; Cannon, Jill S.

**Early Childhood Interventions: Proven Results, Future Promise**

PUBLISHER: Santa Monica, CA: RAND Corporation, Labor and Population, 2005, 198 pp.

GENERAL NOTE: Addresses the potential for interventions of various forms in early childhood to improve outcomes for children and their families. Discusses: the potential consequences of not investing additional resources in the lives of disadvantaged children prior to school entry; the range of intervention programs, focusing on those that have been rigorously evaluated; the demonstrated benefits of interventions with high-quality evaluations and the features associated with successful programs; and the returns to society associated with investing early in the lives of disadvantaged children.

WEBSITE: [www.rand.org/popmatters](http://www.rand.org/popmatters)

Karnes, Merle B.; Lee, Richard C.

**Early Childhood: What Research and Experience Say to the Teacher of Exceptional Children**

PUBLISHER: Reston, VA: Council for Exceptional Children, 1978, 109 pp.

GENERAL NOTE: Focuses on early identification, assessment, parent involvement, mainstreaming, educator and paraprofessional abilities, individualized instructional strategies and promoting language and social development with preschool-aged children.

WEBSITE: [www.cec.sped.org](http://www.cec.sped.org)

DuBose, Rebecca; Kelly, Jean; Bricker, Diane; Sheehan, Robert; Littman, David

**Early Intervention: A Plan for Evaluating Program Impact**

PUBLISHER: Monmouth, OR: Western States Technical Assistance Resource (WESTAR), 1981, 36 pp.

GENERAL NOTE: Gives program evaluation model and strategies for determining outcomes, strengths and needs of preschool programs for young children with disabilities.

WEBSITE: [www.wrrc.uoregon.edu](http://www.wrrc.uoregon.edu)

Shasta County

**Early Intervention Program: Parent Evaluation**

PUBLISHER: Redding, CA: Shasta County, 1994, 1 pg.

GENERAL NOTE: Copy of form and questions used for parent evaluation and program revisions.

WEBSITE: [www.co.shasta.ca.us](http://www.co.shasta.ca.us)

Hill, Fran, et al.

### **Early Start Program Guide**

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1998, 48 pp.

GENERAL NOTE: Examines nine elements of early intervention program: identification/referral, evaluation/assessment, IFSP, service provision and coordination, transition, procedural safeguards, program administration, and personnel.

WEBSITE: [www.cde.ca.gov](http://www.cde.ca.gov)

Early Start Workgroup

### **Early Start Workgroup's Findings and Recommendations**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1998, 4 pp.; impact area reports: 6 pp.

GENERAL NOTE: Gives report to the legislature in response to the 1997/98 Budget Act, Item 4300-101-0001, produced by an independent workgroup, giving 23 recommendations with summary of issues, and cost estimate. Includes separate impact area reports in areas of personnel standards and the IFSP process, giving current requirements, policies and practices.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Belfield, Clive R.; Winters, Dennis K.

### **An Economic Analysis of Four-Year-Old Kindergarten in Wisconsin: Returns to the Education System**

PUBLISHER: Washington, DC: Pre-K Now, 2005, 28 pp.

GENERAL NOTE: Examines the potential financial returns of expanded high-quality pre-kindergarten in Wisconsin.

WEBSITE: [www.preknow.org/advocate/reports/index.cfm](http://www.preknow.org/advocate/reports/index.cfm)

Belfield, Clive R.

### **An Economic Analysis of Pre-K in Louisiana**

PUBLISHER: Washington, DC: Pre-K Now, 2005, 16 pp.

GENERAL NOTE: Examines the potential financial returns of expanded high-quality pre-kindergarten in Louisiana.

WEBSITE: [www.preknow.org/advocate/reports/index.cfm](http://www.preknow.org/advocate/reports/index.cfm)

Galinsky, Ellen

### **The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference?**

PUBLISHER: Washington, DC: Committee for Economic Development (CED), Feb. 2006, 30 pp.

GENERAL NOTE: Examines three successful early childhood programs to determine how they produce consistent positive economic benefits that outweigh program costs despite differences in design.

WEBSITE: [www.ced.org](http://www.ced.org)

Karoly, Lynn A.; Bigelow, James H.

### **The Economics of Investing in Universal Preschool Education in California**

PUBLISHER: Santa Monica, CA: RAND Corporation, 2005, 333 pp.

GENERAL NOTE: Gives results of conducting an analysis of the economic benefits of investing in preschool education in California. Focuses on the expected direct costs and benefits for the public sector and society as a whole of implementing a high-quality universal preschool program and other potential indirect economic and non-economic benefits for California that may be associated with such a program. Finds that investing public money to make preschool available to every 4-year-old in California would generate an estimated \$2 to \$4 in benefits for every dollar spent.

WEBSITE: [www.rand.org/popmatters](http://www.rand.org/popmatters)

Guralnick, Michael

### **The Effectiveness of Early Intervention: A Developmental Perspective**

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1998, audiotape: 48 min.

GENERAL NOTE: Audio of presentation at Partners in Prevention V, discusses effect of early intervention using cognitive area data, why early intervention works, and within a developmental perspective, the limits to long term outcomes and where do we go from here.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Melnikow, Joy; Nesbitt, Thomas; Fox-Garcia, Jane

### **Establishing A Certified Nurse-Midwife Practice In Northern California**

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, Maternal and Child Health Branch/Resources in Special Education (RiSE), 1995, 88 pp.

GENERAL NOTE: Developed as resource for information on the Certified Nurse-Midwife program, including commonly asked questions about CNMs and their practices; descriptions of various models of CNM practices; and survey results from rural northern CA communities without CNMs.

WEBSITE: [www.dhs.ca.gov](http://www.dhs.ca.gov)

Bickman, Leonard

### **Evaluating Early Intervention Programs for Severely Handicapped Children and Their Families**

PUBLISHER: Austin, TX: Pro-Ed, 1986, 370 pp.

GENERAL NOTE: Gives distillation of conference at JFK Center for Research addressing the complex conceptual and methodological issues involved in early intervention programs for severely handicapped children and their families.

WEBSITE: [www.proedinc.com/](http://www.proedinc.com/)

Mitchell-Herzfeld, Susan, et al.

### **Evaluation of Healthy Families New York (HFNY): First Year Program Impacts**

PUBLISHER: Albany, NY: New York State Office of Children and Family Services, 2005, 86 pp.

GENERAL NOTE: Presents results of the first year of a three year evaluation study and examines the extent to which the HFNY program positively affected parenting, child health and development, and parents' life course development at the time of the targeted child's first birthday.

WEBSITE: [www.ocfs.state.ny.us](http://www.ocfs.state.ny.us)

Berkeley Planning Associates

### **Evaluation of Interagency Demonstration Projects for Early Intervention Services**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services/CA Health and Welfare Agency, 1985, 89 pp.

GENERAL NOTE: Presents outline of approach to evaluating Early Intervention demonstration projects.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Los Angeles County Office of Education

### **An Evaluation of Preschool Education Non-Intensive Eligibility Criteria: Stage One, Final Report**

PUBLISHER: Downey, CA: Los Angeles County Office of Education, 1989, 131 pp.

GENERAL NOTE: Gives demographic data, analysis of legal requirements and examination of outcomes.

WEBSITE: [www.lacoe.edu](http://www.lacoe.edu)

Early Intervention Program, Dept. of Developmental Services

**Evaluation of State-Level Planning in California Under Part H of Public Law 99-457**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1992, 102 pp.

GENERAL NOTE: Assesses effectiveness of state-level activities during first three federal grant years in carrying out planning and coordination necessary to make recommendations to governor for California's participation in Part H (Early Intervention Program) of the IDEA.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Milder, Teddy; Wellenkamp, Jane; Hwang, Chris

**Every Child Counts 2002-2003 Annual Report**

PUBLISHER: San Leandro, CA: First 5 Alameda County, 2003, 64 pp.

GENERAL NOTE: Gives measure of how the lives of children and families are improving. Discusses access to health care, mental health services, parent education, family support, child care facilities improvement, interpretation services, child abuse prevention, immunization, breastfeeding, training for child care providers and school readiness.

WEBSITE: [www.lfagroup.com](http://www.lfagroup.com)

Lynch, Robert G.

**Exceptional Returns: Economic, Fiscal, and Social Benefits of Investment in Early Childhood Development**

PUBLISHER: Washington, DC: Economic Policy Institute, 2004, 53 pp.

GENERAL NOTE: Study demonstrates that providing all 20% of the nation's three- and four-year old children who live in poverty with a high-quality early childhood development (ECD) program would have a substantial payoff for governments and taxpayers in the future. As those children grow up, costs for remedial and special education, criminal justice and welfare benefits would decline. Once in the labor force, their incomes would be higher, along with the taxes they would pay back to society. The resulting budget relief gained by providing ECD services to poor children will ultimately contribute to funding some of the nation's most pressing future needs.

WEBSITE: [www.epinet.org](http://www.epinet.org)

Carolina Institute for Research on Infant Personnel Preparation

**Executive Summary 1987-1992**

PUBLISHER: Chapel Hill, NC: Univ. of North Carolina, Frank Porter Graham Child Development Center, 1992, 14 pp.

GENERAL NOTE: Provides brief synthesis of the work of the Institute over a five year period.

WEBSITE: [www.fpg.unc.edu/](http://www.fpg.unc.edu/)

Bailey, Don; Scarborough, Anita; Hebbeler, Kathleen

**Families' First Experiences with Early Intervention: Executive Summary**

PUBLISHER: Menlo Park, CA: SRI International, 2003, 7 pp.

GENERAL NOTE: Describes the timing of concerns, diagnosis, and entry into early intervention services, as well as parent perceptions of the identification process, the professionals with whom they interacted, and the resulting plan for goals and services. Includes findings related to differences among families with different kinds of children and different demographic characteristics. Looks at five critical events in the process of beginning early intervention services: first concerns, diagnosis, looking for early intervention services, referral to services, and development of the required Individualized Family Service Plan (IFSP).

WEBSITE: [www.seels.net](http://www.seels.net)

Weiner, Roberta; Koppelman, Jane

**From Birth to 5: Serving the Youngest Handicapped Children**

PUBLISHER: Alexandria, VA: Capital Publications, Inc., 1987, 210 pp.

GENERAL NOTE: Review of changes in early intervention services and laws, and includes overview of PL 99-457 eligibility criteria, least restrictive environment, recommendations for personnel development, related child care issues and changing family roles.

Disability Prevention Advisory Committee (DPAC)

**From Vision to Action: A Strategic Plan for Preventing Disabilities in California, 1997-2001**

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, 1997, 36 pp.

GENERAL NOTE: Addresses the needs of people at risk for developing disabling conditions, and those with disabilities, to minimize the effects on quality of life, and provides framework for the development of state and local policy and serves as an educational tool to increase awareness and understanding of disability prevention issues. Gives goals and recommendations.

WEBSITE: [www.dds.ca.gov](http://www.dds.ca.gov)

Research, Development and Demonstration Project

**Guide to Program Change: Implementing Best Practices for Students With and Without Disabilities**

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1997, 81 pp.

GENERAL NOTE: Provides blueprint for schools interested in implementing changes in their service delivery model by describing best practice profiles and related school case studies. Primary focus is the design and implementation of education improvement plans as they relate to students with disabilities from birth through twenty-two years of age.

WEBSITE: [www.cde.ca.gov](http://www.cde.ca.gov)

Head Start Bureau

**A Handbook for Volunteer Coordinators in Head Start**

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, Administration on Children, Youth and Families, 2004, 115 pp.

GENERAL NOTE: Provides a model for the development of a volunteer program. Covers planning the volunteer effort, selecting the volunteer coordinator, recruiting volunteers, screening, interviewing, and placing volunteers and managing the volunteer program.

WEBSITE: [www.acf.hhs.gov](http://www.acf.hhs.gov)

Coalition for Evidence-Based Policy

**Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide**

PUBLISHER: Washington, DC: U.S. Dept. of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, 2003, 25 pp.

GENERAL NOTE: Gives a user-friendly resource that the education practitioner can use to identify and implement evidence-based interventions, so as to improve educational and life outcomes for children.

WEBSITE: [ies.ed.gov](http://ies.ed.gov)

Karoly, L.A., et al.

**Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions**

PUBLISHER: Santa Monica, CA: RAND Publications, 1998, 159 pp.

GENERAL NOTE: Gives results of study which concluded that under controlled conditions, early childhood interventions can yield substantial advantages to recipients (and their families) in terms of emotional and cognitive development, education, economic well-being, and health.

WEBSITE: [www.rand.org/popmatters](http://www.rand.org/popmatters)

O'Hare, William P., et al.

**Kids Count Data Book 1999:  
State Profiles of Child Well-Being**

PUBLISHER: Baltimore, MD: Annie E. Casey Foundation, 1999, 184 pp.  
GENERAL NOTE: Presents data on the educational, social, economic, and physical condition of children in the U.S. to provide national picture of condition of children and enable state-by-state comparisons of child and youth outcomes to encourage greater accountability for outcomes and provide policymakers and citizens with indicators of child well-being to secure better futures for all children.  
WEBSITE: www.aecf.org

O'Hare, William P., et al.

**Kids Count Data Book 2005:  
State Profiles of Child Well-Being**

PUBLISHER: Baltimore, MD: Annie B. Casey Foundation, 2005, 192 pp.  
GENERAL NOTE: Presents data on the educational, social, economic, and physical condition of children in the U.S. to provide national picture of condition of children and enable state-by-state comparisons of child and youth outcomes to encourage greater accountability for outcomes and provide policymakers and citizens with indicators of child well-being to secure better futures for all children  
WEBSITE: www.aecf.org

Bernheimer, Lucinda P.; Ballard-Rosa, Maurine

**Local Planning and Coordination Under Part H of P.L.  
99-457 in California: Accomplishments and Impact**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1993, 100 pp.  
GENERAL NOTE: Gives summary of process and findings from a statewide study of the impact of local planning and coordination efforts on services for young children with disabilities, their families and the service systems in California.  
WEBSITE: www.dds.ca.gov

Forness, S., et al.

**Mega-Analysis of Meta-Analysis: What Works  
in Special Education and Related Services**

PUBLISHER: Washington, DC: Teaching Exceptional Children, 1997, 29(6), 6 pp.  
GENERAL NOTE: Describes how meta-analysis, a method to sort out overall benefits and weaknesses of various educational practices, can be used to determine effective and ineffective teaching strategies.  
WEBSITE: journals.sped.org

School System/Early Intervention Guidelines Revision Task Force  
**Occupational Therapy Services for Children and Youth  
under the IDEA**

PUBLISHER: Bethesda, MD: American Occupational Therapy Assoc., Inc., 1997, 240 pp.  
GENERAL NOTE: Gives guidelines developed to provide overview of conceptual framework for best practices for OT services under IDEA. Analyzes implications of IDEA for a continuum of services, context, collaboration and partnerships, and outcomes. Includes resources and references.  
WEBSITE: www.aota.org

Bowe, Frank G.

**Population Estimates: Birth-To-5 Children with  
Disabilities**

PUBLISHER: Austin, TX: Journal of Special Education, 1995, 28(4), 11 pp.  
GENERAL NOTE: Gives data from U.S. Census Bureau's Survey of Income and Program Participation (SIPP) which shows need to conduct outreach to low socioeconomic and minority families with children under age 6 years.  
WEBSITE: www.proedinc.com/jse.html

CA Dept. of Developmental Services

**Prevention 1990: California's Future -  
A Plan for the Prevention of Developmental  
Disabilities and Birth Defects**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1984, 125 pp.  
GENERAL NOTE: Presents coordinated statewide efforts to reduce incidence and severity of birth defects and developmental disabilities.  
WEBSITE: www.dds.ca.gov

Head Start

**PRISM: Program Review Instrument for Systems  
Monitoring of Head Start and Early Head Start Grantees**

PUBLISHER: Washington, DC: Head Start Bureau, 2005, 170 pp.  
GENERAL NOTE: Gives evaluation instrument for effectiveness of systems in implementation of services and partnerships in Head Start and Early Head Start. Looks at child development and health services, family and community partnerships, and program design.  
WEBSITE: www.acf.hhs.gov/programs/hsb

Barnard, Kathryn; Seitz, Victoria; Pawl, Jere

**Program Evaluation: Issues, Strategies and Models**

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1986, 20 pp.  
GENERAL NOTE: Discusses program evaluation issues for policymakers and practitioners serving disabled and at-risk infants, toddlers, and their families.  
WEBSITE: www.medicalhomeinfo.org

Boethel, Martha

**Readiness: School, Family, and Community  
Connections - Annual Synthesis 2004**

PUBLISHER: Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory, 2004, 123 pp.  
GENERAL NOTE: Examines key issues related to family and community connections with schools. Discusses the effectiveness of a variety of early childhood interventions that include a family or community focus.  
WEBSITE: www.sedl.org/connections/resources/readiness-synthesis.pdf

Erickson, R.; Ysseldyke, James E.; Thurlow, M.; Elliott, J.

**Reporting Educational Results for Students  
with Disabilities**

PUBLISHER: Minneapolis, MN: National Center on Educational Outcomes (NCEO), 1997, 6 pp.  
GENERAL NOTE: Discusses public reporting of educational results for making public schools accountable for helping students attain higher educational standards.  
WEBSITE: www.nceo.org

Horace Mann Learning Center

**Reviewing Applications For Discretionary Grants  
and Cooperative Agreements: A Workbook for  
Application Reviewers**

PUBLISHER: Washington, DC: Horace Mann Learning Center, 1991, 110 pp.  
GENERAL NOTE: Discusses process of grant application review and the key personnel involved, understanding the selection criteria, and writing comments, scoring and team skills.

American Institutes for Research (AIR)

**The Side-by-Side Comparison: Coordinated Compliance Review for Child Development Programs 2002-2003 and Program Review Instrument for Systems Monitoring 2002**

PUBLISHER: Sacramento, CA: CA Dept. of Education, CA Head Start State Collaboration Office, 2003, 50 pp.

GENERAL NOTE: For guidance to staff in preparing for both state and federal monitoring visits, provides a side-by-side comparison of specific components of the CA Dept. of Education coordinated compliance review (CCR), as revised in 2002 to incorporate Desired Results for Children and Families, and the federal Head Start program compliance monitoring process, known as PRISM (Program Review Instrument for Systems Management), which is composed of a set of 17 core questions and related performance standards.

WEBSITE: [www.cde.ca.gov](http://www.cde.ca.gov)

Halperin, Samuel, ed.; Partee, Glenda, ed.

**Some Things Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices**

PUBLISHER: Washington, DC: American Youth Policy Forum, 1997, 168 pp.

GENERAL NOTE: Gives evaluation of programs for youth, each of which embodies basic principles for effectiveness, identified as involving adult support, structure and expectations; creative forms of learning; a combination of guidance and rich connections to the workplace; support and follow up; youth as resources; and implementation quality.

WEBSITE: [www.aypf.org](http://www.aypf.org)

Weill, James D.; Jablonski, Donna M.

**The State of America's Children: Yearbook 1997**

PUBLISHER: Washington, DC: Children's Defense Fund, 1997, 120 pp.

GENERAL NOTE: Reviews status of U.S. children in the year 1997. Covers welfare cuts, family income, health, child care, nutrition, education, and other topics.

WEBSITE: [www.childrensdefense.org](http://www.childrensdefense.org)

Russell, Carol Crill, ed.

**The State of Knowledge about Prevention/Early Intervention**

PUBLISHER: Toronto, ON: Invest in Kids, 2002, 387 pp.

GENERAL NOTE: Gives materials from a conference of researchers and policymakers to discuss the implications of reports from a systematic review of evidence-based studies that contained at least a psychosocial component and focused on young children, pre-natally through age six. The Prevention/Early Intervention Research Conference held on Oct. 24, 2000, discussed implications from research and summarized findings identified as principal concerns and all of which have important social policy implications: reduced child abuse, improved cognitive performance and decreased use of social assistance.

WEBSITE: [www.investinkids.ca:80/DisplayContent.aspx?name=professionals\\_interventions](http://www.investinkids.ca:80/DisplayContent.aspx?name=professionals_interventions)

Advisory Committee on Services for Families with Infants and Toddlers

**The Statement of the Advisory Committee on Services for Families with Infants and Toddlers**

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, 1994, 48 pp.

GENERAL NOTE: Gives overview, goals, and principles of the Early Head Start program, providing family-centered and community-based services and supports of very young children, to promote positive health and development.

WEBSITE: [www.hhs.gov](http://www.hhs.gov)

Vail, Kathleen

**Status of Children: A Mixed Report on Early Childhood**

PUBLISHER: Alexandria, VA: American School Board Journal, 2000, 4 pp.

GENERAL NOTE: Gives report on how young children are making progress on many fronts, however many children and their families are still struggling with poverty, unemployment, illiteracy, health problems, and lack of education and support. Looks at kindergarten achievement, at-risk factors, and gives charts on mother's education, and childhood poverty.

WEBSITE: [www.asbj.com](http://www.asbj.com)

Kibel, Barry M.

**Success Stories as Hard Data: Abridgement**

PUBLISHER: Chapel Hill, NC, Pacific Institute for Research and Evaluation, 2004, 18 pp.

GENERAL NOTE: Discusses Results Mapping, a new form of program evaluation, which has a blend of quantitative and qualitative methods, a creative bridge between process and outcome evaluation.

WEBSITE: [www.pire.org](http://www.pire.org)

WestEd Center for Prevention and Early Intervention (CPEI); Child Development Policy Advisory Committee (CDPAC)

**Transfer of Knowledge: Symposium on Child Care for Children with Disabilities and Other Special Needs — Summary of Proceedings**

PUBLISHER: Sacramento, CA: WestEd, August 2003, 44 pp

GENERAL NOTE: Gives results from symposium bringing together multidisciplinary community teams to develop an integrated infrastructure for inclusive child care. Presents local action plans that address the challenges of locating and maintaining quality child care for children with disabilities and other special needs, and the need to move toward breaking down existing barriers faced by families.

WEBSITE: [wested.org/cpei](http://wested.org/cpei)

Suter, Loren D., et al.

**The Vision for the Children of California: The Final Report of the California Child Welfare Strategic Planning Commission**

PUBLISHER: Sacramento, CA: CA Dept. of Social Services, 1991, 168 pp.

GENERAL NOTE: Presents social policy framework for building networks of activities and services to support families in CA communities to implement a prevention-protection approach to intervention services.

WEBSITE: [www.dss.cahwnet.gov](http://www.dss.cahwnet.gov)

Yankelovich, Daniel, DYG, Inc.

**What Grown-Ups Understand About Child Development: A National Benchmark Survey**

PUBLISHER: Washington, DC: Civitas Initiative/Zero to Three/Brio Corp., 2000, 196 pp.

GENERAL NOTE: Measures level of accurate knowledge American adults have about child development issues, with emphasis on intellectual, emotional, and social development of children, newborn to age six. Also measures thinking of general public about selected policies that impact children and families.

WEBSITE: [www.civitas-initiative.org](http://www.civitas-initiative.org)

Yankelovich, Daniel, DYG, Inc.

**What Grown-Ups Understand About Child Development: A National Benchmark Survey — Executive Summary**

PUBLISHER: Washington, DC: Civitas Initiative/Zero to Three/Brio Corp., 2000, 20 pp.

GENERAL NOTE: Gives executive summary of study that measured level of accurate knowledge American adults have about child development issues, with emphasis on intellectual, emotional, and social development of children, newborn to age six. Also measured thinking of general public about selected policies that impact children and families.

WEBSITE: [www.civitas-initiative.org](http://www.civitas-initiative.org)

**ADMINISTRATION:  
Restructuring/Reform**

[ 3 | 20 ]

Agee, Janice Lowen

**Building the Future: California Educational Reform - Annual Report 1988**

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1989, 55 pp.  
Discusses reforms, specialized programs and providing support in the annual report on California's Dept. of Education.

WEBSITE: [www.cde.ca.gov](http://www.cde.ca.gov)

Trails, Saskia; Fuchs, Amanda, ed.

**Early Care and Education: Realizing a Collective Vision**

PUBLISHER: Oakland, CA: National Economic Development and Law Center, 2005, 21 pp.

GENERAL NOTE: Describes the need for clear policy agendas and the benefits of, and strategies towards, effective messaging. Discusses how these messages can be used to build new relationships and engage new local, state, and national partners. Suggests key considerations in setting realistic goals and ways state and national leaders can build on individual momentum to create a national initiative.

WEBSITE: [www.nedlc.org](http://www.nedlc.org)

Behrman, Richard E., ed.

**The Future of Children: Children and Welfare Reform**

PUBLISHER: Los Altos, CA: Center for the Future of Children, The David and Lucile Packard Foundation, 2002, 12(1), 210 pp.

GENERAL NOTE: Discusses need to refocus welfare reform to significantly improve the lives of children in low-income families to ensure they have an adequate standard of living, stable and supportive homes, and access to quality child care and after-school programs.

WEBSITE: [www.futureofchildren.org](http://www.futureofchildren.org)

Chambers, Jay G.; Duenas, Ixtlac E.

**Impact of the Kentucky Education Reform Act on Special Education Costs and Funding**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 43 pp.

GENERAL NOTE: Describes special education reform funding system under the Kentucky Education Reform Act of 1990, results of empirical analyses, policy implications, and impact. Shows variation with patterns related to student poverty, identification rates, and per capita income.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Barnett, W. Steven

**New Wine in Old Bottles: Increasing the Coherence of Early Childhood Care and Education Policy**

PUBLISHER: Washington, DC: Early Childhood Research Quarterly, 1993, 40 pp.

GENERAL NOTE: Analyzes public interest in early childhood care and education and discusses federal policy from the mid-1960s to the early 1990s. Evaluates alternative proposals for systemic reform and makes recommendations for radical restructuring of federal policy.

WEBSITE: [www.elsevier.com/wps/find/journaldescription.cws\\_home/620184/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/620184/description#description)

Chalfie, Deborah; Campbell, Nancy Duff

**Power to the People: The Effectiveness of Ballot Measures in Advancing Early Care and Education**

PUBLISHER: Washington, DC: National Women's Law Center, Sept. 2005, 134 pp.

GENERAL NOTE: Analyzes and compares early care and education (ECE) ballot measures. Concludes that ballot campaigns can be an effective strategy for ECE advocates and provides lessons from past ballot campaigns that can enhance the chances that a ballot measure will be successful, both on election day and beyond.

WEBSITE: [www.nwlc.org](http://www.nwlc.org)

McLaughlin, M.

**Special Education in an Era of School Reform: An Overview**

PUBLISHER: Washington, DC: Federal Resource Center for Special Education, 1998, 44 pp.

GENERAL NOTE: Introduces concept of systemic reform evolving in states across the U.S. Discusses various components and compares them to current issues in the implementation of the IDEA. Describes conceptual model for creating a unified system of reform that fully includes students with disabilities.

WEBSITE: [www.rrfcnetwork.org](http://www.rrfcnetwork.org)

Khademi, Monib; Kennedy, Julie

**Special Education Reform: An IDEA Whose Time Has Come**

PUBLISHER: Escondido, CA: Lozano Smith, Attorneys At Law, 2000, 146 pp.

GENERAL NOTE: Gives overview of effective advocacy, information on funding for state mandates, the federal funding shortfall, and how one school district lobbied in Washington, DC for IDEA funding. From presentation at CSBA conference.

WEBSITE: [www.lozanosmith.com](http://www.lozanosmith.com)

**ADMINISTRATION:  
Funding**

[ 3 | 30 ]

Parrish, Thomas B.; Gerber, Michael; Kaleba, Daniel; Brock, Leslie

**Adjusting Special Education Aid for Severity: The Case of Census-Based Funding in California**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 2000, 22 pp.

GENERAL NOTE: Discusses adjustment in census-based funding by a "severity service multiplier" created because incidence rates for "severe and/or high cost" students are not equal across SELPAs. Relevant to all jurisdictions with census-based approaches to special education funding.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Fellmeth, Robert C.

**California Children's Budget 2004-05**

PUBLISHER: San Diego, CA: Children's Advocacy Institute, 2004, 694 pp.; executive summary: 20 pp.

GENERAL NOTE: Facilitates the examination of the Governor's formal proposed budget submitted to the legislature in January and as revised in May. Allows review of the Governor's proposed budget in light of relevant trends and data affecting children. Separates the state budgetary accounts into eight subject areas; poverty, nutrition, health, special needs, child care, education, protection from abuse and neglect, and juvenile justice.

WEBSITE: [www.caichildlaw.org](http://www.caichildlaw.org)

Parrish, Thomas B.

**Criteria for Effective Special Education Funding Formulas**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 6 pp.

GENERAL NOTE: Presents set of criteria, or standards, that state policy-makers might consider in evaluating alternative ways of allocating special education aid to local jurisdictions.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Parrish, Thomas B.; Versteegen, Deborah A.

**The Current Federal Role in Special Education Funding**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1994, 4 pp.

GENERAL NOTE: Presents levels of federal funding, nationwide and by state, under IDEA from FY 1977 to 1993, and discusses discrepancy between actual and authorized levels of federal funding for special education.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Fowler, Jr., William J., ed.

**Developments in School Finance 1998: Fiscal Proceedings from the Annual State Data Conference, July 1998**

PUBLISHER: Washington, DC: National Center for Education Statistics, U.S. Dept. of Education, 2000, 136 pp.

GENERAL NOTE: Reflects policy studies of how to measure school performance in a tangible manner and explores theoretically the research in the field of school finance, addresses current and future financial status for school districts, how to portray that condition, and the significance of that standing for school performance.

WEBSITE: [nces.ed.gov](http://nces.ed.gov)

Chambers, Jay G.; Parrish, Thomas B.; DuBois, Phyllis A.; Wolman, Jean M.

**District Revenues and Student Poverty: Implications for Special Education Resources and Services, CSEF Brief No. 5**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 4 pp.

GENERAL NOTE: Discusses issues of school finance equity as they relate to resources and services provided to special education students.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Walter R. McDonald & Associates, Inc.

**Early Intervention Program (P.L. 99-457) Cost Evaluation Study: Report A - Analysis of Existing and Potential Funding Sources**

PUBLISHER: Palo Alto, CA: American Institutes for Research, 1990, 165 pp.

GENERAL NOTE: Covers current and potential funding sources for early intervention services.

WEBSITE: [www.air.org](http://www.air.org)

American Institutes for Research

**Early Intervention Program (P.L. 99-457) Cost Evaluation Study: Report B - Analysis of Private Health Insurance Benefits**

PUBLISHER: Palo Alto, CA: Berkeley Planning Associates, 1990, 94 pp.

GENERAL NOTE: Analyzes private insurance options for assisting in the provision and finance of services. Focuses on implications of Part H which directs participating states to facilitate the coordination of payment for early intervention services from Federal, State, local and private sources.

<http://www.berkeleypolicyassociates.com/>

American Institutes for Research

**Early Intervention Program (P.L. 99-457) Cost Evaluation Study: Report C - A Cost Analysis of California's Participation in Part H of P.L. 99-457**

PUBLISHER: Palo Alto, CA: American Institutes for Research, 1990, 373 pp.

GENERAL NOTE: Final report of the Cost Evaluation Project examines the current system of service delivery and financing for early intervention services and gives estimates of the magnitude of the investment that may be required of the state if it elects to participate in Part H of P.L. 99-457 in the fourth and succeeding years of the program.

WEBSITE: [www.air.org](http://www.air.org)

Parrish, Thomas B.

**Federal Policy Options for Funding Special Education: CSEF Brief No. 1**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1993, 4 pp.

GENERAL NOTE: Explores changing federal funding policy from a system based on counts of special education students to one based on total student enrollment. This change has since been enacted under IDEA Amendments of

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Clifford, Richard M.; Bernier, Kathleen Y.; Harbin, Gloria L.

**Financing Part H Services: A State Level View**

PUBLISHER: Chapel Hill, NC: Univ. of North Carolina, Carolina Institute for Child and Family Policy, 1993, 59 pp.

GENERAL NOTE: Reviews financial requirements of Part H, presents summary of responses to survey questions related to coordination of both services and financing of the services, discusses financing issues, and gives recommendations.

WEBSITE: [www.fpg.unc.edu/products/product\\_search.cfm](http://www.fpg.unc.edu/products/product_search.cfm)

Parrish, Thomas B.

**Fiscal Issues Related to the Inclusion of Students with Disabilities: CSEF Brief No. 7**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 4 pp.

GENERAL NOTE: Examines relationship between fiscal policies in special education and the sometimes competing IDEA requirements that students with disabilities be served in the least restrictive environment and have access to a "continuum of services."

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Montgomery, Deborah L.

**The Impact of the Kentucky Education Reform Act on Special Education Programs and Services: Perceptions of Special Education Directors**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 35 pp.

GENERAL NOTE: Describes the special education funding system enacted in 1990 under the Kentucky Education Reform Act (KERA), and explores its impact on special education programs and services, as reported by special education directors in 17 sampled school districts.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Verstegen, Deborah A.

**Landmark Court Decisions Challenge State Special Education Funding: CSEF Brief No. 9**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1998, 4 pp.

GENERAL NOTE: Discusses court cases that found the special education finance systems in three states to be unconstitutional due to inequitable or inadequate funding for children with disabilities. Reviews cases and significance, and discusses implications for the future of special education finance systems.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Scott, L. Carol

**Leadership Matters: Governors' Pre-K Proposals Fiscal Year 2006**

PUBLISHER: Washington, DC: Pre-K Now, 2005, 25 pp.

GENERAL NOTE: Evaluates all 50 U.S. governors and the mayor of the District of Columbia in terms of their budgetary proposals and State of the State remarks in support of voluntary pre-Kindergarten for all. Recognizes governors in five states who have become leaders in the pre-Kindergarten movement.

WEBSITE: [www.preknow.org](http://www.preknow.org)

Johnson, Kay; Knitzer, Jane; Kaufmann, Roxanne

**Making Dollars Follow Sense: Financing Early Childhood Mental Health Services to Promote Healthy Social and Emotional Development in Young Children**

PUBLISHER: New York, NY: National Center for Children in Poverty, 2002, 32 pp.

GENERAL NOTE: Describes case studies of six states, the prevention and intervention efforts of the states and their communities, and what funding sources are being used for their early childhood services. Details funding sources and programs for early childhood mental health services and financing strategies and recommendations for programs.

WEBSITE: [www.nccp.org](http://www.nccp.org)

Access to Respite Care and Help (ARCH)

**Marketing for Charitable Nonprofit Organizations**

PUBLISHER: Chapel Hill, NC: Access to Respite Care and Help (ARCH), 1992, 2 pp.

GENERAL NOTE: Gives overview of how philanthropic organizations can best compete for all kinds of support including funding.

WEBSITE: [www.archrespite.org/ARcontactus.htm](http://www.archrespite.org/ARcontactus.htm)

Stern, Gary J.

**Marketing Workbook for Nonprofit Organizations — Volume I: Develop the Plan**

PUBLISHER: St. Paul, MN: Amherst H. Wilder Foundation, 2001, 204 pp.

GENERAL NOTE: Tells how to create a straightforward, usable marketing plan. Includes marketing goals, positioning in the market, plan development, promotion and web site strategies. Also tells how to use the strategies effectively and gives a sample marketing plan and worksheets.

<http://www.wilder.org/>

Stern, Gary J.

**Mobilize People for Marketing Success: Marketing Workbook for Nonprofit Organizations — Volume II**

PUBLISHER: St. Paul, MN: Amherst H. Wilder Foundation, July 2003, 106 pp.

GENERAL NOTE: Shows how to mobilize the entire organization, the staff, volunteers, and supporters in a focused, one-on-one promotion campaign. Includes complete instructions, examples, and detailed worksheets.

WEBSITE: [www.wilder.org](http://www.wilder.org)

Duenas, Ixtlac E.; O'Reilly, Fran; Parrish, Thomas B.

**Narrative Review of the Literature**

PUBLISHER: Palo Alto, CA: American Institutes for Research/Center for Special Education Finance, 1993, 66 pp.

GENERAL NOTE: Covers literature in four areas of special education finance: costs, funding sources, funding formulas, and major trends in special education and their fiscal implications.

WEBSITE: [www.air.org](http://www.air.org), [www.csef-air.org](http://www.csef-air.org)

Parrish, Thomas B.; Montgomery, Deborah L.

**The Politics of Special Education Finance Reform in Three States**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 38 pp.

GENERAL NOTE: Presents case studies of how finance reform was enacted in Oregon, Pennsylvania, and Vermont, as described by each state director of special education.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Perry, D.

**Preschool Special Education Funding Formulas: Options for State Policymakers**

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NEC\*TAS), 1991, 6 pp.

GENERAL NOTE: Gives overview of the different type of state funding formulas to provide a context in which to understand the funding strategies states are utilizing for preschool special education. Includes brief funding formulas currently used by selected states for preschool programs.

WEBSITE: [www.nectac.org](http://www.nectac.org)

Office of Educational Research and Improvement (OERI)

**A Primer for Making Cost Adjustments in Education**

PUBLISHER: Washington, DC: U.S. Dept. of Education, 2001, 156 pp.

GENERAL NOTE: Discusses adjusting for regional cost-of-living differences as one of the challenges to producing a cost-of-education index. The other major challenge involves adjusting for cost-of-living differences over time. Different deflators can lead researchers to different conclusions, and the book discusses the various methods.

WEBSITE: [www.ed.gov](http://www.ed.gov)

Montgomery, Deborah L.

**A Profile of Special Education Finance Reform in Oregon**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 31 pp.

GENERAL NOTE: Traces historical context for broad state education reforms enacted during the early 1990s, as they relate to special education policy, programs, and services. Discusses objectives for reform, the mechanics of the new state funding system for special education, evaluation results, and perspectives of state and local constituents regarding the reform.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Montgomery, Deborah L.; DeSera, Michele

**A Profile of Special Education Finance Reform in Pennsylvania**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1996, 31 pp.

GENERAL NOTE: Traces historical context for broad state education reforms enacted during the early 1990s, as they relate to special education policy, programs, and services. Discusses objectives for reform, the mechanics of the new state funding system for special education, evaluation results, and perspectives of state and local constituents regarding the reform.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Montgomery, Deborah L.

**A Profile of Special Education Finance Reform in Vermont**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 31 pp.

GENERAL NOTE: Traces historical context for broad state education reforms enacted during the early 1990s, as they relate to special education policy, programs, and services. Discusses objectives for reform, the mechanics of the new state funding system for special education, evaluation results, and perspectives of state and local constituents regarding the reform.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Office of Educational Research and Improvement

**Public School Finance Programs of the United States and Canada: 1998-99**

PUBLISHER: Washington, DC: U.S. Dept. of Education, National Center for Education Statistics, 2001, CD: 1; booklet: 21 pp.

GENERAL NOTE: By categories, gives information describing state systems for financing local school districts to promote the exchange of ideas among researchers and policymakers.

WEBSITE: [nces.ed.gov](http://nces.ed.gov)

Parrish, Thomas B.

**Restructuring Special Education Funding in New York to Promote the Objective of High Learning Standards for All Students**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1998, 59 pp.

GENERAL NOTE: Provides national perspective on special education finance and related reform issues and proposals, with emphasis on those of particular relevance for New York, looking specifically at current New York funding system as it pertains to students with disabilities and to promoting high learning standards for all students.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Fowler, W.J., ed.

**Selected Papers in School Finance: 1996**

PUBLISHER: Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, 1998, 145 pp.

GENERAL NOTE: Examines how a retiring work force may influence the finances of school districts; how school districts respond to fiscal exigencies, and the efficacy of urban school districts. Also proposes a new way of funding education, at the school level, and simulates the results for Texas.

WEBSITE: [www.ed.gov/offices/OERI/index.html](http://www.ed.gov/offices/OERI/index.html)

Fowler, William J., ed.

**Selected Papers in School Finance: 2000-01**

PUBLISHER: Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, 2001, 130 pp.

GENERAL NOTE: Discusses issue of measurement in trying to understand how teacher compensation has changed over time. Examines the conceptual and methodological approaches for making cost adjustments in education. Discusses some tools for assessing the financial condition of public school districts. Presents attempt to devise a synthesis of two approaches to school-level financial reporting.

WEBSITE: [www.ed.gov/offices/OERI/index.html](http://www.ed.gov/offices/OERI/index.html)

Lovejoy, Anna

**Serving Children and Youth Through the Temporary Assistance for Needy Families Block Grant**

PUBLISHER: Washington, DC: National Governors Association, 2000, 13 pp.

GENERAL NOTE: Sorts out the complex rules surrounding TANF and highlights creative state uses of funds for child welfare, early childhood development, child care expansion, and youth development programs.

WEBSITE: [www.nga.org/portal/site/nga](http://www.nga.org/portal/site/nga)

Campaign for Tobacco-Free Kids; American Cancer Society; American Heart Association; American Lung Association

**Show Us The Money: An Update on the States' Allocation of the Tobacco Settlement Dollars**

PUBLISHER: Washington, DC: Campaign for Tobacco-Free Kids, 2001, 72 pp.

GENERAL NOTE: Ranks states based on their current commitment to state funding for tobacco prevention and cessation programs.

WEBSITE: [www.tobaccofreekids.org](http://www.tobaccofreekids.org)

Social Security Administration

**Social Security and SSI Benefits for Children with Disabilities**

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, 1992, booklet

GENERAL NOTE: Describes the social security and supplemental benefits that may be available and clarifies eligibility requirements and process, for parents and caregivers of children with disabilities and adults with developmental disabilities.

WEBSITE: [www.hhs.gov](http://www.hhs.gov)

Chambers, Jay G.; Parrish, Thomas B.; Hikido, Christine

**Special Education Expenditures and Revenues in a Census-Based Funding System: A Case Study in the Commonwealth of Massachusetts**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1996, 36 pp.

GENERAL NOTE: Explores special education expenditures and service delivery in Massachusetts under the census-based funding system, and the overall allocation of school budgets between special and regular education.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Johnson, Kay; Knitzer, Jane

**Spending Smarter: A Funding Guide for Policymakers and Advocates to Promote Social and Emotional Health and School Readiness**

PUBLISHER: New York, NY: National Center for Children in Poverty (NCCP), 2005, 66 pp.

GENERAL NOTE: Designed to help policymakers, agency officials, families, and other advocates maximize the impact of existing funding streams to support positive social and emotional development, early intervention, and treatment strategies that can improve school readiness.

WEBSITE: [www.nccp.org](http://www.nccp.org)

Parrish, Thomas B.

**State Funding Provisions and Least Restrictive Environment: Implications for Federal Policy, CSEF Brief No. 2**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1993, 4 pp.

GENERAL NOTE: Discusses how certain types of state funding provisions create fiscal incentives for more restrictive placements, and presents pros and cons of several policy options.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Parrish, Thomas B.; O'Reilly, Fran E.; Duenas, Ixtlac E.; Wolman, Jean M.

**State Special Education Finance Systems, 1994-95**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1997, 123 pp.

GENERAL NOTE: Describes state systems for financing special education programs during 1994-95, including overview of state finance systems, abstracts of each state's special education funding formula, data on special education revenues and expenditures, and policy implications.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Akers, Adrienne L.; Roberts, Richard N.

**The Use of Blended and Flexible Funding in Part C Programs at the Community Level**

PUBLISHER: Frederick, MD: Infants and Young Children, 1999, 11(4), 7 pp.

GENERAL NOTE: Presents results of survey to explore funding strategies being used in community-based programs serving Part C-eligible children and their families. Describes examples of funding sources and mechanisms reported.

WEBSITE: [www.iycjournal.com](http://www.iycjournal.com)

CA Dept. of Health Services

**Welcome to WIC - A Special Supplemental Food Program for Women, Infants and Children**

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, 1990, 8 pp.

GENERAL NOTE: Illustrates and describes the services, eligibility requirements and process used to obtain WIC services.

WEBSITE: [www.dhs.ca.gov](http://www.dhs.ca.gov)

Chambers, Jay G.; Parrish, Thomas B.; Lieberman, Joanne C.; Wolman, Jean M.

**What Are We Spending on Special Education in the U.S.? CSEF Brief No. 8**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1998, 4 pp.

GENERAL NOTE: Presents estimates of national and state expenditures on special education, based on cost data collected by CSEF in 1994-95 and analyses of extant data. Also documents absence of recent, comprehensive data on special education expenditures.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Chambers, Jay G.; Wolman, Jean M.

**What Can We Learn from State Data Systems About the Cost of Special Education: A Case Study of Ohio**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1998, 77 pp.

GENERAL NOTE: Explores factors and services considered in measuring special education expenditures, regular education services, data systems, categories of expenditures included, instructional costs for serving regular and special education students, administrative, support and other costs, and a comparison with 1986-87 study.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)

Parrish, Thomas B.

**What is Fair? Special Education and Finance Equity: CSEF Brief No. 6**

PUBLISHER: Palo Alto, CA: Center for Special Education Finance, 1995, 10 pp.

GENERAL NOTE: Addresses equity issues in school finance within the context of special education programs and least restrictive environment (LRE) provisions of the IDEA.

WEBSITE: [www.csef-air.org](http://www.csef-air.org)