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TITLE   Resource Catalogue: Comprehensive Services for
                 Handicapped Children--Interagency Collaboration,
                 Personnel Development, Program Evaluation and
                 Monitoring, Policy Development and Administration.
                 Third and Final Edition.
INSTITUTION   Mid-Atlantic Regional Resource Center, Washington,
                 DC.; Network of Innovative Schools, Inc., Andover,
                 Mass.; New England Regional Resource Center,
                 Burlington, VT.
SPONS AGENCY   Office of Special Education and Rehabilitative
                 Services (ED), Washington, DC.
PUB DATE   Apr 82
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NOTE   318p.; The New England Regional Resource Center is
                 also located at The Network of Innovative Schools,
                 Inc.
PUB TYPE   Reference Materials - Directories/Catalogs (132)

EDRS PRICE   MF01/PC13 Plus Postage.
DESCRIPTORS   *Agency Cooperation; *Compliance (Legal);
                 *Coordination; Delivery Systems; *Disabilities;
                 Elementary Secondary Education; *Program Evaluation;
                 Resource Materials; *Staff Development

ABSTRACT
                 The catalogue presents information on resources
related to the systematic delivery of comprehensive service to
children with special needs as mandated by P.L. 94-142, the Education
for All Handicapped Children Act. Four aspects of service delivery
are focused upon: interagency collaboration, personnel development,
program evaluation, and compliance monitoring. The first section
lists the descriptors (subject matter, target audiences, and physical
format) assigned to materials in the catalogue. The next four
sections present document summaries of resources with information on
author, title, publisher, publication date, funding institution,
availability, language, physical format, pagination, cost, target
audience, subject descriptors, and a brief overview. Materials are
indexed by title and by subject descriptor. (CL)

RESOURCE CATALOGUE

comprehensive services for handicapped children

interagency collaboration • personnel development

program evaluation and monitoring • policy development and administration

New England Regional Resource Center

Mid Atlantic Regional Resource Center

RESOURCE CATALOGUE

COMPREHENSIVE SERVICES
FOR HANDICAPPED CHILDREN

Interagency Collaboration
Personnel Development
Program Evaluation and Monitoring
Policy Development and Administration

Prepared by:

Mid-Atlantic Regional Resource Center
New England Regional Resource Center
1982

PREFACE TO THE THIRD EDITION

This is the third and final version of the Resource Catalogue. The contents of all previous catalogues have been updated and entered in this edition, including a new thesaurus of subject descriptors and revised alphabetical and topical indices. We believe the revisions will facilitate the user's identification of specific information resources.

It is anticipated that this document will be available through such information clearinghouses as the ERIC system and Project Share (Clearinghouse on the Management of Human Resources; Rockville, MD)

Mid-Atlantic Regional Resource Center
New England Regional Resource Center

April 1982

TABLE OF CONTENTS

INTRODUCTION

SECTION I - THESAURUS

    A. Subject Descriptors
    B. Physical Format Descriptors
    C. Target Audience Descriptors

SECTION II - INTERAGENCY COLLABORATION ABSTRACTS

SECTION III - PERSONNEL DEVELOPMENT ABSTRACTS

SECTION IV - MONITORING AND EVALUATION ABSTRACTS

SECTION V   - POLICY DEVELOPMENT/ADMINISTRATION ABSTRACTS

SECTION VI - INDEX

    A. Alphabetical Index, by title
    B. Topical Index, by subject descriptor

INTRODUCTION

Full implementation of Public Law 94-142 -- the Education for All Handicapped Children Act of 1975 -- has been obstructed by lack of access to relevant and timely information. The U.S. Department of Education, through the Office of Special Education, has funded each of the twelve Regional Resource Centers (RRCs) to develop and disseminate informational resources addressing specified provisions of the law. Materials catalogues, together with consultant files and effective practice banks, support the RRCs' delivery of program assistance to state education agency personnel, and through them, to special education constituencies at the state and local levels.

This document is one of six catalogues produced by the RRC program. It contains abstracts of materials focused on the topical area assigned to the Mid-Atlantic and New England Regional Resource Centers (MARRC and NERRC) -- "Responsibilities for and Coordination of Comprehensive Services for Handicapped Children". Other catalogues in the series address the following areas:

o   Child Identification and Educational Evaluation;

o   Individual Educational Programs;

o   Placement in the Least Restrictive Environment;

o   Procedural Safeguards for Handicapped Children and Their Parents;

o   Educational Programs and Services for Special Populations.

Resources included in this catalogue are focused on the systematic delivery of comprehensive services to children with special needs, specifically through interagency collaboration, personnel development, program evaluation, and compliance monitoring. While it is understood that a wide range of populations are affected by these services, the primary target audiences for the information presented here are policy formulators, administrators, supervisors, and program implementors.

In developing a conceptual framework to guide the development of the catalogue, both MARRC and NERRC conducted regional needs assessments in 1980. Interviews were conducted with special education practitioners, consumer advocates, federal, state, and local officials, and staff from related projects. The results of these and similar needs assessments conducted by other RRCs were analyzed to determine critical information needs.

The materials presented here are responsive to the critical issues which have been identified through field research. A summary of these issues, which fall into three categories, is provided on the following page. Additionally, resources related to planning and management functions within these areas are included within a fourth category, titled, "Policy Development and Administration".

Procedures

Each page of the catalogue is assigned a Roman numeral to reflect its topical section, and an Arabic number to indicate its sequential place within the section (e.g. a notation "V-2" indicates the second page of the fifth section).

The thesaurus (Section I) presents a listing of descriptors (subject matter, target audiences, and physical format) that have been assigned to materials in the catalogue. The descriptors are defined and grouped by topic area.

Sections II-V contain document summaries of resources in each of the four central topic areas. Data elements include:

o   title
o   author or editor
o   publisher
o   publication date
o   RRC involvement
o   funding institution
o   availability
o   language
o   physical format
o   number of pages
o   cost
o   target audience
o   subject descriptors
o   overview

Catalogue abstracts are presented through a combination of indicative and informative styles, reflecting the format established by the Educational Resources Information Center (ERIC). Materials regarding practices known not to be in compliance with P.L. 94-142 have not been included.

Overviews prepared by other sources (e.g., ERIC, Project Share, IFG) have been incorporated into the document summaries when they reflect aspects of the materials particularly relevant to this sphere. All documents have been thoroughly reviewed by MARRC and NERRC staff.

Section VI contains two indices of materials contained in the catalogue. The first is an alphabetical listing of titles. The second categorizes materials by topical area.

Critical Topics: Identification of Issues

I. Interagency Collaboration

   A. Clarification of provider responsibilities, including:

      -- programmatic
      -- fiscal
      -- managerial (accountability)
      -- training

   B. Development, implementation, and maintenance of interagency agreements specific to:

      -- vocational education services
      -- early education services
      -- services for severely emotionlly disturbed
      -- services for adjudicated youth
      -- deinstitutionalization

II. Personnel Development Systems

   A. Development of alternative strategies at the state, I.H.E., and local levels, for personnel recruitment and retention -- especially in rural areas.

   B. Development of personnel development plans and procedures at the state level, addressing:

      -- standards of quality and certification
      -- technical assistance to LEAs
      -- dissemination of effective practices
      -- interagency joint training efforts

   C. Development of inservice education plans and procedures at the local level, addressing needs assessment, quality program delivery, and evaluation.

   D. Development of systematic training programs for regular and special educators and parents, featuring broad-based participatory planning and long-term support.

III. Program Evaluation and Compliance Monitoring Procedures

   A. Development of SEA and LEA procedures for evaluating quality of programs.

   B. Development of information management systems at the LEA level to facilitate preparation for monitoring.

   C. Development of SEA procedures for conducting LEA compliance monitoring.

   D. Development of technical assistance systems to follow-up monitoring and evaluation.

SECTION I

THESAURUS

    A. Subject Descriptors
    B. Physical Format Descriptors
    C. Target Audience Descriptors

THESAURUS

This section contains three categories
(subject, target audience and physical format)
of descriptors assigned to document summaries
in the four major topic areas. In some
instances, additional information is provided
to clarify terms.

SUBJECT DESCRIPTORS

Achievement Tests

Adjudicated Hand.~apped Youth -- Any handicapped youth who has
    been affected by a court decision.

Agency Role

Attitude Measures

Case Management -- Tracking multiple services to a single client.

Certification -- (Includes related service personnel)

Collaborative Training -- The cooperative efforts of local, state
    institutes of higher education, professional organizations
    and/or agencies to provide training programs.

Communication

Community Involvement

Cooperative Planning

Competency Based Teacher Education

Comprehensive Services

Conflict Management

Consultant Programs

Data Collection -- (May include use of forms or procedures for
    data accumulation, analysis, evaluation or application.)

Deinstitutionalization

Developmental Disabilities

Dispute Settlement

Dissemination/Replication

Early Childhood Programs

Emotionally Disturbed

Evaluation Criteria

Evaluation Methods

Evaluation Objectives

Federal Legislation -- (Includes public law and regulations.)

Federal Programs

Fiscal Accountability

Funding

Group Dynamics

Higher Education

Information Systems

Inservice Training -- Staff development strategies, procedures or activities at all levels.

Interagency Agreements -- Formal or informal arrangements between agencies.

Interagency Coordination of Services

Interagency Personnel Training

Interdisciplinary Team

Learning Disabilities

Least Restrictive Environment

Local Agency Procedures

Management Systems

Management Training Techniques

Models

Monitoring -- Procedures by which programs or processes are measured to determine compliance with a standard agreement, legislation, etc.

Multidisciplinary Team Training -- Teams of regular and special educators, including administrators, teachers, specialists and ancillary support staff. May include consultant, parent or students.

Needs Assessment

Organizational Change -- Refers to internal changes, e.g., institutional or curriculum or external change, e.g., collaborative arrangement.

Orthopedically Handicapped

Paraprofessional Training

Parent Involvement -- Informal arrangements by which parents actively support programs.

Parent Training

Personnel Development

Preservice Training

Private Schools -- Schools supported primarily by non-public funds.

Policy Development -- The act of establishing principles to serve as guidelines for decision making and action.

Program Accountability

Program Administration

Program Development

Program Evaluation

Protection of Rights

Regional Educational Agencies

Related Services

Resource Centers

Rural Education

Rural/Urban Schools

Sanctions -- Mechanisms to reinforce compliance or non-compliance.

Severely and Profoundly Handicapped

Shared Services -- Refers to personnel, facilities, equipment and other services shared among persons and/or organizations. May also include information sharing, joint financing or programming.

State Agency Procedures

State Department of Education

Statewide Planning

Statistics

Teacher Centers

Teacher Certification

Teacher Recruitment

Teacher Retention

Team Composition

Technical Assistance

Training Delivery Systems

Training Evaluation

Training Needs Assessment

Training of Trainers -- Pertains to trainees who then act as
    trainers and disseminators.

Training Resources

Training Techniques -- Specific methods including training
    presentation types and formats, e.g.,
    demonstration-internship, simulation workshop.

Urban Education

Vocational Education

Vocational Services

Vocational Teacher Training

Workshop Management -- Planning, conducting and evaluating
    workshops.

TARGET AUDIENCE DESCRIPTORS

Advocates

Administrators

Parents

Policy Formulators

Program Implementors

Supervisors

PHYSICAL FORMAT DESCRIPTORS

Audiovisual Aids

Bibliography

Book

Catalogue

Conference Paper

Conference Proceedings

Conference Report

Dictionary

Directory

Evaluative Report

Guide

Handbook

Journal/Journal Article

Manual

Mini Review

Monograph

Newsletter

Pamphlet

Periodical

Position Paper

Reference Material

Report

Research Report

Resource Material

Textbook

Training Kit

Workbook

SECTION II

INTERAGENCY COLLABORATION ABSTRACTS

TITLE: Study of Interagency Collaborative Agreements to Discover
           Training Needs for Special Education Administrators: Final
           Report -- Year 1, A

AUTHOR: McLaughlin, John A.; Christensen, Margaret (compilers)

PUBLISHER: Virginia Polytechnic Institute and State University
            Blacksburg, VA 24061

FUNDING INSTITUTION: U.S. Department of Health, Education and
                         Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: October 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Dr. John A. McLaughlin, Project Director
                    Virginia Polytechnic Institute and State
                      University
                    Blacksburg, VA 24061

LANGUAGE: English   PAGES: 445   COST: Unknown

PHYSICAL FORMAT: Research Report, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Training Needs Assessment, Cooperative
                       Planning, Program Evaluation,
                       Interagency Agreements

OVERVIEW: The final report for this Personnel Preparation Special
Project on Interagency Agreements is composed of three sections:
a description of project activities and outcomes related to a
Workshop on Collaborative Interagency Agreements (December 3-7,
1979) at Virginia Tech; a review of five case studies (Frederick
County Maryland: Rock Creek Diagnostic Center, and the Frederick
County Health Department, the Special Education District of Lake
County, Illinois [SEDOL]: rehabilitation and special education;
Mesa County School District #51: Interagency Council for the
Handicapped and the establishment of a Community Training Center;
Project CARE in Portland, Oregon: Juvenile Court [Children's
Services Division], Public Health Services, Mental Health
Services, and Youth Services Centers; and Connecticut Department
of Correction School District, New Haven, Connecticut: Department
of Corrections, the New Haven School District and state agencies);
and a summary of project information generated from Year 1
activities. While the intention of the report is to review
project activities and set forth changes in workscope, the
information presented focuses on the processes associated with the
planning, conduct and evaluation of collaborative interagency
agreements: the five case studies. While the amount of
information varies from site-to-site, the following information is

generally available: function (purpose) of agreement, agencies
involved, developmental strategy, the agreement, staff training
activities, delineation of fiscal responsibilities, factors
relating to success/restraint of collaborative process, driving
forces, current needs/gap in the process, and suggestions for
duplication.

ABS: MARRC/CO'R, 5/13/81

TITLE: Interagency Collaboration on Full Services for
         Handicapped Children and Youth

AUTHOR: Regional Resource Center Task Force on Interagency
          Collaboration

PUBLISHER: Coordinating Office for Regional Resource Centers
             University of Kentucky
             Lexington, KY   40506

FUNDING INSTITUTION: U.S. Department ʼof Health, Education and
                          Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: August 1979   RRC PRODUCED: Yes

AVAILABLE THROUGH: Multiple copies not available; contact your
                     RRC to determine availability

LANGUAGE: English   PAGES: 746   COST: Unknown

PHYSICAL FORMAT: Resource Material, Guide

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Agreements, Cooperative Planning,
                       Program Evaluation, Program Development,
                       Agency Role, Federal Programs, Federal
                       Legislation

OVERVIEW: This technical assistance package is comprised of a
Primer, four volumes [(A Guide to State Level Planning and
Development (I), A Guide to Local Implementation (II), A Guide to
Federal Policies and Agreements Regarding Health, Education, and
Social Service Programs (III), A Guide to Federal Policies and
Agreements Regarding Vocationally-Oriented Education and
Rehabilitation Programs (IV)], and an Annotated Bibliography and
Glossary of Acronyms and Terms. This multi-volume document is
intended to map out the development, implementation, and
evaluation of interagency collaboration agreements. This
comprehensive approach is intended to facilitate the work of those
responsible for promoting collaborative policy development,
funding, and service delivery Volumes I and II are an attempt to
task analyze the procedures for model development and
implementation at the state and local levels. The
responsibilities of five major federal programs (Early and
Periodic Screening, Diagnosis, and Treatment; Maternal and Child
Health; Crippled Children's Services; Developmental Disabilities;
the Education for All Handicapped Children Act, Head Start, Social
Services Programs, and Supplementary Security Income) are
described in Volume III through illustrative matrices,
organizational charts, and sample agreements. Volume IV uses the

same type of overview approach in relation to the Education for
All Handicapped Children Act, the Vocational Education Act,
Vocational Rehabilitation, and Developmental Disabilities. The
Annotated Bibliography and Glossary provide a literature sampling
regarding interagency collaboration and a listing of pertinent
terms.

ABS: MARRC/CO'R, 5/13/81

II-2A   20

TITLE: California Office of Special Education (OSE) and
         California Children Services (CCS) Awareness Workshop on
         the Interagency Agreement

AUTHOR: California Regional Resource Center

PUBLISHER: California Regional Resource Center
             University of Southern California
             600 S. Commonwealth Ave. Suite 1304
             Los Angeles, CA 90005 (213) 381-5231

FUNDING INSTITUTION: U.S. Department of Health, Education and
                         Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: 1979   RRC PRODUCED: Yes

AVAILABLE THROUGH: California State Department of Education
                     Attn: Leslie Brinegar, Office of Special
                       Education
                     721 Capital Mall
                     Sacramento, CA 95814 (916) 445-2561

LANGUAGE: English   PAGES: 104   COST: Unknown

PHYSICAL FORMAT: Directory, Reference Material, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Agreements, Interagency
                       Personnel Training, Statewide Planning,
                       Dissemination

OVERVIEW: This workshop packet is a two part
information/awareness training package. The goal of the one day
session was, first, to provide information and, second, to develop
cooperative plans for the dissemination of information to local
program staff and administration regarding the interagency
agreement between the California State Department of Education,
Office of Special Education, and the California State Department
of Health Services, Crippled Children Services. The first part of
the workshop focused on the content of the agreement, with
presentations by the state consultants with primary responsibility
for the development of the document. Information available in the
Collaborative Client-Centered Programming Facilitator/Trainer
Guide for an Awareness Workshop Interagency Agreements (California
Regional Resource Center, 1979) was used in addition to some
expanded information. Packet 1 contains the OSE/CCS Interagency
Agreement, a note-taking sheet, selected portions of relevant
state and federal laws, a consultant list and regional maps, a
suggested revision form (an annual revision process has been built
into the development of the agreement), and a question card to
structure a portion of the meeting. The second part of the

California Office of Special Education (OSE) and
  California Children Services (CCS) Awareness Workshop on
  the Interagency Agreement (Continued)

workshop involved only a select group of participants: regional
consultants from OSE and their CCS counterparts. Materials used
for this session included a decision making matrix to identify the
targets for dissemination and a copy of the CCS/Special Education
Agreement Dissemination Plan for preparing local awareness
meetings.

ABS: MARRC/CO'R, 5/13/81

TITLE: A Guide to Local Interagency Collaboration: Increasing
         Benefits for Individuals with Exceptional Needs

AUTHOR: Hocevar, Susan P.; Heiny, Robert W.; and Anderlini, Lyn S.

PUBLISHER: California Regional Resource Center
             School of Education
             University of Southern California
             Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: June 1980   RRC PRODUCED: Yes

AVAILABLE THROUGH: Check your RRC for availability

LANGUAGE: English   PAGES: 316   COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Child Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Community Involvement, Models, Interagency
                       Agreements, Federal Legislation

OVERVIEW: This loose-leaf notebook guide outlines steps for
formalizing cooperation among community services and identifies
techniques which school representatives may use to increase
benefits to students as a result of this cooperation. Contained
are concepts, processes, resources and illustrations useful for
establishing and expanding interagency relationships. It is
designed for use by any human service agency. The guide is
organized in seven sections. Section I contains a summary,
rationale, and a review of concepts and definitions. Section II
presents a process model, followed by a section on resources.
Section IV presents three case studies, followed by the section on
content and samples of agreements, all from California. Section
VI reviews the federal context for local interagency
collaboration. The last section presents leadership tips,
complementing Sections II and III. It also contains six charts
which complement Section VI.

ABS: MARRC/RSC, 5/20/81

23

TITLE: Coordinating Services to Handicapped Children: A Handbook
         for Interagency Collaboration

AUTHOR: Elder, Jerry O.; Magrab, Phyllis R. (Editors)

PUBLISHER: Paul H. Brooks, Publishers
             P.O. Box 10624
             Baltimore, MD   21204

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Paul H. Brooks, Publishers
                    P.O. Box 10624
                    Baltimore, MD   21204

LANGUAGE: English   PAGES: 262   COST: $13.95
                                                   (paperback)

PHYSICAL FORMAT: Book, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors, Child Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Models, Interagency Agreements

OVERVIEW: The subject of interagency collaboration which was
introduced by the authors in a related volume, "Planning for
Services to Handicapped Persons: Community, Education, Health,"
is examined in detail in this book by focusing on the problems and
issues encountered in providing educational and related services
to handicapped children. The subject of interagency collaboration
is examined both as a "process" and as an "attitude" through the
compilation of the recorded experiences and histories of the
developers and the development of agreements and models by
participants from agencies and organization involved in such
activity. After an examination of issues and models, specific
direction is given with regard to essential components in the
development of interagency collaboration and the writing of
interagency agreements. This book is designed for professionals
and administrators in all the known service delivery systems for
use as a handbook to promote and initiate workable solutions to
the problems of delivering services to the handicapped across the
various delivery systems.

ABS: MARRC/KF, 5/17/81

TITLE: Vocational Education Models for Linking Agencies Serving
           the Handicapped: Status Report of Interagency Linkages at
           the State Level

AUTHOR: Tindall, Lloyd W.; Crowley, Crowley, Carol B.; Getzel,
           Elizabeth E.; Gugerty, John

PUBLISHER: Wisconsin Vocational Studies Center
           University of Wisconsin
           964 Educational Sciences Building
           Madison, WI 53706

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Vocational and Adult Education

PUBLICATION DATE: January 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 86   COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Federal Programs, Vocational Education,
                       Models

OVERVIEW: The project on Vocational Education Models for Linking
Agencies Serving the Handicapped is an additional step in a series
of federal efforts to promote interagency linkages which are
necessary to ensure accessibility and delivery of supportive
services to handicapped people in vocational education. Five
major charges describe the purpose of this project: (1) to
identify and describe federal programs, their relationships, and
their responsibilities to the states for serving handicapped
individuals, (2) to report on the present status of state level
agencies, interagency linkages and agreements, and their
responsibilities for serving handicapped people, (3) to develop
models for establishing cooperative agreements in at least three
states, (4) to provide technical assistance to three states in
implementing such models, (5) to develop and disseminate a
resource manual and a handbook to appropriate state level
personnel. Contained in this report is a review of the project's
progress to date, and a summary of the data obtained on the status
of linkage activities in each state, samples of forms that were
used to gather this information from the states.

ABS: MARRC/MAS, 5/17/81

OVERVIEW: During the 1970's consumers, policy makers, educators,
and human service providers became increasingly sensitized to the
need for improvements in the education and employment of persons
with handicaps. One of the themes that has intensified in recent
years is the necessity for increasing cooperation and
collaboration between and among the various agencies providing
vocational programs and services to handicapped youth and adults.
To date, the federal government has assumed the leadership role in
stimulating interagency efforts at all education agency levels.
The U.S. Office of Education and the Rehabilitation Services
Administration have issued joint memoranda of understanding and
agreement and have sponsored several research and development and
training projects to facilitate state level interagency efforts:
(1) Cooperative Planning for the Handicapped, a national workshop
attended by federal and state level administrators in special and
vocational education and rehabilitation services, resulted in the
development of a process model to aid state agencies in developing
cooperative agreements. Suggested activities for achieving the
goals delineated in the process are presented. (See related
abstract); (2) Vocational Education Models for Linking Agencies
Serving the Handicapped is a project whose major activities
include a review of state level interagency agreements,

development of model agreements in at least three states, and the
preparation of a resource guide on processes for and examples of
interagency planning for state level personnel. (See related
abstract); (3) A Regional Resource Center Task Force on
interagency Collaboration produced a set of five manuals offering
information on planning, implementation, related federal policies
and agreements, and a bibliography and a glossary of terms. (See
related abstract); (4) The Leadership Training Institute in
Vocational and Special Education has produced a monograph on
issues and strategies related to administration and personnel
preparation. A recent study was conducted by the Leadership
Training Institute staff to examine the changes that have occurred
in state level interagency activities as a result of federal
efforts. Results show that 18 states have at least one formal
interagency agreement in effect; 11 other states have agreements
currently undergoing revision; 8 additional states have agreements
that are in the initial development stage; and 3 states had no
agreements nor did they plan to develop any, but 2 of the 3 states
have established interagency guidelines in lieu of formal
agreements. Thirty-one state level interagency agreements were
received as a result of the study and their contents are
analyzed. Recommendations for future efforts in this area are
presented.

ABS: MARRC/MAS, 5/18/81

TITLE: Collaborative Efforts for Delivering Vocational Services

AUTHOR: West Virginia State Department of Education
          Division of Special Education and Student Support
            Systems
          Mid-East Regional Resource Center

PUBLISHER: Mid-East Regional Resource Center
             1901 Pennsylvania Avenue, N.W.
             Suite 505
             Washington, D.C.   20006
             (202) 676-7200

FUNDING INSTITUTION: U.S. Department of Health, Education and
                         Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: 1980   RRC PRODUCED: Yes

AVAILABLE THROUGH: Check with your RRC to determine availability

LANGUAGE: English   PAGES: 199   COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Agreements, Vocational Education,
                       Cooperative Planning

OVERVIEW: This manual is a guide to training local administrators
in a collaborative process for the development of interagency
agreements in vocational/special education. Collaboration between
agencies for the purpose of planning interagency agreements is
suggested via these strategies: (1) Contact: Organizing a task
force, (2) Communicate: Initiating the task force activities,
(3) Cooperate: Determining needed linkages, (4) Comprehend:
Studying model programs, (5) Coordinate: Designing a service
delivery and staff development plan, (6) Consolidate: Developing
an interagency agreement, and (7) Collaborate: Preparing for
implementation.   Training plans and materials are presented for
six meetings to accomplish the tasks outlined above. Handouts and
transparencies to guide the meetings are included.

ABS: MARRC/JAM, 5/15/81

TITLE: Interagency Linkages in Vocational Rehabilitation

AUTHOR: Baumheier, Edward C.; Welch, Henry W.; Cook, Cynthia

PUBLISHER: Regional Rehabilitation Research Institute (RRRI)
          Center for Social Research and Development
          Denver Research Institute/University of Denver
          Denver, CO   80208

FUNDING INSTITUTION: U.S. Department of Health, Education and
                    Welfare
                    Rehabilitation Services Administration

PUBLICATION DATE: September 1976   RRC PRODUCED: No

AVAILABLE THROUGH: Denver Research Institute
          2142 South High Street, Rooms 21
          Denver, CO   80208

LANGUAGE: English   PAGES: 198   COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                    Vocational Services, Federal Legislation

OVERVIEW: This document is a monograph which reviews theory and
practice and research findings in the field of rehabilitation
interagency linkages. The RRRI at the University of Denver
conducted a literature search and reviewed information sources
such as project proposals, reports, and conference papers. (For a
complete bibliography see "Interagency Linkages in Vocational
Rehabilitation: An Annotated Bibliography".) The purpose of the
study was to look at the state-of-the-art regarding interagency
linkages between state and federal vocational rehabilitation
programs. This monograph also presents information on legislation
and methodology impacting rehabilitation interagency linkages.
The literature review reveals three major factors influencing
interagency linkages. These include program, client, and
environmental characteristics.

ABS: MARRC/JAM, 5/13/81

TITLE: Cooperative Arrangements and Interagency Linkages in
           Vocational Rehabilitation

AUTHOR: Baumheier, Edward C.; Welch, Henry H., Mohr, Jeremy

PUBLISHER: Regional Rehabilitation Research Institute
           Center for Social Research and Development
           Denver Research Institute, University of Denver
           Denver, CO   80208

FUNDING INSTITUTION: Rehabiitation Services Administration
                       OHDS
                       DHEW

PUBLICATION DATE: June 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Denver Research Institute
                     2142 So. High Street, Room 21
                     Denver, CO   80208

LANGUAGE: English   PAGES: 32   COST: Unknown

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Vocational Services, Organizational Change

OVERVIEW: This report summarizes theoretical and organizational
aspects of interagency linkages in rehabilitation of the disabled
(presented in some detail in Interagency Linkages in Vocational
Rehabilitation, 1976). It goes on to describe a study conducted
by the Regional Rehabilitation Research Institute. Preliminary
findings are that interagency linkages to assure vocational
rehabilitation services are viewed favorably by participants, and
that increased usage of such linkage mechanisms as case
conferences and interagency monitoring is favored. Additional
findings include the following: Communication and linkage
mechanisms are vital between administration and staff as well as
between agencies; organizational settings may pose barriers to
coordination; an agency or administrator may initiate and
determine the efficacy of the linkage based on their orientation;
and problems in linkages may be mechanical, attitudinal, and/or
policy related. See also companion volumes, "Interagency Linkages
in Vocational Rehabilitation" and "Interagency Linkages in
Vocational Rehabilitation. An Annotated Bibliography."

ABS: MARRC/JAM, 5/13/81

TITLE: Child Health in the Eighties

AUTHOR: Frankenburg, William K. (compiler)

PUBLISHER: U.S. Department of Education
             Washington, D.C.   20202
             (202) 245-8707

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 52   COST: Unknown

PHYSICAL FORMAT: Conference Proceedings, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Models
                       Policy Development, Related Services

OVERVIEW: This document contains a summary of conference
proceedings and abstracts of model programs.   On February 15,
1980, nineteen health professionals and educators met to discuss
the issues surrounding health services to children at the John F.
Kennedy Child Development Center, University of Colorado Health
Sciences Center.   Conference participants urged coordination and
collaboration to achieve the common goal of improved child health
delivery.   Major issues were examined from the local, state, and
national levels involving funding, leadership and responsibility,
communication and trust, and collaboration.   The following
recommendations are samples of the fifteen made at the
conference: (1) each level of government should establish and/or
publicize funding priorities for child health programs, (2) laws
and regulations should be revised to permit flexible use of funds
and methodologies to reach specific objectives, (3) legislation
should focus on accountability, (4) fiscal rewards should be
available to encourage innovative efforts, (5) community
involvement is to be encouraged, (6) designated child health
leadership should be available at each level of government;
colleges should encourage interdisciplinary training, (7)
importance of child health must be stressed by government to
educate parents and children.   Thirty model collaborative service
delivery programs are abstracted and training/curriculum programs
in two states are outlined.   Lists of conference participants,
collaborative programs (with addresses and phone numbers), and
related readings are included.

ABS: MARRC/NF, 5/15/81

TITLE: Toward Interagency Coordination: FY 77 Federal Research
         and Development on Early Childhood -- Seventh Annual Report

AUTHOR: Hertz, Thomas W.

PUBLISHER: Social Research Group
             2401 Virginia Avenue, N.W.
             The George Washington University
             Washington, D.C.   20052
             (202) 331-8706

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Human Development Services
                       Administration for Children, Youth, and
                          Families

PUBLICATION DATE: May 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 265   COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Early
                       Childhood Programs, Federal Programs, Needs
                       Assessment

OVERVIEW: The major purpose of this document is to analyze early
childhood research, supported by the member agencies during the
most recent fiscal year, to chart the directions in which Federal
research programs are moving. Agencies may identify areas of
overlap with other agencies or detect points of convergence and
congruence where increased interagency communication/coordination
is needed. Also, gaps in the total Federal effort may be
determined for guidance in future planning. The report reviews
FY 77 activities of the panel, describes the new organizational
theme (Child Development and the Family), and the
developmental/ecological model the Panel has adapted to aid in
conceptualization and categorization of research issues. Research
projects are presented according to major areas of research, major
kinds of projects, and research target groups, and are also
grouped in another chapter according to agency. Priorities of the
agencies for FY 78 and beyond are examined within a matrix of
research issues and areas. The focus of this document is upon
describing and analyzing ongoing and new research projects.

ABS: MARRC/NF, 5/15/81

TITLE: EPSDT: A Guide for Educational Programs

AUTHOR: Leeds, Stephen; Heneson-Walling, Robert; Shwab, John
         (Editors)

PUBLISHER: U.S. Department of Health and Human Services
            U.S. Department of Education

FUNDING INSTITUTION: U.S. Department of Health and Human Services
                      Health Care Financing Administration and
                        Public Health Service
                      U.S. Department of Education

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: DE/OSE
                    Switzer Building, Room 3016
                    330 C Street, S.W.
                    Washington, D.C. 20202

LANGUAGE: English   PAGES: 50   COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
                  Implementors, Parents

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Early
                      Childhood Programs, Related Services, Models

OVERVIEW: The purposes of this document are to improve the health
status of mothers, children, and adolescents through a
well-coordinated, effective, responsive system of health care
delivery combined with the resources of federal, state, and local
agencies (Health Care Financing Administration (HCFA), the Public
Health Service (PHS), and the Office of Education (O.E.). An
additional goal is to assure provision of comprehensive quality
health care to children throughout their pediatric years. The
guide encourages and assists state and local education agencies
(SEAs, LEAs) and health agencies in becoming actively involved in
their state's EPSDT (Early and Periodic Screening, Diagnosis and
Treatment) program by using the school setting (when appropriate)
as one resource in a total system of health care. This
coordination would help states to develop a more effective
relationship between public and private EPSDT providers and public
schools, thus increasing/promoting comprehensive services to
eligible children. The guide is divided into four chapters, each
of which concentrates on major components of EPSDT and describes
tactics for utilizing EPSDT resources. Chapter One presents an
overview of the EPSDT program. Chapter Two defines and describes
services available to EPSDT children. Chapter Three identifies
the necessary steps LEAs/SEAs must take to participate in EPSDT
programs. Chapter Four describes models of effective
relationships between EPSDT and schools.

ABS: MARRC/EJC, 5/11/81

TITLE: The Interdisciplinary Team: A Handbook for the Education
         of Exceptional Children

AUTHOR: Golin, Anne K.; ducanis, Alex, J.

PUBLISHER: Aspen Systems Corporation
             1600 Research Boulevard
             Rockville, Maryland 20850
             (301) 251-5000

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English .   PAGES: 216   COST: $22.95

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Parents, Program Implementors,
                  Supervisors

SUBJECT DESCRIPTORS: Interdisciplinary Team, Communication,
                      Evaluation Methods, Data Collection, Parent
                      Involvement

OVERVIEW: This handbook examines the use of an interdisciplinary
team approach for providing services to exceptional children, and
analyzes the benefits and the problems encountered by the
interdisciplinary team in special education settings. The factors
that affect the performance of an interdisciplinary team, the
services it provides; the processes in which teams engage, and how
these may affect outcomes of the team are addressed. The work of
several disciplines are brought together in an effort to initiate
a conceptual base for team delivery. Topics included are:
1) definitions, characteristics and development of the team
system, 2) characteristics of organizations and
interorganizational relationships, 3) the processes of teamwork
and the dynamics of the interdisciplinary team, 4) the family of
the exceptional child, and 5) improving team performance.
Included in Appendix A is the Interpersonal Perception Scale (IPS)
which yields data regarding how a professional views another
profession, or how subjects see their own profession. Appendix B
contains a recording method specifically suited to the observation
of team decision-making processes, the Team Observation Protocol
(TOP), used to describe what goes on in the team session or to
help teams' efforts toward self-evaluation.

ABS: MARRC/LCS, 5/7/82

TITLE: Collaborative Client-Centered Programming:
Facilitator/Trainer Guide for an Awareness Workshop on
Interagency Agreements

AUTHOR: Hocevar, Susan Page; Starr-Anderlin, Lyn; Honeycutt, Joan;
Sales, T. Bradford

PUBLISHER: California Regional Resource Center
University of Southern California
600 S. Commonwealth Ave., Suite 1304
Los Angeles, CA 90005
(213) 381-5231

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1979   RRC PRODUCED: Yes

AVAILABLE THROUGH: California State Department of Education
Attn: Leslie Brinegar
Office of Special Education
721 Capital Mall
Sacramento, CA 95814
(916) 445-3561

LANGUAGE: English   PAGES: 92   COST: Unknown

PHYSICAL FORMAT: Audio Visual Aids, Resource Materials, Speeches

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors, Child Advocates, Parents

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Federal Legislation,
Interagency Agreements, Interagency Personnel
Training,

OVERVIEW: The purpose of the document is to provide a framework
for a workshop that aims to familiarize participants with the
rationale, process, and format of interagency agreements and
supporting legislation. The document provides the following: a
sample agenda, trainer directions, narrative and/or overview
materials for each of five presentations, appropriate overhead and
handout materials. The presentations each develop areas of
significance to the development of interagency agreements: (1)
Rationale for Developing Interagency Agreements -- overview of
current California based agreements, federal memoranda and
legislation; (2) Update of Current Status of Agreement -- current
state of interagency agreements in California; (3) Review of

Collaborative Client-Centered Programming:
  Facilitator/Trainer Guide for an Awareness Workshop on
  Interagency Agreements (Continued)

Process used in Developing Agreements -- gives a model for ABS:
agreement development;   (4) Overview of Document Format and Key
Points -- Focus on responsibilities of local agencies, their
services; and   (5) Review of materials developed by CRRC.
Examples and references are made specific to California
legislation and agency interactions.

ABS: MARRC/CO'R, 5/12/81

TITLE: Perspectives on Interorganizational Relationships, in
          <u>Alternative Perspectives on Organizations: A Synthesis for</u>
          <u>Educators</u> (David L. Clark, et al, Editor)

AUTHOR: Lynn E. Baker

PUBLISHER: Far West Laboratory for Educational Research and
             Development
             1855 Folsom Street
             San Francisco, CA 94103

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: April 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES· 20   COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                  Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Organizational Change, Conflict Management

OVERVIEW: This article reviews various theoretical perspectives
on interagency relationships. It presents goal-oriented, rational
perspectives contrasted with alternative, arational theoretical
perspectives. It reviews research findings relating to the
following variables and concepts affecting interagency
relationships: (1) characteristics of formal and mandated
relationships, (2) characteristics and effects of power, (3) the
"liabiity of newness," (4) characteristics of structural and
operational conflict, (5) the effects of multiple ties and,
(6) the nature of conflict in interagency relationships. The
article concludes with a discussion of developmental stages which
interagency relationships undergo. The discussion makes use of
the Gail Sheehy <u>Passages</u> concept, and describes the following
states: (1) The Forming Stage -- "Solo Flight"; (2) The Merging
State -- "What Will We Do with Our Lives?"; and (3) The Crisis
Stage -- "Renewal or Decline or . . ."

ABS: NERRC/LEB, 5/15/81

TITLE: Beyond the Turf Battles. Working Together On: Senior
          Advocacy, Crisis Intervention, Planning, Services,
          Training

AUTHOR: Fogelberg, Alice

PUBLISHER: Colorado Congress of Senior Organizations
              243 East 19th Avenue
              Denver, CO   80203
              (303) 839-1955

FUNDING INSTITUTION: U.S. Department of Health and Human
                          Services
                       Administration on Aging
                       The Community Services Administration
                       ACTION

PUBLICATION DATE: RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 47   COST: $1.25

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
                   Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Communication, Interagency Agreements,
                       Funding, Models, Shared Services

OVERVIEW: This manual was developed in response to needs of
service providers and advocacy people. The Cooperative Senior
Advocacy Task Force initially conducted a research project to
determine which regulations, requirements or mandates were
creating barriers toward cooperative activity among state and
local agencies. While it was discovered that certain regulations
(and varying interpretations of those regulations) made
coordination difficult, the real barriers were caused by people
with conflicting drives and "turf protection" behavior. The first
section summarizes information collected from forty program
administrators in six states who reported the elements needed to
develop working relationships between organizations or agencies in
the areas of service and advocacy. Several factors which
contribute to or impede cooperative activity are isolated and
analyzed. They are: Co-location; Joint Funding Approach;
"Tradeoffs"; Issues as a Catalyst for Cooperation; Communication;
and Regulations. The second section presents approaches for
establishing ccllaboration which have been identified in
successful projects. Included is a questionnaire "What is Your
Coordination Quotient?" that individuals and agencies can use to

Beyond the Turf Battles. Working Together On: Senior Advocacy, Crisis Intervention, Planning, Services, Training (Continued)

assess their own level or style of cooperation. Following are essays analyzing the possibilities of cooperative activity, causes of "turf" problems, and ways they can be transformed.

COMMENT: The material in this handbook is appropriate and relevant for any type of agency regardless of its scope of operation (regional, state or local level) its funding source, or its mission. While many examples relate to services for the aging, they can also be applied to other fields.

ABS: MARRC/LSC, 5/7/82

TITLE: Planning for Services to Handicapped Persons: Community,
         Education, Health

AUTHOR: Magrab, Phyllis R.; Elder, Jerry O. (Editors)

PUBLISHER: Paul H. Brooks Publishers
             P.O. Box 10624
             Baltimore, MD   21204
             (301) 433-8100

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Paul H. Brooks, Publishers
                     P.O. Box 10624
                     Baltimore, MD   21204

LANGUAGE: English   PAGES: 271   COST: $14.50
                                                        (Hardcover)

PHYSICAL FORMAT: Book, Resource Material

TARGET AUDIENCE: Policy Formulators, Program Implementors, Child
                   Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Cooperative Planning, Comprehensive
                       Services

OVERVIEW: This book examines the service delivery systems of the
health, education, vocational, and social service communities as a
foundation to the development of a planning process.   The intent
is to develop an understanding of these systems and then to
demonstrate how existing planning processes can be applied to the
development of a coordinated service delivery system to
handicapped individuals.   To this end it is a compilation of
edited articles, with each chapter dealing with an aspect of the
service communities mentioned above, prepared by an informed
member of that community.   After the examination of the various
systems is complete, the final two chapters examine the
coordination of service delivery systems and provide a case study
for planning such coordinated services.   This book is a
comprehensive yet understandable introduction to the complexities
of interagency collaboration and, together with a later companion
volume by the same authors, "Coordinating Services to Handicapped
Children: A Handbook for Interagency Collaboration," provide both
an overview and a working, demonstrably successful format for the
initiation and completion of agreements supporting collaborative
activities among agencies serving the handicapped.

ABS: MARRC/KF, 5/17/81

TITLE: Interdependent Community: Collaborative Planning for
           Handicapped Youth, The Leader's Handbook

AUTHOR: Ferrini, Paul; Matthews, Bradford, L.; Foster, June;
           Workman, Jean

PUBLISHER: Technical Education Research Centers
           44 Brattle Street
           Cambridge, MA 02138
           (617) 547-0430

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: May 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 112   COST: Unknown

PHYSICAL FORMAT: Guide, Workbook, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Interagency Agreements, Interagency
                       Personnel Training, Cooperative Planning,
                       Group Dynamics

OVERVIEW: A "model" for use in interagency planning is
presented. The model has been designed to enhance
information-sharing and effective working relationships among
planners working together for the first time. It is intended for
use by "planning team leaders" or "facilitators," providing a
structure which: (1) describes the role of a collaborative
planning leader, (2) provides time frames for, and organization
of, the planning process, (3) discusses key problems that are
likely to emerge during the collaborative planning process, and
(4) provides instruction on how to develop, implement and evaluate
action plans. Leader and team member roles and responsibilities
are delineated and "task-oriented" examples and illustrations are
provided.

ABS: MARRC/JAD, 5/16/81

TITLE: Cooperative Planning for the Handicapped: National
         Workshop for the Development of Comprehensive Secondary
         Programming and Rehabilitation Services for the Handicapped

AUTHOR: Mid-East Regional Resource Center (Editor)

PUBLISHER: Mid-East Regional Resource Center
             1901 Pennsylvania Avenue, N.W., Suite 505
             Washington, D.C. 20006
             (202) 676-7200

FUNDING INSTITUTION: U.S. Department of Health, Education and
                         Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: February 1979   RRC PRODUCED: Yes

AVAILABLE THROUGH: Multiple copies not available; check with your
                     RRC for availability

LANGUAGE: English   PAGES: 65   COST: Unknown

PHYSICAL FORMAT: Conference Papers, Resource Materials

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Interagency Agreements, Cooperative Planning,
                       Vocational Services, Models

OVERVIEW: This document was prepared for the National Workshop
for the Development of Comprehensive Secondary Programming and
Rehabilitation Services for the Handicapped held in Washington,
D.C., on February 1 and 2, 1979. The goal established for the
workshop was to facilitate the delivery of comprehensive services
to secondary and post-secondary handicapped in the areas of career
development, vocational and special education, and rehabilitation
services. Participants included primarily federal and state level
administrators in those areas. Their objectives were: (1) to
review federal policy and programs with respect to collaborative
planning, (2) to identify concerns and problem areas related to
service delivery and explore possible solutions, (3) to present a
process model for planning for interagency agreements, (4) to
assist state administrators in initiating or refining interagency
agreements, and (5) to establish a timeline for completion and
implementation of the interagency agreements. Materials included
in the workshop notebook to facilitate the accomplishment of these
objectives include: (1) a process model which provides specific
activities addressing the organization of an interagency team, the
formulation of mutual goals, the preparation of a written
agreement, the implementation of the agreement, and the evaluation.

Cooperative Planning for the Handicapped: National
   Workship for the Development of Comprehensive Secondary
   Programming and Rehabilitation Services for the Handicapped
   (Continued)

of the effectiveness of the agreement, (2) suggested contents of
an agreement, (3) a list of possible services to be provided and
the agency responsible for providing them, (4) a profile of
instructional components including the student's age range, grade
level, and the program responsible for the component, (5) a list
of and descriptions of vocational program alternatives available
for the handicapped, (6) federal memoranda on interagency
collaboration, (7) Office of Education position statement on
comprehensive vocational education for handicapped persons, (8)
listings of technical assistance and other resources available
from the three federal agencies to facilitate planning for
interagency collaboration.

ABS: MARRC/MAS, 5/17/81

43

TITLE: A Selected Bibliography on Interagency Cooperation,
         Intergovernmental Relations and Regional Planning in
         Elementary/Secondary Education and Other Service Fields.
         ESA Project, Report No. 5.

AUTHOR: Research and Information Services for
              Education (R.I.S.E.)
          198 Allendale Road
          King of Prussia, PA 19406
          and
          Stephens Associates
          7338 Baltimore Avenue, Suite 107
          College Park, MD 20742

PUBLISHER: American Association of Educational Service Agencies
             C/O American Association of School Administrators
             1801 N. Moore Street
             Arlington, VA 22209

FUNDING INSTITUTION: U.S. Office of Education
                       and
                       The American Association of School
                          Administrators

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 44   COST: Unknown

PHYSICAL FORMAT: Bibliography

TARGET AUDIENCE: Program Implementors, Policy Formulators,
                   Administrators

SUBJECT DESCRIPTORS: Cooperative Planning, Program Evaluation,
                       Rural Education, Urban Education, Resource
                       Centers, State Department of Education

OVERVIEW: The ESEA Project report provides an annotated
bibliography of materials about regional educational services.
Part I of the bibliography covers interagency cooperation,
intergovernmental relations and regional planning in elementary
and secondary education and is subdivided into general references
as well as specific program areas: Vocational/Career Education,
Instructional materials and Special Education (a twelve page
subsection). A second section of the document focuses on similar
developments in related service fields. Educational Service areas
represent the third subsection which are separated into general,
nonmetropolitan and metropolitan areas. Over 300 citations refer
to technical, evaluative and final reports, manuals, handbooks,
project descriptions and evaluations, dissertations, articles and
conference papers. Journal, publisher or producer, total number
of pages, and ERIC accession numbers (when available) are included

A Selected Bibliography on Interagency Cooperation,
  Intergovernmental Relations and Regional Planning in
  Elementary/Secondary Education and Other Service Fields.
  ESA Project, Report No. 5.   (Continued)

in the citation.   Target populations reflect a range of
disabilities, support services and settings.   The roles of
Education Service Agencies (ESEA), learning resource centers,
regional cooperative centers and systems for service delivery are
discussed with a focus on collaborative planning.

ABS: NERRC/EM, 10/30/81

45

TITLE: Project Treat: An Inter-Agency Approach to Serving
          Severely Emotionally Disturbed Children in a Public School
          Setting and Sequoyah Mental Health center.

AUTHOR: Garrett, Geraldine H.; and others

PUBLISHER: Council for Exceptional Children
            1500 Association Drive
            Reston, VA   22091

FUNDING INSTITUTION: N/A

PUBLICATION DATE: April 1979   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA   22210 (Ed 171 037)

LANGUAGE: English   PAGES: 46   COST: $3.65

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Inservice Training, Training Techniques,
                       Emotionally Disturbed

OVERVIEW: Six papers exploring Project TREAT (an alternative for
the treatment of emotionally disturbed children) are presented.
The first "Project TREAT and the Memphis City Schools Mental
Health Center" (J. Paavola). The paper outlines the services
provided by the center and explores methods of classroom
management used by the city schools along with information on
staff development and the counseling and therapy which the city
provides. "An Historical Perspective of the Involvement of the
Sequoyah Center" (I. Rhem) describes the Tennessee Re-Education
program (training program for teacher/counselors) and lists the
six "biases" under which it functions. The author examines the
influence of behavior modification and learning disabilities on
teacher/counselor training. "Teaching Techniques for Emotionally
Disturbed Children in Project TREAT" (C. Randalls and G. Dean)
discusses assessment, curriculum, class and behavioral structure,
and the least restrictive environment. "Project TREAT: Special
Education Division Memphis City Schools" (G. Garrett) explores the
relationship of the city schools to the project. "A Teacher
Education Course Module: Matching Teacher Style, Program
Strategies, and Developmental Behaviors" (H. Rich) elaborates on
methods used to facilitate learning. "Community Agency"
(E. Montague) clarifies the interactions of three disparate
agencies in the success of Project TREAT.

ABS: NERRC/PHR, 10/30/81

TITLE: RUL #6: Guidelines for InterAgency Cooperation and the Severely Disabled

AUTHOR: Research Utilization Laboratory

PUBLISHER: Research Utilization Laboratory
Jewish Vocational Service
1 South Franklin Street
Chicago, IL 60606

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Rehabilitation Services Administration

PUBLICATION DATE: May 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 57   COST: $2.00

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Severely and Profoundly Handicapped,
Shared Services, Communiction, Models

OVERVIEW: With the passage of the Rehabilitation Act of 1973, federally supported rehabilitation agencies were given a new set of priorities: to provide services to the severely disabled, not only to those clients who were likely to become successfully employed with a minimum of services. Because the needs of Severely Disabled clients are complex, they must receive service from more than one agency. Sometimes several agencies make conflicting demands on a client. Sometimes each agency figures that the others are handling the case and no one does anything. It is only when the agencies work together that the Severely Disabled client has a chance to get adequate service. Therefore, these guidelines were written to give practitioners who work with severely disabled clients an idea of what to expect when they try to cooperate across agency lines. The focus of the Research Utilization Laboratory in this material is to identify strategies that two or three agencies can utilize to improve service to a small population of severely disabled persons, not necessarily to provide a structure for serving a large population in a large metropolitan area. The guide is a tool to help rehabilitation agencies analyze a community and decide how to organize and focus efforts at coordination. The guidelines for interagency cooperation include six different sections. First, what is included under the term cooperation? Second, what keeps agencies from cooperating with each other? Third, when they do cooperate,

why do they? Fourth, some examples from the literature of forms
that cooperation among agencies can take. Fifth, ~ome examples
that show the process involved in workiny toge'ne.. Sixth,
suggested steps to take when you want to initiate an interagency
project. In sections two and three, each idea is followed by a
hypothetical example, as an illustrtion. In sections four and
five, each example is preceded by a chart that provides a summary
of the project and its results, and a cross-reference to the
applicable ideas in sections two and three. A bibliography is
presented on the last two pages.

ABS: MARRC/MAS, 10/30/81

TITLE: Interagency Cooperation and Agreements, Policy
         Paper Series: Document 4

AUTHOR: Greenan, James, P.; LaCasse, Robert J.; McNelly, Don E.;
         Sankovsky, Ray

PUBLISHER: Leadership Training Institute/Vocational and
               Special Education/
            College of Education
            University of Illinois
            Urbana-Champaign, IL   61801

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education
                       Division of Personnel Preparation

PUBLICATION DATE: May 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                   or
                   ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA   22210 (Ed 194 756)

LANGUAGE: English   PAGES: 80   COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                  Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Collaborative Training, Communication,
                       Inservice Training, Shared Services

OVERVIEW: This product of a Leadership Training
Institute/Vocational and Special Education contains a series of
policy papers intended to identify and address several issues that
relate to developing effective cooperation and agreement among
agencies. Four papers address these topics and issues: (1) State
Planning for Interagency Cooperation, (2) Training Educational
Personnel to Implement Effective Interagency Cooperation and
Agreements for Serving Handicapped Learners, (3) Preparing
Vocational and Special Education Personnel for Working with
Students who have Special Needs, and (4) Effective Linkages for
Interagency Cooperation. The authors have confirmed the necessity
of effective interagency cooperation and agreements among the
public and private agencies which provide handicapped learners
with vocational and related services. Several issues were
identified that inhibit cooperation and various recommendations
were suggested. An epilogue summarizes the papers' contents. The
identified issues and functional recommendations will provide
information that will assist in overcoming the barriers to

interagency cooperation and agreements. The issues cannot be
considered an exhaustive list. However, the issues and
recommendations provide considerations for planning, implementing,
and evaluating interagency cooperation and agreements.

ABS: MARRC/LCS, 10/30/81

II-24A

50

TITLE: Compendium of Interagency Agreements, A: Vocational
         Education, Special Education, and Vocational
         Rehabilitation. Poli y Research and Resource Series:
         Document 5

AUTHOR: Phelps, L. Allen

PUBLISHER: Leadership Training Inst tu   al nd
               Special Education
            College of Education
            University of Illinois
            Urbana-Champaign, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education
                      Division of Special Education

PUBLICATION DATE: June 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 380   COST: Reproduction Costs

PHYSICAL FORMAT: Compendium, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                  Program Implementors, Advocates, Parents

SUBJECT DESCRIPTORS: Interagency Agreements, Vocational Services,
                      Shared Services, State Agency Procedures,
                      Local Agency Procedures, Models

OVERVIEW: This resources document has several purposes and uses
for educators and parents and advocates involved in vocational
education, special education, and vocational rehabilitation. The
results of a small-scale national survey of the state agencies
regarding the status of interagency agreements are reported. This
survey focused on determining the present status of state-level
interagency agreements and future research needs in this field.
In addition, examples of 29 current interagency agreements are
included to offer ideas for states and local agencies to use in
developing and refining their individual interagency agreements.
Several innovative arrangements for sharing programs, inservice
training, support services, assessment services, etc. are
contained in the agreements. The last section of the Compendium
includes abstracts of several interagency resources documents that
have been developed by federal and state agencies.

ABS: MARRC/NLS, 10/30/81

TITLE: Potential Working Relationships Between ESA's and the
         R&D Exchange

AUTHOR: Levis, Rae M.

PUBLISHER: Wayne County Intermediate School District
             33500 Van Born Road
             Wayne, MI   48184

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       National Institute of Education

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                     or
                     ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210 (Ed 168 164)

LANGUAGE: English   PAGES: 83   COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                   Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Cooperative Planning, Dissemination,
                       Urban Education, Agency Role, Federal
                       Legislation

OVERVIEW: This paper examines the existing and potential roles of
educational service agencies (ESAs) and their relationships with
state education agencies (SEAs) and local education agencies
(LEAs).   Special attention is focused on urban school districts.
The paper also critically analyzes these roles and relationships
as they relate to dissemination functions, with particular
emphasis on the role of the ESA in the Research and Development
Exchange (RDx).   The history of the ESA is outlined, and studies
of the education service agency in Michigan, Pennsylvania, and
other states are examined.   These studies lead to specific
recommendations regarding generally appropriate roles and
functions.   Roles and functions for the ESA in dissemination
evolve from recent federal legislation focusing on research
relative to educational change, broker/facilitator roles, nature
of the educational enterprise, state and national dissemination
agencies, and educational renewal and reform.   A number of
specific conclusions and recommendations relevant to the ESA and
RDx are offered.   No nationwide single-agency system or
configuration for dissemination can adequately respond to all
education needs; the professional community must support

comprehensive research and development evaluation studies about
regionalism; and the RDx configuration needs more client user
input at all levels of planning, management, and stages of
development.

ABS: MARRC/LCS, 10/30/81

TITLE: SEA's and Large Urban LEA's: An Approach to Collaboration
         and Technical Assistance

AUTHOR: Riley, David P.; Johnson, Richard A.

PUBLISHER: National Association of State Directors of
                Special Education
             1201 16th Street, N.W.
             Washington, DC 20036
             (201) 833-4218
             Council of Administrators of Special Education

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Civil Rights
                       Bureau of Education for the Handicapped

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 49   COST: $4.00

PHYSICAL FORMAT: Monograph, Resource Material

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Urban
                       Education, Technical Assistance, Models

OVERVIEW: This monograph discusses the need for technical
assistance for large urban school systems. The authors contend
that large city school systems need major external technical
assistance, that technical assistance should focus on total
organization renewal, that SEAs should provide leadership in
providing technical assistance, and that both the SEA and the LEAs
need to re-examine their working relationships. Based on the
Boston Project, a model for technical assistance is offered. The
eight phases of the model (preliminary negotiations; needs
assessment; goal setting; model building; task, strategy,
accountability specification; implementation; outcome evaluation,
recycle/reprogram) are discussed. Generic activities that cluster
within the phases are also presented. In the last section the
authors present the operational requirements and technical
assistance considerations necessary for replication of the Boston
Project Technical Assistance Model.

ABS: MARRC/JLL, 10/30/81

TITLE: Cooperative Occupational Preparation of the
Handicapped: Exemplary Models

AUTHOR: Ashby, Sylvia; Bensberg, Gerard J. (Editors)

PUBLISHER: Research and Training Center in Mental Retardation
Box 4510
Texas Tech University
Lubbock, TX 79409

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Handicapped Research
(in part)

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 390   COST: $10.00

PHYSICAL FORMAT: Research Report, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Vocational Services, Models

OVERVIEW: This handbook provides several useful types of
information regarding cooperative agreements between special
education, vocational education, and vocational rehabilitation.
Part One summarizes the legislative history and traces the
development of cooperative agreements at the federal, state, and
local levels. Part Two describes the implementation of
cooperative service delivery programs in vocational preparation at
ten sites across the country. These sites selected as exemplary
programs illustrate a variety of program options serving many
populations in rural and urban settings. Part Three provides a
review of literature related to career/vocational education and
state-of-the-art regarding vocational evaluation. Some
generalizations about effective interagency programs conclude the
book.

ABS: MARRC/JAM, 10/30/81

TITLE: Proceedings: Dissemination Processes Seminar
          Collaboration -- A Promising Strategy for Improving
          Educational Practice

AUTHOR: Pascarelli, Joe -- Seminar Design and Coordinator

PUBLISHER: Dissemination Support Service
              Dissemination Program
              Northwest Regional Educational Laboratory
              710 S.W. Second Avenue
              Portland, OR 97204

FUNDING INSTITUTION: U.S. Department of Education
                        National Institute of Education

PUBLICATION DATE: December 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 90   COST: Reproduction Costs

PHYSICAL FORMAT: Conference Papers

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                   Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Communication, Dissemination, Policy
                       Development, Models

OVERVIEW: Each participant at the seminar was to bring data on
collaboration and collaboratives. The presentors listened
carefully to participants reports in small groups and then
targeted their presentations to the major issues and problems
raised. The proceedings include: the preseminar work packet with
a review of literature and background articles; correspondence to
participants; registration handouts; guidelines for group
facilitators; presentors main points; tips from active
collaborators; key ideas from Action Research Groups; relevant
documents distributed during the seminar. The seven "action
research" groups summarized their work under the following
categories: Commonalities, Differences, Uniqueness and Critical
Issues. Some of the questions were: What are the conditions
necessary for collaboration? What are the themes and patterns in
collaboration and collaboratives that need further exploration and
study? What are the applications that can be made now to various
work situations? Also included in this document are selected
statements from the literature relevant to collaboration and
coordination. Thirty documents were searched in regard to
educational change, management and organization, and social
systems.

ABS: MARRC/NF, 10/30/81

TITLE: The Service Integration Project: Final Report, A Guide to
Collaboration

AUTHOR: Fabrizio, Jo Jackson; Sanford, Anne R.; Brigham, Sherry;
Anderson, Ronald J.; Neufeld, G. Ronald; Pritchard;
Bartel, Joan M.

PUBLISHER: Chapel Hill Training -- Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Human Development
Region IV Office of Child Development
National Office of Child Development

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA   22210 (Ed 149 564)

LANGUAGE: English   PAGES: 184   COST: Reproduction Costs

PHYSICAL FORMAT: Report, Guide

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Early Childhood Programs, Developmental
Disabilities, Models, Program Evaluation,
Shared Services, Data Collection, Agency Role

OVERVIEW: Presented is the final report of the Service
Integration Project, a North Carolina demonstration project to
facilitate collaboration of local programs particularly those
sponsored by the Developmental Disabililties program and the Head
Start program. Individual chapters deal with the following
topics: overview of service integration; the human perspective of
service integration; development of the project through
mobilization of resources available through the Chapel Hill
Training-Outreach Project, the Developmental Disabilities
Technical Assistance System, and Region IV Network of services to
the handicapped in Head Start; the service integration program
plan; implementation of service integration; the state advisory
task force for service integration; advocacy as an examination of
its interaction within the human service delivery system;
alternative models for interagency coordination; the collaborative
process for service integration; the collaborative process for

service integration; evaluation; and recommendations for
replication and investigation. Appendixes include an organization
chart, the operating plan, project operating plan, calendar of
events, Head Start needs assessment form questionnaire, agenda of
a planning conference, the collaborative agreement form, sample
letters, conference agenda, evaluation data from the State
Advisory Task Force, a process manual for collaborative planning,
and evaluation data.

ABS: MARRC/LCS, 10/30/81

TITLE: Guide to Community Awareness and Interagency Cooperation

AUTHOR: Eagen, Carol S,; Jones, Jacquelyn O.; Petisi, Kathleen;
         Toole, Amy L.

PUBLISHER: Board of Cooperative Educational Services
             Putnam/Northern Westchester
             Yorktown Heights, NY 10598

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education

PUBLICATION DATE: January 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 119   COST: Free

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Community Involvement, Multidisciplinary
                       Team Training, Shared Services

OVERVIEW: In an effort to effectively serve the youngsters in
their area, the staff at this NY BOCES created a program for
building community awareness of services and fostered cooperation
with other agencies to provide those services. This guide
explains some very concrete methods for helping an agency staff
understand a community's "character" and with that knowledge
develop a tailor-made awareness program. It also explains the
transdisciplinary team approach to providing a range of services
and the methods they used to encourage attitudes of sharing and
teamwork. The program takes two to three years to implement as it
involves developing materials, procedures, and timelines. The
guide was formulated in a way that allows the reader to take
immedi te and concrete steps toward program development by
providing many samples of forms, letters, brochures, and other
printed material. It is essentially a resource "how-to" handbook.

ABS: MARCC/NLS, 10/30/81

TITLE: Resource Report No. 3:   The Continuing Evolution of
         Regular and Special Education Collaborative

AUTHOR: Grayson, Judith M.; Arnold, Diane; Hocevar, Susan;
          Starr, Lyn

PUBLISHER: California Regional Resource Center
             University of Southern California
             600 So. Commonwealth
             Los Angeles, CA 90005

FUNDING INSTITUTION: U.S. Department Of Health, Education and
                          Welfare
                       Office of Education
                       Bureau of Education for the Handicapped
                       Division of Media Services

PUBLICATION DATE: March 1980   RRC PRODUCED: Yes

AVAILABLE THROUGH: Check your RRC for availability

LANGUAGE: English   PAGES: 19   COST: Reproduction Costs

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                   Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Cooperative Planning, Agency Role, Federal
                       Legislation, Models

OVERVIEW: The purpose of this paper is to examine current
practice, present needs, and potential ways to meet identified
needs in the areas of regular and special education
collaboration. The evolution of collaboration efforts and future
trends in the need for systemic changes in education is explored.
The position taken is that cooperation between regular and special
educato, or intra-agency collaboration, is critical to the
effective implementation of the least restrictive environment
mandate of Public Law 94-142. It is further argued that such
collaboration requires educators to develop new skills, and to
refine, or if necessary, abandon traditional educational
practices, so that we may reach the single system-wide goal of
providing quality educational programs to meet the needs of all
students. This paper is divided into two parts: Background.
Included is an historical sketch of the interface between regular
and special education and a description of significant aspects of
current practice. In addition, critial need is identified via the
review and study of current practice. Audette's (1979)
interagency agreement model, which identifies three classes of
collaboration (Responsibilities; Utilization of Resources;
Procedures), was adapted to provide a structure for the issues
discussed. Education is one agency, and therefore this paper uses

II-33

the term "intra-agency" to describe the relationships among the
components of that delivery system. Recommendations and
Resources. A list of possible solutions is presented. Each
solution could be used for any of the three classes of identified
needs. Resources for implementing proposed solutions are also
presented. The discussion which follows explores the evolution of
collaborative efforts and the need for change in education.

ABS: MARRC/LCS, 10/30/81

TITLE: Education/Human Service Program Models: A collaborative dissemination project for local schools

AUTHOR: Massachusetts Department of Education

PUBLISHER: Division of Special Education
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Unknown   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
Merrimac Education Center
101 Mill Road
Chelmsford, MA 01824
(617) 256-3985

LANGUAGE: English   PAGES: 25   COST: Free

PHYSICAL FORMAT: Pamphlet, Reference Material

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Local Agency Procedures, Models

OVERVIEW: This pamphlet contains descriptions of 22 Service
Program Models of current practices in Human Services in
Massachusetts. Its purpose is to 1) highlight examples of
interagency cooperation and to report on the services of
interagency groups made up of human service and educational
agencies; 2) to provide an information exchange among human
service and educational agencies and; 3) to present information on
area programs, groups and services. Each entry includes a brief
program description of population served, services provided,
cooperating institutions, cost information, availability, and
contact person. Samples of cooperating institutions include
Department of Public Health, Department of Education, Department
of Public Welfare, Department of Mental Health and Division of
Youth Services.

AB.   MARRC/LCS, 10/30/81

TITLE: EPSDT and Head Start

AUTHOR: Chapel Hill Training-Outreach Project

PUBLISHER: Chapel Hill Training-Outreach Project
            Lincoln Center
            Merritt Mill Road
            Chapel Hill, NC 2751.4
            (919) 967-8295

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Unknown   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: COST: $35.00

PHYSICAL FORMAT: Audiovisual Aid

TARGET AUDIENCE: Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Federal Legislation, Collaborative Training,
                      Agency Role, Case Management, Communication

OVERVIEW: The purpose of this slide/tape presentation is to
provide a brief overview of the relationship between the Early
Periodic Screening Diagnosis and Testing (EPSDT), and the Head
Start federal programs; and how they can work together in
providing needed health and medical services to the children of
low-income families. Interagency collaboration is a practical
necessity for jointly serving chldren and families eligible for
both programs, as both agencies are committed to providing
preventive health and early intervention services. The first step
highlighted for Head Start's successful collaboration with EPSDT
is "preparation." Foreknowledge of state medicaid requirements,
State Plans for EPSDT implementation and any previous agreements
with Head Start are also basic to any collaborative effort as well
as a friendly and positive attitude. Determination of eligibility
requirements is one of the first areas of agreement, lists of
eligible children and families, the screening, periodicity
schedule and guidelines, case management systems, and information
sharing of both agencies are also essential.

ABS: MARRC/LCS, 10/30/81

TITLE: "The Comprehensive Planning Process". The Clearinghouse.
Vol. 54, No. 9

AUTHOR: Corbin, Steven S.; Koster, John J.

PUBLISHER: Heldres Publications
4000 Albemarle St., N.W.
Washington, DC 20016

FUNDING INSTITUTION: N/A

PUBLICATION DATE: May 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 8   COST: Subscription/
                                              $18.00/year

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Cooperative Planning, Models, Data
Collection

OVERVIEW: The extent of funding has created a perplexing network
of laws and regulations for compliance by local school agencies
and a need for reform in present education policies. The
development of school-based comprehensive plans serves as an
effective means to address the many problems resulting from
multiple funding sources. According to a survey by the
Comprehensive Planning Unit of New York City, nearly 58% of the
respondents selecting definitions of comprehensive planning agreed
that it is "the coordination and integration of all instructions
and administrative services to improve student achievement."
Advantages of a comprehensive plan would enable schools to more
easily 1) plan and deliver services around childrens' needs,
2) integrate personnel, 3) address school needs and resources and
4) develop alternatives to programs. The comprehensive planning
process is a hands-on approach recognizing continuous and gradual
improvement. The planning process is a systematic decision making
set of procedures that includes a written document (the plan), and
a series of scheduled, time-allotted events. It originates at the
superintendent's level progressing downwards and becoming more
detailed at the school level. The tasks in the comprehensive
planning process are 1) committee formation, 2) needs assessment,
3) writing measurable goals, 4) formulating a plan of action and
5) evaluation.

ABS: MARRC/LCS, 10/30/81

TITLE: Organizations Collaborating to Improve Educational Practice

AUTHOR: Yin, Robert K.; Gwaltney, Margaret K.

PUBLISHER: Abt Associates, Inc.
             Washington, DC Office
             1521 New Hampshire Avenue, N.W.
             (202) 466-4343

FUNDING INSTITUTION: U.S. Department of Education
                       National Institute of Education
                       Research and Educational Practice Programs

PUBLICATION DATE: March 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 128   COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Technical Assistance, Regional Education
                       Agencies, Inservice Training

OVERVIEW: This is a report of a study aimed at advancing current
understanding of how and why interorganizational collaboration
produces desired knowledge utilization outcomes, especially to
inform policymakers about the relationships between their
decisions and the operation of collaborative arrangements. While
the specific focus of the study was knowlege utilization, it is
intended to suggest potential lessons about interorganzational
collaboration more generally. The study covered one particular
type of interorganizational arrangement -- between local school
districts and regional education agencies (REAs). The study
intensively examined three REA arrangements. The study went one
step further, however. It also examined the role of third party
organizations -- e.g., federal and state agencies -- who issue
mandates affecting knowledge utilization services. Several policy
implications emerge from the study, even though any definitive
actions cannot be made on the basis of a single research study.
The report contains five chapters plus a list of references and an
appendix; Chapter I -- defines the knowledge utilization problem;
Chapter II -- describes research methodology; Chapter III -- gives
characteristics of each arrangement, along with outcomes; Chapter
IV -- presents explanations for knowledge utilization in each
arrangement; Chapter V -- presents recommendations for future
study and indicates potential policy implications. The appendix
contains a listing of REAs by state and gives a field guide.

ABS: MARRC/LF, 10/30/81

TITLE: The Network Concept: A Quad-Cities Vocational
           Rehabilitation Facilities Plan

AUTHOR: Bi-State Metropolitan Planning Commission,
           Rock Island, IL

PUBLISHER: Rehabilitation Services Administration
            U.S. Department of Health, Education and Welfare
            Washington, DC   20202

FUNDING INSTITUTION: N/A

PUBLICATION DATE: June 1971   RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0000860
                    5285 Port Royal Road
                    Springfield, VA   22161
                    or
                    Project Share
                    P.O. Box 2309
                    Rockville, MD   20852

LANGUAGE: English   PAGES: 158   COST: $14.00 plus postage
                                              (Executive summary
                                              free from Project Share

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                  Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Cooperative Planning, Shared Services,
                       Vocational Services

OVERVIEW: A vocational rehabilitation facilities plan is described
that was developed by the Bi-State Metropolitan Planning
Commission of Rock Island, Illinois. The planning process was
guided by the following purposes: (1) to present a channel of
communication and coordination among all agencies involved in
vocational rehabilitation in the bi-State area of Iowa and
Illinois; (2) to develop a facilities plan that would be
acceptable to those involved in rehabilitation; (3) to insure
continued coordination in planning for rehabilitation facilities;
(4) to develop a plan that shows promise of being implemented
through existing funding sources; and (5) to provide guidelines
and priorities to State rehabilitation agencies in the updating of
their facilities plans. Methodological aspects of the plan's
development are described, with three planning stages identified;
retrieval of relevant data to serve as a basis for defining terms
in relation to the scope of the study; analysis of information
collected during the inventory stage; and recommendations for
implementation of the vocational rehabilitation plan through

exploration of available funding sources, establishment of
priorities, and continuing planning efforts. The concept of a
network of facilities for the handicapped in the planning process
for vocational rehabilitation is discussed. Five types of
rehabilitation facilities are considered: transitional workshop,
extended employment workshop, activity center, halfway house, and
experimental residential facility. Recommendations are made for
the coordination of rehabilitation facilities and the
implementation of the vocational rehabilitation facilities plan.
(Project Share)

ABS: MARRC/LCS, 5/7/82

TITLE: Creating Interagency Projects: School and Community
         Agencies

AUTHOR: Ringers, Joseph, Jr.

PUBLISHER: Community Collaborators
             P.O. Box 5429
             Charlottesville, VA 22903

PUBLICATION DATE: October 1977   RRC PRODUCED: No

FUNDING INSTITUTION: N/A

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 56   COST: $3.95

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Program Implementors, Policy
                   Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Communication, Cooperative Planning,
                       Community Involvement, Funding, Evaluation
                       Methods, Shared Services

OVERVIEW: Conservation of energy and resources, recycling and
reprogramming of excess space, coordination and co-programming of
services, efficiency and economy are familiar phrases to most
Americans. Citizens, professionals, agency executives and elected
officials alike are recognizing that cooperation must take place
if we are to provide effective service levels to all people within
a reasonable range of costs. Thus, the concept of interagency
programs is rapidly gaining acceptance in many communities because
the interaction and coordination between agencies often results in
a sharing of the load, conservation of the resources, improvement
of services and even enlargement of the effort. This publication
is based on the premise that sharing is basic in interagency
programs and that conservation of energy and resources is both a
proper and attainable objective. Its subject matter covers the
elements and processes of creating interagency linkages and
projects as well as the leadership style of individuals,
"Enablers," who are instrumental in creating these linkages and
projects. In eight chapters it discusses: Basic Principles and
Concepts; Leadership; Strategies and Techniques; Influencing
Bureaucracies; Problem Solving; Creating New Linkages; Operational
Aspects; and Creating Interagency Projects.

COMMENT: This manual should be especially useful to the
facilitator of interagency activities as a guide to the
collaborative planning process.

ABS: MARRC/LCS, 5/7/82

68

TITLE: A Different Game: Collaborating to Serve Youth at Risk.
          Slide/Cassette Presentation and Guide

AUTHOR: The National Juvenile Justice Program Collaboration;
          Stretch, Bonnie

PUBLISHER: The National Juvenile Justice Program Collaboration

FUNDING INSTITUTION: U.S. Department of Justice
                       Law Enforcement Assistance Administration
                       Office of Juvenile Justice and Delinquency
                          Prevention

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: The National Assembly of National Voluntary
                        Health and Social Welfare Organizations, Inc.
                     291 Broadway
                     New York, NY   100C7
                     (212) 267-1700

LANGUAGE: English   PAGES: 14 minutes   COST: $4.75 (rental
                                                        and postage;
                                                        guide -- free)

PHYSICAL FORMAT: Audio-Visual aid

TARGET AUDIENCE: Advocates, Administrators, Parents, Policy
                   Formulators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Shared Services, Adjudicated
                       Handicapped Youth

OVERVIEW: The presentation includes 140 35mm slides and a
synchronized tape cassette that provide a verbal-visual report on
the collaborative work of youth agencies and service organizations
in five regions across the nation to serve young people known as
status offenders.   The presentation depicts the problems they
face, tells the story of why and how the national and local
collaborations were started, and shows how the programs are
working.   Included with the slide/tape presentation are: 1) a
pamphlet entitled "A Different Game," which describes the purpose,
development and achievements of the National Juvenile Justice
Program Collaboration (NJJPC) under whose auspices the five
collaborative projects were launched; and 2) a guide, by Bonnie
Stretch, which demonstrates how to play "A Different Game,"
provides background information, and explains how to organize for
the presentation.

COMMENT: The presentation offers a comprehensive picture of the
collaborative process based on the experience of the NJJPC and its
affiliates.   Both private and pubic agencies working with youth

A Different Game: Collaborating to Serve Youth at Risk.
   Slide/Cassette Presentation and Guide (Continued)

can use it to increase their members' awareness of the needs of
status offenders and to encourage their organizations to begin to
develop, or to expand further, their capacities to serve status
offenders.

ABS: LSC/MARRC, 5/7/82

70

TITLE: A Different Game: Collaborating to Serve Youth at Risk.
          Juvenile Justice Program Collaboration -- Evaluation
          Report

AUTHOR: Burch, Genevieve, Principal Investigator

PUBLISHER: Center for Applied Urban Research
             University of Nebraska at Omaha
             Omaha, NE 68182

FUNDING INSTITUTION: U.S. Department of Justice
                       Law Enforcement Assistance Administration
                       Office of Juvenile Justice and Delinquency
                          Prevention

PUBLICATION DATE: May 1978   RRC PRODUCED: No

AVAILABLE THROUGH: The National Assembly of National Voluntary
                       Health and Social Welfare Organizations
                     291 Broadway
                     New York, NY 10007
                     (212) 269-1700

LANGUAGE: English   PAGES: 154   COST: Charge for postage &
                                            handling only; $1.50
                                            minimum

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Agency Role, Shared Services, Models
                       Group Dynamics, Adjudicated Handicapped
                       Youth

OVERVIEW: In 1975 the Law Enforcement Assistance Administration
awarded funding for a program designed to organize the voluntary
agencies serving youth to better serve "status offenders" and to
aid in the removal of these young people from institutions. The
program was developed by a collaboration of 15 national agencies,
all members of the National Assembly of National Voluntary Health
and Social Welfare Organizations. The agencies proposed to
deliver community services by forming a National Juvenile Justice
Collaboration Office and by supporting five local collaborations
focused on the issue of the status offender. The local
collaborations would have the responsibility of offering programs
in the areas of advocacy, capacity building, and direct services,
and also help develop a process of collaboration which would be
useful in delivery of services in the future. The five projects
were evaluated by the extent to which they were successful in
their three major program tasks: building collaboration; planning
and implementing programs; and affecting member organizations.
The extent to which the National Juvenile Justice Collaboration

II-41

A Different Game:. Collaborating to Serve Youth at Risk.
Juvenile Justice Program Collaboration -- Evaluation
Report (Continued)

Project was successful in developing the collaboration process at
each site was also evaluated. The major portion of this report
examines in detail the results of the evaluation in both program
and process areas: manner of organization; extent of planning and
implementation of collaboration; and the capacity to serve
clients. The evaluation includes an analysis of situational and
process factors that affected the collaborations. The hypothesis
of the research design is that the group process affects the
successful attainment of program goals.

COMMENT: This report should be valuable for those interested in
the organizational procedures of collaboration and in the
development and implementation of programs and services to status
offenders and children at risk. Those interested in the
development of the collaboration process and its effect on
programs will find this evaluation report useful.

ABS: MARRC/LCS, 5/7/82

72

TITLE: Community Workbook for Collaborative Services to
         Preschool Handicapped Children

AUTHOR: Magrab, Phyllis, Kazuk, Elynor, Greene, Lorna

PUBLISHER: American Association of University Affiliated
             Programs for the Developmentally Disabled
             1234 Mass. Ave., N.W., Suite 813
             Washington, DC 20005

FUNDING INSTITUTION. U.S. Department of Health, Education and
                      Welfare

PUBLICATION DATE: November 1981   PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 34   COST: $3.00

PHYSICAL FORMAT: Workbook

TARGET AUDIENCE: Advocates, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Early
                       Childhood Programs, Agency Role, Community
                       Involvement, Cooperative Planning, Data
                       Collection, Needs Assessment

OVERVIEW: This workbook is an update to Interagency Workbook for
Serving Preschool Handicapped Children, 1980. It suggests a
concrete procedure for communities to use in collecting and
summarizing information in an effort to coordinate services to
preschool handicapped children and the   families. The workbook
may be used to : 1) develop plans based on community needs;
2) assist in evaluating the progress of community activities,
3) assist in making revisions in the plans and sharing changes
with participants, and 4) assist in requesting funds for services
not available in the community. With collaborative projects,
discussions regarding the establishment of specific goals often
become bogged down in semantic or philosophic arguments. The
authors present an example of a concrete, measurable goal which
may serve as the "objective" for any community effort and is
referred to regularly throughout the workbook. The authors
emphasize the necessity of keeping progress toward the goal
measurable and concrete. One of the major causes of failure in
these efforts is the lack of clarity and shared understanding of
what the cooperation is trying to accomplish. The workbook
addresses these problems throughout its five sections:
I.   Identifying Participating Groups; II.   Collecting Numerical
Data; III.   Determining Needs of Target Population; IV.   Surveying
Service Providers; and V.   Finalizing Community Needs. Each
section contains a narrative regarding tasks to be accomplished

during that stage and worksheets which can be used to assist the
community group in accomplishing them. Suggested definitions for
terms used in the community surveys are also included.

COMMENT: This wor ook is primarily a beginning for community
collaborative planning and coordination of services -- a first
step toward the development of a continuum of services for
preschool handicapped children and their families. See companion
handbook, "Developing a Community Team."

ABS: MARRC/LSC, 5/7/82

II-42A

TITLE: Developing A Community Team

AUTHOR: Magrab, Phyllis; Elder, Jerry; Kazuk, Ellie; Pelosi, John; Wiegerink, Ronald

PUBLISHER: American Association of University Affiliated Programs for the Developmentally Disabled
1234 Mass. Ave., N.W., Suite 813
Washington, DC 20005

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare

PUBLICATION DATE: N/A   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 41   COST: $3.00

PHYSICAL FORMAT: Guide, Manual

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Community Involvement, Communication,
                       Cooperative Planning

OVERVIEW: This handbook is a companion volume to the Community
Workbook for Collaborative Services to Preschool Handicapped
Children (page). The purpose of Chapter One is to assist in the
initial process of organizing the first community team meeting and
generating individuals and agencies interested in participation.
Four process steps are discussed: a) clarifying a purpose for the
initial meeting, b) deciding who should be invited to participate,
c) selecting the appropriate method for inviting participants, and
d) planning and conducting the initial meeting. Chapter Two
addresses the issues of structure and organization, community
needs, and the problems which arise in attempting to address these
issues. Chapter Three includes a description of steps to be taken
to develop an Action Plan. The phases include 1) generating a
list of beliefs about the team and its purposes, 2) specifying the
team mission, 3) specifying problem areas, and 4) translating
specific problem areas into goal statements. In any community
effort there is an array cf human factors that effect goal
achievement. The key areas that emerge as important factors
include leadership, role clarification, group atmosphere and the
decision making process. Chapter Four discusses each of these
areas, and raises questions for community teams to address around
issues that can emerge in each area.

ABS: MARRC/LSC, 5/7/82

TITLE: Planning Guidelines for Coordinated Agency Transportation
         Services

AUTHOR: Applied Resources Integration, Ltd., Boston,

PUBLISHER: Social Services Research Institute
            Washington, DC

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Human Development Services
                       Department of Transportation
                       Urban Mass Transportation Administration

PUBLICATION DATE: April 1980   RRC PRODUCED: No

AVAILABLE THROUGH: WRI, Suite 810
                     1015 18th St., N.W.
                     Washington, DC 20036

LANGUAGE: English   PAGES: 51   COST: $2.95

PHYSICAL FORMAT: Guide, Report

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Cooperative Planning, Funding, Models

OVERVIEW: The goal of transportation coordination is a more
responsive, efficient and reliable transportation system developed
through the cooperative use of resources in the local community.
The purpose of these guidelines (the first report ;   ,o part
series) is to provide assistance in the identifica,
assessment of coordination concepts that are feasible for a local
community. It describes the concept of coordination, its
potential benefits to the human service agency network and the
community, and its applications in a variety of settings. Chapter
one describes the basis for coordinating planning within the
present community transportation structure. Chapters 2 and 3
describe coordination approaches that can correct an array of
potential deficiencies including: operation of vehicles by
numerous agencies resulting in inefficient use of vehicles;
difficulty of securing adequate transportation services for their
clients at reasonable cost; need for alternatives to existing
public transit; and disparities in rates or quality for similar
transportation services. Chapter 4 describes _.. ordination
planning approach based on an analysis of current conditions and
an assessment of coordination potential. Chapter 5 describes the
coordination planning process in urban and rural settings, dealing
with institutional arrangements, community organizations, and the
regulatory environment. While the focus of these guidelines is

Planning Guidelines for Coordinated Agency Transportation
   Services (Continued)

primarily on human service agency transportation services, there
is also an emphasis on coordination with public and private
transportation providers. See companion volume, "Implementation
Guidelines for Coordinated Agency Transportation Services."

ABS: MARRC/LSC, 5/7/82

TITLE: Implementation Guidelines for Coordinated Agency
          Transportation Se ices

AUTHOR: Applied Resources Integration, Ltd., Boston, M.

PUBLISHER: Social Services Research Institute
             Washington, DC

FUNDING INSTITUTION: U.S. Department of Health, Educa on a
                       Welfare
                       Office of Human Development Services
                       Department of Transportation
                       Urban Mass Transportation Administration

PUBLICATION DATE: April 1980   RRC PRODUCED: No

AVAILABLE THROUGH: WRI, Suite 810
                     1015 18th St., N.W.
                     Washington, DC   20036

LANGUAGE: English   PAGES: 83   COST: $3.45

PHYSICAL FORMAT: Guide, Manual

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Cooperative Planning, Funding, Models

OVERVIEW: These implementation guidelines are the second volume
of a two-part set on coordination of transportation. They
describe the process by which a conceptual coordination plan is
turned into an operating system. The intent of this document is
to provide tools and knowledge that will simplify local efforts.
Chapter 1 describes the method for determining the level of effort
needed for the implementation phase, a function of the concepts to
be implemented, the number of agencies participating, and the type
of organization managing the system. Chapter 2 describes the
variety of organizations that could potentially run the
coordination project, including local governmental bodies, human
service agencies, public transit operators, private transit
operators, and private nonprofit organizations formed specifically
for this purpose. Chapter 3 describes system design
considerations for each of the coordination concepts, and
Chapter 4 presents financial planning and management information
considerations relevant to each coordination concept. In
Chapter 5, requirements for regulatory permits and insurances are
outlined; and the development of contracts between the
coordination agency and agency participants, crucial to the final
development of the system, is described in Chapter 6. Sample
contracts from a number of sites currently engaged in coordination
efforts are presented to illustrate the requirements for an

effective contract. Chapter 7 describes hiring considerations and
includes job descriptions for each position commonly required.
See companion volume, "Planning Guidelines for Coordinated Agency
Transportation Services."

ABS: MARRC/LSC, 5/7/82

II-45A

TITLE: Making It Work in Rural Communities: Effective Strategies
           in the Collection and Analysis of Cost Data in Rural
           Programs

AUTHOR: Black, Talbot; Hutinger, Patricia (Editors)

PUBLISHER: The Rural Network
             Western Illinois University
             College of Education
             Horrabin Hall, Room 27
             Macomb, IL   61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: June 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 48   COST: $4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Fiscal Accountability, Funding, Shared
                       Services, Data Collection, Rural Education

OVERVIEW: The purpose of this monograph is to present broad
considerations related to the collection and analysis of cost
information in programs for young handicapped children.   These
considerations are illustrated with examples of systems used in
four rural Handicapped Children's Early Education Program (HCEEP)
projects.   Multiple uses for cost information are identified with
emphasis placed on the benefits of cost analysis such as program
monitoring and management decision-making.   Three of the projects
described routinely use computers for data storage and retrieval.
Two levels of cost data collection (assembling cost data by
program components, and determining costs by objective/activity)
are represented.   Each project emphasizes personnel costs, as well
as factors related to time and activities.   Uses of cost data
collection and analysis are noted, such as: informing potential
funding sources of time, activities and cost; management tools;
simplifying preparation of new budgets; keeping staff on task;
decision making related to program activities and future planning;
and greater accountability and task accomplishment.   The systems
in operation at four projects can be used to differentiate between
costs related to model development and those related to service
delivery.

ABS: MARRC/LCS, 5/7/82

TITLE: Making It Work in Rural Communities: Securing Funding
        in Rural Programs for Young Handicapped Children

AUTHOR: Garland, Corinne Welt; Moreau, Arthur J.; Weil, Jane

PUBLISHER: The Rural Network
            Western Illinois University
            College of Education
            Horrabin Hall, Room 27
            Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: June 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 33   COST: $4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Shared Services, Funding,
                      Rural Education

OVERVIEW: Securing funds to support programs for the young
handicapped child is a major problem for rural service providers.
The purpose of this monograph is to provide practical
suggestions. Part I outlines and discusses nine steps in the
process: 1) Define the Needy, 2) Determine Responsibility,
3) Identify Resources, 4) "The Medium is the Message," 5) Choosing
Your Targets, 6) Building the Fund Raising Team, 7) Public
Relations, 8) The Great Event, and 9) Evaluation. Part Two
addresses securing state funds for rural programs. Part Three
focuses on securing funds from foundations and corporations for
rural programs.

ABS: MARRC/LCS, 5/7/82

TITLE: Making It Work in Rural Communities: Cost Effective
        Delivery Strategies in Rural ``eas, Programs for Young
        Handicapped Children (Vol. I)

AUTHOR: Black, Talbot; Hutinger, Patricia (Editors)

PUBLISHER: The Rural Network
            Western Illinois University
            College of Education
            Horrabin Hall, Room 27
            Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: September 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 41   COST: $4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Funding, Program Evaluation, Models

OVERVIEW: What benefits will it provide? What will it cost? Can
we afford it? These are basic questions a school board,
superintendent or agency head must ask when considering whether to
support a program. The major purpose of this publication is to
provide some examples of cost effective rural service delivery
programs for young handicapped children. Contained in this
monograph are program descriptions of five effective delivery
practices that follow a common format, with a cost-per-child
figure. The authors request readers' judgement whether the cost
is reasonable in the light of services and benefits provided.
Included in the Appendix is a sample format for those projects
wishing to contribute to the monograph.

ABS: MARRC/LCS, 5/7/82

TITLE: Making It Work in Rural Communities: Interagency
         Coordination -- A Necessity in Rural Programs

AUTHOR: Threet, Steve, and Others

PUBLISHER: The Rural Network
             Western Illinois University
             College of Education
             Horrabin Hall, Room 27
             Macomb, IL   61455

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education

PUBLICATION DATE: June 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 53   COST: $3.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Advocates, Policy Formulators,
                   Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Agency Role, Communication, Rural Education,
                       Shared Services, Interagency Personnel
                       Training, Models, Early Childhood Programs

OVERVIEW: The purpose of this monograph is to illustrate how
early childhood personnel can work together to eliminate overlap
in their services, to keep communication open, and to assist each
other in providing appropriate and quality services to young
handicapped children residing in rural areas. The first paper
defines interagency coordination, explains the different types of
interagency relationships and summarizes the factors which
facilitate successful and ongoing interagency coordination. The
second paper illustrates that while agencies in rural communities
have coordinated their service delivery efforts in the past, the
staff of these agencies, according to the results of national
surveys, feel considerable lack of strength and skills when it
comes to applying the concepts of coordination to their efforts.
The next two papers illustrate problems which may arise in
developing and maintaining efforts in interagency cooperation,
then suggest solutions or ways to counteract these concerns. The
first deals with 1) state level concerns and the necessity of
rural service personnel to become knowledgeable about the workings
of their state; and 2) the concern or the necessity of
communication at the local level. The second provides guidelines
for establishing interagency cooperative efforts. The last
section offers two different programs from the Rural Network which

83

have actively employed interagency cooperative strategies; the
first by linking health and social service agencies and the
families of handicapped children with these agencies; and the
second by inservice training of personnel.

84

TITLE: Human Services Monograph Series Number 13:   Dimensions
         of Services Integration

AUTHOR: Center for Governmental Studies, Northern Illinois
          University

PUBLISHER: Project Share
             P.O. Box 2309
             Rockville, MD   20852

FUNDING INSTITUTION: U.S. Department of Health and Human
                       Services
                       Office of the Assistant Secretary for
                       Planning and Evaluation

PUBLICATION DATE: April 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 187   COST: Free while supplies last

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                   Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Shared Services, Communication, Program
                       Administration, Organizational Change,
                       Cooperative Planning, Policy Development

OVERVIEW: The authors organize the dimensions of human services
integration into four components: 1) services delivery,
2) program linkages, 3) policy management, and 4) organizational
structure.   Chapters 2-5 describe these four components in greater
detail and address: the meaning of the dimension; its origin in
practice and in literature; how it was developed in human
services; specific policy expectations from the integrative
changes; structural elements of the dimension; how the dimension
relates to other dimensions; and concludes with statements about
the accomplishments and shortfalls of the integrative activity.
Chapter 6 discusses how each component might come together into a
fully integrated system, the relationship between the dimension
and measurable policy outputs and outcomes, and suggests further
avenues for research.

COMMENT: The information in this report is offered more for the
ideas represented than for a current history of services
integration.   It provides an exhaustive theoretical model for
services integration, and the facilitating and inhibiting factors
which influence the extent to which any particular jurisdiction
will be able to adopt and implement such a strategy.

ABS: MARRC/LCS, 5/7/82

TITLE: Human Services Monograph Series Number 20:   Refinancing
         and Reorganizing Human Services -- Interagency Net
         Budgeting and Other Fiscal Incentives

AUTHOR: Copeland, William C.; Iversen, Iver A.

PUBLISHER: Project Share
             P.O. Box 2309
             Rockville, MD   20852

FUNDING INSTITUTION: U.S. Department of Health and Human
                          Services
                       Office of the Assistant Secretary for
                          Planning and Evaluation

PUBLICATION DATE: June 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 71   COST: Single copies free
                                             while supply lasts

PHYSICAL FORMAT: Position Paper, Monograph

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Shared
                       Services, Program Development, Agency Role

OVERVIEW: This monograph discusses the necessity for program
reform in human services agencies through the process of
interagency net budgeting. The authors' intention is first to
indicate how disincentives to reform result from current budgeting
and programming practices and then to show how reform can be
advanced, as demonstrated through the combined use of two
approaches: maximization of federal funding, and program
restructuring. ("Maximization" is defined as the state's search
for all of the entitlements available under existing federal law
and regulation). Large bureaucratic and political costs,
mismanagement problems, single-agency budgeting and appropriation
approaches, and federal accountability requirements rank among the
disincentives to coordinate. Much of the analysis in this paper
concerns "continuums of care." By reorganizing the flow of
consumers/patients/clients, agencies can achieve better outcomes
at the same cost, the same outcomes at some savings, or sometimes
better outcomes at some savings. Examples of reorganized care
systems, including techniques and instruments, are presented for
long-term care; child welfare services, and a state MR/DD system.
Interagency net budgeting should be the responsibility of the
human services "superagency," with ongoing analysis of interaction
between budgets of various agencies in a systematic and planned
way. Basic techniques and recommendations on the implementation
of maximizing States' Federal reimbursements for the cost of
services are suggested.

ABS: MARRC/LCS, 5/7/82

TITLE: Human Services Monograph Series Number 26: Managing
         Human Services with Less -- New Strategies for
         Local Leaders

AUTHOR: Curtis, W. Robert

PUBLISHER: Project Share
            P.O. Box 2309
            Rockville, MD   20852

FUNDING INSTITUTION: U.S. Department of Health and Human
                       Services

PUBLICATION DATE: September 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 65   COST: Single copies free
                                               of charge

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Advocates, Administrators, Policy Formulators,
                   Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Agency
                       Role, Cooperative Planning, Fiscal
                       Accountability, Funding, Local Agency
                       Procedures, State Agency Procedures,
                       Models

OVERVIEW: This monograph focuses on management, human services,
scarce resources and local leadership.   It chronicles three
10-year demonstration projects that experimented with new
approaches to managing and delivering health care, mental health
care, social services, and special education at three eastern
locations in the United States during the '70s.   The projects were
designed to improve service with existing rather than additional
resources.   Improvement was achieved through new management
techniques, reorganization of existing resources, and cooperation
between state and local governments.   Although the three projects
successfully coordinated many local agencies and influenced vast
local resources, they also demonstrated that the way human service
agencies are structured at the state and federal levels does not,
in fact, allow effective local management.   Curtis's findings
indicate that the three projects would have been more successful
at managing existing resources if states had created a strong
human services manager at the local level.   The idea of management
is developed in two directions: 1) incremental improvements versus
2) substantial reform.   Curtis addresses the idea that some things
can be done within the existing structure to improve the
management of human services.   Offered are a number of short term
strategies that will facilitate change in current practices and
define a direction for that change.

ABS: HARRC/LSC, 5/7/82

TITLE: Human Services Monograph Series Number 23:   Strategic
          Local Planning -- A Collaborative Model

AUTHOR: Delahanty, Delores S.; Atkins, G. Lawrence

PUBLISHER: Project Share
             P.O. Box 2309
             Rockville, MD   20852

FUNDING INSTITUTION: U.S. Department of Health and Human
                          Services
                       Office of the Assistant Secretary for
                          Planning and Evaluation

PUBLICATION DATE: July 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 68   COST: First one free while
                                              supply lasts

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Policy
                       Development, Cooperative Planning

OVERVIEW: This monograph is based on the experiences of the
authors while working with the Human Services Coordination
Alliance of Louisville and Jefferson County, Kentucky, one of five
federally funded projects established in the mid-70's to test the
potential for local comprehensive human services planning. The
authors place their project in historical perspective by looking
at some of the previous experiences with comprehensive/
collaborative planning and the criticisms these approaches have
received.   They discuss the specific context of their own project,
the political issues that were involved, and their conceptual
basis for the design as one example of a unique comprehensive
planning model. The authors note that as local planning is often
now assuming the role of "cutback decision-making,"
comprehensive/collaborative planning is likely to increase in
importance. Many issues that the collaborative process raises are
addressed in this monograph including the need to rationalize
decision making, assure accountability, and establish multisource
funding for human services.

COMMENT: This would be of particular value to persons looking for
a rather in-depth scholarly analysis of the evolution of local
comprehensive planning, and the social, economic and political
forces that influence collaborative efforts.

ABS: MARRC/NLS, 5/7/82

TITLE: Community Readiness: Preparing for the Coordination of
        Human Services (Volume I)

AUTHOR:

PUBLISHER: Human Services Coordination Alliance
            916 Brown Education Center
            675 River City Mall
            Louisville, KY 40202
            (505) 587-6813

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Unknown   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                    or
                    NTIS #SHR-0001643
                    5285 Port Royal Road
                    Springfield, VA 22161

LANGUAGE: English_____PAGES: 82   COST: $5.00 (NTIS = $9.50)

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Advocates, Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Community Involvement, Communication,
                      Interagency Agreements, Sanctions

OVERVIEW: The Human Services Coordination Alliance (HSCA) is a
public non-profit corporation which is committed to coordinating,
integrating and establishing linkage mechanisms for human services
among participating agencies in the communities of Louisville and
Jefferson County, Kentucky. The fully developed conceptual model
consists of linkages at the levels of delivery, management, and
planning. It also includes the establishment of an Intake,
Screening, and Referral Network among existing agencies and the
development of a comprehensive computerized data processing
system. A series of 12 documents (continuously being updated)
present descriptions of parts of the HSCA Model in developmental
order and offer steps to be taken in setting up and maintaining
the various components of the model. Volume 1, Community
Awareness, is a guide to establishing "those conditions which
favor the successful development of coordination mechanisms and
practices within the community." Five stages, through which a
community progresses are discussed: 1) awakening, 2) exploring
and specifying, 3) sanctioning, 4) demonstration, and
5) sustaining. Each stage is described in detail touching on the
following aspects: general nature or purpose of the stage,
governance; structures; work activities; products and results; and
general guidelines.

The 11 other volumes are: Developing and Maintaining the Agency
Resource File (Vol. 2); Developing and Using Tools for Service
Selection (Vol. 3); The ISR Feedback System (Vol. 4); Client
Evaluation of Referrals (Vol. 5), Building the Network (Vol. 6)
(see abstract); Training (Vol. 7); Monitoring (Vol. 8), The HSCA
Reference Book (Vol. 9), Utilizing ISR Information (Vol. 10),
Achieving Accountability (Vol. 11), and Small Area Analysis:
Developing Information on Social Conditions and Resources in
Neighborhoods (Vol. 12).

ABS: MARRC/LSC, 5/7/82

TITLE: Building the NETWORK: Installing the ISR System (Vol. 6)

AUTHOR: Human Services Coordination Alliance, Inc.

PUBLISHER: HSCA
             916 Brown Education Center
             675 River City Mall
             Louisville, KY   40404
             (502) 587-6813

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       Atlanta, GA, Region IV

PUBLICATION DATE: November 1976   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                     or
                     NTIS #SHR-0001648
                     5285 Port Royal Road
                     Springfield, VA   22161

LANGUAGE: English   PAGES: 44   COST: $4.00 (NTIS = $6.50)

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Policy Formulators, Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Communication, Cooperative Planning, Data
                       Collection, Models, Information Systems

OVERVIEW: The sixth in a series of documents outlining the human
services integration effort of the Human Services Coordination
Alliance, Lousiville, Kentucky, describes activities geared to
developing the intake, screening, and referral (ISR) network to
the community.   The steps involved include: presenting
information about the ISR network to service providers; helping
applicants submit requests for installation of ISR capacity;
appointing a site analyst for a pre-implementation study of the
applying agency; gathering information about the applicant agency;
deciding whether to add the agency to the system; meeting with the
applicant to negotiate terms for installation of the ISR; and
preparing and executing agreements with applicants to install and
maintain the ISR system.   The format of a contract between the
service-integrating organization that has developed the ISR
network and the applicant agency is discussed.   Sample forms
(request for installation of ISR system, pre-implementation site
information, review form, contract, cost analysis sheet) are
appended.

The 11 other volumes are: Community Readiness (Vol. 1) (see abstract); Developing and Maintaining the Agency Resource File (Vol. 2); Developing and Using Tools for Service Selection (Vol. 3); The ISR Feedback System (Vol. 4); Client Evaluation of Referrals (Vol. 5), Training (Vol. 7); Monitoring (Vol. 8), The HSCA Reference Book (Vol. 9), Utilizing ISR Information (Vol. 10), Achieving Accountability (Vol. 11), and Small Area Analysis: Developing Information on Social Conditions and Resources in Neighborhoods (Vol. 12).

ABS: MARRC/LSC, 5/7/82

TITLE: Model Social Service Record System: An Introduction
         to Manual Use Integrated Services Delivery System

AUTHOR: Wandless Associates, Kansas City, MO

PUBLISHER: Division of Family Services
            Missouri Department of Social Services
            Jefferson City, MO

FUNDING INSTITUTION: N/A

PUBLICATION DATE: February 1977   RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0001882
                     5285 Port Royal Road
                     Springfield, VA   22161
                     Executive Summary free from
                     Project Share
                     P.O. Box 2309
                     Rockville, MD   20852

LANGUAGE: English   PAGES: 137   COST: $7.25 plus postage

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                  Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Information Systems, Models, Shared Services,
                       Data Collection

OVERVIEW: A model social service record system is introduced to
assist social service professionals interested in adopting
improved record keeping, tracking, and management information
procedures. The model system is designed to support the delivery
of comprehensive social services, to maintain client-oriented case
records, and to generate management and tracking reports. It has
been designed so that it can be computerized. The conceptual
framework of the Model System includes four central concepts.
1) The service coordination concept holds that, regardless of the
number of services or service providers specified in the client's
service plan, one individual -- the service coordinator -- is
responsible for seeing that the services planned are delivered and
that, as a consequence, the client's goal is achieved. The
coordinator has the continuing responsibility to confirm planned
services, to ensure that the client has begun services on
schedule, to monitor progress, to review the status of completed
services, and to assess the client's request or need for
additional services. 2) The goal oriented model requires that
services be related to a predefined goal in the areas of
self-support, self-sufficiency, protection of children and adults,
community-based or home-based care, or institutional care. 3) The

II-56

problem list serves as an index to the client's record. 4) The
service plan refers to all of the client's plans and is a list of
all of the services planned for all of the client's problems. The
data required by the model system is collected on client-oriented
forms primarily created by the service coordinator and
subsequently sent to the agency data-processing clerk for batching
and forwarding to the central records unit. Data collection
procedures are outlined for contact, intake, problem
determination, service planning, service delivery, and case
closure. Copies of each form are provided. The data collected by
the system can be used in reports which analyze relationships
among goals, problems, service mix, costs, client types, and
outcomes; in reports on caseload activities in the current period;
and in quarterly and year-to-date caseload summaries. Examples of
the following reports are presented: analysis of contacts and
openings by chief service request; client characteristics at case
opening; client characteristics at case closing; service
coordinator's list of cases opened; analysis of case closings;
agency caseload report; cases requiring review; unplanned,
unscheduled, or overdue services; service cost allocation report;
and social service invoice. Information on operating the model
social service record system manually is presented in the
appendix; it also includes sections on information system rules,
data elements, files, file maintenance processing, report
generation, and conceptual computer design features. The model
social service record system introduction is accompanied by a
service coordination handbook which describes in detail casework
procedures and data collection instructions.

ABS: MARRC/LCS, 5/7/82

TITLE: Integrated Services Delivery System: Service Coordination
         Handbook

AUTHOR: Wandless Associates, Kansas City, MO

PUBLISHER: Divison of Family Services
            Missouri Dept. of Social Services
            Jefferson City, MO

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1976   RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0001670
                    5285 Port Royal Road
                    Springfield, VA 22161
                    Executive Summary free from
                    Project Share
                    P.O. Box 2309
                    Rockville, MD 20852

LANGUAGE: English   PAGES: 132   COST: $7.25 plus postage

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                  Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Shared
                      Services, Data Collection, Information
                      Systems, Models

OVERVIEW: The handbook was developed for the Integrated Services
Delivery System planned for the City of Columbia and Boone County,
MO. The handbook provides a view of the model social service
record system in operation and can serve as a guide for interested
agencies, describing casework procedures and data collection
insructions for generating input data. The handbook is divided
into three sections and two appendices. Section I outlines the
primary features of the Columbia system, including its client,
goal, and planning orientation; use of the service plan as the
central coordinating mechanism; and self-policing feature.
Section II covers basic concepts of service coordination,
including the primary client, service coordinator, goal-oriented
social services model, problem list, service plan, service
delivery reporting, and event reporting. Section III outlines
service coordination procedures at each point on the client
pathway, including contact and intake, problem determination and
goal setting, service plan development, service delivery, progress
assessment and management, closure, and follow-up. Appendix I
presents the basic data collection forms, which are the same as
those described and illustrated in the system introduction,

together with detailed instructions for preparing and using the
forms. Formats of key reports used by service coordinators are
also described. Appendix II describes basic procedures for
maintaining the confidentiality of clients' records.

ABS: MARRC/LCS, 5/7/82

II-57A

96

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)
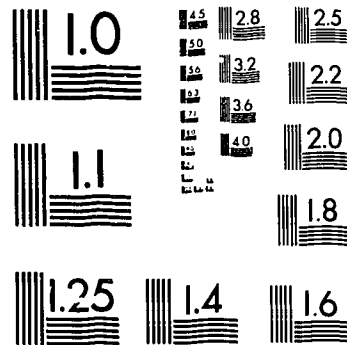
TITLE: The Process of Collaboration

AUTHOR: Mathers, Mike

PUBLISHER: Chapel Hill Training Outreach Project
             Lincoln Center
             Chapel Hill, NC   27514

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 15 minutes   COST: $45.00

PHYSICAL FORMAT: Audio-visual Aid

TARGET AUDIENCE: Advocates, Administrators, Parents, Program
                   Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Shared Services, Comprehensive Services,
                       Early Childhood Programs, Community
                       Involvement, Preservice Training

OVERVIEW: This slide/tape presentation presents a rationale for
Head Start Collaboration with all local institutions (and
particularly the Local Education Agency) which share the common
goal of providing services to children with handicaps and their
families.   Several areas of potential collaboration are
discussed.   Collaboration for the transition of handicapped
children from Head Start to the LEA is vital if the child and the
child's family are to experience a smooth entry into the public
school system.   Other areas for potential collaboration include:
Child find/recruitment; screening; diagnosis; staff training;
transportation; sharing of staff, facilities and equipment;
combining purchasing power; and others.   A step-by-step process
for collaboration is also presented, beginning with a
self-analysis of goals, objectives and resources.   Next, contact
with potential collaborating agencies should be initiated at which
time this resource information can be shared.   This should be
followed by an attempt to mutually generate ideas and develop
plans for collaboration projects.   Successful implementation of
these collaborative efforts depend on: 1) equality in
decision-making and commitments,) equal access to dependable
information, 3) expectation of mutual advantage, 4) clearly stated
plans, and 5) clear focus on common goals.

ABS: MARRC/LCS, 5/7/82

TITLE: Building the Collaborative Community: Mobilizing
         Citizens for Action

AUTHOR: Schindler-Rainman, Eva; Lippitt, Ronald

PUBLISHER: University of California Extension
             Riverside, CA

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Developmental Publications
                     5605 Lamar Road
                     Bethesda, MD 20816
                     (301) 320-4409

LANGUAGE: English   PAGES: 164   COST: $6.50

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
                  Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Cooperative Planning, Community Involvement,
                      Group Dynamics

OVERVIEW: The authors describe tested strategies for rebuilding
collaborative communities to aid in the provision of comprehensive
human services. Provided is a report of their seven year
explorations (1970-1977) with 88 communities of varying sizes
across the United States and Canada. A condensed, concrete
example for developing collaboration and action, including
underlying assumptions and guidelines, is given. Start-up
activities and designs for planning are reported in detail.
Examples of community collaborative efforts are discussed to
illustrate the variety of goals, project designs and products.
Data about the follow-through and outcomes of these community
mobilization efforts is summarized. Some guidelines and
implications for development of leadership and consultant
competencies in collaborative community ventures are discussed.
The authors also share their learnings for improving the
development of the collaborative community. Some suggestions for
applying these concepts to other systems -- such as state
agencies, national organizations, multinational corporations, and
international organizations -- are presented. The last 56 pages
consist of useful tools for collaborative meetings, some of which
include: "Sample Leadership-Facilitator Guidelines," "Evaluation,
Feedback and Stop Session Samples," and a "Checklist for Planning
Meetings."

ABS: MARRC/LSC, 5/7/82

TITLE: Education, Training and Employment for
           Vocationally-At-Risk Youth: An Overview

AUTHOR: Consortium on Education for Employment

PUBLISHER: Consortium on Education for Employment
               Washington, DC

FUNDING INSTITUTION: U.S. Department of Labor
                       Employment and Training Administration
                       Office of Youth Programs

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: The National Governors' Association
                     Hall of the States
                     444 North Capitol Street, N.W.
                     Washington, DC 20001

LANGUAGE: English   PAGES: 70   COST: Free while supplies last

PHYSICAL FORMAT: Mini Review, Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Vocational Education, Policy Development

OVERVIEW: Working in cooperation with public and private
constituencies and government agencies in all of the States, the
Consortium has studied the issue of the transition of youth from
education into the world of work. The findings and
recommendations have been compiled in a set of volumes each of
which deals with a particular aspect of the problem. This volume
contains an overview of the nation's education, training and
employment programs as they currently affect vocationally-at-risk
youth, and a discussion of what these programs might become. The
uncoordinated nature of the present approach to the youth
employment problem has often been attributed to "turf battles."
The problems are structural, rooted in differences in program
financing, program accountability and governance. This volume
addresses the matter of coordination of service delivery as
critical to any youth employment strategy in any state. It
suggests that employment coordination strategy must become the
responsibility of general state governance, at least in the
initial phases of strategy development. A process model is
outlined which is intended to serve as a stimulus for strategic
planning for coordination. Other volumes deal with: the problem
of credentialing young people for work; the issues surrounding
institutional standards and quality; a description of recommended
practices for a client-centered, individualized approach to
vocational preparation; and discussions of particular segments of
the youth population who are vocationally at risk.

ABS: MARRC/LSC, 5/7/82

TITLE: Integration of Services is a Process, Not a Product

AUTHOR: San Jose State University, California Joint Center for
           Human Services Development

PUBLISHER: U.S. Department of Health, Education and Welfare
             Social and Rehabilitation Service
             San Francisco, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare

PUBLICATION DATE: 1976   RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0001174
                     5285 Port Royal Road
                     Springfield, VA   22161
                     or
                     Project Share
                     P.O. Box 2309
                     Rockville, MD   20852

LANGUAGE: English   PAGES: 160   COST: $8.00 (Executive
                                                 summary free from
                                                 Project Share)

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
                   Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Program Development, Policy Development,
                       Inservice Training, Communication

OVERVIEW: The goal of the Training for the Integration of
Services (TIOS) project was to enable participants to improve the
processes by which they plan, manage, and implement integrated
services programs and organizations. Five objectives were set:
1) identify and describe the universe of multiservice or
interagency arrangements for the specific delivery of health and
social services in the Bay Area of San Francisco, California,
2) assess the factors facilitating or inhibiting the processes of
planning policy and managing and programming integrated services;
3) develop and test sets of guidelines and other materials for
improving such processes with appropriate personnel at the levels
of policy, management, and program; 4) conduct a series of
short-term training programs for a total of up to 18 sets of
organizations who are ready to engage in method and process
training; and 5) share the results of these experiences with other
related, interested groups. The TIOS project conducted a series
of seminars and workshops on services integration during which the
participants learned concepts and practiced skills to help in team
building, conflict resolution, decisonmaking, interpersonal

II-61

100

communication, and managing change. Findings and conclusions are presented as working hypotheses for the integration of services in terms of the individual, the task, the work group, the organization, and the macrosystem. A survey for project planning information, agendas, and generic models for seminars are appended. (Projec. Share)

ABS: MARRC/LSC, 5/7/82

TITLE: Central Intake and Systemized Referral Approach (CISRA)

AUTHOR: Mon Valley Health and Welfare Council, Inc.

PUBLISHER: Mon Valley Health & Welfare Council, Inc.
             Monessen, PA

FUNDING INSTITUTION: N/A

PUBLICATION DATE: March 1975   RRC PRODUCED: No

AVAILABLE THROUGH: #SHR-0000663
                     Project Share
                     P.O. Box 2309
                     Rockville, MD   20852

LANGUAGE: English   PAGES: 79   COST: $5.00 plus postage
                                          (Executive summary free)

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                  Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Data Collection, Information Systems,
                       Shared Services

OVERVIEW: The Central Intake and Systemized Referral Approach
(CISRA) to the delivery of human services in the Mon Valley of
Pennsylvania is described. CISRA provides a mechanism through
which intake, referral, follow-up, and evaluation can be performed
for a coalition of organizations, each maintaining its autcnomy
but participating in joint planning and programming. CISRA's
development was based on the Mon Valley Management Data System, an
information system for the collection and ongoing analysis of
health services utilization information. Uniform intake
information is collected on all clients entering the delivery
system; client perceptions and funding information are also
entered into the computer system. An interactive computer process
is used, with computer terminals located in all participating
agencies. Emphasis is placed on the sharing of client information
among agencies, while at the same time ensuring the
confidentiality of patient information. Services included in the
umbrella system are: health, mental health, social services,
services to the aged, and services for children and youth. A
chronology and a task matrix are included, as are organizational
flow charts, a publication describing services integration in the
Mon Valley, consent forms, intake forms, an agency opinion
questionnaire, and a client referral form manual. Portions of
this document are not fully legible. (Project Share)

ABS: MARRC/LSC, 5/7/82

TITLE: New Directions for Education and Work: Implementing
          New Education Work Policies, No. 3

AUTHOR: Barton, Paul E. (Editor)

PUBLISHER: New Direction Subscriptions
              Jossey-Bass, Inc.
              433 California Street
              San Francisco, CA   94104

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 120   COST: $15/year sub.

PHYSICAL FORMAT: Journal

TARGET AUDIENCE: Advocates, Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Collaborative Training, Policy Development

OVERVIEW: Paul Barton introduces this collection of eleven
position papers on the relationship between the worlds of
education and work and the development of an education-work
policy. The concept of collaboration between business, union,
education and government in improving the transition of students
from school to work are discussed. Examples of community
collaborative efforts are described as well as university and
industry education programs for youth employment. Highlighted is
the need for closer linkages between educational and labor market
training systems. The idea of the second-career program, mandated
by federal legislation, is also explored.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Services Planning at State and Local Levels: The
         Design of Planning Networks

AUTHOR: Austin, David M.

PUBLISHER: Center for Social Work Research
             School of Social Work
             The University of Texas at Austin

FUNDING INSTITUTION: N/A

PUBLICATION DATE: April 1976   RRC PRODUCED: No

AVAILABLE THROUGH: NTIS
                     SHR-0000752
                     5285 Port Royal Road
                     Springfield, VA   22161

LANGUAGE: English   PAGES: 54   COST: $8.00

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Community Involvement, State Agency
                       Procedures, Local Agency Procedures,
                       Cooperative Planning, Program Administration,
                       Management Systems, Organizational Change

OVERVIEW: Following a brief review of the historical background
of human services planning in the United States, factors involved
in the 1976 expansion of human services planning activites are
described, and ways in which the vertical network of planning
activities has emerged in Texas are examined.   The discussion of
the context of human services planning addresses the concept of
new federalism, State plan requirements, community alternatives,
public awareness, and the rate of social change.   The description
of the emergence of human services planning networks notes
organizational changes in both State single-purpose agencies and
general-purpose governments.   Key elements in the evolving
networks are identified as the elaboration of technical staff
components at all levels of government and the development of a
pattern of vertical interaction, particularly between local
general-purpose governments and State single-purpose agencies.
The emergence of elaborative vertical intergovernmental human
services networks, as exemplified by trends in the State of Texas,
is said to be the result of two sets of forces: moves by State
single-purpose agencies to decentralize both program operations
and management functions, and efforts by local general-purpose
governments to combine their forces to achieve more effective
representation in State-level decisionmaking.   Issues relevant to
community planning processes within the State-local network of

human services programs are discussed, including development of an
analytic framework for examining human service programs within a
single community and specification of planning authority within
the community.   (Project Share)

ABS: MARRC/LSC, 5/7/82

II-64A

115

TITLE: Interagency Collaboration: A Sampling of Agreements

AUTHOR: Osteen, Beverly (Compiler)

PUBLISHER: Project Forum
             National Association of State Directors of Special
               Education
             1201 16th St., N.W.
             Washington, DC   20036

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education
                       Division of Media Services

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 325   COST: Reproduction Costs

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                   Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Interagency Agreements, Shared Services,
                       Agency Role, Related Services, Case
                       Management, Program Evaluation, Program
                       Development, Fiscal Accountability

OVERVIEW: This document contains 25 examples of interagency
agreements both at state and local levels. A wide selection of
organizations, purposes, provisions and age ranges of recipients
are included in the agreements. The types of organizations
involved include Head Start, public schools, government agencies,
handicapped services organizations, hospitals and state
universities. Various provisions provided by the agreements
include combinations of screening, identification and assessment
services, delineation of eligibility criteria, referral and
placement, program planning, and shared services. Other
agreements provide for tracking systems, outline administrative
policies, agency responsibility, procedures for compliance
monitoring, evaluation of services, protection of rights, and
inservice training and budget variables.

COMMENT: This compendium should be useful as a guide for
reviewing working interagency agreements.

ABS: MARRC/LSC, 5/7/82

TITLE: Cooperative Planning for the Handicapped: Resource Manual

AUTHOR: Maryland State Department of Education

PUBLISHER: Maryland State Department of Education
              200 West Baltimore Street
              Baltimore, MD   21201

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 181   COST: None

PHYSICAL FORMAT: Manual, Resource Material

TARGET AUDIENCE: Pol' ·y Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                        Interagency Agreements, Vocational Education,
                        Cooperative Planning, Federal Legislation,
                        State Agency Procedures, Local Agency
                        Procedures

OVERVIEW: The Maryland State Department of Education has in place
a cooperative agreement among the Divisions of Special Education,
Vocational-Technical Education, and Vocational Rehabilitation to
increase career awareness and occupational preparation for
handicapped students.   This administrative manual is designed to
assist local school systems in developing administrative policies
and programs to facilitate the delivery of vocational education,
and is an aid for the respective divisions in implementing the
agreement.   Chapter One provides a brief overview of the federal
and state laws relating to the education of handicapped persons.
Services and activities funded through this legislation are
discussed.   A copy of the agreement developed by the three
divisions clarifying the commitment of local education agencies to
develop an integrated and coordinated service delivery system is
included in Chapter Two.   Chapter Three discusses state and local
service delivery, funding policies, planning, information
management, and the provision of inservice education.   The
identification of students, the admission, review and dismissal
procedures, development of IEP's, removal of barriers to equal
access, and the delivery of services are discussed in Chapter
Four.   Chapter Five addresses the provisions of career and
vocational education programs; and Chapter Six examines monitoring
and evaluation systems established by the three divisions.   Five
Appendices include the cooperative agreement, levels of Special
Education Service in Maryland, a Glossary of terms and
definitions, and a bibliography of resource materials.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Services Integration: State Functions in
Implementation

AUTHOR: The Council of State Governments

PUBLISHER: The Council of State Governments
Iron Works Pike
Lexington, KY 40511

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: September 1974   RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
1283 Main Street
Buffalo, NY 14209

LANGUAGE: English   PAGES: 89   COST: $3.50

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program
Administration, Agency Role, Policy
Development, Federal Legislation, Models

OVERVIEW: This is a report on the role of states in human
services integration (HSI). The project was developed following a
50-state mail survey, and by means of site visits to 20 states.
The survey addressed a variety of human resource administration
situations. The Institute gathered information on functions of
consolidated state human resource agencies, the perceptions of
agency officials on the nature of human services integration, and
their priorities in achieving it. A brief summary of project
results is presented with conclusions and questions generated as a
result of the study in the areas of: human services
reorganization; implementation of reorganization and integration
plans; and federal-state relations. The report discusses these
conclusions and suggestions in terms of: problems and issues,
organization of human services programs, the management of human
resource agencies, and the key factors in reorganizing state human
resources agencies.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Resource Agencies: Administrative Support
          Services

AUTHOR: Bell, George A. (Compiler)

PUBLISHER: The Council of State Governments
              Iron Works Pike
              Lexington, KY   40511

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare

PUBLICATION DATE: April 1975   RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
                     1283 Main Street
                     Buffalo, NY   14209

LANGUAGE: English   PAGES: 37   COST: $3.00

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program
                        Administration, Agency Role, Technical
                        Assistance

OVERVIEW: This study of administrative support services in a
comprehensive human resource agency (CHRA) is one of a series of
analyses prepared subsequent to a survey by the Council of State
Governments.   This study, Human Services Integration: State
Functions in Implementation, explores the functions of
administrative services in accomplishing the objectives of a large
department with diverse services in its efforts to coordinate and
integrate its services.   It is concerned with those functions that
are critical to the implementation of a comprehensive resource
agency, such as planning, budgeting, financial management,
personnel management, monitoring, evaluation, legislative liaison
and public information.   An analysis of the objectives of
centralized administrative services are discussed: identifying
departmental goals and objectives; identifying areas of service
needs; determining programs and management procedures; estimating
needed resources; improving economy, efficiency, and
effectiveness; evaluating program accomplishment; encouraging and
supplementing divisional administrative services; coordinating
programs; and assuring conformance with operating policies.   The
report focuses on integration or coordination as its basic purpose.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Resource Agencies: Creating a Regional Structure

AUTHOR: Howard, Dick (Compiler)

PUBLISHER: The Council of State Governments
             Iron Works Pike
             Lexington, KY   40511

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare

PUBLICATION DATE: April 1975   RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
                     1283 Main Street
                     Buffalo, NY   14209

LANGUAGE: English   PAGES: 64   COST: $3.00

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program
                       Administration, Communication, Models

OVERVIEW: This report represents a continuation of the Council of
State Governments' study (Human Services Integration: State
Functions in Implementation) which revealed that one of the most
difficult aspects of reorganization for comprehensive human
resource agencies was the creation of a regional structure.
Reasons for creating a regional organization are generally related
to improved communications, better response to local conditions
and improved coordination in the planning and delivery of human
services.   The characteristics of regional boundaries affect the
roles and decision-making process of administrators within each
region.   Creating a regional structure does not insure
coordination, but there are devices that in various combinations
can aid coordination.   These range from "line authority delegated
to a regional director" to co-location of personnel.   This report,
its chief concern being improved coordination, is divided into two
major parts.   The first examines the topics of: regional
boundaries; coordinating mechanisms and powers within a
comprehensive human resource agency; coordinating other agencies
at the regional level; decentralizing administrative support
services; regional citizens' advisory councils; and personnel
problems associated with regionalization.   The second part
consists of a brief description of the regional structures of the
nine states represented, with organization charts of their
regional/field office systems.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Services: A Framework for Decision-Making

AUTHOR: Roederer, Doug; Hardin, Richard

PUBLISHER: The Council of State Governments
             Iron Works Pike
             Lexington, KY   40511

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare

PUBLICATION DATE: December 1975   RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
                     1283 Main Street
                     Buffalo, NY   14209

LANGUAGE: English   PAGES: 53   COST: $3.00

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program
                       Administration, Shared Services, Models

OVERVIEW: One of the problems observed during the Council of
State Governments' study of state human service organizations and
their impact on human service integration has been the difficulty
"general-purpose" government officials have in understanding and
making decisions about the service delivery system.   The problem
is exacerbated by the absence of a basis for communication between
these officials and the professionals who administer human service
programs.   Top decision-makers may focus their attention on
sub-elements of the system without regard to the direct and
indirect impact their decisions have on other elements.   The
result is often unnecessary duplication of certain services, gaps
in other needed services, confusion among clients and service
deliverers, and an inefficient allocation of limited resources.
The objective of this report is to describe a framework which can
be utilized to establish communication between them, and to
establish a basis for making the critical decisions which affect
the programs and clients they serve.   The model divides services
into a continuum of four levels of care which indicate a degree of
dependency on the system of human services.   Also indicated are
the services available at each of the four levels and the
facilities where these services could be provided.   The model
designates 13 client or target groups most frequently in need of
human services.   Charts showing the particular arrangement of
services and facilities for each of the 13 groups are presented.
The framework does not attempt to deal with the organizational
ties of various facilities.   It has applicability to a broad range
of decision-making situations in planning, evaluating, allocating
resources, and needs assessment in delivering human services.

ABS: MARRC/LSC, 5/7/82

112

TITLE: Strategies for Interagency Linkages: A Literature Review

AUTHOR: Roessler, Richard; Mack, Greta

PUBLISHER: Arkansas Rehabilitation Research and Training Center
             Fayetteville, AR

FUNDING INSTITUTION: N/A

PUBLICATION DATE: November 1975   RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0000707
                     5285 Port Royal Road
                     Springfield, VA 22161

LANGUAGE: English   PAGES: 29   COST: $4.00

PHYSICAL FORMAT: Pamphlet

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                   Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Communication, Cooperative Planning, Models,
                       Vocational Services

OVERVIEW: Literature on strategies for interagency linkages in
the delivery of human services is reviewed. Interagency linkages
and service coordination are central concerns of individual
agencies and the federal government. At the federal level, the
Allied Services Act calls for innovative approaches to the
coordination of social and rehabilitative services. The purpose
of the Act is to support state and local coodination efforts in
order to eliminate duplication and gaps in human services. The
effect of attitudinal factors on the initiation of interagency
linkages is discussed. Three mechanisms are identified for
improving attitudes toward coordination: (1) domain consensus,
agreement regarding the nature of tasks confronted by
organizations and appropriate approaches to those tasks;
(2) ideological consensus, agreement regarding the nature of tasks
confronted by organizations and appropriate approaches to those
tasks; and (3) interorganizational evaluation consensus, a
judgment by workers in one organization on the value of work in
another organization. It is felt that a consensus can be reached
if agency representatives participate in the planning stages of a
coordinated system. Ad hoc case coordination is discussed, and
co-location is considered to be an important component in the
improvement of interagency linkages. The accomplishment of
systematic case coordination is addressed in relation to two
techniques: (1) lead agency informally takes the initiative to
provide leadership for case coordination; and (2) overarching
coordination structure of organization is developed for case
coordination. Approaches to improving interagency linkages at the
program coordination level are delineated. A bibliography is
provided. (Project Share)

ABS: MARRC/LSC, 5/7/82

TITLE: Coordinating Human Services: A Sociological Study of an
            Interorganizational Network

AUTHOR: Benson, J. Kenneth; Kunce, Joseph T.; Thompson, Charles A.

PUBLISHER: Missouri University, Columbia
            Regional Rehabilitation Research Institute
            Social and Rehabilitation Service
            Washington, DC

FUNDING INSTITUTION: N/A

PUBLICATION DATE: June 1973   RRC PRODUCED: No

AVAILABLE THROUGH: Executive Summary (#PB-236-606) available
                     free from
                     Project Share
                     P.O. Box 2309
                     Rockville, MD   20852
                     or
                     NTIS (#PB-236-606)
                     5285 Port Royal Road
                     Springfield, VA   22161

LANGUAGE: English   PAGES: 149   COST: $12.50

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Program Implementors, Policy
                  Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Data
                      Collection, Funding, Policy Development

OVERVIEW: Improved ways of developing and maintaining
satisfactory relationships among public agencies serving the
disadvantaged are discussed based on the establishment of an
interagency network. Critical dimensions of coordination among
agencies are identified as the extent of agency interaction,
program articulation, and flexibility of interagency
relationships. A four-agency network covering nine counties of
central Missouri was selected for intensive study to contribute to
the growing body of knowledge on interagency relationships.
Emphasis was placed on the study of four public agencies involved
in some way with providing manpower services to disadvantaged
segments of the population. These agencies were the State
Division of Vocational Rehabilitation, the State Division of
Welfare, the State Division of Employment Security, and the
Community Action Program. Information for the research study was
collected through structured interview schedules. Work
coordination among the agencies is analyzed. Components of
interorganizational equilibrium are identified and discussed.
Forces affecting interagency equilibrium are examined, and action
orientations are formulated and expressed in a pattern of
pressures and counterpressures between agencies. Implications of

Coordinating Human Services: A Sociological Study of an
    Interorganizational Network (Continued)

the study results for theory and practice are evaluated.
Appendices to the research study provide additional information on
the interviewees, the welfare sample, interview schedules, a
detailed code for reasons for referrals, and the computation of
knowledge adequacy scores and domain consensus scores. A list of
references is included. (Project Share)

TITLE: Building Linkages with the Rehabilitation Agency:
         Development and Implementation of a Model Program

AUTHOR: Porter, Margaret E.; Vasty, James

PUBLISHER: Paper presented at the Annual Conference on the
             Disabled Student on American Campuses

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: EDRS (#ED 187394)
                     P.O. Box 190
                     Arlington, VA   22210

LANC   E: English   PAGES: 22   COST: $3.31

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Vocational Services, Cooperative Planning,
                       Inservice Training, Communication, Models,
                       Information Systems, Data Collection

OVERVIEW: In order to better serve a growing number of
handicapped students, Macomb County Community College (MCCC)
initiated a formalized program of cooperation with the Bureau of
Rehabilitation, an agency of the Michigan Department of
Education. The need for this program was initially indicated in a
study of services to handicapped students which demonstrated:
(1) a marked lack of cooperation between outside agencies and the
units within the college which served handicapped students; (2) a
lack of understanding on the part of faculty towards the needs of
handicapped students and a parallel lack of knowledge about
college programs on the part of rehabilitation personnel; and
(3) a tendency to view handicapped persons as a homogeneous group
rather than as individuals. To correct these problems, MCCC and
the Bureau of Rehabilitation instituted an articulation process
which, under the direction of liaison personnel from both
agencies, utilizes a written form and standardized procedures for
the referral of handicapped students and a waiver/release form
which allows counselors to share appropriate information about
their clients. Additionally, the cooperative program provides for
in-service activities involving students, faculty, and agency
personnel in cooperative efforts, which for example, have
developed models for the delivery of services to those with
hearing, visual, or mobility limitations. (ERIC)

ABS: MARRC/LSC, 5/7/82

115

TITLE: Community Collaboration: A Manual for Voluntary Sector
          Organizations

AUTHOR: The National Juvenile Justice Program Collaboration

PUBLISHER: The National Assembly of National Voluntary Health
              and Social Welfare Organizations, Inc.
              291 Broadway
              New York, NY 10007
              (212, 267-1700

FUNDING INSTITUTION: U.S. Department of Justice
                       Law Enforcement Assistance Administration
                       Office of Juvenile Justice and Delinquency
                          Prevention

PUBLICATION DATE: Unknown   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 103   COST: No Charge

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Program Implementors, Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                       Community Involvement, Adjudicated
                       Handicapped Youth, Agency Role, Cooperative
                       Planning

OVERVIEW: This manual outlines, step-by-step, how voluntary
agencies and organizations can build successful collaborations to
comprehensively serve the needs of youth in their communities.   It
is divided into three sections.   The introduction provides a
definition of collaboration, its characteristics, purpose, goals,
potential barriers and guidelines for successful collaboration.   A
developmental collaborative model is described delineating a
series of phases and tasks that facilitate a working
collaboration.   Phase One, "Exploration and Testing," consists of
assessing community interest in and readiness for a collaborative
effort, and identifying and enlisting key community members.
Phase Two, "Developing the Collaborative Framework," includes the
steps of: 1) defining and building the collaboration,
2) developing a collaborative plan of action, 3) developing and
sharing necessary skills, and 4) developing public-private
linkages.   The tasks in Phase Three, "Inventing the Future,"
suggest things that will need continuing attention if the
collaboration is to continue to grow.   More than half of the
manual consists of 13 appendices which include: statewide,
regional and local model collaboration structures; youth
participation; group exercises; sample evaluation forms;
characteristics of a "good" chairperson and coordinator; model

by-laws/rules of procedure; sample newsletters; an outline for
model board presentation; tips on assessing community needs; a
process for agency self-evaluation; setting measurable objectives;
an overview and sample activities for developing a collaborative
plan of action; and an overview and informative process evaluation
model.

COMMENT: Although this manual is concerned specifically with
youth, the process which is described can be used to develop
collaborations for other purposes.   While authors generally refer
to local communities and the development of community level
collaborations, the process is applicable to the development of
regional, state-wide or area-wide efforts.

ABS: MARRC/LSC, 5/7/82

SECTION III

PERSONNEL DEVELOPMENT ABSTRACTS

TITLE: Consumer's Guide to Personnel Preparation Programs

AUTHOR: Smith, Judy; et al (Preparers)

PUBLISHER: Chicago Instructional Dynamics International
666 N. Lake Shore Drive
Chicago, IL   60611
(312) 943-1200

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

PUBLICATION DATE: 1977-79   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: COST: Unknown

PHYSICAL FORMAT: Reference Material, Directory

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,
Training Resources, Paraprofessional
Training, Vocational Teacher Training

OVERVIEW: This Consumer Guides Series, produced by the Teacher
Education/Special Education Project at the University of New Mexico
is comprised of eight volumes.   Included are the following titles:
The Training of Paraprofessionals in Special Education and Related
Fields; The Inservice Training of Regular Educators in Special
Education; The Training of Professionals in Vocational Education
for the Handicapped; Inservice Training in Special Education by
State Education Agencies; Thirty Projects/A Conspectus; A Survey
of Personnal Preparation in Physical Education and Recreation for
the Handicapped; Projects Preparing Personnel to Serve
Low-Incidence Populations of Handicapped Children; and Humanism and
the Arts in Special Education.   Each volume contains reference
information regarding different aspects of Division of Personnel
Preparation projects and programs.

ABS: NERRC/RMM, 5/20/81

TITLE: A National Comparative Study Regarding Special Education
         Delivery Systems Before and After Passage of PL 94-142

AUTHOR: Helge, Doris; et al

PUBLISHER: Nat'l. Rural Research and Personnel Preparation Proj.
             Center for Innovation and Development
             Murray State University
             Murray, KY

FUNDING INSTITUTION: U.S. Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: April, 1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service (ED 190 292)
                     P.O. Box 190
                     Arlington, VA   22210

LANGUAGE: English   PAGES: 80   COST: $11.90

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Rural Education, Teacher Recruitment, Teacher
                      Retention, Parent Training

OVERVIEW: A study of 75 school districts and cooperatives in 17
states revealed significant improvement in programs and services
offered and types and ages of exceptional students served. A
preponderance of data indicated that major hindering factors were
teacher recruitment and retention problems and funding and staff
inadequacies. Attendant cultural, geographic and climatic
variables inhibited service delivery to a lesser degree. Although
significant challenges remain, the Education of All Handicapped
Children Act has clearly initiated efforts toward full services
for rural handicapped students. Appendices contain the data
collection instruments and a cost analysis model for rural
district service delivery systems.

TITLE: Counterpoint (Volume 2, Number 1)

AUTHOR: Smith, Judy (Editor)

PUBLISHER: Dissemin/Action
           3705 South George Mason Drive
           Suite C-4 South
           Falls Church, VA   22041

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education and
                         Rehabilitative Services
                       Division of Personnel Preparation

PUBLICATION DATE: May, 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 32   COST: Unknown

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                   Implementors

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,
                       Parent Training, Dissemination/Replication,
                       Training Resources

OVERVIEW: This newspaper, published twice yearly by the
Dissemin/Action project, addresses emerging issues in Special
Education.   This edition features personnel preparation, as
practiced at the federal, state and local levels.   Included are
articles addressing effective teaching behaviors for
mainstreaming, the initiation of Comprehensive Systems of
Personnel Development, the future of regular education inservice,
personnel preparation in fields of visually and hearing impaired,
teacher burnout, and evaluation.

ABS: NERRC/RMM, 5/20/81

TITLE: Special Education in Transition, Concepts to Guide the
         Education of Experienced Teachers

AUTHOR: Corrigan, Dean C.; Howey, Kenneth R. (Editors)

PUBLISHER: The Council for Exceptional Children
             1920 Association Drive
             Reston, VA   22091

FUNDING INSTITUTION: National Institute of Education

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Clearinghouse on Handicapped and Gifted
                        Children
                     1920 Association Drive
                     Reston, VA   22091

LANGUAGE: English   PAGES: 212   COST: $12.95 (CEC
                                            Member Price: $11.01)

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Inservice Training, Training Techniques,
                          Organizational Change

OVERVIEW: First monograph in a series addressing the
renegotiation of regular and special education as a result of PL
94-142. The view presented is that school reforms are necessary
to implement "appropriate" education of all students. Focus is on
inservice education and the preparation of school based teacher
educators. Chapters address program dimensions of personal
qualities and experience, organizational factors, teacher
education, and special education domains.

ABS: NERRC/RMM, 5/20/81

TITLE: Personnel Preparation and Public Law 94-142; The Map, the
         Mission, the Mandate

AUTHOR: Smith, Judy (Editor)

PUBLISHER: Educational Resources Center
             1834 Meetinghouse Road
             Boothwyn, PA   19061

FUNDING INSTITUTION: United States Office of Education
                       Bureau of Education for the Handicapped
                       Division of Personnel Preparation

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 90   COST: $4.00

PHYSICAL FORMAT: Conference Papers

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,
                      Dissemination/Replication, Organizational
                      Change

OVERVIEW: In the summer of 1977 and the summer of 1978, the
Division of Personnel Preparation, Bureau of Education for the
Handicapped sponsored three regional conferences for directors of
its funded projects.   These conferences were intended to clarify
concerns, directions, and priorities in the training of special
education personnel on a national and regional basis.   At each
meeting, the Division Director, Branch Chiefs, Project Officers,
and professionals from the field acted as session leaders.   Their
presentations were, in turn, answered by panels of attendees who
summarized the reactions and questions of the regional audiences.
This book is a distillation of the issues and directions presented
at the 1977 and 1978 meetings.   The chapters represent major
conference addresses, which converge on the implementation of
Public Law 94-142 through the preparation of professionals in
special education.

ABS: NERRC/RMM, 5/20/81

TITLE: What Works in Inservice

AUTHOR: Burrello, Leonard (Editor)

PUBLISHER: National Inservice Network
             Indiana University
             2853 East Tenth Street, Cottage L
             Bloomington, IN   47405

FUNDING INSTITUTION: United States Department of Education
                       Office of Special Education/Rehabilitative
                          Services
                       Division of Pupil Personnel Preparation

PUBLICATION DATE: April, 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 98   COST: Unknown

PHYSICAL FORMAT: Conference Papers

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                   Implementors

SUBJECT DESCRIPTORS: Inservice Education, Multidisciplinary Team
                       Training, Consultation Programs,
                       Collaborative Training, Training Delivery
                       Systems, Rural/Urban Schools

OVERVIEW: This collection of nine papers, presented at the annual
convention of the Council for Exceptional Children, April 1980,
focuses on approaches to inservice training of educators serving
special needs students. While employing strategy variations,
common themes explored include: (1) group processes, (2)
collaborative efforts among local, state and/or institutes of
higher learning, (3) multidisciplinary team training, (4)
Replication: trainees as trainers, (5) communication and
dissemination, and (6) shared goals with individualized
approaches. Presented are the rationale processes, procedures,
functions and features of specific training project models.
Building-based staff support teams, team delivery of vocational
and career education and university-based training and technical
assistance are among the models discussed. Projects cited involve
training at the elementary and secondary levels and in urban and
rural settings.

ABS: NERRC/EM, 5/20/81

TITLE: A Listing of Alternative Training Outcomes for
Instructional Personnel Engaged in the Education of the
Handicapped.

AUTHOR: Cline, Dan; Fagen, Stanley (Editors)

PUBLISHER: National Inservice Network
Indiana University
2853 East 10th Street (Cottage L)
Bloomington, IN 47405

FUNDING INSTITUTION: U.S. Office of Education
Division of Personnel Preparation
Bureau of Education for the Handicapped

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 66   COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Teacher Competencies, Inservice Education,
Training Delivery Systems, Training Resources

OVERVIEW: This guide represents a cooperative effort between the
National Inservice Network (NIN) and Montgomery County, Maryland.
Identified were NIN projects which had developed lists of
competencies needed by regular educators serving handicapped
children in the least restrictive environment. Presented is a
completion of the findings which can be applied to developing
training programs. It is suggested for usage by personnel
responsible for training needs assessments, program designers and
service providers. The guide lists eleven training priorities:
(1) Mainstreaming, (2) Characteristics of Handicapped Conditions,
(3) Use of Resources, (4) Individualized Educational Management,
(5) School-wide Planning, Roles and Inservice Training, (6)
Training Techniques, (7) Classroom Management, (8) Curriculum, (9)
Assessment and Evaluation, (10) Communication and Human Relations,
(11) Professionalism. Objectives for each priority are grouped by
instructional units or sub-topics and by training topics. Related
inservice training materials are listed. These materials can be
accessed through the NIN Resource Directory.

ABS: NERRC/EM, 5/20/81

TITLE: Teacher Education: Renegotiating Roles for Mainstreaming

AUTHOR: Grosenick, Judith K.; Reynolds, Maynard (Editors)

PUBLISHER: National Support Systems Project
             University of Minnesota,
             Councils for Exceptional Children (CEC) and The
             Teacher Education Division of CEC

FUNDING INSTITUTION: U.S. Office of Education
                       Department of Health, Education and Welfare
                       Division of Personnel Preparation

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Council for Exceptional Children
                     1920 Association Drive
                     Reston, VA   22091

LANGUAGE: English   PAGES: 410   COST: $8.50

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                   Implementors

SUBJECT DESCRIPTORS: Collaborative Training, Training Evaluation,
                       Training Delivery System, Organizational
                       Change

OVERVIEW: Various authors speak out from different professional
viewpoints in this collection of papers on the Dean's Grant
Projects. Contents include philosophic consideration on the
future of teacher educators, as well as an examination of models
and strategies for change in higher education. Systematic
approaches involving curriculum and institutional reorganization
are described. One section presents case studies of the
evaluation of three projects. A final section includes twelve
papers which examine specific promising practices.

TITLE: California Office of Special Education: Inservice
         Opportunities

AUTHOR: California State Department of Education

PUBLISHER: California State Department of Education Office
             Personnel Unit, Office of Special Education
             721 Capitol Mall
             Sacramento, CA   95814
             Attn: Susan Westaby

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 101   COST: No Cost

PHYSICAL FORMAT: Catalogue

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                   Implementors

SUBJECT DESCRIPTORS: Training Delivery Models, Training of
                       Trainers, Training Resources, Dissemination/
                       Replication, Statewide Planning

OVERVIEW: This open-ended catalogue is arranged in three
categories: (1) awareness workshops, (2) training programs, and
(3) resource materials and services.   A color coded guide for each
section serves as an index and provides an organizational
framework for each topic.   Guide entries are listed by title,
format, material type, target audience and page number.   Time
commitment and source are included where appropriate.   Special
education personnel in four School Resource Centers and two
National Teacher Resource Centers coordinate the workshops and
provide resources and services to special and regular educators.
Participation in workshops carry a stipulation for dissemination
and training.   Training programs focus on specific skill
development needs of participators and are funded by federal or
state funds.   Participators vary according to content of workshop
or programs and may include regular and special educators,
including teachers, administrators, support personnel,
specialists, and bilingual staff teams.   School boards and
leadership personnel and representatives of agencies, alternative
or continuing ed programs, PTA groups, interested parents and
advocates also participate.   The final category, Resources,
presents a wide range of available materials and services.

Note: The training approach described above was in use through
1980.   Since that time, the system has been revised and will be
available in the fall of 1981.

ABS: NERRC/EM, 5/20/81

TITLE: NRP: National Rural Research and Personnel Preparation
Project. National Rural Project, Vol. 2, No. 1, Fall 1980

AUTHOR: Ballew, Laurie (Editor)

PUBLISHER: National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

FUNDING INSTITUTION: U.S. Office of Education
Division of Personnel Preparation

PUBLICATION DATE: Fall 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 14   COST: No Cost

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Administrators, Parents, Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Teacher Recruitment,
Teacher Retention, Parent Involvement,
Inservice Training

OVERVIEW: This newsletter contains articles of interest to
special educators in rural areas. "Progress Report -- Rural
Special Education Service Delivery Systems After Implementation of
P.L. 94-142" highlights a comparative study. Recruiting and
retraining qualified staff, funding, and providing continuous
inservice training were reported as major obstacles to service
delivery. "Parent Power" describes delivery systems in Kennebunk,
Maine schools, and gives examples of parent support services and
education. The value of parent involvement is stressed. "The
Comparison of Alternative Inservice Models for Assisting Regular
Teachers for Integrating Handicapped Children in their Classroom"
reports results of a collaborative project in which commercial
video tape programs were a more effective training technique than
in-school practicums. Program procedure and content are
described. A combination of the two models is suggested by the
author. "Taking the Classroom to the Rural Community" covers
pre-service and inservice training delivery via mobile units.
"Rural Comprehensive Systems or Personnel Development Initiated by
State Departments of Education" describe consultant training
models established in Arizona and Maine. "Strategies to Serve
Rural Learning Disabled Students" reports how teachers already in
the system are identified, retrained and certified.

ABS: NERRC/EM, 5/20/81

TITLE: A National Problem: Recruitment and Retention of
         Specialized Personnel in Rural Areas. National Rural
         Project Newsletter, 2nd Edition, December 1980

AUTHOR: Ballew, Laurie (Editor)

PUBLISHER: National Rural Project
            Center for Innovation and Development
            Murray State University
            Murray, KY   42071

FUNDING INSTITUTION: U.S. Office of Education
                      Division of Personnel Preparation

PUBLICATION DATE: December 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 6   COST: No Cost

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Rural Education, Inservice Training,
                      Teacher Recruitment, Collaborative Training,
                      Teacher Retention, Statewide Planning

OVERVIEW: This issue contains three articles focusing on
personnel recruitment and retention. "Population Sparsity and
Geographic Isolation as it Relates to Staff Recruitment and
Retention" deals with the difficulties of orientating teachers to
rural settings, in Montana: Problems of declining enrollments,
transportation costs, population density, state regulations, and
social and economic factors are covered. Parent sophistication
and aspirations are discussed. The author notes that in April
1980, West Montana College at Dillon was designated as the Rural
Education Center. One of its functions will be to prepare
teachers for the states 356 rural schools. "Recruiting and
Retraining Educational Personnel in Rural Texas" presents
recommendations made to the Associate Commisioner of Education
based on a study of recruitment and retention problems in
Edenburgh, Texas, a remote rural area. Certification, funding,
preservice education, paraprofessionals, personnel data management
and cooperative training are areas considered. "Recruitment and
Retention Strategies" contains rural criteria for assessing
personal strengths and weaknesses and identifying at risk
candidates as applied in a multi-state outreach project.
Technical assistance and project-wide communication systems help
to prevent staff "burn-out."

ABS: NERRC/EM, 5/20/81

TITLE: Individualizing Staff Developments in Rural School
         Districts, in <u>National Rural Project (NRP) Newsletter</u>,
         Vol. 2, No. 1

AUTHOR: Helge, Doris

PUBLISHER: National Rural Project
             Center for Innovation and Development
             Murray State University
             Murray, KY   42071

FUNDING INSTITUTION: U.S. Office of Education
                       Division of Personnel Preparation

PUBLICATION DATE: Winter 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 2 (pp. 8-9)   COST: No Cost

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Inservice Training, Training Delivery
                       Systems, Multidisciplinary Team Training,
                       Dissemination/Replication, Rural
                       Education

OVERVIEW: Almost half (48%) of all respondents in a 1980 National
Rural Project (NRP) study reported inadequate staff development
progress. Participants from 75 rural districts and cooperatives
in 17 states found a lack of: (1) formally designed inservice
days, and (2) comprehensive personnel deveopment and generally
linked this deficiency with staff retention problems. In a
1978-79 NRP survey, 94% of all states identified retention as a
critical issue. This article furnishes a detailed description of
a field-tested rural staff development model, where broad-based
planning, coordination and implementation facilitated effective
ongoing inservice programs. The organizational structure
involving an administrative or management team, a district-wide or
core team, and a building-based teacher assistance team (TAT) is
discussed in terms of responsibilities, activities, and
interaction. Commitment to all procedures for dissemination and
follow-up, as well as a use of resources and funding are
considered. Common problems to preclude are raised. The author
concludes that the TAT structure is consistent with research
indicating that individual school buildings provide the most
viable vehicle for change and improvement and that inservice
models within each district reflect individual solutions. A
district source successfully using this model is given.

ABS: NERRC/EM, 5/20/81

TITLE: Issues in the Professional Preparation of Secondary
         Students, in Exceptional Children, Vol. 46, No. 5

AUTHOR: Miller, Sidney; Sabatino, David A.; Larsen, Roger P.

PUBLISHER: Council for Exceptional Children
             1920 Association Drive
             Reston, VA   22091

FUNDING INSTITUTION: U.S. Office of Education

PUBLICATION DATE: February 1980   RRC PRODUCED: No

AV. ILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 7 (pp. 344-50)   COST: $3.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administratcrs, Program Implementors, Policy
                   Formulators,

SUBJECT DESCRIPTORS: Preservice Training, Teacher Recruitment,
                       Teacher Certification

OVERVIEW: A survey in Region Five of the U. S. Office of Education
was conducted to contrast university views with those of
practitioners in defining professional preparation program efforts
for secondary special educators.

ABS: NERRC/EM, 5/20/81

TITLE: Guidelines for Personnel in the Education of Exceptional
         Children

AUTHOR: Professional Standards/Guidelines Project
          Council for Exceptional Children

PUBLISHER: The Council for Exceptional Children
             1920 Association Drive
             Reston, VA   22091

FUNDING INSTITUTION: U.S. Office of Education
                       Bureau of Education for Pre-Handicapped

PUBLICATION DATE: 1976   RRC PRODUCED: No

AVAILABLE THROUGH: Eric Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210   (ED 121 018)

LANGUAGE: English   PAGES: 53   COST: $3.50

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Policy Formulators, Program Inplementors,
                   Supervisors, Administrators

SUBJECT DESCRIPTORS: Preservice Training, Inservice Training,
                       Teacher Recruitment, Training Evaluation

OVERVIEW: The manual provides guidelines for recruitment,
preparation, certification, and continuing professional
development of special education personnel. It is explained that
the guidelines were developed from a series of five regional
meetings, results of a survey instrument, and existing Council for
Exceptional Children policy statements, and were finalized at the
National Consensus Work Conference in June, 1974. Recruitment
guidelines and rationales focus on such aspects as experience and
demonstrated competency. Preparation aspects addressed include
needs assessment, resource analysis, curriculum and methods,
evaluation, and personnel conducting preparation programs.
Flexibility, periodic renewal, noncategorical alternatives and
interstate reciprocity for certification are considered. Also
provided are preliminary draft guidelines for continuing
professional development which stress the need for shared
responsibility, evaluation, and due process provisions.

ABS: NERRC/EM, 5/20/81

TITLE: Special Education Services in Sparsely Populated Areas:
           Guidelines for Research

AUTHOR: Jordan, June (Editor)

PUBLISHER: Western Interstate Commission for Higher Education
            University East Campus
            Boulder, CO   80302

FUNDING INSTITUTION: U.S. Office of Education
                       United Cerebral Palsy Research and Education
                         Foundation, Inc., and the Vocational
                         Rehabilitation Administration

PUBLICATION DATE: March 1966   RRC PRODUCED: No

AVAILABLE THROUGH: Montana State Department of Instruction

LANGUAGE: English   PAGES: 2⁻   COST: Unknown

PHYSICAL FORMAT: Conference Report

TARGET AUDIENCE: Administrators, Policy Formulators,
                  Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Funding

OVERVIEW: The report of the National Research Conference on
Special Education Services in Sparsely Populated Areas recognizes
the lack of research for comprehensive delivery; services to rural
areas. Problems identified relate to: a) administrative
organization, b) financial patterns, c) personnel, and d)
supportive services. Individual final reports in each of these
areas provide background information and identify a wide range of
needs. Problem areas are defined and series of detailed questions
in each section are posed for researchers. It is suggested that
independent studies deal with these issues. Additionally it is
recommended that a comprehensive cooperative study focus on
special education needs in a specific geographical area,
reorganizing the interrelation of the four topics addressed in
this report. Suggested preparatory guidelines for an agency
coordinator are presented.

ABS: NERRC/EM, 5/20/81

TITLE: Teacher Education and Special Education, Vol. 3, No. 1.
          Winter 1980

AUTHOR: Cegelka, Patricia Thomas; Prehm, Herbert (Editors)

PUBLISHER: Special Press
             P.O. Box 2524
             Columbus, OH   43216

FUNDING INSTITUTION: Council for Exceptional Children
                       Teacher Education Division
                       1920 Association Drive
                       Reston, VA   22091

PUBLICATION DATE: Winter, 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 58   COST: $5.00

PHYSICAL FORMAT: Journal

TARGET AUDIENCE: Policy Formulators, Administrators,
                   Program Implementors

SUBJECT DESCRIPTORS: Preservice Training, Inservice Training,
                       Collaborative Training, Multidisciplinary
                       Team Training, Consultation Programs,
                       Vocational Teacher Training, Rural/Urban
                       Schools

OVERVIEW: Ten articles dealing with aspects of Comprehensive
Systems of Personnel Development (CSPD) are presented in this
quarterly journal issue. Information on systems development,
needs assessment and approaches, teacher competencies and
preparation, inservice training of regular and special educators,
the dissemination process, and state and regional CSPD systems is
provided. The experiences of specific states are discussed with
an overall theme of a multi-level, multi-disciplinary cooperative
effort. Exemplary practices and models, as well as problem areas
and issues are presented.

ABS: NERRC/EM, 5/20/81

TITLE: A National Initiative: Training All Educators to Better
         Serve Handicapped Children, in Education Unlimited,
         Vol. 1, Number 2

AUTHOR: Burrello, Leonard; Strout, Toby; Siantz, James

PUBLISHER: Educational Resources Center
             1834 Meetinghouse Road
             Boothwyn, PA   19061

FUNDING INSTITUTION: U.S. Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: June 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 6 (pp. 36-41)   COST: Single issue
                                                        $3.50

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators,
                  Program Implementors

SUBJECT DESCRIPTORS: Inservice Education,
                      Dissemination/Replication

OVERVIEW: The Bureau of Education for the Handicapped (BEH),
recognizing Regular Inservice Education (REGI) as a priority area,
funded the National Inservice Network (NIN) at Indiana University
in 1978. The NIN was designed to describe, link and support REGI
projects and to disseminate information on models, personnel,
materials and methods to potential users and adopters. This
article describes the evaluation of the organization: its
guidelines, structure and activities. Descriptions of funded
projects, trainees, settings, and characteristics and severity of
target populations are presented in tabular form. Special
populations are also included.

ABS: NERRC/EM, 5/20/81

TITLE: Teamwork in California: Positive Support for Teachers, in
         Education Unlimited, Vol. 1, No. 2

AUTHOR: TeSelle, Anne L.

PUBLISHER: Educational Resource Center
            1834 Meetinghouse Road
            Boothwyn, PA 19061

FUNDING INSTITUTION: U.S. Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: June 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 5 (pp. 31-35)   COST: Single Issue
                                                        $3.50

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators,
                  Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Multidisciplinary Team
                      Training, Training Delivery Systems,
                      Dissemination/Replication, Training
                      Evaluation, Statewide Planning

OVERVIEW: The results of an evaluation of the effectiveness of
team training in California are reported. During 1977-78,
interviews with regular classroom teachers were conducted after
their training program had been completed. Findings focus on the
need for proper levels of support and on awareness of time
constraints. Given appropriate training and support, positive
attitudes and results were reflected in regular educators'
delivery of services to special education students. The
California Child Service Demonstration Center System (Ca CSDC) in
cooperation with the State Department of Education sponsored the
training progress which achieved these results. This organization
assists local school districts on training interdisciplinary teams
to serve learning disabled children and adolescents. Services of
this statwide network of seven training centers are described.
The establishment of school appraisal teams in each school and of
Regional Educational Assessment Service teams for Severely
handicapped children is also noted. These additional teams are
mandated by the California Master Plan. Finally, the process,
content and goals of the teacher training programs are presented
briefly. Local district adaptation and implementation, follow-up
procedures and a commitment for dissemination and replication
training are considered. (For a detailed description of the
training process and system, see "Decisions by Design: A
Statewide Model for Learning Disabilities Programming:"
Gillespi-Silver, Patricia.)

ABS: NERRC/EM, 5/20/81

TITLE: Inservice Training: Our Only Alternative in Implementing
           PL 94-142, in <u>Instructional Technology and the Education</u>
           <u>of Handicapped Children</u>

AUTHOR: Meyen, Edward L.

PUBLISHER: National Center on Educational Media and Materials
                   for the Handicapped (NCEEMMH)
               Ohio State University
               Columbus, OH   43210

FUNDING INSTITUTION: U.S. Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: April 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Department of Special Education
                     University of Kansas
                     377 Haworth Hall
                     Lawrence, KS

LANGUAGE: English   PAGES: 25   COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Parents,
                   Advocates, Supervisors

SUBJECT DESCRIPTORS: Inservice Training, Training Delivery
                       Systems, Collaborative Training, Teachers
                       Centers

OVERVIEW: The author emphasizes inservice education as a critical
factor for implementation of P.L. 94-142. Inservice training is
viewed as a function of professional growth where individual
purpose dictates needs, content and delivery modes. This
definition goes beyond the traditional view of training as a
process of designing products. Behavioral change becomes the
focus. Selection of inservice alternatives should be dependent on
individual goals and availability of resources. A variety of
activities, delivery models and approaches are discussed.
Acknowledgement and measurement of improvement requires sensitive
trained supervisory personnel. Inservice implications of the law
are identified. A discussion of information and skills needed by
parents, boards of education, members and hearing officers is
given. Local, state and university roles are examined and the
benefits from collaborative planning are highlighted. It is
suggested that collaborative efforts be combined with utilization
of a national dissemination system focusing on effective
practices. State and local agencies should be responsible for
dissemination of this information which can serve as a valuable
training resource. The teacher center concept is proposed as an
effective vehicle for providing cooperative training.

ABS: NERRC/EM, 5/20/81

TITLE: Needed Changes in and Pre-Service Education of Regular
         Classroom Teachers to Prepare Them to Teach Mainstreamed
         Children, in Instructional Technology and the Education of
         All Handicapped Students.

AUTHOR: Gillespie, Patricia A.

PUBLISHER: National Center on Educational Media and Materials
            for the Handicapped (NCEMMH)
            Ohio State University
            Columbus, OH 43210

FUNDING INSTITUTION: U.S. Office of Education
                      Bureau of Education for The Handicapped

PUBLICATION DATE: July 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher (NCEMMH Publication No. NC-77.801)

LANGUAGE: English   PAGES: 25   COST: Unknown

PHYSICAL FORMAT: Research Paper

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                  Implementors

SUBJECT DESCRIPTORS: Preservice Training, Training Delivery
                      Systems, Multidisciplinary Team Training

OVERVIEW: All teachers must be trained to deal with the learning
styles of all children. The author maintains that attitudes of
teacher trainers and administrators will reflect this concept when
special education services are viewed as part of regular education
training. To affect change, it will be necessary for special
educators to serve on multi-disciplinary teams involved in
designing, implementing and monitoring training programs for
regular educators. Four areas of preservice education are
discussed in detail: (1) Organizational restructuring, including
divisional or departmental reorganization and reordering of
training sequences and curricula; (2) Identification of relevant
training competencies and development of related programs on a
statewide and collaborative basis; (3) Development and
implementation of systematic instructional training procedures.
(Three models of interest to teacher trainers are discussed and
diagrammed); (4) Training in decision making skills and in
techniques for assessment and programming that can be applied to
analysis of interactions between teacher-pupil, pupil-pupil and
pupil-materials. The importance of future funding to accomplish
innovative, meaningful and controlled preservice experience is
stressed.

ABS: NERRC/EM, 5/20/81

TITLE: Public Law 94-142: One Response to the Personnel
Development Mandate, in <u>Exceptional Children</u>: Vol. 47,
No. 6.

AUTHOR: Nadler, Barbara; Merron, Myrna; Friedel, William

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: March 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 2   COST: $3.75/single
                                  (pp.463-464)   issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors

SUBJECT DESCRIPTORS: Collaborative Training, Inservice Training,
Training Delivery Systems

OVERVIEW: Information on "The New Jersey Mainsteam Inservice
Project" is presented. The authors of this article contend that
collaborative planning is crucial for change. Project
participants and activities are discussed. The roles,
responsibilities and procedures followed by local district
Inservice Coordinators, Institute of Higher Education faculty
members and the State Department of Education Project Directors
are defined. Observations based on accumulated data over a
two-year period are presented for those involved in collaborative
staff development.

ABS: NERRC/EM, 5/20/81

TITLE: Toward a National Inservice Network, Training School
         Personnel Working with Handicapped Children

AUTHOR: McCaffray, Mary; Burrello, Leonard; Strout, Toby;
         Cline, Daniel

PUBLISHER: National Insurance Network
             Indiana University
             2853 East Tenth Street, Cottage L
             Bloomington, IN 47405

PUBLICATION DATE: Unknown   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 28   COST: Unknown

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                   Implementors

SUBJECT DESCRIPTORS: Inservice Training, Collaborative Training,
                       Statewide Planning, Training Delivery
                       Systems, Dissemination/Replication

OVERVIEW: The Bureau of Education for the Handicapped (BEH), The
National Inservice Network (NIN), and The Council for Exceptional
Children (CEC) have cooperated to support inservice education for
regular educators. A brief historical overview of developments
since P.L. 94-142, including federal funding, priority areas of
concentration for preservice and inservice programs, and prime
target population, is given. The evolution of the Division of
Personnel Preparation (DPP) within the BEH is described with
emphasis on the shifting of training responsibility from
university based models to state and local agencies. However,
planning is viewed as a collective responsibility. Legislative
and collaborative aspects of State Annual Programs are discussed.
Training needs and modes, resources and funding are also
explored. Abstracts of five projects are furnished, including two
local education agencies, a state department consortium and two
institutions of higher education.

ABS: NERRC/EM, 5/20/81

TITLE: Training Parents to Teach: Four Models; First Chance for
          Children, Vol. 3

AUTHOR: Grim, Janet (Editor)

PUBLISHER: Technical Assistance Delivery System
             University of North Carolina
             Chapel Hill, NC

FUNDING INSTITUTION: U.S. Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: Unknown   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22201   (ED 102 778)

LANGUAGE: English   PAGES: 88   COST: Microfiche $.76,
                                                Hardcopy $4.43 +
                                                postage

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Program Implementors, Parents

SUBJECT DESCRIPTORS: Parent Training, Training Delivery Systems

OVERVIEW: Described in a monograph published by the Technical
Assistance Delivery System (TADS) are the rationale, intake and
screening procedures, service delivery, liaison and follow
through, and evaluation of parent training models from four
preschool demonstration centers for handicapped children. An
overview discusses the purposes and dimensions of parent training
(social and emotional support, exchange of information,
opportunities for parent participation, and improvement of parent
child interactions). The university-affiliated program at the
University of Washington, an example of a center-based parent
training model, offers short-term, individualized parent training
emphasizing home carryover of data keeping and behavior
modificiaion progrms. Reviewed are three variations of the
home-center parent training model: the carryover by parents of
school instruction to the home, the teaching of the new skills in
the home, and the training of parents as volunteers in the
center. Examples of parent lessons and child progress are
included. Parent participation in a home-based program is
exemplified in the Portage Project model which uses weekly
prescriptions guaranteeing success for the parent and child.
Finally, the parent implemented preschool model as seen in the
Regional Intervention Program in Nashville, Tennessee is described
in terms of the individual tutoring, generalization, and classroom
training modules. An annotated bibliography of 18 citations is
provided.

ABS: NERRC/EM, 5/20/81

TITLE: The Rising Star of P.L. 94-142, in <u>Directive Teacher</u>.
         Spring 1980

AUTHOR: Duncan, Janice R.

PUBLISHER: NCEMMH, Faculty for Exceptional Children
             Ohio State University
             Columbus, OH   43210

PUBLICATION DATE: Winter 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 2   COST: No Cost
                              (pp. 14-15)

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Training Needs Assessment, Preservice
                      Training, Inservice Training, Technical
                      Assistance, Dissemination/Replication

OVERVIEW: The requirements of the CSPD planning section of Public
Law 94-142 are focused on in this article. Aspects of a CSPD
which states are required to address in their annual program plan
are outlined and information on each topic is furnished. Areas
focused on include (1) Input and Implementation (2) Needs
Assessment (3) Inservice or Preservice Training (4) Evaluation and
(5) Technical Assistance. Dissemination of information on
promising practices as well as methods for reassessing programs,
methods and materials is a requirement noted. The author makes a
distinction between the "what" and the how, indicating that states
vary in their design and implementation of CSPD.

TITLE: Technical Assistance in a Collaborative Framework

AUTHOR: Gilmore, Joseph T.

PUBLISHER: New York State Department
            Office for the Education of Children with Handicapped
              Conditions
            Albany, NY

FUNDING INSTITUTION: U.S. Office of Education
                      Bureau of Education for the Handicapped
                      Division of Personnel Preparation

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA 22210   (ED 157 243)

LANGUAGE: English   PAGES: 81   COST: Microfiche $.83,
                                                  Hard Copy $4.67 +
                                                  postage

PHYSICAL FORMAT: Booklet

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Competency Based Teacher Education, Teacher
                      Certification, Technical Assistance

OVERVIEW: The booklet reviews the products and processes of a BEH
(Bureau of Education for the Handicapped) funded project designed
to explore the competence based hypothesis and its implications
for teacher/training, particularly with regard to providing
alternative training strategies and models for the certification
of teachers in special education. Among conclusions of Section I
on technical assistance are that the regulatory and technical
assistance functions of a state education agency should be
admnistered through separate offices; that communication is the
major technical assistance contribution that a state education
agency can make; and that the major item that needs to be
communicated is "What decisions are other people making that
related to me?" Section II analyzes survey data in which the
educators who participated in the project report on how they feel
about it. A third section includes excerpts from the three
statewide conferences sponsored by the project and brief
descriptions of several modules that were developed. A final
section outlines the five instructional modules that were
developed, field tested, and evaluated.

ABS: NERRC/EM, 5/20/81

TITLE: Variable Affecting Delivery of Exceptional Child Services
         to Rural Areas and Suggested Educational Approaches

AUTHOR: Frith, Greg

PUBLISHER: Council for Exceptional Children
            1920 Association Drive
            Reston, VA   22091

PUBLICATION DATE: April 1977   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210   (ED 139 217)

LANGUAGE: English   PAGES: 12   COST: Microfiche $,.83,
                                               Hard Copy $1.67   +
                                               postage

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Rural Education, Teacher Recruitment,
                      Parent Involvement

OVERVIEW: Discussed are such variables affecting delivery of
services to exceptional children in rural areas as incidence of
handicapping conditions, family size, transportation, and
communication; and recommended are educational approaches to the
problem as personnel recruitment, parent involvement,
mainstreaming, and multi-system cooperation.

ABS: NERRC/EM, 5/20/81

TITLE: Preservice Programs for Educational Personnel Going into
          Rural Schools

AUTHOR: Muse, Ivan D.

PUBLISHER: National Educational Laboratory Publishers, Inc.
              813 Airport Boulevard
              Austin, TX   78702

FUNDING INSTITUTION: National Institute of Education
                       Department of Health, Education and Welfare

PUBLICATION DATE: March 1977   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210 (Ed 135 506)

LANGUAGE: English   PAGES: 54   COST: Microfiche, $.83,
                                            Hard Copy $3.50 +
                                            postage

PHYSICAL FORMAT:

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                   Implementors

SUBJECT DESCRIPTORS: Rural Education, Vocational Teacher Training,
                       Preservice Training, Inservice Training,
                       Training Techniques, Collaborative Training

OVERVIEW: Characterized by limited financial resources, course
offerings, vocational education programs, faculty, and
administrators; rural schools have a student population that is
generally poorer, less motivated, more culturally deprived, and
more isolated than its urban counterpart. Consequently, the rural
school teacher has an especially demanding job, which is
considerably more complicated than that of the urban teacher.
Results of a nationwide survey indicated that 75.4% of the
teachers surveyed felt they were inadequately prepared to teach in
rural schools. Some of the newer approaches to teacher training
that seem particularly useful are: earlier teacher training
experiences; micro-teaching; mediated learning aides; competency
based teacher education; and teacher centers. Among 200 teacher
training institutions in a nationwide survey, there were only 15
which had any rural education emphasis. However, the national
Rural/Regional Education Association supports an active and
growing group of university personnel interested in rural
education, and there are rural education programs going on in
Idaho, Utah, New York, and other places striving to meet rural
needs via preservice and/or inservice course work. Rurally
responsive training must encompass: specialized faculty;
cooperative relationships among educational agencies; team
governance and close interaction between teacher trainers,
community, parents, etc.; and preservice and inservice training.

ABS: NERRC/EM, 5/20/81

TITLE: Preparing Vocational and Special Education Personnel to
          Work with Special Needs Students: A Teacher Education
          Resource Guide

AUTHOR: Albright, Len; Clark, Gary (Editors)

PUBLISHER: University of Illinois
            Bureau of Educational Research
            Urbana, IL

FUNDING INSTITUTION: U.S. Office of Education and
                      Illinois State Office of Education
                      Division of Adult Vocational and Technical
                      Education

PUBLICATION DATE: June 1977   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                      P.O. Box 190
                      Arlington, VA   22210   (ED 145 605)

LANGUAGE: English   PAGES: 182 COST: Microfiche $.83,
                                               Hard Copy $10.03 +
                                               postage

PHYSICAL FORMAT: Resource Guide

TARGET AUDIENCE: Administrators, Program Implementators

SUBJECT DESCRIPTORS: Preservice Training, Vocational Teacher/
                      Training

OVERVIEW: Intended as a resource and guide for teacher educators,
the document presents information on training in vocational
programming for special needs, disadvantaged and handicapped
students in public schools, with emphasis on the adolescent and
adult population. Section I reports on the current situation in
preparation of vocational and special education personnel to work
with special needs students. Guidelines and strategies for
teacher education coordination are considered in Section II.
Section III describes 25 specific programs preparing personnel to
service special needs students and special needs personnel.
Usually included in each description are names and addresses of
staff members, an overview of the program, a brief outline of
purpose and offerings, and some future program directions. In
Section IV, 12 existing programs for special needs students are
briefly described. Section V provides two action plan
instruments, one for a university-based institution and the other
for action at the local education agency level. A bibliography of
approximately 30 resources for special needs personnel preparation
and a bibliography of instructional resources displayed during two
national teacher education workshops are presented in Section VI.
The final section consists of a guide to obtaining federal
assistance for special needs vocational and career programming.

ABS: NERRC/EM, 5/20/81

TITLE: Special Education in Rural Areas: The Problems and Some
          Solutions, Mini Review, in <u>Important Issues in Rural</u>
          <u>Education: A Collection of ERIC/CRESS Fact Sheets and</u>
          <u>Mini Reviews</u>

AUTHOR: Seager, D.D.; et al

PUBLISHER: ERIC Clearinghouse on Rura. Ed.   Sr.   s
             Box 3AP
             Las Cruces, NM   88003

FUNDING INSTITUTION: National Institute of Education (DHEW)
                       Washington, D.C.

PUBLICATION DATE: March 1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                      P.O. Box 190
                      Arlington, VA   22210 (ED 191 648)

LANGUAGE: English   PAGES: 17   COST: $2.00

PHYSICAL FORMAT: Mini Review

TARGET AUDIENCE: Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Funding, Training

OVERVIEW: A mini review suggests solutions to the special
education problems of child identification, parent involvement,
delivery of special education services, teacher training and
outside assistance. Additionally, addresses, contact persons,
service areas and samples of available materials from each of
sixteen Regional Resource Centers are presented.

ABS: NERRC/EM, 5/20/81

TITLE: The Consulting Teacher Program: Ten Years Later

AUTHOR: Perelman, Phyllis F.; et al

PUBLISHER: University of Vermont
             College of Education and Social Services
             Burlington, VT

FUNDING INSTITUTION: U.S. Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: October 1978   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (ED 164 460)

LANGUAGE: English   PAGES: 20   COST: Microfiche $.83,
                                             Hard Copy $1.67 +
                                             postage

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Program Implementors

SUBJECT DESCRIPTORS: Preservice Training, Consultation Program,
                      Training of Trainers

OVERVIEW: A program designed to train learning specialists called
consulting teachers who, in turn, train classroom teachers to
educate handicapped children in the regular classroom setting is
described. Consulting teacher trainees are selected on the basis
of teacher experience, leadership capability, academic promise,
and commitment to special education. The process specifications
of the training program are composed of lectures, on-the-job
practice, and apprentice-like advising. Graduate consulting
teachers assist and train classroom teachers to deal with children
who are mildly to moderately handicapped.

ABS: NERRC/EM, 5/20/81

TITLE: Inservice (October, 1980)

AUTHOR: Andrews, Theodore (Editor)

PUBLISHER: National Council of States on Inservice Education
            123 Huntington Hall
            150 Marshall Street
            Syracuse, NY   13210

FUNDING INSTITUTION: U.S. Department of Education
                       Teacher Corps

PUBLICATION DATE: October, 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 31   COST: Unknown

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Inservice Training, Training Needs
                      Assessment, Training Delivery Systems,
                      Training Resources

OVERVIEW: The theme of this issue of the newsletter is "Inservice
Programs for Handicapped Children." Directed at bringing regular
and special educators closer in their mutual pursuit of improved
educational programs for all children, it features interviews with
Edwin W. Martin and Milton Goldberg regarding federal initiatives
in personnel preparation. Also included are overviews of national
and state inservice networks, a report on a search for quality
practices, articles on needs assessment, trainer training, and
evaluation for inservice programs, and a review of the expanding
implications of P.L. 94-142 on personnel development.

ABS: NERRC/RMM, 5/20/81

TITLE: Comprehensive System of Personnel Development: A Technical
          Assistance Document

AUTHOR: Regional Resource Center Training Task Force

PUBLISHER: The National Learning Resource Center of Pennsylvania
              500 Valley Forge Plaza
              1150 First Avenue
              King of Prussia, PA 19406

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education

PUBLICATION DATE: June 1980   RRC PRODUCED: Yes

AVAILABLE THROUGH: Currently out of print.

LANGUAGE: English   PAGES: 249   COST: Unknown

PHYSICAL FORMAT: Guide, resource material

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,

OVERVIEW: This technical assistance document is a process guide
for developing and implementing a comprehensive system of
personnel development (CSPD) plan at the state level. The guide
includes strategies for: (1) establishing a personnel development
committee, (2) organizing and implementing a statewide needs
assessment, (3) designing a personnel development plan, (4)
implementing the training plan, (5) disseminating information and
adopting best practices, and (6) evaluating the CSPD. Within each
of the sections, legal requirements are discussed and alternatives
are offered through the presentation of different state practices.

ABS: MARRC/JLL, 5/01/81

TITLE: Resource Guide for Individualized Competency-Based
          Inservice Training

AUTHOR: Littlejohn, Judy; Male, Mary; Skindrud, Karl

PUBLISHER: California Regional Resource Center
          School of Education
          University of Southern California
          600 S. Commonwealth Avenue, Suite 1304
          Los Angeles, CA   90005
          (213) 381-5231

FUNDING INSTITUTION: Office of Education
                      Bureau of Education for the Handicapped
                      U.S. Department of Health, Education and
                        Welfare

PUBLICATION DATE: January 1977   RRC PRODUCED: Yes

AVAILABLE THROUGH: California Regional Resource Center
                    School of Education
                    University of Southern California
                    600 S. Commonwealth Avenue, Suite 1304
                    Los Angeles, CA   90005

LANGUAGE: English   PAGES: 23 with 11 appendices   COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Inservice Training, Collaborative Training,
                      Competency-based Teacher Training

OVERVIEW: This manual outlines the program of advanced inservice
training provided cooperatively for Resource Specialist Teachers
by a state Institution of Higher Learning (IHE) with an accredited
special education credential program (Humbaldt State University)
and one of the six responsible local agencies in California
implementing their state Master Plans for Special Education. This
program of inservice training follows an "individualized,
competence-based" model selected to meet the unique needs and
resources of the Northern California area. The model development
process is explained, as well as the individual participant
process. The procedures they followed for evaluation of this
inservice program are included. Various forms and checklists
which support the process are included in the eleven apendices.

ABS: MARRC/NLS, 5/15/81

TITLE: Casebook of Professional Practices in Special Education

AUTHOR: Council for Exceptional Children

PUBLISHER: Council for Exceptional Children
             1920 Association Drive
             Reston, VA   22091

FUNDING INSTITUTION: U.S. Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: March 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 160   COST: $4.00   No. 149

PHYSICAL FORMAT: Reference Materials

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Teacher Recruitment, Teacher Certification,
                       Competency Based Teacher Education, Training
                       Delivery Systems, Training Evaluation

OVERVIEW: Intended as a companion volume to "Guidelines for
Personnel," the casebook, developed by the Professional Standards
and Guidelines Project for The Council for Exceptional Children,
contains about 150 summaries of exemplary and innovative programs
in the areas of personnel recruitment and selection, preparation,
certification, and professional practice. Cases are organized by
the numbered guidelines of the original manual. It is explained
that cases were selected on the basis of significance and
relevance in relation to the guidelines. Most cases are
summarized in a one-half to two page abstract and are intended to
inform persons of the people and places engaging in similar
programs. See III-15 for the companion document.

ABS: NERRC/EM, 5/20/81

TITLE: Helping Teachers Become Inservice Facilitators: A Training
          Program to Develop School Based Inservice Planning Teams

AUTHOR: Wilson, Mary A. (Editor)

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Education
                      E.S.E.A. Title III

PUBLICATION DATE: Revised, 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Hampshire Educational Collaborative
                    58 Pleasant Street
                    Northampton, MA 01060

LANGUAGE: English   PAGES: by section only   COST: $17.00

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Policy Formulators, Program Implementors,
                  Administrators

SUBJECT DESCRIPTORS: Inservice Training, Multidisciplinary Team
                      Training, Training of Trainers, Training
                      Evaluation, Workshop Management

OVERVIEW: This handbook evolved as part of a federally funded
project which developed an Inservice Facilitator Group within the
Hampshire Educational Collaborative. Designed to promote School
Based Inservice Planning Teams within local school districts, the
guide also serves teachers and administrators investigating
approaches for planning training in specialized areas. Revised
regularly since 1976 and now in its sixth revision, the material
has been modified and expanded to meet emerging issues. Color
coded sections guide the readers first to explore an overview and
then a detailed description of annual workshop formats, evaluation
summaries and an analysis of program goals and skill strengthening
activities with their related outcomes. Separate sections address
1) Analysis and Goal setting, 2) Data Collection, 3) Resource
Management, 4) Team Building, 5) Team-School Communication, and
6) Workshop Management. The final chapters deal with assessing
and planning for continuity and change. An annotated bibliography
for staff development is provided.

COMMENTS: This Training manual is designed to be used as a
hands-on training packet for inservice facilitator training. Each
section contains a variety of materials, some to be read for
information and others to be used as worksheets for recording
observations, comments, feedback. A key feature of this program
is that trainees become trainers, affecting continuity of program
delivery. Inservice developers and community representatives as
well as teachers and administrators may feel this is a useful
resource.

ABS: NERRC/EM, 10/30/81

TITLE: Comprehensive System of Personnel Development: A Writer's
         Handbook

AUTHOR: University of Missouri - Columbia
         Department of Special Education
         Columbia, MO 65211

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education
                      Division of Pupil Personnel

PUBLICATION DATE: May 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 26 plus 11 Appendix   COST: Free

PHYSICAL FORMAT: Handbook, Resource Material

TARGET AUDIENCE:

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
                      Preservice Training, Dissemination,
                      Program Evaluation, State Department of
                      Education

OVERVIEW: This handbook is addressed to those persons in State
Education Agencies who are involved in developing, reviewing,
updating, and implementing the Comprehensive System of Personnel
Development (CSPD). It was designed as a resource and workbook
for writing and reviewing a state's CSPD plan. Feedback from the
field after a year of dissemination has indicated its value as a
teaching and training document for CSDP committees, as a guide for
administrators developing local programs and to a handbook for
university staff and professional training developers. The
workpages in the handbook are divided into eight sections
corresponding to the sequence of the Office of Special Education
(OSE) Reviewer's Guide (a copy of which is included in Appendix
II). Topics addressed in the worksheets include: Input and
Implementation, Needs Assessment, Inservice, Preservice,
Dissemination and Adoption, Evaluation and Technical Assistance.
Separate Appendices contain the rules and regulations for CSPD
plans and State Plan tables. Workpage Appendices provide
explanation, information and examples of CSPD products and
practices.

ABS: NERRC/ERIC, 10/30/81

TITLE: Inservice Education on Parent-Professional Collaboration:
         A Process of Discovery in <u>Pointer</u>. Vol. 25, No. 1

AUTHOR: Swap, Susan; Clark, Jonathan; Knox, Laura

PUBLISHER: Heddref Publications
            4000 Albemarle Street, N.W.
            Washington, D.C. 200016

FUNDING INSTITUTION:

PUBLICATION DATE: Fall 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 6   COST: $5.00/issue

PHYSICAL FORMAT: Journal Article   •

TARGET AUDIENCE: Policy Formulators, Program Implementors,
                   Administrators

SUBJECT DESCRIPTORS: Parent Training, Inservice Training,
                   -   Training Techniques, Cooperative Planning,
                       Models

OVERVIEW: This article, written by inservice trainers, examines
barriers to parent, teacher and administrator collaboration.
Communication is viewed as crucial to the evolution of training
programs. The authors maintain that educators must model
effective collaborative efforts themselves. In order to
illustrate collaborative approaches, examples from three projects
are presented. Varied formats, processes and foci are described.
A common set of ground rules, independent of program content, are
suggested. Faculty planning input is stressed as the motivating
key in professional involvement. The authors' experiences
indicate that on-going training is preferable to single session
workshop .

TITLE: Comprehensive System of Personnel Development: Needs
          Assessment Considerations

AUTHOR: Chalfant, James; Duncan, Janice; Meyer, Edward;
          Schofer, Richard; Ueberle, Jerrie

PUBLISHER: Project on Cooperative Manpower Planning in Special
              Education
            University of Missouri - Columbia
            Department of Special Education
            Columbia, MO 65211

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education
                      Division of Personnel Preparation

PUBLICATION DATE: June 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 32   COST: Free

PHYSICAL FORMAT: Handbook, Resource Material

TARGET AUDIENCE: Program Implementors, Administrators, Supervisors

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
                      Program Evaluation, Program Administration,
                      Data Collection, State Department of
                      Education

OVERVIEW: This handbook is primarily intended to serve as a
resource to State Education Agency personnel who are responsible
for the development and implementation of needs assessment
activities. It is designed to assist these individuals
conceptualize, plan, implement, and evaluate their annual needs
assessment activities. It is felt that this handbook also would
be of value to other agencies and individuals who are or will be
involved in various needs assessment activities. The handbook is
concerned with needs assessment in the context of a comprehensive
system of personnel development (CSDP). The needs assessment
content relates directly to this CSPD context. The handbook
offers alternatives for obtaining, analyzing, and utilizing needs
assessment information. It suggests the relationship of needs
assessment to participatory planning, preservice and inservice
training, dissemination and adoption of promising practices,
evaluation, and technica' assis ance.

COMMENTS: The final section presents a current and comprehensive
bibliography on needs assessment resources.

ABS: NERRC/EM, 10/30/81
                                    156

TITLE: A Needs Assessment Approach to Staff Development for
         School Based Placement Committees

AUTHOR: Pelosi, John W.; Harbin, Gloria L.

PUBLISHER: North Carolina Department of Public Instruction
             Division for Exceptional Children

FUNDING INSTITUTION:

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher, Attention Director of Special
                   Education or
                   John Pelosi
                   Division of Special Education
                   University of North Carolina at Chapel Hill

LANGUAGE: English   PAGES: 58   COST: Free

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Policy Formulators, Administrators,
                  Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
                       Multidisciplinary Team Training,
                       Training of Trainers, Data Collection,
                       Program Administration

OVERVIEW: This handbook presents a systematized approach to
planning staff development programs and is intended for Directors
of Special Education and Staff Development Coordinators in local
school systems. A School Based Placement Committee (SBPC)
functions as a multidisciplinary unit responsible for assessment,
program and evaluation. Teams are trained as a unit and also
provide training for others. Skills, knowledge and competence are
determined via an analysis of the law, and additionally by a needs
assessment instrument developed and presented in this paper.
Separate chapters address the processes of assessing needs,
tabulating data, designing training and conducting training
sessions. Samples of training design and a sample workshop with
related format, goals, content, outline, materials and follow up
activities are given. An appendix contains a variety of resources
including a matrix for Independent Educational Plan (IEP) goals, a
workshop packet, sample role plays for training, data tabulation
forms and the needs assessment questionnaire.

TITLE: Teacher Education and Special Education.   Vol. 2, No. 3.

AUTHOR: Cegelka, Patricia T.; Prehm, Herbert (Editors)

PUBLISHER: Council for Exceptional Children
             Teacher Education Division
             1920 Association Drive
             Reston, VA   20091

FUNDING INSTITUTION:

PUBLICATION DATE: Spring 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Special Press
                    724 S. Roosevelt
                    Columbus, OH   43201

LANGUAGE: English   PAGES: COST: $5.00

PHYSICAL FORM T: Journal

TARGET AUDIENCE: Program Implementors, Supervisors, Parents

SUBJECT DESCRIPTORS: Competency Based Teacher Education, Funding,
                       Higher Education, Preservice Training,
                       Parent Training

OVERVIEW: This issue contains a compilation of papers presented
at the first annual Teacher Education Division (TED)
conference/workshop in San Antonio, Texas.   A questionnaire-survey
in which TED members identified teacher education issues and
trends served on the basis for a final selection of 10
categories.   Conference groups were assigned topic areas for
discussion followed by a written group summary.   Counterpoint
presentations provided additional dialogue.   Finally, the written
summaries and counterpoint presentations were integrated to
provide a synopsis for each issue and an epilogue provides
commentary and perspective by non-participators.   The majority of
articles focus specifically on the competences needed for quality
teacher education.   One article discusses the financing of
personnel preparation in special education.   The issue of Parent
Involvement addresses competencies for parent involvement, for
training programs and for trainers.   Examination of emphasis in
undergraduate special education programs presents the varied roles
of teachers and concludes that the component with the greatest
potential effect is program evaluation.   Finally the function of
TED in promoting teacher training, involving its members in
writing standards for program design and performance and in
assuming leadership roles within the organizational structure are
explored.

ABS: NERRC/EM, 10/30/81

TITLE: Needs Assessment for Inservice Education: Building
          Local Programs

AUTHOR: Davis, Sharon A. and others

PUBLISHER: ERIC Clearinghouse on Handicapped and Gifted
              The Council for Exceptional Children
              1920 Association Drive
              Reston, VA   22091

FUNDING INSTITUTION: National Institute of Education
                       U.S. Department of Education

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (Ed 191 252)

LANGUAGE: English   PAGES: COST: Free

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Inservice Training, Needs Assessment,
                       Data Collection, Cooperative Planning, Models

OVERVIEW: The monograph addresses issues in needs assessment for
the inservice education of teachers of handicapped children.
Chapter 1, "Self Diagnosis Regarding Needs Assessment"
(M. Walker), emphasizes the importance of local personnel
involvement and provides a checklist for readers to assess their
knowledge on the context, methodology, and application. G. Kuh,
in "The State of the Art of Needs Assessment in Education,"
defines the concept and related operational issues and answers 15
questions which should be asked when planning and conducting a
needs assessment. S. Davis ("Planning and Conducting A Needs
Assessment") examines steps in the process, describes strategies
for data collection, and reviews considerations for selecting such
strategies as interviews, observations, the Delphi technique, and
group process techniques. "Needs Assessment in Practice" by
S. Davis et al. offers examples of the process in four local
inservice education programs and identifies successful aspects of
the needs assessment activities. P. Mann ("Critical Issues and
Persistent Problems") discusses the importance of collaborative
planning among administrators, community members, and teachers;
and reviews the issues of credibility and program justification.
In a final chapter ("Benefits of Effective Needs Assessment")
M. Walker views mainstreaming from an ecological perspective and
suggests that increased local ability to conduct inservice
education can have a ripple effect on levels of the exosystem and
the macrosystem. The appendices include guidelines for
constructing questionnaires, an inservice training checklist and
an outline of a group process technique. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Needs Assessment for Inservice Training: A First Step
           for Mainstreaming Exceptional Children into Regular
           Education

AUTHOR: McGinty, Ann; Keogh, Barbara

PUBLISHER: Special Education Research Program
             Graduate School of Education
             University of California
             Los Angeles, CA

FUNDING INSTITUTION: California State Department of Education
                       University of California, Los Angeles

PUBLICATION DATE: October 1975   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 74   COST: Unknown

PHYSICAL FORMAT: Report (Technical)

TARGET AUDIENCE:

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
                       Statewide Planning, Training Techniques

OVERVIEW: This report provides a summary of Phase II of a two
year project. Phase I reviewed literature relevant to inservice
training techniques and programs. Phase II narrows the focus to
the needs assessment process and formulation of goals. Included
are a rationale for emphasizing this aspect of training programs,
examples of techniques and an indepth analysis of a field tested,
research instrument developed by the University of California at
Los Angeles (UCLA). Issues of target population for assessment,
determiners of program content and approaches to program delivery
are explored. Numerous projects concerned with these issues are
cited with reference to their strengths and problems. UCLA drew
on and expanded from these prior efforts to develop and field test
a practical survey. Since mainstreaming was one direction of the
California Master Plan in Special Education, a broad-based group
of professionals were involved to ascertain their perceived
needs. Incuded in one appendix are Form A of the Inservice
Inventory which identifies training topics and attitudes and
Form B which records interviewee's estimates of personal
competence in given skill areas.

COMMENTS: Issues of inservice include content, planners, sites,
time of year, incentives, and presentation techniques. Attitudes
and competencies are compared with reference to subject area and
related skills. An analysis and comparison of regular and special
educators' responses provides interesting information. There is
also an emphasis on leadership at the state level.

ABS: NERRC/EM, 10/30/81

TITLE: A National Survey of Comprehensive Systems of Personnel
        Development: A Third Status Study

AUTHOR: Schofer, Richard C.; Duncan, Janet R.

PUBLISHER: University of Missouri - Columbia
            Department of Special Education
            Columbia, MO 65211

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education
                      Division of Personnel Preparation

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 332   COST: Free

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Statewide Planning, Monitoring,
                      Dissemination, Inservice Training, Data
                      Collection, Program Evaluation, State
                      Department of Education

OVERVIEW: This publication reports on the third national survey
conducted throughout the U.S., Washington, DC, and the territories
relative to personnel planning in special education. The first
two studies (1976, 1978), although similar in intent, differed in
emphasis and target population. The first status study focused on
state's response to the Bureau of Handicapped (BEH) manpower
directive advising states to involve higher education personnel,
state and local personnel and parents in developing a statewide
planning system. The second study also attempted to determine
each state's compliance with the Comprehensive System of Personnel
Development (CSPD) sections on Public Law 94-142. As problems in
special education personnel training were defined, the project for
Cooperative Manpower Planning in Special Education conducted a
third national survey to examine the extent of and nature of
involvement of State Education Agencies in CSPD. This document
presents a summary of the findings, a summary of each state's
response (Appendix G) and a summary for all responses to each
survey item in the National Summary of Responses to the Survey of
the Status of CSPD activities in State Education Agencies
(Appendix H) and the survey instrument (Appendix C). A subsection
on State CSPD activities discusses organizational structure at the
state and local levels, participatory planning, needs asessment
and personnel data, inservice training, dissemination of promising
practices, monitoring, technical assistance, evaluation and
assessment of CSPD efforts.

ABS: NERRC/EM, 10/30/81

TITLE: Description and Abstracts of Regular Education
Inservice Projects (REGI)

AUTHOR: Merriam, V.; Byers, K.; Cline, D. (Compilers)

PUBLISHER: National Inservice Network
Indiana University
2853 E. 10th Street
Bloomington, IN   47405

FUNDING INSTITUTION:

PUBLICATION DATE: January 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: COST: Unknown

PHYSICAL FORMAT: Report, Reference Material

TARGET AUDIENCE: Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Models, Dissemination

OVERVIEW: This description of the Regular Education Inservice
(REGI) effort in fiscal year 1980 includes a summary analysis of
data from the REGI Projects, and a state-by-state compilation of
project abstracts.   The National Inservice Network (NIN) has
produced this information as part of its linkage and dissemination
function.   Project abstracts, provided by project directors, are
organized by state and territory.   Charts summarizing
characteristics of the REGI Projects precede the abstracts. A
comprehensive index provides cross-referencing and access to
varied topics including specific training populations, target
groups for service delivery and project characteristics.   This
document is intended to increase dissemination of information and
effective practices within a network of providers of inservice
education for regular educators working with handicapped children.

ABS: NERRC/EM, 10/30/81

TITLE: The Inservice Planners Primer: A Basic Guide for Quality
         Inservice Planning

AUTHOR: Bellance, James

PUBLISHER: Illinois State Board of Education
             100 N. First Street
             Springfield, ILL 62777
             Attention: Department of Specialized Education
                Services

FUNDING INSTITUTION: Public Law 94-142: State Discretionary
                       Dollars

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 67   COST: Individual copies
                                                  free at this time

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Policy Formulators, Program Implementors,
                  Administrators, Parents

SUBJECT DESCRIPTORS: Inservice Training, Needs Assessment,
                       Models, Program Evaluation, Consultant
                       Programs, Funding

OVERVIEW: Current attitudes blocking successful inservice
planning are presented along with basic principals for designing
effective programs. The Apollo model, characterized as a group
process employing a problem-solving approach, is reported. A step
by step procedure including leader instructions, charts and needs
assessment questionnaires by subject are included in order to
identify priority training needs as identified by staff.
Alternative program formats are described and internal and
external training resources are discussed. In this particular
model, a workshop design with consultants, based on specific
needs, was selected. Issues of planning and evaluation criteria
for the workshop and consultants are described. A chart to
identify valid staff development activities is presented along
with related funding options and an example of district cost
analysis. The appendix contains a questionnaire developed by
teachers, parents, administrators and special educators in 1977-78
to identify a training program for P.L. 94-142 and to initiate an
on-going training and planning district committee. The results
were incorporated in the Illinois Office of Education state plan.
A variety of formats for data collection are explored.

COMMENTS: For further information contact James Bellanca, the
project director, at the N.W. Educational Cooperative, 510
S. Dwyer Street, Arlington Heights, ILL 60005.

ABS: NERRC/EM, 10/30/81

TITLE: Project S.P.E.C.T.R.E. (Special Education Curriculum
           and Training) Appendix A: Evaluative Summary of Inservice
           Activities for Regular Educators

AUTHOR: Kelly, Edward (Project Director)

PUBLISHER: University of Nevada at Las Vegas
            Department of Special Education
            4505 Maryland Parkway
            Las Vegas, NV 89154

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                   Attention: Project Director, Dr. Edward Kelly

LANGUAGE: English   PAGES: 38   COST: Appendix A, no cost
                                          Instructional packet at
                                          reproduction cost

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators,
                  Program Implementors

SUBJECT DESCRIPTORS: Dissemination, Rural Education, Inservice
                      Training, Training Delivery System,
                      Models, Needs Assessment, Data Collection

OVERVIEW: This report covers the first year (1979-80) of the
three year Project S.P.E.C.T.R.E. The primary emphasis is on
dissemination of information and skills to regular classroom
teachers serving exceptional children in rural and remote areas.
The project conducted an August institute, reinforced by a
practica from September to December, with follow-up during the
remainder of the year. Though the content remained constant,
inservice delivery modes were varied to ascertain effectiveness.
Modes included 1) instructional packets, 2) master teachers from
remote areas, 3) inservice by university personnel at teachers'
homesites and 4) inservice by university personnel on the
university campus. Information relative to needs assessments,
knowledge acquisition, attitudes, skill and competency change and
participant and administrative satisfaction are reported. Results
of two needs assessment questionnaires, the first to elementary
teachers and the second to junior high and high school teachers,
are presented in tabular and narrative form. During this year
pre-, post- and practicum tests were administered three times.
Data from the needs assessment and the series of tests are
analyzed and a summary of the findings is presented. It is
suggested that this process can be utilized with regular teachers
in other rural areas.

Project S.P.E.C.T.R.E. (Special Education Curriculum
   and Training) Appendix A: Evaluative Summary of Inservice
   Activities for Regular Educators (Continued)

COMMENTS: Project S.P.E.C.T.R.E. also developed a related content
orientated resource, "Resources for Classroom Teachers." The
content was based on informational interviews with regular and
special education teachers and school administrators as well as
the perceptions of the project staff over the course of the year.
Needs Assessment I in the appendix further refined the material.
The Manual is available through the University.

ABS: NERRC/FM, 10/30/81

TITLE: Psychological Consultation: Helping Teachers Meet
Special Needs

AUTHOR: Parker, Clyde A. (Editor)

PUBLISHER: University of Minnesota
Leadership Training Institute/Special Education

FUNDING INSTITUTION: Department of Health, Education and
Welfare
Office of Education
Exceptional Children's Program
Bureau on Adult and Occupational Education

PUBLICATION DATE: 1975   RRC PRODUCED: No

AVAILABLE THROUGH: Council of Exceptional Children
1920 Association Drive
Reston, VA 22091

LANGUAGE: English   PAGES: 270   COST: $5.00
                                             Member price $4.25

PHYSICAL FORMAT: Book (Paperback)/Conference Report

TARGET AUDIENCE: Program Implementors, Policy Formulators,
Administrators

SUBJECT DESCRIPTORS: Consultation Programs, Inservice Training,
Cooperative Planning, Models

OVERVIEW: The present role of the special educator in
mainstreaming has taken on new meaning with the need for regular
and special educators to share their expertise. This book deals
with various forms of psychological consultation used successfully
in school systems. A set of papers, which evolve from a
Leadership Training Institute, attempts to clarify some of the
problems encountered in the field as well as the functions of and
skills needed by a consultant. The book is divided into sections
"The Practice of Consultation" is illustrated by four case
studies. "The Theory of Consultation" is represented by a
description and discussion of five models. "The Uses of
Consultation" identifies effective models from the consumer's
point of view.

COMMENTS: This report evolved from a Leadership Training
Institute/Special Education Conference in June 1974. This
compilation of articles allows for contributors from varied
theoreticans and general practitioners. Each article is prefaced
by an author's summary or perspective and concludes with a written
discussion of the material. Often a reference list is provided.
This is a readable collection of material for those interested in
learning about consultative skills. This book is timely given the
change from direct services to consultative ones. The information
can also enhance the training of future consultants.

ABS: NERRC/EM, 10/30/81

TITLE: Maximizing Staff Potential: An Individualized Approach
         to Personnel Development

AUTHOR: McCarthy, William C.

PUBLISHER: National Association of State Directors of
             Special Education   (NASDSE)
             1201 Sixteenth Street, N.W.
             Suite 610 E
             Washington, D.C.   20036

FUNDING INSTITUTION:

PUBLICATION DATE: November 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 33   COST: $4.00

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Policy Formulators,
                  Program Implementors

SUBJECT DESCRIPTORS: Consultant Programs, Inservice Training,
                       Training Evaluation, Training Delivery
                       System, State Department of Education,
                       Fiscal Accountability

OVERVIEW: This document reports staff development (SD) procedures
developed by the Maryland State Department of Education.   The
author believes these approaches can be replicated by other sizes
and types of agencies.   These strategies have been field tested
and adopted by other divisions in the department.   The program
described followed a reorganization of the Division of Special
Education with a focus on accountability in program development
and fiscal management.   The role of a consultant in Staff
Development is deemed critical.   Suggested procedures are outlined
and diagrammed.   Described in detail in the text are 1)
establishing organized management, 2) administering SD profiles,
3) formulating training based on SD profiles, 4) preparing
training modules, 5) conducting training activities, and
6) evaluating training activities.   In the appendix are sample
state forms.

COMMENTS: This manual may be useful to state education
departments and other agencies in planning inservice experiences
for a total staff with divergent experience and background.

ABS: NERRC/EM, 10/30/81

TITLE: Maine's Comprehensive System of Personnel
         Development (CSPD)

AUTHOR: Arbuckle, Margaret

PUBLISHER: Maine Department of Educational and Cultural Services
             State House Station 23
             Augusta, ME   04333

FUNDING INSTITUTION:

PUBLICATION DATE: May 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 23   COST: Free

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Statewide Planning, Training Delivery System,
                       Inservice Training, Needs Assessment,
                       Dissemination, Program Evaluation,
                       State Department of Education

OVERVIEW: This report reviews the progress of Maine's CSPD for
1980-81, as well as objectives for the following year.   In
addition to the procedures required by P.L. 94-142, Maine has
added several components to assist educational and other support
personnel in their staff development, including 1) coordination,
identification and dissemination of informational sources and
materials, 2) establishment of support teams to assist in building
locally designed staff development systems and 3) the design and
delivery of specific inservice or professional programs based on
ideentified state wide needs.   The bulk of this document outlines
long/short term goals and their related outcomes.   Major areas
include participation in CSPD planning, needs assessment,
information retrieval, dissemination, personnel training and
evaluation.

COMMENTS: Other state educational agency personnel involved in
CSPD may find Maine's experiences of interest.   Detailed
information on the procedures Maine elected to follow and the
direct results are presented succintly in a readable format.

ABS: NERRC/EM, 10/30/81

TITLE: Recruitment and Retention in Rural America

AUTHOR: Helge, Doris I.; Marrs, Lawrence W.

PUBLISHER:

FUNDING INSTITUTION:

PUBLICATION DATE: April 27, 1981   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210 (Ed 1.   2)

'ANGUAGE: English   PAGES: 22   COST: Reproduction Costs

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Rural Education, Inservice Training,
                        Teacher Recruitment, Teacher Retention,
                        Interagency Coordination of Services

OVERVIEW: Social isolation, extreme weather conditions,
inadequate housing, and low salaries often characterizing rural
areas cause problems in recruiting and retaining special education
personnel.   Successful interviewers for rural districts must
include four components in their recruitment strategies: the use
of intrinsic rather than extrinsic activators, the consideration
of local cultural norms in personnel choice, the use of the
interviewee's needs and motivations, and the creative selling of
the school district.   The most effective recruiting occurs when
all the rural area's resources are full xploited, negative
characteristics are presented positively, and unchangeable
limitations are met honestly.   Retaining personnel requires a
similar strategy.   Because personnel who remain in an area usually
share that area's goals and expectations, a district should make
every effort to help new staff members acclimate, teaching them
about the local power structure and communication system and
structuring their initial experiences for success.   The district
must have long-term strategies to address the unchangeable aspects
of employment and to enhance staff development possibilities.
Rural districts need a formal interagency recruitment system that
includes forecasting, communication, and matching of needs and
resources.   The National Personnel Needs Data Bank maintains an
informal exchange for districts in search of qualified special
education personnel. (ERIC)

COMMENTS: A companion document "Retention and Recruitment" was
also prepared for the same "National Conference on Leadership for
Problem-Solving in Rural School," April '-May 1, 1981.   Developed

by the National Rural Research and Personnel Preparation Project
(NRC), the document offers sample profile abstracts representing
over eighty local rural districts and special education
cooperatives nationwide. This compilation has a wide audience in
administrators at all levels, legislators, teaching personnel and
support staffs, coc erating agencies and teacher training
institutes. It is a ailable for $5.00 from the NRP at Murray
State University; Murray, Kentucky 42071.

ABS: NERRC/EM, 10/30/81

TITLE: Alternative Methods of Meeting Part D Inservice
          Training Needs

AUTHOR: Jones, Wayne A.

PUBLISHER: National Association of State Directors of
                Special Education (NASDSE)
             1201 Sixteenth Street, N.W.
             Washington, DC 20036

FUNDING INSTITUTION:

PUBLICATION DATE: 1976   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 16   COST: $2.50

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Funding, Inservice Training, Preservice
                      Training, State Department of Education,
                      Higher Education

OVERVIEW: P.L. 93, 380, Title VI, Part D as amended by
P.L. 94-142, provides funds to state agencies and training
institutions for inservice and preservice training for teachers of
the handicapped.   The purpose of this article is to provide users
of Part D funds -- state education agencies, local districts,
college and universities, with alternative methods of meeting
training needs.   The alternative options described are
1) fellowships, 2) summer traineeships, 3) special study
institute, 4) contracting for services, 5) teacher trainer
internships, 6) practicum stations, 7) matching funds, 8) pilot
programs, 9) central office internships and 10) supervisors.
Additionally these training alternatives are matched against 16
characteristics for the purpose of differentiation.

ABS: NERRC/EM, 10/30/81

TITLE: The Range of Variability: Inservice Design in
        Special Education

AUTHOR: Massey, Sara; Henderson, Robert (Editors)

PUBLISHER: New England Teacher Corps Network
            P.O. Box 1065
            Portsmouth, New Hampshire 03801

FUNDING INSTITUTION: Department of Health, Education and
                      Welfare
                      Office of Education

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 129   COST: Free

PHYSICAL FORMAT: Book (Paperback), Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Cooperative Planning,
                      Program Administration, Paraprofessional
                      Training, Models

OVERVIEW: This book contains 11 essays presented at a New England
Teacher Corps Network institute series on the inservice training
of regular classroom teachers and paraprofessionals in the
education of handicapped children. Titles and authors include
"Ending the Isolation of the Handicapped" (W. Smith,
"Perspectives for Staff Development -- A Collaborative Design"
(P. Mann, R. McClung), "An Inservice Seminar on Mainstreaming --
Using Network Support at a Local Level" (V. Trumbull, W. Brown),
"The Application of Special Educational Perspectives and
Approaches in Regular Secondary Classrooms" (M. Nahmias,
A. Allnutt), "The Mini Course -- An Alternative Approach to
Inservice Education" (R. Glass, et al), "A Non-Special Education
Child Study Team -- A Job-Embedded Inservice Training Project"
(W. Harris), "Orientation to Exceptional Children Through
Placement Committee Activities" (P. Sherlock, L. Dolan), "New
Skills for Teachers -- An Inservice Counseling Skills Model"
(W. Mehnert), "Teaching Children with Special Reading Needs"
(A. Dyer), "Is Inservice the Answer?" (S. Massey   "Conlusion
-- Network Learnings in Staff Development" (R. Henderso . (ERIC)

ABS: NERRC/EM, 10/30/81

172

TITLE: Vocational Education and Handicapped Learners:
          Perceptions and Inservice Needs of State Leadership
          Personnel. Policy Research and Resource Series:
          .cumert 1.

AUTHOR: Phelps, L. Allen; Thornton, L. Jay

PUBLISHER: Illinois University
             Urbana, IL   61801

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education

PUBLICATION DATE: December 1979   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210   (Ed 194 743)

LANGUAGE: English   PAGES: 49   COST: Reproduction Costs

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                   Implementors

SUBJECT DESCRIPTORS: Program Administration, Vocational Teacher
                       Training, Needs Assessment, Inservice
                       Training, State Department of Education,
                       Interagency Coordination of Services

OVERVIEW: This report presents baseline data describing
perceptions and training needs of eight groups of leadership
personnel involved in vocational programming for the handicapped
.An introduction sets forth the problem -- obtaining comprehensive
data to assist in planning and development of appropriate
inservice technical assistance activities the Leadership Training
Institute/Vocational and Special Education Project might offer.
(The project's goal is conducting short-term inservice training
for state leadership personnel involved in vocational education,
special education, and vocational rehabilitation.) A second
section describes designs and identification of survey
population, and followup activities. The third section first
presents composite findings for the three major survey questions:
(1) identification of exemplary practice or policies,
(2) perceived importance of agencies and organizations involved in
development of vocational education opportunities for the
handicapped, and (3) identification of leadership training needs.
Composite findings are then given for the groups surveyed: State
Directors of Vocational Education, State Directors of Special
Education, State Directors of Vocational Rehabilitation,
professional association officers, State Board of Education
members, handicapped advocates and consumers, teacher educators,
and State Advisory Councils for Vocational Education. Seven
recommendations are presented. Apppendixes include composite data
tables and the survey instrument. (ERIC)

ABS: NERRC/EM, 10/30/81

TIT.I. Directory and Program Information for the Office of
Special Education V.. tional/Career Education Projects
1979-1980.   Personne: inservice and P:eserv :e
Training Programs for Educators to Accommodate
Handicapped Children and Youth in Vocational/Career
Education: Class Settings -- Policy Research and
.esource Series: Document 3

PUBLISHER: Illinois University
             Urbana, IL   61801

FUNDING INSTITUTION: U.S. Department of Education
                     Office of Special Education

PUBLICATION DATE: May 1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA   22210 (Ed 194 745)

LANGUAGE: English   PAGES: 285   COST: Reproduction Costs

PHYSICAL FORMAT: Directory

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,
                      Vocational Teacher Training, Dissemination,
                      Program Evaluation

OVERVIEW: This directory contains abstracts for over 60 Office of
Special Education (OSE) projects funded under the vocational/
career education priority to provide training to educators
involved with the handicapped. (This priority regards the
preparation of personnel to meet the critical and continuing need
for provision of vocational/career education opportunities to
handicapped children and youth.) The publication first provides a
list of project directors and a map illustrating the geographical
distribution of the individual projects. Projects are grouped by
states which are arranged in alphabetical order. The first part
of each project abstract is presented in he following format:
project number, title, sponsoring agency, grant number, contact
person and address, description, major objectives, disssemination,
evaluation, products, and descriptors. The second part of each
abstract is a table which indicate number and type of participants
and such information as hours of training, level, instructional
techniques, settings, and disabilities. Following the abstracts
are a section on common concerns relating to Division of Personnel
Preparation Grant Development Administration and a directory of
the OSE Division of Personnel Preparation program staff. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Caboodle of Information for the Arizona Conference on
         Recruitment and Retention of Special Education Personnel
         in Rural and Remote Areas

PUBLISHER: Regional Resource Center West
             3325 Wilshire Blvd., Suite 1345
             Los Angeles, CA   90010
             (213) 381-5231

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education

PUBLICATION DATE: May ?   1981   RRC PRODUCED: Yes

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: COST: Free

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Teacher Recruitment, Teacher Retention,
                       Inservice Training, Rural Education

OVERVIEW: This collection of articles and abstracts is divided
into the two sections on (1) recruitment and retention and (2)
staff development. An appendix contains National Rural Project
(NRP) abstracts on regular education inservice related to special
needs and to parent involvement in rural areas. An annotated
directory of organizations and agencies with rural concerns is
given. A sample NRR requester form is provided for parties
interested in accessing a new data bank focused on rural service
delivery now being developed by the staff of Murray State
University.

COMMENTS: Users will need to be highly selective in locating
training resources. However, since information related to the
special needs rural population is limited, this "caboodle" may
contain data useful to other state and local agencies dealing with
similar concerns and needs.

ABS: NERRC/EM, 10/30/81

TITLE: Towards a Comprehensive System of Inservice Training in
         Special Education

AUTHOR: Altman, Reuben

PUBLISHER: National Association of State Directors of
                 Special Education (NASDSE)
             and
             The Higher Education Consortium for Special Education

FUNDING INSTITUTION:

PUBLICATION DATE: October 1979   RRC PRODUCED: No

AVAILABLE THROUGH: NASDSE
                    1201 16th Street, N.W.
                    Washington, DC 20036

LANGUAGE: English   PAGES: COST: $4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Statewide Planning,
                       Program Administration, State Department of
                       Education, Higher Education

OVERVIEW: The monograph provides an overview of inservice
education issues related to P.L. 94-142, The Education for All
Handicapped Children Act; and considers approaches to designing
and implementing statewide inservice training programs.
Considered in the first section are the following topics:
inservice provisions of P.L. 94-142; the proliferation of
innovative practices; the role of inservice in personnel
development; and the role of state, university, and local agencies
in inservice.   Among other issues addressed are accountability,
fiscal difficulties, and implications of full or "life"
certification.   Ambiguities in P.L. 94-142 regulations, manpower
distribution trends, and difficulties in relationships among
agencies are included in a discussion of problems influencing
inservice education.   The second section focuses on the design and
implementation of inservice training programs.   The following
aspects are examined (sample subtopics in parentheses);
administering statewide inservice (organizing and managing the
system); determining inservice needs (motivating participation and
establishing inservice priorities); determining optimal systems
(identifying and categorizing delivery modes and matching
inservice modes to conditions); and evaluating and providing
followup. (ERIC)

ABS: NERRC/EM, 10/30/81

176

TITLE: How to Plan Training Programs

AUTHOR: Beatty, Grace J.; Gardner, David C.; Avallon, Judith L.

PUBLISHER: American Training and Research Associates
             54 Gaston Street
             Methuen, MA   01844
             (617) 682-8580

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education
                       and
                       The National Foundation for the Improvement
                         of Education

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 267   COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Policy Implementors,
                  Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Models, Needs Assessment,
                      Program Evaluation, Funding, Training
                      Delivery System

OVERVIEW: This comprehensive manual for planning and implementing
teacher inservice training programs provides a step-by-step
procedure for each phase of the planning cycle. Alternate
strategies for each step encourage individual adaptation. This
field-tested product represents ongoing teacher involvement, from
development through usage and modification. The context of
special education laws serve as a framework, but the authors
believe this process can contribute to quality inservice
programming throughout educational systems. Development of this
guide incorporates ideas from best practice in inservice
nationwide derived from extensive literature review of interviews
with teachers, coordinators and experts in training as special
education. The first ten of the thirteen chapters deal with
setting up an inservice committee, developing support systems,
designing a survey, conducting a needs assessment, identifying
resources, designing a problem, evaluating, writing an inservice
plan, identifying funding and implementing a program. The last
two chapters serve as a resource directory for sources of
information assistance and materials for inservice training. An
appendix reports the results of a national survey used to
determine training needs which had high reliabiity and validity.

ABS: NERRC/EM, 10/30/81

TITLE: Project Retool: Continuing Education for Teacher
          Educators in Special Education

AUTHOR: Heller, Harold W.; Schilit, Jeffrey (Editors)

PUBLISHER: Council for Exceptional Children
            Project Retool
            1920 Association Drive
            Reston, VA   22091

FUNDING INSTITUTION: Department of Health, Education and
                           Welfare
                       Office of Education
                       Bureau of Education for the Handicapped
                       Division of Personnel Preparation

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (Ed 180 176)

LANGUAGE: English   PAGES: 532   COST: Reproduction Costs

PHYSICAL FORMAT:- Evaluative Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Needs Assessment,
                       Models, Higher Education, State Department
                       of Education, Program Administration,
                       Statewide Planning

OVERVIEW: Five model projects for providing continuing education
opportunities to teacher educators in special education are
presented. Background for the development of Project RETOOL
includes a 10 step outline of the process. Implementation was
designed in three phases: needs assessment of current special
education, teacher educators, development of various models by
institutions of higher education and state education agencies, and
implementation of the models for providing inservice to target
personnel on a statewide level. A list of the advisory committee
and the faculty interview instrument are appended. The five state
models (California, Kentucky, Massachusetts, Missouri, and North
Carolina) are provided in the following sections. Each section
explains the components of its plan, including history, planning
and implementation of conferences, etc., delivery and content of
programs, and conclusions, observations, and recommendations.
Among appendices for the sections are assessment instruments,
committee reports, workshop evaluation instruments, and forms. A
brief followup report concludes that surveyed participants found
· the various programs to be highly effective in meeting the
education needs of inservice teacher educators. (ERIC)

ABS: NERRC/EM, 10/30/81

179

TITLE: A Program Structure for Evaluation and Planning

AUTHOR: Melichar, Joseph F.

PUBLISHER: Southwest Regional Resource Center
             University of Utah
             2363 Foothill Dr. Suite G
             Salt Lake City, UT   84109

FUNDING INSTITUTION: U.S. Department of Health, Education and
                           Welfare
                       U.S. Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: January 1975   RRC PRODUCED: Yes   SWRRC

AVAILABLE THROUGH: Publisher (Limited availability)

LANGUAGE: English   PAGES: 110   COST: Reproduction Costs

PHYSICAL FORMAT: Guide, Report

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Training Evaluation,
                       Information Systems, Cooperative Planning,
                       Fiscal Accountability, State Department
                       of Education

OVERVIEW: This paper was part of an effort designed to provide
in-service training to the South-West Regional Resource Center
(SWRRC) in evaluation procedures. The first section provides the
framework for a general formative evaluation process model, based
on the collection of six forms of evidence 1) effort information,
2) performance information, 3) adequacy of performance, 4) cost
data, 5) process data, and 6) value data. Section two describes
the SWRRC overall program within the constraints of operating
conditions, and offers a hypothetical model for an RRC design.
Sections 3-10 outline four components of RRC activities, with the
development of a framework against which evaluation measures can
be taken. The components include 1) management and administrative
activities, 2) resource and information flow to region and
integration with the national systems, 3) state and local
education needs and 4) the instructional process. Guidelines and
discussion for cost-accountability are presented in sections
11-13. Evaluation as an ongoing activity of measurement is the
conceptual framework for this model. A detailed analysis of each
program component is necessary to place existing program plans
into a measurable format in order to formulate a crucial baseline
for measurement and a foundation for future planning. The
essential measurement baseline is a combination of: needs upon

A Program Structure for Evaluation and Planning (Continued)

which the program is based; its desired outcomes; program plans; and actual or observed outcomes; and products produced. Contained in the report are 58 pages of figures and tables describing the RRC roles and interactions, demographic data relevant to RRC activities, and charts of organizational structure.

ABS: MARRC/LCS, 10/30/81

180

TITLE: Making It Work in Rural Communities: Training,
         Recruiting, and Retaining Personnel in Rural Areas

AUTHOR: Huntinger, Patricia; Smith-Dickson, Bonnie J. (Editors)

PUBLISHER: The Rural Network
             Western Illinois University
             College of Education
             Room 27, Horrabin Hall
             Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: August 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 45   COST: $4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Personnel Development, Program Development,
                      Inservice Training, Higher Education, Models,
                      Training Delivery Systems, Teacher Retention

OVERVIEW: The purpose of this monograph is to delineate problems
and approaches related to recruiting and maintaining adequately
trained professionals in service delivery roles in rural areas.
Four papers discuss problems, suggest strategies for retraining
staff and provide three distinctly different training programs.
Glendon Castro discusses the personal aspects, characteristics of
individuals, job related and environmental influences which affect
the retention of personnel in rural areas. He presents a staff
development and inservice training program found at the
Exceptional Child Center at Utah State University. Patricia
Huntinger describes the training program offered by the Western
Illinois University Early Childhood Handicapped Training Project,
covering program development, curricula, field experiences, the
competencies and evaluation of both students and program. Davis
and Porter present a training project developed by the Family
Infant and Toddler Project in Nashville, Tennessee which serves to
unify the service providers within a community and provide a
comprehensive overview of the participants, program structure,
content areas and operation of the program. The paper from the
personnel at the Developmental Education Birth to Two Project
describes the DEBT Outreach Training Staff program developed for
volunteers. The authors describe the recruitment procedures and
steps in the training process: preservice training, field
experiences and on-site evaluations.

ABS: MARRC/LSC, 5/7/82

TITLE: "Team Leadership Training in Vocational Special Needs"
           Proceedings: Annual Statewide Conference on Vocational
           Special Needs. April 16, 17, 18, 1979

AUTHOR: Kok, Marilyn; Foley, Tico; Atkinson, Nancy (Editors)

PUBLISHER: The Vocational Special Needs Program: Vocational,
               Adult and Extension Education
            College of Education
            Texas A&M University
            College Station, TX 77843

FUNDING INSTITUTION: Texas Education Agency
                      Department of Occupational Education
                      Division of Occupational Research and
                        Development

PUBLICATION DATE: April 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher's Lending Library
                    or
                    EDRS (#ED 194787 or #CE027146)
                    P.O. Box 190
                    Arlington, VA   22210

LANGUAGE: English   PAGES: 329   COST: $8.90

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                  Program Implementor, Child Advocates, Parents

SUBJECT DESCRIPTORS: Personnel Development, Interagency
                      Coordination of Services, Vocational
                      Education, Related Services, Federal
                      Legislation, Inservice Training,
                      Communication

OVERVIEW: These proceedings of a statewide Texas conference focus
on the need for cooperation between the leadership in the fields
of special and vocational education in order to meet the needs of
handicapped students. Featured presentations: (1) stress the
necessity for this team approach at the top levels of education --
state agency bureaucracy as well as the teacher level in the
schools; (2) cite examples of such successful teamwork in two
schools in Texas; (3) explore the issues of personnel development,
accountability, communication, cooperation, and refining the
delivery system in vocational education; (4) describe a program
for vocational preparation of severely disabled persons;
(5) explain the necessity for lifelong career education and
vocational education for handicapped persons; and (6) reiterate
the need for interagency cooperation and focus on employment.
Mini-session reports cover practical approaches in vocational
training of handicapped persons; behavior problems; modification

of vocational curriculum and physical facilities for handicapped
students; safety; litigation; Learning Opportunities for Teachers
(LOFT) in mainstreaming; motivation; job placement; evaluation of
handicapped students; maintaining vocational quality while
training handicapped students; and attitudes toward minority
handicapped students. A self-portrait of a successful handicapped
person, given as a luncheon speech, is also included. (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: Reality Practice: Methods and Theory of Role Playing --
         A Skill Development Kit

AUTHOR: Lippitt, Peggy; Lippitt, Ronald; Sprule, George E.

PUBLISHER: Development Publications
            5605 Lamar Road
            Bethesda, MD 20816
            (301) 320-4409

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 55   COST: $70.00

PHYSICAL FORMAT: Three-ring binder and three cassettes
                  (Training Kit)

TARGET AUDIENCE: Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Personnel Development, Inservice Training,
                      Training Techniques

OVERVIEW: This training kit is designed to be a self-teaching
skill building experience about how to set up and lead role
playing activities in all kinds of training programs. The kit
consists of six cassette tapes, six modules of information and
practice activities throughout. It defines role playing as
"reality practice," a method of practicing different behaviors in
difficult interpersonal situations. An orientation to a wide
variety of uses of reality practice methods is presented. The
basic method is outlined in a sequence of 10 steps with an
in-depth explanation of each step. The 10 steps are:
(1) establish an easy, trusting atmosphere; (2) choose the
situation; (3) clarify the situation; (4) brief the role-players,
(5) clarify the jobs of the others; (6) start the action; (7) stop
the action; (8) analyze what happened; (9) repractice when
appropriate; and (10) return the role-takers to their own
identities and connect learning to life situations.

ABS: MARRC/LSC, 5/7/82

184

TITLE: Learning From Conflict: A Handbook for Trainers and
       Group Leaders

AUTHOR: Hart, Lois B.

PUBLISHER: Addison-Wesley Publishing Company
           Reading, MA

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 218   COST: $8.95

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Personnel Development, Interagency Personnel
                     Training, Training of Trainers, Conflict
                     Management

OVERVIEW: This book was written to meet the needs of trainers and
instructors in the specific content area of conflict management.
It is a handbook of instructional activities developed to increase
people's skills in conflict management. The author emphasizes the
importance of learning that conflict has both destructive and
constructive elements and that through our reactions and behavior
in conflict situations we can channel the energy generated in a
positive direction. The various activities are designed to
involve participants and allow them to explore what can be learned
from conflict. The view that conflict is inevitable, normal and
manageable is the basic theme of the book. The handbook includes
activities for: warm-up to the topic; identifying the kinds of
conflict in which people are involved; exploration of the variety
of ways people react to conflicts; exploring the causes of
conflict; preventing the escalation of conflict, helping people to
find resolution to conflicts; and summarizing the learning of the
participants.

ABS: MARRC/LSC, 5/7/82

TITLE: Coping With Change and Conflict

AUTHOR: Organizational Renewal, Inc.
          The Gordon Lippitt Consulting Group

PUBLISHER: Development Publications
             5605 Lamar Road
             Bethesda, MD 20816
             (301) 320-4409

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1972

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 85   COST: $100.00 for first set;
                                         each additional participant
                                         notebook: $15.00

PHYSICAL FORMAT: Training Kit

TARGET AUDIENCE: Administrators, Program Implementors, Parents,
                  Advocates, Policy Formulators, Supervisors

SUBJECT DESCRIPTORS: Personnel Development, Communication,
                       Conflict Management, Inservice Training,
                       Training Resources

OVERVIEW: This is a packaged, one-day training activity on
conflict management. The trainer is briefed by a cassette tape
and a trainer's notebook. Participants receive their own
notebook. The workshop is designed to initiate some of the ways
of coping with change in organizations and the inevitable conflict
that changes bring. The focus is on making conflict creative and
constructive. In specific, the training deals with the following
five areas: 1) examining the underlying causes of conflict, such
as distrust, competition, difference of values, and fear of
change; 2) assessing tolerance and attitudes toward conflict;
3) exploring some of the ways conflict can become constructive
rather than destructive; 4) applying some techniques of open
communication, negotiation, collaboration, and creative
compromise; and 5) examining some of the key factors in resistance
to change.

ABS: MARRC/LSC, 5/7/82

TITLE: Linking Service and Training Systems in the 1980's

AUTHOR: Benson, F. Arthur M.; Hitzing, Wade; Kozlowski, Ronald
(Editors)

PUBLISHER: The Nisonger Center
1580 Cannon Drive
The Ohio State University
Columbus, OH 43210
(614) 422-9844

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher, C/O Arthur Benson

LANGUAGE: English

PAGES: 66   COST: $1.39 plus
postage, while
supply lasts

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Advocates, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Personnel Development, Cooperative Planning,
Collaborative Training, Models

OVERVIEW: These proceedings of the conference on service systems
and manpower issues held at the Nisonger Center on December 9/10,
1980, contain statements of the four speakers, and a summary of
comments of the participants. Burton Blatt speaks of the
commitment to improve the services to the mentally retarded and
other developmentally disabled individuals. Allan Roeher
addresses long-term planning and provides three paradigms for the
development of plans. He describes the various levels of training
within a career system, from those workers who require very little
training to those who require highly specialized training.
Elizabeth Shafer discusses how one region in Massachusetts has
attempted to implement a systematic deinstitutionalization and
staff development plan, and identified some of the issues and
strategies used to implement such plans. Wade Hitzing emphasizes
the need to be aware of certain factors during the planning of
services and development of training programs: the changes in the
range of disability, level of severity and age of the consumers
seeking service, and client needs. Following the presentations
four groups met to: 1) review systematic manpower issues,
2) identify strengths and weaknesses related to these systems
issues and 3) develop strategies to deal with the identified
issues.

ABS: MARRC/LSC, 5/7/82

III-66

TITLE: Designs for Organization Effectiveness: Role Negotiation
         For Team Productivity.   Managers Manual and Participants
         Workbook

AUTHOR: Hill, Richard L.; Stubbs, Irving R.

PUBLISHER: Organization Renewal, Inc.
             5605 Lamar Road
             Bethesda, MD   20816

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1976   RRC PRODUCED: No

AVAILABLE THROUGH: Developmental Publications
                     5605 Lamar Road
                     Bethesda, MD   20816

LANGUAGE: English; Also   PAGES: 31   COST: Managers Manual:
            available in Spanish $15.00;
            and Portuguese   Participant's
                                                        Workbook: $3.00

PHYSICAL FORMAT: Manual, Workbook

TARGET AUDIENCE: Administrators, Supervisors, Program
                   Implementors

SUBJECT DESCRIPTORS: Personnel Development, Cooper tive Planning,
                       Group Dynamics, Communication, Dispute
                       Settlement, Team Composition, Models

OVERVIEW: The role negotiation process is a structured,
behavior-oriented approach to mutual problem solving, and a
technique for dealing with conflict-laden issues in a
non-threatening and constructive manner.   The authors indicate
that role negotiation should be a norm for working within the
organization, and suggest the process be administered by outside
consultants.   This manual is a guide to the basic operation of the
role negotiation process.   Members of each participating
organizational family team pass through four phases.   Phases A and
B typically take 3-1/2 days.   Phase A, Preparation, is an
orientation to organizational development and its communication
style.   Phase B, Negotiation and Contracts, includes negotiated
problem solving where confrontation concerning problems in work
situations occurs, and the writing of contracts for change on a
quid pro quo basis, including review schedules and default
sanctions.   Phase C, Change, takes 3-6 months, where members act
on their contractual commitments to change their work behavior.
Phase D, Review and Recycle, team members review and rate the
progress of contracts, and renegotiate when necessary.   The second
half of the manual, identical to the participants workbook,
contains the forms for recording the process.

Designs for Organization Effectiveness: Role Negotiation
   For Team Productivity.   Managers Manual and Participants
   Workboo   (Continued)

COMMENT: This process may be particularly appropriate for
inter-organizational applications.   This package is designed to be
used by a consultant from Organizational Renewal.   If used
independently, you may require additional resources.   The document
is especially informative on the topic of role negotiation.

ABS: MARRC/LSC, 5/7/82

TITLE: Teaching Early Childhood: Exceptional Educational Needs.
          Ten Resource Modules

AUTHOR: Melcher, John; McCoy, Jim; Lange, Jenny; Mertely, Lynn;
          Daggett, Marilyn

PUBLISHER: Wisconsin State Early Childhood: Exceptional Education
               Needs Project
            Wisconsin Department of Public Instruction
            126 Langdon St.
            Madison, WI 53702

FUNDING INSTITUTION: U.S. Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: May 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Jim McCoy
                    Wisconsin Department of Public Instruction
                    125 S. Webster St.
                    P.O. Box 7841
                    Madison, WI 53707
                    Limited to one per request; can request by
                        subcomponent

LANGUAGE: English   PAGES: 643   COST: Free while
                                                  copies last

PHYSICAL FORMAT: Manual, Resource Material

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Personnel Development, Inservice Training,
                      Parent Involvement, Paraprofessional
                      Training, Interagency, Coordination of
                      Services, Management Systems, Policy
                      Development

OVERVIEW: This manual presents ten modules designed to aid in the
professional development of teachers of young handicapped children
in the areas of 1) screening; 2) assessment; 3) curricular
strategies; 4) instructional activities; 5) instructional
materials; 6) family involvement; 7) paraprofessionals and
volunteers; 8) interagency cooperation; 9) administrative aspects
and 10) self-improvement. Each module contains a purpose
statement, goals, objectives and presents activities and a list of
resources. The purpose of the modules is to develop teachers'
awareness of these topics, and to improve the effectiveness of the
educational programs and services to handicapped children and
their families in Wisconsin.

ABS: MARRC/LSC, 5/7/82

SECTION IV

MONITORING AND EVALUATION ABSTRACTS

TITLE: How To: Evaluate Education Programs -- A Compilation of
          Ideas and Methods That Work

AUTHOR: Fink, Arlene; Kosecoff, Jacqueline

PUBLISHER: Capitol Publications, Inc.
             1300 North 17th Street
             Arlington, VA   22209
             (703) 528-1100

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980/1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 168   COST: $55/year

PHYSICAL FORMAT: Guide, Newsletter

TARGET AUDIENCE: Policy Formulators, Supervisors, Administrators,
                  Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
                      Data Collection, Statistics

OVERVIEW: This is a subscription to a monthly newsletter that
presents information on a variety of issues regarding education
program evaluation. The initial fee entitles the subscriber to a
compilation of 28 back issues of the newsletter published in a
bound volume and a 3 ring binder containing the issues since
December 1979 which can be added to each month. Both the bound
volume and the 3 ring binder have cumulative indexes. The monthly
newsletter deals with particular problems actually encountered in
conducting evaluations. The ideas are presented in a practical,
down-to-earth manner which is especially useful to school
personnel who have not had formal training in evaulation
procedures.

ABS: MARRC/NLS, 5/15/81
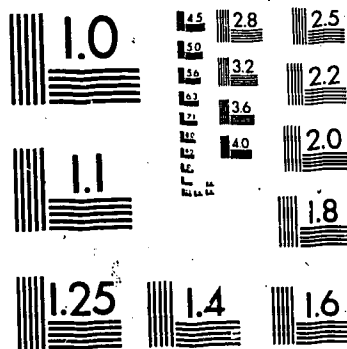
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

TITLE: Developing the Compliance Monitoring System in Special
          Education. A Process Manual for State and Local Education
          Agencies

AUTHOR: Galloway, James R.; Schipper, William, V.;
          Wilson, William C.

PUBLISHER: National Association of State Directors of Special
              Education (NASDSE)
            1201 Sixteenth Street, N.W.
            Washington, D.C. 20036
            (202) 833-4193

FUNDING INSTITUTION: U.S. Department of Health, Education and
                        Welfare
                      Office of Education

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: National Association of State Directors of
                    Special Education

LANGUAGE: English   PAGES: 238   COST: $6.00

PHYSICAL FORMAT: Resource Material, Guide

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Data
                      Collection, State Agency Procedures

OVERVIEW: Provides a process-oriented guide for monitoring the
state and local systems which must deliver educational and related
services to handicapped children. Discussion includes the concept
of monitoring in Special Education; foundations of the compliance
monitoring systems; developing the compliance monitoring system;
implementing the compliance monitoring system. Examples of
checklists, benchmarks, and sample forms are included. Although
designed for SEAs, the model is generic.

TITLE: PAR (Program Administrative Review)

AUTHOR: Utah Special Education Program
         Administrative Review Task Force

PUBLISHER: Special Education Section
         Office of the Utah State Supt. of Public Instruction
            and the Southwest Regional Resources Center
         Department of Special Education
         University of Utah

FUNDING INSTITUTION: U.S. Department of Health, Education and
                        Welfare
                      Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: February 1979   RRC PRODUCED: Yes

AVAILABLE THROUGH: Office of the Utah State Supt. of Public
                        Instruction
                    Special Education Section
                    Salt Lake City, UT

LANGUAGE: English   PAGES: 110   COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Data
                      Collection, Local Agency Procedures

OVERVIEW: PAR (Program Administrative Review) is a guide for Utah
administrators of local education agency and state operated
special education programs. It may be used to conduct ongoing
self-evaluations as well as monitoring by the state education
agency. The document contains the philosophy of PAR, a process
flowchart, an explanation of the PAR process, a rationale for the
PAR forms, and five appendices. After the ten pages of text are
98 pages of appendices which include document checklists,
structured interview forms, summary forms, final/interim report
format, and a negotiated action plan.

TITLE: Monitoring of Private Schools for the Handicapped:
         Trainer's Manual

AUTHOR: New Jersey State Department of Education
         Branch of Special Education and Pupil Personnel Services

PUBLISHER: New Jersey State Department of Education

FUNDING INSTITUTION: N/A

PUBLICATION DATE: January 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 59   COST: Unknown

PHYSICAL FORMAT: Resource Materials

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation,
                      Private Schools, Data Collection

OVERVIEW: The Trainer's Manual is designed to prepare SEA
personnel for monitoring visits to private schools of the
Handicapped. It provides information and activities for
pre-monitoring visits, on-site visits and Post-Site visits.
Included in the attachments are a self-evaluation for Private
Schools for the Handicapped; Monitoring Summary for Private
Schools for the Handicapped; Private School Site Visit Monitoring
Process Time Schedule; Documentation Materials Listing and
Evaluation Report Format. Copies of the 1979-80 Self-Study
Evaluation and Monitoring Summary are included in the packet of
materials.

ABS: NERRC/SHA, 5/18/81

TITLE: Evaluating Special Education Programs in <u>Focus on</u>
         <u>Exceptional Children</u>. Vol. 8, No. 9.

AUTHOR: Howe, Clifford E.; Fitzgerald, Marigail E.

PUBLISHER: Love Publishing Co.
            6635 E. Villanova Place
            Denver, CO 80222

FUNDING INSTITUTION:

PUBLICATION DATE: February 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 11   COST: $1.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors,
                  Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
                      Evaluation Objectives, Models, Organizational
                      Change

OVERVIEW: Outlined is a field tested model prepared for the area
Education Agencies (AEA) of the Iowa Department of Education to
evaluate special education program effectiveness. Critical issues
raised are the selection of a technical approach to obtain useful
data and the development of organizational readiness. Three
models are described as an extension of these practices. The Goal
Attainment Scale (GAS) is viewed as particularly relevant to the
field of Special Education. This three stage evaluation process
is based on evaluation objectives, staff responsibiity and
assessment tools. The bulk of the narrative details these three
areas and related procedures. Level I involves the use of
opinionnaires and structured interview to obtain views of
directors, assistant directors, and coordinators regarding
programs and services for the handicapped, in general; Level II,
focuses on opinions of middle management AEA personnel (such as
supervisors, consultants, and program heads) regarding specific
programs, such as resource rooms, psychological serv es, and
audiology: and Level III, consists of child change data gathered
through such techniques as Goal Attainment Scaling. A sample
opinionnaire and 2 Goal Attainment Scales are provided. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Clinical Evaluation and Coordination of Services: An
         Ecological Model in Exceptional Children. Vol. 44, No. 1

AUTHOR: Thomas, E.D.; Marshall, M.J.

PUBLISHER: Council for Exceptional Children
            1920 Association Drive
            Reston, VA   22091

FUNDING INSTITUTION:

PUBLICATION DATE: September 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 7 (16-22)   COST: $3.75/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Program Implementors, Parents

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
                      Program Evaluation, Multidisciplinary Team
                      Training, Parent Involvement, Models

OVERVIEW: A four phase ecological working model for the clinical
evaluation and coordination of services for the child with a
handicap is presented. This model, based on the experience of a
medically based multi-disciplinary program, stresses the
importance of coordinated services in order that the family can
view the interrelationship of each component (medical,
educational, and family) of the child's rehabilitation program.
In order for this to take place, interdisciplinary and
intradisciplinary communication must occur. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Program Evaluation by Objective. (You're Held Accountable
Only for What You Claim Your Objectives Are)

AUTHOR: Alvir, Howard P.

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare.
The National Institute of Education

PUBLICATION DATE: April 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Claire Gelinas'
27 Norwood Street
Albany, NY 12203

or

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 175 223)

LANGUAGE: English   PAGES: 86   COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Models, Learning Disabilities, Fiscal
Accountability

OVERVIEW: The paper examines ways to choose appropriate
objectives for program evaluation in the education of the
handicapped. Section I discusses how too much pressure can
distort priorities (alignment of short term objectives with long
term objectives), and lists six steps in determining priorities.
Section II applies the principles to learning disabled students
through true/false and multiple choice questions. Section III
describes a format for factual and practical evaluation of
individualized education plans (IEPs). Section IV uses true/false
questions to apply principles to the education of mentally
subnormal students. The remaining five sections of the document
outline components of an accountable, cost conscious evaluation
system. A final section provides examples and explanations of
graphic summaries of data. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: An Evaluation Model for Early Childhood Special
         Education Programs

AUTHOR: Smith, Kay Suzanne

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                      The National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (Ed 163 696)

LANGUAGE: English   PAGES: 34   COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Program Implementors, Parents

SUBJECT DESCRIPTORS: Early Childhood Programs, Evaluation
                      Methods, Model, Parent Involvement,
                      Program Administration

OVERVIEW: The report presents an evaluation model for early
childhood programs for mildly and moderately handicapped
children.   The document examines the following four areas of early
childhood special education programs: (a) methods of assessment,
educational planning, and pupil evaluation; (b) program influence
on five interrelated areas of development (social-emotional,
physical, self help, cognitive, and language); (c) parent
involvement; and (d) administrative considerations.   The
evaluation procedures are intended to help determine whether a
given program is functioning within federal guidelines, and
whether it is successful in lessening development deficits.   (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Planning for Evaluation: A Resource Book for Programs
for Preschool Handicapped Children: Documentation. 1978
Series No. 4.

AUTHOR: Suarez, Tanya M.; Vandiviere, Patricia (Editors)

PUBLISHER: Technical Assistance Development System
North Carolina University
Chapel Hill, NC 27514

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Bureau of Education for the Handicapped

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210. (Ed 181 644)

LANGUAGE: English   PAGES: 92   COST: Reproduction Costs

PHYSICAL FORMAT: Research Report, Resource Material

TARGET AUDIENCE: Administrators, Program Implementors, Parents

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Dissemination, Early Childhood Programs,
Inservice Training, Parent Involvement

OVERVIEW: The report presents a series of guidelines for the
evaluation of demonstration projects funded by the Bureau of
Education for the Handicapped under the Handicapped Children's
Early Education Program (HCEEP). Focus is on four program areas:
services for children, services for parents, staff development,
and demonstration/dissemination. A description and discussion of
those types of information that can be used by an HCEEP project to
describe its design, activities, and accomplishments in the four
areas is provided. Included are the most common types of
information which an HCEEP project might need in its evaluation
(for example, preparation of reports and proposals, preparation of
materials and products for demonstration/dissemination). A
framework for types of information which will be useful to
projects in planning their various information gathering efforts
is also provided, along with examples of data gathering formats
which can serve as prototypes for the modification or development
of individualized data gathering procedures. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Evaluating Mainstream Programs: Capitalizing on a Victory
         in The Journal of Special Education. Vol. 13, No. 2

AUTHOR: Hauser, Carl

PUBLISHER: Grune and Stratton, Inc.
            Subscription Department
            111 Fifth Avenue
            New York, NY 10003

FUNDING INSTITUTION:

PUBLICATION DATE: Summer 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 22 (107-29)   COST: $8.00/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Evaluators

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
                       Models, Program Administration,
                       Organizational Change

OVERVIEW: Drawing on H.R. Davis' A VICTORY model of factors
associated with organizational change, the article argues that
accepted models of educational evaluation will be most useful with
programs for mainstreaming handicapped children when they are
expanded to include critical factors associated with
organizational acceptance and successful implementation of
innovation. Recent conceptualizations of evaluating mainstream
programs are reviewed and critiqued briefly. A distillation of
the literature on organizational change and innovation is offered
in the form of A VICTORY model, which is presented descriptively,
drawing parallels between its eight factors and aspects of
mainstream programs. Some aspects of each factor which may be
influential in the adoption, implementation, and development of
mainstream programs are pointed out. Some general considerations
and guidelines for incorporating A VICTORY into a formative
program evaluation are provided. Among the conclusions presented
are that evaluators should deal actively with the complexities,
intricacies, and dynamics in the organizational context of
mainstream programs, and that they should de-emphasize
generalization as a goal for evaluation in favor of focus on
program specific interactions, their precise descriptions, and
documentation. (ERIC)

ABS: NERRC/EM, 10/30/81

OVERVIEW: The article reviews basic behavioral program evaluation
designs, and suggests how they might be effectively integrated
into special education programs serving handicapped (and
particularly learning disabled) children.   Prerequisites to the
use of behavioral designs discussed include the need for
performance objectives to be stated in behavioral terms and the
need for high reliability and consistency regarding the occurrence
of a target behavior.   Specific program designs reviewed include
pretest-teach-posttest, multiple baseline, reversal design, and
changing-criterion design.   Integrating program designs into the
classroom is also discussed.   It is concluded that the techniques
of behavioral design, coupled with the essentials of teaching,
enable the special education teacher to make effective decisions
regarding what to teach and how to teach.   (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: An Evaluation Model for Special Education

AUTHOR: Ahr, Edward A.; Sims, Howard D.

PUBLISHER: Priority Innovations, Inc.
P.O. Box 792
Skokie, IL 60076

FUNDING INSTITUTION:

PUBLICATION DATE: 1970   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 46   COST: $3.00

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
                  Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
                      Program Administration, Inservice Training,
                      Cooperative Planning, Model

OVERVIEW: This paper presents a detailed plan for the content and
organization of a special education evaluation system. Evaluation
is viewed as the primary method of program quality control
allowing for individual modification by design. Advantages to be
gained involve greater specificity of program definition,
increased effectiveness in instruction and results, increased
staff competency, utilization and commitment, improved
school-community interaction and coordination. The evaluation
system model, presented schematically and in narrative represents
a systems analysis of the components and activities in a district
or joint agreement special education program. Content and process
are structured around three evaluation dimensions: the curriculum
process, information requirements and the administration process.
The relationship and interactions between these dimensions are
narrated in detail. Program decisions resulting from and
contributing to the activities of these three dimensions are
described as they relate to administrative screening and
staffing. Ongoing program development, personnel orientation and
problem solving are discussed as basic to implementing the system
process. Approximately one third of this paper examines inservice
training as a key to successful implementation. Factors related
to the development of a program are outlined. A three year
implementation sequencing of activities is charted. The authors
believe that this time span allows for ongoing review,
development, field testing, and revision. An appendix presents
examples of behavioral objectives, methods and evaluation
techniques.

ABS: NERRC/EM, 10/30/81

TITLE: Inservice Catalog

AUTHOR: Hallawell, Ann L.

PUBLISHER: Evaluation Training Consortium (ETC)
             Western Michigan University
             Kalamazoo, MI 49008

FUNDING INSTITUTION: Office of Special Education
                      Division of Personnel Preparation

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: COST: Free

PHYSICAL FORMAT: Catalog

TARGET AUDIENCE: Administrators, Program Implementors,
                  Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
                       Evaluation Criteria, Preservice Training,
                       Inservice Training

OVERVIEW: This revised and expanded catalog reflects the
cooperative effort between the Evaluation Training Consortium
(ETC) and more than 120 nationwide personnel preparation
programs. The catalog is a reference resource for evaluation
instruments currently used in inservice and preservice personnel
training. The term instrument refers broadly to any measurement
tool or document used to gather and record information relevant to
program evaluation. 389 instruments are described and
cross-referenced by the concerns they address. Descriptive
information includes program/project source, type of instrument
and variables addressed, target respondent, item format, program
type, length of instrument and its cost. An indices categorizes
and cross matches instruments by characteristics. An Instrument
Summary Critique presents 22 criteria for assessing the quality of
an instrument. References for instrument development also provide
guidelines for product development. An order form is included to
allow for copies of specific instruments.

ABS: NERRC/EM, 10/30/81

TITLE: Guide for Evaluation of Special Education Programs and
         Related Pupil Personnel Services

AUTHOR:

PUBLISHER: New Jersey State Department of Public Instruction
             Branch of Special Education and Pupil Personnel
               Services
             Trenton, NJ

FUNDING INSTITUTION:

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                     P.O. Box 190
                     Arlington, VA   22210 (Ed 181 060)

LANGUAGE: English   PAGES: 195   COST: Reproduction Costs

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Criteria,
                       Data Collection, State Department of
                       Education

OVERVIEW: Two purposes are served by this guide: to allow school
districts to examine their special education programs and related
pupil personnel services, and to aid state departments of
education in evaluating the nature, scope, and quality of school
district offerings to handicapped students.   The guide is divided
into two parts: one provides forms for tabulating data and the
other consists of chapters, each dealing with a specific component
to be assessed.   Criteria, derived from federal and state
legislation and regulations and professional practices, are listed
for evaluating each component.   Questions are also provided to
assist in examining the significance of the collected data and to
understand the implications for corrective action.   The components
to be evaluated are: the annual plan for special education and
related services; identification, screening, and referral;
evaluation and classification; individualized educational
programs; special education programs and related services; program
administration; pupil personnel services; staff development,
orientation and training; pupil records; transportation; physical
facilities; finance and budget; services to pupils in private
schools; and community and interagency relations.   A number of
checklists are included.   (ERIC)

APS: NERRC/EM, 10/30/81

TITLE: Program Evaluation: New Concepts, New Methods in
         Focus on Exceptional Children.   Vol. 9, No. 3

AUTHOR: Borich, Gary D.

PUBLISHER: Love Publishing Co.
            6635 E. Villanova Place
            Denver, CO   80222

FUNDING INSTITUTION:

PUBLICATION DATE: May 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 14   COST: $1.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
                      Model

OVERVIEW: An educational program is described as a set of
hierarchically arranged instructional experiences, interrelated to
specific results. Program evaluation serves to revise, delete,
modify or confirm these outcomes. Consequently program evaluation
must be based on an understanding of the system and its related
components. Program evaluation must not only decompose the
program into these parts, but collect pertinent data by which to
assess them. This kind of evaluation must be on-going during
program development as well as after. The technique of structured
hierarchial decomposition serves to interrelate the role function
of planner, designer, developer and evaluator. Topics relevant to
this strategy are discussed including the nature, needs, purpose,
sources, assumptions, and application of decomposition.
Behaviors, variables and competencies are differentiated as
outcomes. Decomposition as a continuous team effort is explored.
Finally a six stage evaluation model is presented. Diagrams are
included such as a display of the hierarchial decomposition of a
program to train regular classroom teachers for mainstreaming.

ABS: NERRC/EM, 10/30/81

TITLE: Evaluation of Mainstreaming Programs in Focus on
Exceptional Children. Vol. 9, No. 4

AUTHOR: MacMillan, Donald; Semmel, Melvyn, I.

PUBLISHER: Love Publishing Co.
6635 E. Villanova Place
Denver, CO 80222

FUNDING INSTITUTION:

PUBLICATION DATE: September 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 14   COST: $1.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Models

OVERVIEW: Reviewed are definitional, conceptual, and evaluative
difficulties with the notion of mainstreaming exceptional
children. Impediments to evaluation efforts are seen to include
inadequacy of between-groups designs and the lack of procedures to
relate program elements to outcomes, thus isolating program
components linked to behavior change. Described is an appoach to
formative evaluation which considers the role of context
evaluation (providing a rationale for determining objectives),
input evaluation (determining use of resources to achieve the
program goals), process evaluation, and product evaluation
(interpreting the outcomes during and at the conclusion of the
program). Concerns with using existing measures of peer
acceptance, self acceptance, attitudes, and academic achievement
are discussed. The importance of comprehensive evaluation of
mainstreaming is stressed. (ERIC)

ABS: NERRC/CL, 10/30/81

TITLE: Curriculum-References, Time Series Evaluation

AUTHOR: White, Owen R.

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and
.Welfare
and
The National Institute of Education

PUBLICATION DATE: March 1978   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service ·
P.O. Box 190
Arlington, VA 22210 (Ed 167 620)

LANGUAGE: English   PAGES: 25   COST: Reproduction Costs

PHYSICAL FORMAT: Conference Paper, Evaluative Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Models, Severely and Profoundly
Handicapped

OVERVIEW: Traditionally, the use of control groups, regression
discontinuity/projection, or norm referenced models has been
advocated for educational program evaluation. The small numbers
of and the heterogeneous characteristics of severely and
profoundly handicapped make these evaluation methods inappropriate
for this population subgroup. Furthermore, no overall group
summary of pupil progress will meet the legislative mandates in
recent laws (P.L. 93-380 and P.L. 94-142) for the evaluation of
individual programs. The most commonly adopted alternative,
intensive or single subject evaluation, also presents problems
because it is often difficult to summarize information across
single subject evaluations to form a meaningful picture of overall
program impact. Curriculum-referenced evaluation is a relatively
new approach, based on the notion that a program's impact should
be measured by compiling a list of objectives to be checked off as
they are mastered. Since the curriculum is program specific, such
assessments have greater validity than those based on national
norms. Meaningful summarization across children and program
elements is possible. Believable evidence of program impact may
then be obtained by conducting formal or informal time -- series
evaluations during or following program involvement. Several
instruments currently exist for special education programs, for
example, the University of Washington's Uniform Performance
Assessment System, Oregon's Student Progress System, and the
Teaching Research Curriculum. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: 1981 Special Education Program Evaluation: A Management
Tool

AUTHOR: Associates in Professional Technologies, Inc. with the
Massachusetts Department of Education, Division of
Special Education

PUBLISHER: The Massachusetts Department of Education
Division of Special Education
Boston, MA 02116

FUNDING INSTITUTION:

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140
Attn: Pam Spagnoli
(617) 547-7472

LANGUAGE: English   PAGES: 114   COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Policy Formulators, Program Implementors,
Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Data Collection, Model

OVERVIEW: This comprehensive handbook was developed in response
to Massachusetts school districts' need for a well defined program
evaluation plan. Steps in the process are clearly delienated and
sequenced in separate chapters. A literature review, as well as
an annotated reference section in the appendix, provide the reader
with a broad overview of program evaluation. Topic chapters deal
with 1) program goals and objectives, 2) evaluation questions,
3) data collection strategies, 4) evaluation instruments and
5) formulation of report recommendations. The background research
and preparation already done, eliminates the need for extensive
committee work by local districts. For example, goals and
questions are already formulated; evaluation tools and parent,
student and teacher surveys are ready for photocopying and usage.
Instructions for sampling and a related reporting format are
included. Appendix B provides additional strategies and
alternatives for indepth evaluation or individual modification.
The authors suggest this model be utilized on a three year cycle
to allow time for implementation and refinements.

COMMENTS: Appendix A, Additional Readings, contains excellent
annotated bibliographies for general evaluation sources,
evaluation of Special Education Programs and ERIC Documents.
Those readings most highly recommended are starred.

ABS: NERRC/EM, 10/30/81

TITLE: Oregon Department of Education P.L. 94-142 Monitoring

AUTHOR: Oregon Department of Education

PUBLISHER: Oregon Department of Education
              700 Pringle Parkway SE
              Salem, OR 97310

FUNDING INSTITUTION:

PUBLICATION DATE: August 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 90   COST: Free

PHYSICAL FORMAT: Manual, Resource Materials

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Monitoring, State Department of Education,
                      Data Collection, State Agency Procedures

OVERVIEW: This collection of materials used by the Oregon
Department of Education for monitoring school districts'
compliance with P.L. 94-142 includes: 1) an overview which
delineates the process, sets approximate time schedules, specifies
responsibilities, and offers a matrix of the major tasks and
events and a checklist for the district special education
coordinator to use in preparing for the monitoring visit; 2) two
team leader checklists for tasks to be accomplished: one for
preparation and planning the visit, one for conducting the visit;
3) a form requesting information (e.g., demographic, special
education population) from the district which will be utilized by
the review team in planning for the monitoring visit; 4) a
questionnaire addressing the district's response to the various
requirements of federal and state law; 5) a form designed to
obtain information on the district's use of special education
forms for purposes such as parental consent, prior notice, the IEP
meeting, IEP format, and SLD evaluation results; 6) a
questionnaire to be used in reviewing the files of selected
handicapped students during the monitoring visit and a summary
form for data collected; 7) a teacher interview questionnaire
which will allow the state review team to compare a sample of the
IEPs with the programs actually provided; 8) an optional
questionnaire for use by the district to obtain information
regarding teacher perception of the district's special education
services; and 9) an optional questionnaire for use by the district
to obtain information regarding parent perception of the
district's special education program.

ABS: MARRC/MAS, 10/30/81

IV-19

TITLE: Program Planning and Evaluation in Community-Based
         Agencies: Instructor-Free Training for Participatory
         Management Teams

AUTHOR: Bernanbe, Pamela A.; Parham, Jerry D.;
         Baucom, Linda D. (Editors)

PUBLISHER: Research and Training Center in Mental Retardation
            Texas Tech University
            P.O. Box 4510
            Lubbock, TX   79409

FUNDING INSTITUTION: Texas Department of Mental Health and
                         Mental Retardation
                      Texas Planing and Advisory Council
                         on Developmental Disabilities
                      U.S. Department of Health, Education and
                         Welfare
                      Rehabilitation Services Administration and
                         Developmental Disabilities Office

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 256   COST: $10.00

PHYSICAL FORMAT: Resource Materials, Manuals

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Program Development,
                      Program Evaluation, Management Training
                      Techniques

OVERVIEW: This material is a training package developed in ten
sessions designed to aid in planning a comprehensive program for
developmentally disabled persons. The intent of the material is
to assist agencies develop a participatory management system for
on-going planning and evaluation within the agency. The ten
sessions are 1) Generalizing Competencies through Instruction --
free training in which participants are introduced to the concept
of learning basic program.planning skills through the use of the
participatory management team as a training group; 2) An Ideology
for Human Services in which four principles exerting great
influence on current human service ideology are explored -- the
developmental model, normalization, individualization, nd
self-actualization; 3) A Survey of Management Theory and Style
which outlines the three major schools of thought -- classical,
management science, and human behavior; 4) A Conceptual Model for
Program Planning and Evaluation which discusses the benefits of
program planning and evaluation, the interrelationships between
individual and agency planning systems, and presents a conceptual
model; 5) Guidelines for Effective Decision Making and Strategy

Implementation which describes an approach to decision making that
is especially useful in developing the strategy portion of the
plan and focuses on the factors that influence implementation;
6) Budgeting which describes several types of budgeting systems
and explains how managers can utilize them in the planning and
evaluation process; 7) Evaluation: An Integral Part of Program
Planning which explores the increasing pressures for program
evaluation, the emphasis on evaluation as a constant rather than
periodic activity, and ways of promoting positive attitudes and
overcoming resistance to change; 8) Funding and Grantsmanship
which explores the process of resource development, and examines a
variety of potential funding sources; 9) Synthesizing and Using
Your Training; and 10) A Model for Community Planning.

ABS: MARRC/MAS, 10/30/81

TITLE: Program Evaluation Kit: Evaluator's Handbook

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center for the Study of Evaluation
             University of California
             Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       National Institute of Education

PUBLICATION DATE: 1978.   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                   275 South Beverly Drive
                   Beverly Hills, CA   90212

LANGUAGE: English   PAGES: 133   COST: $8.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
                   Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Program Development

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report.   Each of the kit's eight books can be used
independently.   The Evaluator's Handbook (a starter) organizes
evaluation and provides a directory to the rest of the kit
(critical issues surrounding progrm evaluation are contained in
the introduction).   Chapter 2 entitled "How to Play the role of
Formative Evaluator, describes the diversified job of a person who
enters into a helping relationship with a program's staff.
Chaters 3, 4 and 5 contain step-by-step guides for organizing and
accomplishing three types of evaluations: a formative evaluation
calling for closed working relationships with the staff during
program installation and development; a standard summative
evaluation based on measurement of achievement, attitudes, and/or
program implementation (Chapter 4); a small experiment, a
procedure most likely to be of interest to a researcher or to the
evaluator who wishes to either conduct pilot tests or evaluate a
program aimed toward a few measureable objectives (Chapter 5).
The Handbook concludes with a Master Index to topics discussed
throughout the Kit.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Measure Attitudes

AUTHOR: Henderson, Marlene E.; and others

PUBLISHER: Center for the Study of Evaluation
             University of California
             Log Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                   275 South Beverly Drive
                   Beverly Hills, CA   90212

LANGUAGE: English   PAGES: COST: $7.95

PHYSICAL FORMAT: Guide, Reports

TARGET AUDIENCE: Administrators, Supervisors, Program
                   Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Attitude Measures,
                       Program Development

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report.   Each of the kit's eight books can be used
independently. This guide should help the evaluator select or
design credible instruments for attitude measurement. It
discusses problems including people's sensitivity and the
difficulty of establishing the validity and reliability of
individual measures. It lists a myriad of sources of available
attitude instruments and gives step-by-step instructions for
developing questionnaires, interviews, attitude rating scales,
sociometric instruments, and observation schedules. Finally, it
suggests how to analyze and report results from attitude surveys.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Measure Achievement

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
             University of California
             Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                    275 South Beverly Drive
                    Beverly Hills, CA   90212

LANGUAGE: English   PAGES: COST: $7.50

PHYSICAL FORMAT: Guide, Reports

TARGET AUDIENCE: Administrators, Supervisors, Program
                   Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Achievement Tests

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report.   Each of the kit's eight books can be used
independently.   This guide focuses on the tests administered for
program evaluation.   The book can be used to find published tests
to fit evaluations.   It lists anthologies and evaluations of
existing norm- and criterion-referenced tests and supplies a table
for program-test comparison.   Test item banks and test development
and scoring services as well as a description of how to analyze
and present achievement data are included.

ABS: MARRC/EJC, 10/30/81

.TITLE: Program Evaluation Kit: How to Calculate Statistics

AUTHOR: Fitz-Gibbon, Carol Taylor; Morris, Lynn Lyons

PUBLISHER: Center of the Study of Evaluation
            University of California
            Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                      National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                    275 South Beverly Drive
                    Beverly Hills, CA 90212

LANGUAGE: English PAGES: COST: $8.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
                  Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Statistics

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report. Each of the kit's eight books can be used
independently. This guide is divided into three sections, each
dealing with an important function that statistics serve in
evaluation: summarizing scores through measures of central
tendency and variability, testing for the significance of
differences among performance groups, and correlation. Detailed
worksheets and practical examples accompany each step-by-step
statistical procedure, written in non-technical language.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Design a Program Evaluation

AUTHOR: Fitz-Gibbon, Carol Taylor; Morris, Lynn Lyons

PUBLISHER: Center of the Study of Evaluation
              University of California
              Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                            Welfare
                        National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                   275 South Beverly Drive
                   Beverly Hills, CA 90212

LANGUAGE: English .PAGES: 164   COST: $7.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
                   Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Program Development,
                       Evaluation Methods

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report. Each of the kit's eight books can be used
independently. This text is a procedural guide to planning when,
and from whom measurements will be gathered while evaluating
educational programs (curricula, students, schools or districts).
Chapter 2 discusses important considerations relevant to the
research elements of groups (experimental and/or control) and
times for measurement (pretest, posttest, midtest, retention tests
and time series). Chapters 3-7 represent in greater detail the
combinations of seven possible choices of groups and timing:
(1) The True Control Group, Pretest-Posttest Design,
(2) True-Control Group, Posttest Only, (3) Non-Equivalent Control
Group, Pretest-Posttest Design, (4) The Single Group Time Series
Design, (5) The Time Series with a Non-Equivalent Control Group,
(6) The Before and After Design and (7) Analysis of Varience
(ANOVA). Chapter 8 explains assignment and selection of random
sampling. Conditions for design choice, analysis, reporting and
discussing outcomes are provided with accompanying diagrams and
tables. This text is intended for use by those who have been
assigned the role of program evaluator, or as a test for
evaluation methods courses.

ABS: MARRC/LCS, 10/30/81

TITLE: Program Evaluation Kit: How to Measure Program
         Implementation

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: °Center of the Study of Evaluation
         University of·California
         Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                  Welfare
             National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
         275 South Beverly Drive
         Beverly Hills, CA 90212

LANGUAGE: English   PAGES: 140   COST: $6.95

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
               Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Program Administration,
                  Program Development, Data Collection

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report. Each of the kit's eight books can be used
independently. In this volume measuring attainment of the
program's objectives and describing the program's implementation
are listed as two of the evaluator's major responsibilities. The
description should include an explanation of the context in which
the program was initiateda as well as the component materials and
activities. This booklet has three purposes: (1) suggesting
program features and activities which may be included in a program
implementation report; (2) helping to determine how much effort to
spend on describing program implementation; and (3) suggesting
instrument designs to produce backup data to assure descriptive
accuracy. Chapter 2 provides an outline for the implementation
section of an evaluation report. Chapters 3 through 6 describe
measurement techniques, including records, observations, and
self-reports. Chapter 7 discusses the validity and and
reliability of the measure. Most chapters end with short
bibliographies. (ERIC)

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Deal with Goals and
         Objectives

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
            University of California
            Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                      National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                   275 South Beverly Drive
                   Beverly Hills, CA 90212

LANGUAGE: English   PAGES: COST: $4.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
                 - Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Objectives

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report. Each of the kit's eight books can be used
independently.   This guide provides advice about using goals and
objectives as methods for gathering opinions about what a program
should accomplish. It describes how to organize the evaluation
around them. It suggests ways to find or write goals and
objectives, reconcile objectives with standardized tests, and
assign priorities to objectives.

TITLE: Program Evaluation Kit: How to Present an Evaluation
         Report

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
             University of California
             Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       National Institute of Education

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
                   275 South Beverly Drive
                   Beverly Hills, CA   90212

LANGUAGE: English   PAGES: 80   COST: $4.50

PHYSICAL FORMAT: Guide, Reports

TARGET AUDIENCE: Administrators, Supervisors, Program
                  Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Data Collection

OVERVIEW: The Program Evaluation Kit contains eight books written
to guide and assist practitioners in planning and managing
evaluations: Evaluator's Handbook, How to Deal with Goals and
Objectives, How to Design a Program Evaluation, How to Measure
Program Implementation, How to Measure Attitudes, How to Measure
Achievement, How to Calculate Statistics, and How to Present an
Evaluation Report. Each of the kit's eight books can be used
independently. The purpose of this volume is to help effectively
convey the evaluation information collected. Gathering the most
highly credible information possible within the constraints of the
situation, and presenting conclusions in a form that makes them
most useful to each audience is an essential evaluator
responsibility. Suggested methods for reporting evaluation
information include a detailed outline for an evaluation report,
and organization to communicate essential information for both
written and verbal presentations. Examples of tables, graphs,
charts and other data presentation methods are provided.

ABS: MARRC/LCS, 10/30/81

TITLE: Special Education Program Review in Accordance with
         Section 10-76 a-j of the Connecticut General Statutes and
         Public Law 94-142 Program Review Manual, Program Review
         Instruments

AUTHOR: Margolin, Robert I., Bureau Chief

PUBLISHER: Bureau of Pupil Personnel and Special Education
                 Services
             The Connecticut State Department of Education

FUNDING INSTITUTION:

PUBLICATION DATE: Spring 1978   RRC PRODUCED: No

AVAILABLE THROUGH: State of Connecticut
                    State Department of Education
                    Box 2219
                    Hartford, CT 06115

LANGUAGE: English   PAGES: 59   COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE:- Administrators, Program Implementors

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Federal
                       Legislation, State Department of Education,
                       State Agency Procedures, Sanctions.

OVERVIEW: This manual was developed to assist Connecticut, School
personnel in understanding the Special Education Program Review
System used for state supervision and compliance monitoring of
public agencies involved in the education of handicapped
children. The six specific authority bases used in determining
standards for compliance were 1) Section 10-76 of the Connecticut
General Statutes, 2) State regulations for Section 10-76 of the
Connecticut General Statutes, 3) State Guidelines for Special
Education, 4) P.L. 94-142 Regulations, 5) the Connecticut Annual
Program Plan under Part B, Education of the Handicapped Act, as
amended by P.L. 94-142, and 6) the Agency Application under P.L.
94-142. The regulations of each were dissected and categorized
into eight topic areas: Administration; Child Identification;
confidentiality of records; Early Childhood, Parental Involvement;
Planning and Placement Team/Individualized Education Program
Process, Program Delivery and Special Education Transportation.
An evaluation instrument (questionnaires and interview forms), was
designed for each rule and regulation, a set of which is included
in the manual (43 pages). The stages in the review process are
conducted by a Program Review Team. The team collects and
tabulates data from site visits and interviews with staff and
parents, as well as reviewing child folders and agency written
procedures. A final report is submitted with recommendations and
time lines for remediation of non-compliance issues. Follow-up
procedures include technical assistance in implementing an Agency
Action Plan.

ABS: MARRC/LCS, 10/30/81

TITLE: Comptroller General's Report to the Congress: Unanswered
         Questions on Educating Handicapped Children in Local
         Public Schools (HRD-81-43)

AUTHOR: U.S. General Accounting Office

PUBLISHER: U.S. General Accounting Office
            Document Handling and Information Services Facility
            P.O. Box 6015
            Gaithersburg, MD 20760
            (202) 275-6241

FUNDING INSTITUTION:

PUBLICATION DATE: February 5, 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 130   COST: Single copies free

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Monitoring, Federal Legislation, Agency Role,
                      State Agency Procedures, Policy Development,
                      Program Administration

OVERVIEW: GAO's review in 10 states disclosed major problems that
need to be addressed to improve program operations and educational
opportunities for handicapped children. The purpose of the review
was to evaluate progress and identify problems in program
implementation, of the Education for All Handicapped Children Art
1975, P.L. 94-142. Five major areas wre identified as specific
problems: 1) the controversy over the estimated number of
handicapped children; 2) questions on eligibility criteria needed
to be resolved; 3) individualized education program requirements
were not being met; 4) free appropriate public education not yet
available to all handicapped children, and lack of sufficiency of
resources; and 5) program management and enforcement were
inadequate. States reviewed were selected to provide a cross
section of populations, percapita funding levels; age of
handicapped laws, approved or not approved state plans and
geographic distribution. Review instruments included discussions
with appropriate personnel (at all levels) examination of
legislation, regulations, State plans, records, IEP's, and other
documents related to the program. Recommendations to Congress and
the Department of Education are presented. Comments are included
at the end of each section.

COMMENTS: This document should be useful to any policy maker,
administrator or program implementor concerned with monitoring
P.L. 94-142.

ABS: MARRC/LCS, 10/30/81

TITLE: Comptroller General's Report to the Chairman, Subcommittee
          on Select Education, Committee on Education and Labor,
          House of Representatives of the United States:
          Disparities Still Exist in Who Gets Special
          Education (IPE-81-1)

AUTHOR: U.S. General Accounting Office

PUBLISHER: U.S. General Accounting Office
              Document Handling and Information Services Facility
              Box 6015
              Gaithersburg, MD   20760
              (202) 275-6241

FUNDING INSTITUTION: Publisher

PUBLICATION DATE: September 30, 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 139   COST: Single copies free

PHYSICAL FORMAT: Report

TARGET AUDIENCE:- Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Monitoring, Federal Legislation, Policy
                      Development

OVERVIEW: "Under the Education for All Handicapped Children Act,
all handicapped children age 3 to 21 are to have access to special
education services. GAO analyzed 15 evaluation studies and 2 data
bases to determine if this mandate is being met. GAO found that
nearly 4 million public school children received special education
services in the 1980-1981 school year. A "typical" child in
special education is under 12 years of age, male, and mildly
handicapped. Few out of school children have been identified as
needing special education. However, there appears to be a
substantial but undetermined number of children in-school who
need, but do not have access to, special education. In contrast,
certain categories such as learning disabled are overrepresented
in special education. Access to special education is determined
by such factors as a child's State of residence, age, sex,
racial/ethnic identity and handicapping condition. The report
examines in detail four questions: 1) What are the numbers and
characteristics of children receiving special education; 2) Are
there eligible children who are unserved or underserved; 3) Are
certain types of children over-represented in special education
programs; and 4) What factors influence who gets special
education? The analysis of the evaluation studies statistical
information and the method utilized in the development of the
report itself are all included in the report. This report would
be valuable to any administrator in the field.

ABS: MARRC/KFF, 10/30/81

TITLE: Civil Rights, Handicapped Persons, and Education: Section
         504 Self-Evaluation Guide -- Preschool, Elementary,
         Secondary, and Adult Education

AUTHOR: Von Hippel, Caren; Foster, June; Lonberg, Jean

PUBLISHER: CRC Education and Human Development, Inc.
             25 Flanders Road
             Belmont, MA   02178

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       Office for Civil Rights

PUBLICATION DATE: August 1978   RRC PRODUCED: No

AVAILABLE THROUGH: James D. Bennett
                     Director, Technical Assistance Unit
                     Office of Program Review and Assistance
                     Office for Civil Rights
                     330 Independence Avenue, S.W.
                     Washington, DC   20201

LANGUAGE: English   PAGES: 122   COST: Free

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
                   Implementors, Advocates, Parents

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Federal
                       Legislation, Data Collection, Models,
                       Related Services

OVERVIEW: This document represents part of a campaign by the
Department of Health, Education and Welfare to bring to
institutions it funds, technical assistance for promoting
voluntary compliance with Section 504 of the Rehabiltation Act of
1973.   The first chapter "General Provisions" defines the terms
used in the Regulations and in other chapters of this guide.
Chapter II addresses the "Employment Practices" provisions and the
principles of nondiscrimination outlined in the Regulations.
Chapter III discusses "Program Accessibility" and various aspects
of reasonable accommodation in compliance with the regulations.
Chapters II and III each end with model self-evaluation guidelines
to be used as a tool for recipients in examining their policies,
programs and activities.   In part IV, the intent of the
provisions, and examples of practices corresponding to the intent,
are presented.   The practices provide brief examples of the ways
some recipients have already implemented the Section 504
requirements.   The second section of Part IV provides a
self-evaluation checklist, which corresponds to the provisions for

Civil Rights, Handicapped Persons, and Education: Section
  504 Self-Evaluation Guide -- Preschool, Elementary,
  Secondary, and Adult Education (Continued)

preschools, elementary, secondary and adult education. The
authors emphasize that a "yes" answer to any or all of the
checklist questions should not be interpreted as constituting
proof of compliance with Secton 504 Regulations. The checklist is
intended to help in the development of self-evaluation plans. The
purpose of the practices is to suggest methods of evaluating
practices, making adaptations and developing techniques for a
school to comply with the law.

COMMENTS: This guide should be a valuable tool in helping schools
extend their programs to handicapped persons.

ABS: MARRC/LCS, 10/30/81

TITLE: SEA Monitoring Guide for Use with "The Regional Guidelines
         for State Approval of Private Schools for Children with
         Handicapped Conditions"

AUTHOR: New Jersey State Department of Education; Northeast
         Regional Resource Center

PUBLISHER: Northeast Regional Resource Center
            SEA Private School Committee
            168 Bank Street
            Hightstown, NJ   08520

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       Bureau of Education for the Handicapped

PUBLICATION DATE: June 1980   RRC PRODUCED: Yes

AVAILABLE THROUGH: ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (Ed 198 663)

LANGUAGE: English   PAGES: 81   COST: $6.95 plus postage

PHYSICAL FORMAT:. Guide

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Monitoring, Private Schools, State Agency
                       Procedures, Program Evaluation, Related
                       Services

OVERVIEW: This document, developed by the SEA Private School
Commitee of the Northeast Regional Resource Center, provides
guidelines designed to assist client states in devising and
implementing appropriate regulations and procedures for the
licensing and/or approval of private schools for handicapping
conditions.   These guidelines are designed 1) to promote
comparability of state licensing approval-placement procedures,
2) reduce the administrative burden and attendant costs for both
private schools and state education agencies, 3) increase the
effectiveness of monitoring interstate placements and 4) provide a
firm basis for program analysis.   The first section provides the
regional Guidelines for State Approval, the approval procedures
and approval criteria.   Approval procedures are that the
appropriate state authority should conduct an onsite inspection of
each school applying for licensing and/or approval prior to
granting licensing and/or approval.   Approval criteria are
outlined for the following components of private school
operation: governance; administration; program requirements
(particularly the individualized education program):   related
services; program evaluation; child management techniques;
instructional, administrative, and supportive personnel;
termination of student's enrollment; due process; class size;

IV-33

SEA Monitoring Guide for Use with "The Regional Guidelines
   for State Approval of Private Schools for Children with
   Handicapped Conditions" (Continued)

calendar requirements; physical facilities; transportation; child
care; and health and medical care. Section two is a "Private
School Self-Study Guide." This instrument, designed to assist
measurement of compliance of a private school program with the
regional guidelines, is a checklist containing questions
corresponding to each of the approval criteria. Section III, IV
and V contain forms for evaluation and data gathering. These
include 1) a "Documentation Checklist for Approval Criteria," a
matrix of essential documents and methods of document review, 2) a
"Data Gathering Document" designed to gather information that
should be contained in the written application of the private
school, 3) a list of "Data Submitted by Private School" prior to
on-site visitation, 4) Suggested process outline for on-site
visitation, 5) suggested format for private school evaluation
report, and 6) Evaluator Inservice Requirements and agenda.

ABS: MARRC/MAS, 10/30/81

IV-33A

TITLE: New Directions for Program Evaluation, Evaluating Federally
Sponsored Programs. No. 2

AUTHOR: Rentz, Charlotté C.; Rentz, R. Robert (Issue Editors)

PUBLISHER: Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

FUNDING INSTITUTION:

PUBLICATION DATE: Summer 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 107   COST: Subscription
1 year/$25.00

PHYSICAL FORMAT: Quarterly Sourcebook

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Federal Legislation,
Agency Role, Policy Development, Management
System

OVERVIEW: New Directions for Program Evaluation is one of several
series of quarterly sourcebooks designed to serve as compendiums
of the latest knowledge and practical experience on their topics
and as reference tools. This issue of opinion papers illustrates
varying approaches adopted by agencies and individuals involved in
evaluation of federally sponsored programs with examples in the
areas of education and criminal justice. Eleanor Chelimsky
considers differences between congressional approaches to
monitoring agency accountability and agency views of evaluation as
a means of improving program management. Mary Kennedy discusses
the evaluation design developed by the Bureau of Education for the
Handicapped for evaluating the impact of Public Law 94-142.
Howard Lesnick and Michael Longdorf examine an approach studied by
the National Institute of Education, which assures that important
policy questions guide the design of evaluation studies. Ralph
Swisher follows with an examination by the Law Enforcement
Assistance administration (LEAA) of methods for social program
evaluations and the need for resulting information of greater
relevance to policy makers and managers. Raymond Wasdyke
discusses a number of problems associated with evaluating
vocational education programs, and the need for coordinating and
integrating evaluation activities. Finally Warter Hodges and
Robert Sheehan provide a review of two intervention programs for
young children, illustrating that with advanced planning and
efficient methodology, federal evaluations can be effective
strategies for generating knowledge. This volume aims to achieve
the goal of producing useful program evaluation data for the use
of policy makers at the federal, state and local levels.

ABS: MARRC/LCS, 10/30/81   228

TITLE: Implementation and Intervention Strategies: The Case of
         P.L. 94-142 -- Project Report No. 81-A18

AUTHOR: Benveniste, Guy

PUBLISHER: Institute for Research on Educational Finance and
             Governance (IFG)
             School of Education
             Stanford University
             CERAS Building
             Stanford, CA   94305
             (415) 497-0957

FUNDING INSTITUTION: National Institute of Education

PUBLICATION DATE: September 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Sandra L. Kirkpatrick
                     Director for Dissemination
                     (Publisher)

LANGUAGE: English   PAGES: 35   COST: First four copies
                                             free; more than four
                                             $1.00 each

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Monitoring Program, Administration, Federal
                      Legislation, Policy Development, Sanctions

OVERVIEW: Federal intervention in education can enhance or hamper
professional role playing. Generally, process controls reduce
discretion and can therefore erode service quality. When
innovations require considerable "learning how to do the job,"
input or output controls are preferable. The implementation of
P.L. 94-142 is studied to show the consequences of excessive use
of process controls.   (IFG)

TITLE: "Data Based I.E.P. Development: An Approach to
Substantive Compliance." Teaching Exceptional Children,
Vol. 12, No. 3

AUTHOR: Deno, Stanley L.; Mirkin, Phyllis K.

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Spring 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
EDRS (#ES 223914, #EC 123479)
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English   PAGES: 6   COST: $12.50/year
subscription; $3.50 single
copy price; $2.00/reprint

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Monitoring, Federal Legislation, Models,
Data Collection, Program Development

OVERVIEW: The article presents the major elements of the
data-based program modification approach designed to comply with
the individualized education program mandate of P.L. 94-142 (the
Education for All Handicapped Children Act). Procedures for
implementing each of the model's components are outlined. (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: Guide to the Section 504 Self-Evaluation for Colleges
          and Universities

AUTHOR: Biehl, G. Richard

PUBLISHER: National Association of College and University
                 Business Officers
              One Dupont Circle
              Suite 150
              Washington, DC   20036

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Bureau of Education for the Handicapped

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: James Bennett, Director of Section 504
                      Technical Assistance Office for Civil Rights
                      U.S. Department of Education
                      330 Independence Avenue, S.W.
                      Washington, DC   20201

LANGUAGE: English   PAGES: 136   COST: None

PHYSICAL FORMAT: Guide, Workbook

TARGET AUDIENCE: Administrators, Advocates, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Monitoring, Federal
                       Legislation, Data Collection, Technical
                       Assistance

OVERVIEW: This guide represents the Department of Health,
Education, and Welfare's effort to bring available technical
assistance to recipients for promoting voluntary compliance with
Section 504 of the Rehabilitation Act of 1973. The material
suggests how a recipient may come into compliance and is not a
book of rules. This guide is designed to assist colleges and
universities in the completion of their Section 504 institutional
Self-Evaluations. It is for those that are covered by Section
504, or those that may not be covered, but wish to eliminate
barriers to full participation from their programs and
activities. The purpose is to provide a process that will enable
individuals to organize effectively and identify those areas in
their institutions that require evaluation. It offers a format
for the Self-Evaluation, and may assist in the tasks of planning
actions, collecting data, scheduling the completion of required
action, maintaining records, and monitoring compliance. Chapter
One covers "General Provisions," "Key Terms," and "General
Actions" contained in Subpart A of the regulations, as well as the
HEW Regulations pertinent to these general provisions.

Chapters Two, Three, and Four, "Program Accessibility," "Student
Programs, Activities, and Services," and "Employment" include a
Discussion and Analysis section that summarizes the requirements
and discusses key factors in the Self-Evaluation; a section of HEW
Regulations where pertinent parts of the regulations appear; and a
section on The Self-Evaluation that contains questions or
discussion points for analysis.

Chapter Five, "Implementing the Plan," includes a format for
organizing the tasks of planning actions, collecting and
evaluating data, implementing actions, maintaining necessary
records, and monitoring the evaluation and compliance efforts. A
sample form is included that may be used to keep a record of
actions required under Section 504 and progress toward
completion. Through the use of this form, an institution may also
be able to measure the projected and actual impact of Section 504
in areas such as "policy changes," "staffing considerations,"
"space or facility needs," "communications needs," "equipment,
supply or vehicle needs," and "cost factors."

An Appendix, "Sources of Additional Information and Technical
Assistance," may be useful to institutions that require "outside"
assistance with their Section 504 efforts. This Appendix includes
a listing of organizations that represent handicapped persons, or
have experience in equal opportunity programs for handicapped
persons; a listing of State Vocational Rehabilitation agencies,
where institutions may obtain valuable services for their students
and employees at no cost; and a bibliography of pertinent
literature.

This Guide has been printed in a manner that will allow its use as
a workbook. With the perforated pages and three-hole punching,
pages may be inserted in a ring binder and supplemented with blank
sheets for recording institutional responses. Blank sheets may be
added following each section on The Self-Evaluation or at the back
of the Guide with codings to the 130 consecutive numbers running
through all sections on The Self-Evaluation.

ABS: MARRC/LSC, 5/7/82

TITLE: New Directions for Program Evaluation: Exploring
         Purposes and Dimensions (Number 1)

AUTHOR: Anderson, Scarvia B.; Coles, Clair D. (Editors)

PUBLISHER: Jossey-Bass, Inc.
             433 California Street
             San Francisco, CA 94104

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Spring 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 116   COST: $25 for annual
                                                      subscription

PHYSICAL FORMAT: Periodical

TARGET AUDIENCE: Policy Formulators, Program Evaluators/
                  Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Policy Development,
                      Cooperative Planning

OVERVIEW: New Directions for Program Evaluation is one of several
series of quarterly sourcebooks designed to serve as compendiums
of the latest knowledge and practical experience on their topics,
and as reference tools. This issue explores six purposes that
program evaluation can serve in terms of policy decisions about
program installation, continuation, modification, support or
opposition. In Chapter One, Michael Scriven and Jane Roth discuss
the crucial aspect of needs assessment" in planning and
evaluation. In Chapter Two, Lois-Ellin Datta focuses on analysis
and systematic preplanning necessary for successful program
installation. In Chapter Three, Anthony Bryk highlights the
dilemma of selecting the best combination of measures and
procedures for assessing program impact. In Chapter Four, Eva
Baker describes the importance that formative evaluation
procedures match the program development process. James Stone in
Chapter Five, advocates a "phenomenological emphasis" permitting
the evaluator to be part of the action as well as interpreter and
judge in determining value. In the last chapter, H. Schroder
outlines formal and informal monitoring functions which influence
organizational learning and development.

ABS: MARRC/LSC, 5/7/82

TITLE: New Directions for Program Evaluation: Monitoring Ongoing
         Programs (Number 3)

AUTHOR: Grant, Donald L. (Editor)

PUBLISHER: Jossey-Bass, Inc.
             433 California Street
             San Francisco, CA   94104

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 102   COST: Annual Subscription
                                                     $25.00

PHYSICAL FORMAT: Periodical

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Program Evaluation, Models, Communication,
                       Monitoring

OVERVIEW: New Directions for Program Evaluation is one of several
series of quarterly source books designed to serve as compendiums
of the latest knowledge and practical experience on their topics
and as reference tools.   This issue is a collection of opinion
papers on program evaluation.   The authors present examples of
monitoring in a variety of settings: business, military,
governmental, rehabilitation, mental health services, higher
education and school systems.   In Chapter One, Woodrow Wirsig
deals with the "social accountability audits" of business
organizations.   In the second chapter Frank Smith focuses on the
use of employee-attitude surveys and its value in evaluating
employee relations programs.   In Chapter Three, Joseph Moses
describes approaches to monitoring assessment-center programs.
William McClelland and Harold Wagner discuss the development of
military training programs and the establishment of reliable
quality-control systems in the fourth chapter.   In Chapter Five,
John Barry describes a variety of ways to monitor rehabilitation
programs and dilemmas associated with obtaining usable data.
Charles Windle and Steven Scharfstein outline three approaches to
monitoring mental health services, the issues involved, and
suggestions for improvement in Chapter Six.

In the seventh chapter, Cameron Fincher addresses the need for,
and complexities inherent in, monitoring higher education
programs.   In the last chapter, Ulf Lundgren focuses on broader
issues of ideology and scientific methodology inherent in
monitoring.

ABS: MARRC/LSC, 5/7/82

SECTION V
POLICY DEVELOPMENT/ADMINISTRATION ABSTRACTS

TITLE: Guide to Federal Benefits and Programs for Handicapped
         Citizens and their Families, The

AUTHOR: Chasey, Carol (Editor)

PUBLISHER: The Government Affairs Office
             National Association for Retarded Citizens
             1522 K Street, N.W., Suite 516
             Washington, D.C. 20005
             (202) 785-3388

FUNDING INSTITUTION: National Association for Retarded Citizens

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: National Association for Retarded Citizens
                     Government Affairs Office
                     1522 K Street, N.W., Suite 516
                     Washington, D.C. 20005

LANGUAGE: English   PAGES: 438   COST: $69.95

PHYSICAL FORMAT: Guide, Reference Material

TARGET AUDIENCE: Policy Formulators, Administrators, Child
                   Advocates, Parents, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Federal Programs,
                       Federal Legislation, Comprehensive Services,
                       Information Systems,

OVERVIEW: This guide is a resource document written in layman's
language, designed to bring understanding and clarity to the
myriad of federal programs which can affect handicapped citizens
and their families so that those in need may benefit from
appropriate and available resources. It represents an effort by
the National Association of Retarded Citizens (NARC) to continue
to provide an important service after the expiration of federal
funding. Two previous editions (1977 and 1978) were publised by
the Federal Programs Information and Assistance Project, a grant
of national significance funded by the Rehabilitation Services
Administration. The material is presented in a loose leaf binder
and divided into ten sections (1. Introduction, 2. Federal
Funding, 3. Community Development, 4. Health, 5. Income,
6. Knowledge and Skills, 7. Supportive Services, 8. Research and
Training, 9. Protection of Rights, 10. Information Sources) plus a
glossary and an appendix. The federal authorization and
appropriation process is discussed in Section 2. In Sections 3-8
federal programs are grouped and described, including title,
general intent, services provided, eligibility criteria,
application procedures, funding information, technical references
(including public law number and citations showing where law and
regulations can be found or the United States Code and Code of
Federal Regulations, respectively), and the address and phone

number of the central office administering the program. Section 9
acquaints the reader with provisions for the rights of the
handicapped along with the legislative mandates for safeguarding
and enforcing them. Section 10 contains information on: federal
assistance, government organization and activity, two computer
resources, and how materials may be attained. Terms common in the
parlance of the federal government are defined in the glossary.
The Appendix gives listings of regional and state agencies and
organizational charts.

ABS: MARRC/LF, 5/20/81

TITLE: Project Teams: Training Education Agencies to Meet
           Special Education Mandates -- Planning for Full Services.
           Trainers Kit

AUTHOR: Caetano, Anthony P.; Punzo, Richard A., Jr. (Editors)

PUBLISHER: American Association of School Administrators (AASA)
            National Association of Elementary School Principals
            National Association of State Directors of Special
               Education (NASDSE)

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Education
                       Bureau of Education for the Handicapped
                       (Contract #300-780-501)

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: AASA
                    1801 North Moore Street
                    Arlington, VA   22209

LANGUAGE: English   PAGES: 271   COST: $150.00

PHYSICAL FORMAT: Training Kit, Guide, Workbook, Audiovisual Aides

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
                  Program Implementors, Child Advocates, Parents

SUBJECT DESCRIPTORS: Program Development, Comprehensive Services,
                      Cooperative Planning

OVERVIEW: This training kit has been developed to assist local
school districts in becoming more effective in the planning and
decision-making required for successful implementation of Public
Law 94-142 and Section 504 of the Rehabilitation Act of 1973. The
kit provides workshop leaders with materials for a two and
one-half day workshop on full service planning. It consists of a
trainer's guide, a participant workbook, four filmstrips with
audio cassette, and a set of 35mm slides. In addition the
appendices provide planning materials including: sample letter,
agenda, guide, checklists, and a sample worksheet for planning.
The kit is based on the Prince William model developed by NASDSE
and utilized by AASA, NAESP, and NASDE in forty-five school
districts in four states in 1979. The workshop goals are to
enable participants to: 1) develop a collaborative team management
decision-making approach to addressing district priorities for
implementing P.L. 94-142 and Section 504, 2) utilize this approach
in identifying target areas for improvement of policies and
services, and 3) develop and/or refine an individualized district
plan for full service implementation responsive to the needs as
identified by each local education agency (LEA). The workshop
presentations are designed to assist with the understanding of

Project Teams: Training Education Agencies to Meet
  Special Education Mandates -- Planning for Full Services.
  Trainers Kit (Continued)

state and federal legislation, full service planning,
participatory decision-making, analysis of discrepancies, and
appropriate sequencing of events for full services planning. Each
workshop activity is presented with the objectives, media,
resources, and time necessary to complete.

ABS: MARRC/LF, 5/22/81

TITLE: Reforming Special Education: Policy Implementation from
State Level to Street Level

AUTHOR: Weatherley, Richard A.

PUBLISHER: MIT Press
Cambridge, MA
Book Department (617-253-2884)
(American Politics and Public Policy Series Vol. 5)

FUNDING INSTITUTION:

PUBLICATION DATE: 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 180   COST: $17.50

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors, Parents, Advocates

SUBJECT DESCRIPTORS: Policy Development, Fiscal Accountability,
Monitoring, Parent Involvement, Program
Administration, State Department of
Education

OVERVIEW: This book focuses on Massachusetts Special Education
reform law, Chapter 766. The key issue of this work is not
whether the law was implemented, but how it was implemented and
neglected and what patterns affected educators in their acceptance
or rejection of the responsibilities. The assumption of this
study is that patterns of individual response to legal
requirements become, in effect, the policy of the state. The
author illustrates how teachers and administrators, in their
efforts to accommodate requirements, "slanted implementation of
the law by incorporating its provisions consistent with previous
practices and processes. He also concludes that what was
conceived as fair, uniform and equitable produced a biased
distribution of benefits favoring the more affluent clients.

COMMENTS: This indepth exploration of a specific implementation
process could be of interest to public policy makers in agencies,
heightening an awareness of the "organizational restraints to
bureaucratic reform."

ABS: NERRC/EM, 10/30/81

TITLE: Policy-Related Problems for Delivery Vocational Education
         to Handicapped Learners as Perceived by State Education
         Agency Personnel. Policy Research and Resource Series:
         Document 2

AUTHOR: Greenan, James P.; Phelps, L. Allen

PUBLISHER: Illinois University
            Urbana, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
                      Office of Special Education

PUBLICATION DATE: May 1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA 22210 (Ed 194 744)

LANGUAGE: English   PAGES: 31   COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Interagency Coordination
                      of Services, Vocational Education, Funding,
                      Program Evaluation, State Department of
                      Education

OVERVIEW: This report presents baseline data that identifies and
describes the policy-related problems confronting State Education
Agency Personnel in delivering vocational education to handicapped
learners. The first section sets forth these two major objectives
of the nationwide study: (1) to develop a survey instrument and
techniques for identifying the policy-related problems confronting
state directors of vocational and special education, and
consultants for vocational special needs education and (2) to
identify the major policy-related problem areas and problems. In
the second section these research procedures are described:
instrumentation (development of an open-ended survey instrument),
population determination, data collection, and data analysis. The
third section discusses eight identified problem areas (and 248
policy-related problems): interagency cooperation and
agreements: funding and fiscal policy: service delivery and
program alternatives: personnel preparation; state legislation,
plans, and policies; federal legislation and regulations; program
evaluation and improvement; and attitudes. Two recommendations
are presented which are addressed to policy-making and planning
personnel at the federal, state, and local levels: further study
of the extent and criticality of each of the areas of concern
needs, and continued efforts to provide high quality research,
development training, and evaluation projects. (ERIC)

ABS: NERRC/EM, 10/30/81

V-4

241

TITLE: Special Education Administrative Policies Manual

AUTHOR: Torres, Scottie (Project Director)

PUBLISHER: Council for Exceptional Children
            1920 Association Drive
            Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                      Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: Approximately   COST: Member $23.38
                            100 -- done by   Non-member --
                            sections $27.50

PHYSICAL FORMAT: Manual, Reference Materials

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Policy Development, Monitoring,
                      Program Administration, Inservice Training,
                      Fiscal Accountability, Program Evaluation

OVERVIEW: Appropriate policy which serves to control, regulate,
and direct the organization, administration and provision of
educational services to exceptional children is the basis for
efficient and effective operation of school programs. Use of this
document, containing recommended policy language, will assist
administrators in revising or developing policies consistent with
P.L. 94-142 and Section 504 regulations concerning discrimination
against the handicapped. Content areas include: Right to
Education; Population Identification; Evaluation; Placement;
Service Delivery; Facilities and Transportation; Administration;
Governance; Personnel; Confidentiality and Student Records; Due
Process; Medication. Sample forms for use in implementation
included. (ERIC)

COMMENTS: This open ended notebook/manual deals with policy
development in many areas. The descriptors selected are intended
to guide the reader to specific policy sections related to our
sphere: administration-governance, personnel, evaluations and
fiscal managment. At the beginning of each policy area, policy
statements and their alternatives are presented for use by local,
intermediate and state administrators.

.ABS: NERRC/EM, 10/30/81

TITLE: Administrative Responsibilities for Implementing
           P.L. 94-142

AUTHOR: National Learning Resource Center of Pennsylvania (NLRC)
           Duffey, James B. (Project Director)

PUBLISHER: NLRC/P
            King of Prussia, PA
            (215) 265-3706

FUNDING INSTITUTION: U.S. Department c' Ec
                       Bureau of Educati n i   :he   idi ppe
                       and
                       The Pennsylvania Department of Education
                       Bureau of Special Education

PUBLICATION DATE: 1979   RRC PRODUCED: Yes

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 295   COST: Unknown

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE:- Administrators

SUBJECT DESCRIPTORS: Program Administration, Inservice Training,
                      Needs Assessment, Program Evaluation,
                      Monitoring

OVERVIEW: This document is intended as a resource for personnel
preparation activities undertaken by educational agencies as part
of their comprehensive system of personnel development (CSPD).
The notebook is organized as a training package for
staff/develoment and is approached through five modules: Free
Appropriate Public Education, Procedural Safeguards,
Individualized Education Program, Least Restrictive Environment
and CSD.   Presented are the legal basis for each component and its
related administrative responsibilities, and the development of
alternative strategies for implementation. The trainers can
prioritize the modules on the basis of the needs assessment and
evaluation instruments which are provided. These can be presented
with each module or at the beginning and end of the entire
package. Each module contains complete trainer directions,
activities, activity worksheets, informational handouts, and a
variety of materials to enhance administrative understanding.

ABS: NERRC/EM, 10/30/81

TITLE: Policy Effects of Special Education Funding Formulas,
          Program Report No. 80-B1

AUTHOR: Hartman, William T.

PUBLISHER: Institute for Research on Educational
              Finance and Governance
              School of Education
              Stanford University
              Palo Alto, CA

FUNDING INSTITUTION: National Institute of Education

PUBLICATION DATE: January 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 33   COST: Free

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Funding, Policy Development

OVERVIEW: P.L. 94-142 and similar legislation in almost every
state now require all handicapped children to be provided a free
appropriate education. To accomplish this objective, estimates
indicate that large scale growth in the available funds for
special education will be necessary. As the funding for special
education increases, it becomes even more important for federal,
state, and local educational policymakers to understand the
effects and motivations caused by the magnitude and distribution
of these monies. Special education funding formulas have been
categorized into six types (unit, personnel, weight, straight sum,
percentage reimbursement, and excess costs) and by the main factor
used for the allocation of funds (resources, children served, and
cost). Each of these formulas has the same fiscal objective -- to
transfer monies for special education from the federal or state
level to school districts. Further, with comparable regulations,
guidelines, and constraints, each of the formulas can be made to
yield the same amount of money. Consequently, this analysis fo
the funding formulas examines how each of the various formulas
affects important special education policies and decisions. Each
of the funding formulas provides certain incentives and
disincentives for local, state, and federal personnel to make
certain educational choices concerning handicapped children.
Therefore, to evaluate the different formulas, this paper
investigates the motivational effects of the formulas on key
programmatic and management issues in special education. As an
additional example, the impact of the funding approach utilized by
P.L. 94-142 to allocate federal special education funds is
reviewed according to these same issues.

ABS: NERRC/EM, 10/30/81

TITLE: Educational Administration and Special Education: A
         Handbook for School Administrators

AUTHOR: Mayer, Lamar C.

PUBLISHER: Allyn Bacon
            Rockleigh, NJ

FUNDING INSTITUTION:

PUBLICATION DATE: 1982   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 383   COST: $19.95

PHYSICAL FORMAT: Book, Reference Material

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Program Administration, Interagency
                      Coordination of Services, Funding, Program
                      Evaluation, Rural Education, Urban Education

OVERVIEW: This comprehensive book, directed to both general and
special administrators, provides extensive practical information
for planning, implementing and evaluating special education
programs. Sixteen chapters, organized around 4 major themes
present detailed information in a succinct form, with reference
sources listed. Two chapters emphasize what school administrators
need to know about each exceptionality, presenting characteristics
illustrated by a short case history, questions to be asked,
instructional techniques, program needs and the responsibilities
of related personnel. Part II provides the framework for
developing and operating programs explaining legal aspects.
Resource sharing with local agencies, within staff and with state,
national and special interest agencies or groups is treated. Part
III discusses organizational structure/models and alternative
approaches. Forms of cooperative programs are explored. Separate
chapters deal with urban large city systems and with the rural,
low-incidence population. The final part "Organizational Action"
is devoted to a variety of topics. Assessment and placement
procedures, working relationships in school and the community and
the special education curriculum (preschool-postsecondary) are
discussed. A chapter on budgetary planning, control and
monitoring also covers funding sources, formulas, procedures and
reimbursements; school facilities and equipment. The final
chapter focuses on program evaluation and the kinds, sources and
uses of data collected.

COMMENTS: This is a very current and comprehensive "encyclopedia
of facts." The author has compiled practical information in a
readable compact book. Useful forms, checklists and worksheets
are appended. This document would also be an excellent resource
for preservice training.

ABS: NERRC/EM, 10/30/81

TITLE: Roadmap through Title XX. Financing Services for Children
         through Title XX and Other Programs. Manual 5

AUTHOR: Copeland, William C.; Iversen, Iver H.

PUBLISHER: Child Welfare League of America, Inc.
            Hecht Institute for State Child Welfare Planning
            1346 Connecticut Ave., N.W.
            Washington, DC 20036

FUNDING INSTITUTION:

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: CWLA Informational Resource Services
                    67 Irving Place
                    New York, NY 10003

LANGUAGE: English   PAGES: 138   COST: $6.00

PHYSICAL FORMAT: Reference Material, Manual

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
                  Program Implementors

SUBJECT DESCRIPTORS: Federal Legislation, Program Administration,
                      Program Evaluation, Agency Role, Related
                      Services

OVERVIEW: This manual, part of a Hecht Institute four-manual
series entitled Financing Children's Services through Title XX and
Related Programs, teaches what Title XX regulations are, what they
mean, and what actions and procedures are commanded by them. The
first section covers the necessity of rule systems, the
characteristics of a good rule system and the ways which this
manual can and cannot be used to improve the Title XX rule
system. The second section contains an analysis of some of the
more critical issues in the regulations and an explanation of
several analytical methods, such as grammatical analysis, decision
tables, and semantic analysis. The third section employs flow
charts to represent, in systematic fashion, the decisions and
consequences involved in Title XX regulations and to ilustrate the
linkages among parts of the regulations. Included is a short
introduction to the very simple flow chart language used in this
manual for the reader's use as a self-teaching device. Together
with an appendix containing the Title XX regulations, this section
is intended as an ongoing reference work for the teacher, the
student, the planner, the administrator, and the evaluator or
auditor of Title XX programs. (ERIC)

COMMENTS: This material is a relevant tool for those wishing to
plan coordinated educational, social, health and related services
for handicapped children.

ABS: MARRC/LCS, 10/30/81

TITLE: Summary of Existing Legislation Relating to the
Handicapped

AUTHOR: U.S. Department of Education, Office of Special Education
and Rehabilitative Services, Office for Handicapped
Individuals

PUBLISHER: U.S. Department of Education
Office of Special Education and Rehabilitative
Services
Office for Handicapped Individuals
Washington, DC 20202
(publication # E-80-22014)

FUNDING INSTITUTION:

PUBLICATION DATE: August 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 164   COST: Free

PHYSICAL FORMAT: Reference Material

TARGET AUDIENCE: Policy Formulators, Administrators, Supervsors,
Program Implementors, Advocates, Parents

SUBJECT DESCRIPTORS: Federal Legislation, Policy Development,
Program Administration, Program Development

OVERVIEW: This publication attempts to provide, under one cover,
a summary of nearly sixty key Federal laws affecting handicapped
persons. The various laws are organized into general subject
areas (education, employment, health, housing, income maintenance,
nutrition, rights, social services, transportation, vocational
rehabilitation). The provisions of each separate act are
described in non-technical language, using a common format. After
providing a brief overview of the law's basic purpose and
structure, the major programs authorized under the statute which
affect handicapped persons are described. Each section concludes
wih an encapsulated legislative history of the law, highlighting
major milestones in the development of the statute as it impacts
on mentally and/or physically disabled persons. Minor legislation
affecting handicapped persons is summarized in an abridged format,
including a brief discussion of the law's importance and its
legislative origins. Following the descriptions of each major
program affecting handicapped persons under a particular act,
there is a list of reference documents the reader may wish to
consult for further information. Only those laws containing
explicit provisions relating to physically and/or mentally
handicapped persons are summarized in this report. The one major
exception relates to laws authorizing benefits for disabled
veterans. Since information and material on such statutes are
generally available through the Veterans Administration,

V-10

information on laws aimed exclusively at this population are not
included. Information included in this summary report may prove
helpful to Federal and state policymakers, professional workers,
program administrators, handicapped cons mers, students and other
individuals with an interest in Federal egislation that directly
impacts on handicapped persons.

COMMENTS: This material is included in this catalog because of
its relevance as a tool for planning coordinated, comprehensive
services to the handicapped.

ABS: MARRC/MAS, 10/30/81

V-10A

248

TITLE: Case Study of the Implementation of P.L. 94-142.
          Executive Summary

AUTHOR: Blaschke, Charles L. -- Principal Investigator

PUBLISHER: Education Turnkey Systems, Inc.
           1030 Fifteenth Street, N.W.
           Washington, DC 20005

FUNDING INSTITUTION: U.S. Department of Health, Education and
                           Welfare
                       Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: May 1979.   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA   22210 (Ed 175 232)

LANGUAGE: English   PAGES: 60   COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
                 Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Monitoring, Model,
                      Federal Legislation, State Department of
                      Education, Local Agency Procedures

OVERVIEW: Presented are the findings of a study to identify,
analyze, and explain activities and consequences in nine local
education agencies (LEAs) in three states as they implemented the
major provisions of P.L. 94-142, the Education for All Handicapped
Children Act. Section I summarizes the background of the study
and its major objectives. In Section II, the case study
methodology is described. Section III addresses the nature and
extent of the major consequences which arose during two school
years of observation. Also identified are relevant changes in LEA
organization, staff role behaviors, and attitudes which have
occurred. Findings are reported for the following areas:
childfind, assessment, placement, individualized education
program, least restrictive environment, and parent involvement/due
process. Among conclusions listed in a final section is that in
all three states the leadership role of the state education agency
and the states' interpretations, policies, and procedures
significantly influenced LEA procedures in implementing the
provisions of the law. Appended materials include a conceptual
model for assessing the implementation of P.L. 94-142, a summary
of information gathering, and a description of the special
education process.   (ERIC)

ABS: MARRC/LCS, 10/30/81

TITLE: The Regulations of Section 504

AUTHOR: Chapel Hill Training-Outreach Program

PUBLISHER: Chapel Hill Training-Outreach Program
             Lincoln Center
             Merritt Mill Road
             Chapel Hill, NC   27514
             (919) 967-8295

FUNDING INSTITUTION:

PUBLICATION DATE: RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: COST: $65.00

PHYSICAL FORMAT: Audiovisual Aids

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Monitoring, Federal
                       Legislation, Inservice Training

OVERVIEW: This slide/tape presentation is designed to provide an
overview of the regulations for implementing Section 504 of the
1973 Rehabilitation Act, with regard to recipients of federal
funds.   Section 504 describes specific provisions for
discrimination against qualified handicapped persons in all
aspects of employment.   It also describes provisions for program
accessibility in educational institutions and requires compliance
with Section 504 to insure continued funding.   The presentation
was designed to be shown in a training or workshop setting to an
audience of administrators, supervisors or program implementors.
It is divided into three parts: Employment Practices, Program
Accessibility and Compliance and Self-Evaluation.   Each part is
about 11 minutes long and is accompanied by case studies.   The
casette may be stopped after each case presentation for discussion
before the solution is presented.

ABS: MARRC/LCS, 10/30/81

TITLE: New Perspectives on Planning in Educational Organizations

AUTHOR: Carroll, Mary R.; Clark, David L.; Huff, Anne S.;
          Lotto, Linda S.

PUBLISHER: Far West Laboratory for Educational Research
             and Development
             1855 Folsom Street
             San Francisco, CA   94103

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       National Institute of Education

PUBLICATION DATE: November 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 64   COST: $5.50

PHYSICAL FORMAT: Mini-Review, Position Paper

TA GET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Development, Program Administration,
                       Models

OVERVIEW: Planning has become a fundamental activity and a vital
element in virtually all federally and state-supported
dissemination of school improvement programs and projects.   The
authors contend that the formalized planning systems that
currently dominate thought and practice in education are based
upon an inappropriate representation of educational
organizations.   The purpose of this monograph is to add to the
reader's repertoire of strategic and tactical responses to the
planning function.   The first message is that much current
educational planning, especially national-level planning regarding
school improvement progams, is seriously flawed.   The nature of
these flaws is examined and explained.   The second message is that
planning need not be inappropriate or misdirected.   If
"alternative perspectives" on planning are employed, planning can
again become a relevant, useful, and highly meaningful activity in
which many more persons could and should participate.
Consequently, this monograph is addressed to many professionals
and involved laypersons in the field of education, and in related
social fields, who are concerned with improving educational and
social conditions and who would like to find better ways to plan.
Section I argues the failure of traditional goal-based, rational,
sequential planning systems and explores why they have failed.
Section II discussed planning concepts and variables that better
represent educational organizations and hence provide a more
effective basis for planning than do traditional systems.   Section

III introduces alternative frameworks for thinking about the
planning process through the use of metaphors, and suggests some
activities and guidelines that might be employed by planners
interested in such alternatives.

V-13A

TITLE: Special Education Management-by-Information: A Resource
Guide for State and Local Education Agencies

AUTHOR: Management Analysis Center, Inc., Washington, DC

PUBLISHER: National Association of State Directors of Special
Education
1201 16th Street, N.W.
Washington, D.C. 20036

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 79   COST: $4.00

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Program Administration, Program Development,
Information Systems, Data Collection

OVERVIEW: The document offers guidelines for developing a
management by information system for special education services, a
system that organizes people, equipment, procedures, and
communications to collect and present accurate data that
administrators can use to make decisions and to provide
information to state and federal governments. Following a
definition of management by information and its benefits are
sections which explain how to design, implement, and operate a
management by information system, based on the experiences of
managers in five state and five local education agencies. The
booklet uses specific examples to develop a step by step process
for the system's four phases: assessment, planning, testing, and
implementation and operation. Pitfalls of the system are briefly
delineated. Appendixes contain brief summaries of the systems at
each of the state and local education agencies that management
analysis center personnel visited, a list of questions for
determining possible external constraints that may affect system
development, and an outline for data elements. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: 1981 Guide to Department of Education Programs in
         American Education. Vol. 16, No. 8

AUTHOR: Wexler, Henrietta (Compiler)

PUBLISHER: U.S. Department of Education
            Washington, DC   20202

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: October 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Single copies of reprints:
                    E.D. Guide-81
                    Washington, DC   20202
                    Multiple copies:
                    Superintendent of Documents
                    G.P.O.
                    Washington, DC   20402
                    Stock No: 065-000-00048-2

LANGUAGE: English   PAGES: 31 (17-48)   COST: Multiple copies -
                                                 $2.00; single
                                                 copies - free

PHYSICAL FORMAT: Directory, Guide, Reference Material,
                  Journal Article

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Policy Development, Federal Legislation,
                      Agency Role

OVERVIEW: The guide gives information necessary to begin the
process of applying for federal funds administered by the
Department of Education (ED). For each ED program, lists program
title, authorizing legislation, eligible applicants, and contact
information. (ERIC)

ABS: MARRC/LCS, 10/30/81

TITLE: How to Service Students with Federal Education Program
Benefits: An information handbook for representatives
of non-public school children on the 1978 amendments to
the Elementary and Secondary Education Act

AUTHOR: Manno, Bruno V.

PUBLISHER: The National Catholic Educational Association
Suite 350
One Dupont Circle
Washington, DC 20036
(202) 293-5954

FUNDING INSTITUTION: U.S. Department of Education
Office of the Assistant Secretary for
Non-Public Education

PUBLICATION DATE: c. 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Check your RRC for availability

LANGUAGE: English   PAGES: 79   COST: Reproduction Costs

PHYSICAL FORMAT: Guide, Resource Material, Directory

TARGET AUDIENCE: Policy Formulators, Administrators, Parents

SUBJECT DESCRIPTORS: Program Administration, Program Development,
Private Schools, Federal Legislation,
Needs Assessment

OVERVIEW: The purpose of this handbook is to present information
to the representatives of non-public, nonprofit school children to
help them secure the benefits of Federal education programs for
those they serve. This guide provides, in Section I, an overview
of federal education programs and a synopsis of regulations that
affect non-public school participation in all federal programs.
The program descriptions are listed by degree of difficulty in
gaining access to the program. Section II provides suggestions
for non-public school personnel to identify the needs of their
school populations that can be addressed by the federal programs
available to them, including the needs of handicapped students.
Section III provides brief instruction on the legislation,
regulations, program guidelines and litigation of relevant
programs. Section IV provides tips on how to work effectively
with public school officials. The extensive appendices contain
additional sources of information and help and the names of
significant persons to seek out when federal assistance is deemed
desirable.

ABS: MARRC/MAS, 10/30/81

TITLE: Complexity and Control: What Legislators and
Administrators Can Do about Implementing Public Policy

AUTHOR: Elmore, Richard F.

PUBLISHER: U.S. Department of Education
Office of Educational Research and Improvement
National Institute of Education
1200 19th St., N.W.
Washington, DC 20208

FUNDING INSTITUTION: Publisher

PUBLICATION DATE: August 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 52   COST: Free

PHYSICAL FORMAT: Monograph, Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Agency Role

OVERVIEW: Addressed primarily to practitioners -- legislators,
administrators, and their staffs -- this monograph is structured
around a series of hypothetical exchanges between legislators and
administrators concerning the implementation of a Basic Skills
Program. The author asserts that the hierarchical control that
legislators traditionally rely on for program implementation is
contrary to the need for subordinates to exercise delegated
control (individual responsibility, initiative, and discretion)
over their own actions. Since the most important interaction in
education takes place between students and teachers, he stresses
the importance of focusing attention on the classroom in solving
implementation problems. This approach is patterned on a
programmatic view that emphasizes delegated control and service
delivery capacity rather than a regulatory view that emphasizes
hierarchical control and compliance, backward mapping, based on
the assumption that implementation begins at the bottom, not at
the top, is presented as a logical, although not a foolproof,
strategy. (ERIC)

ABS: MARRC/LCS, 10/30/81

TITLE: Planning, Conducting, Evaluating Workshops: A
          Practitioner's Guide to Adult Education

AUTHOR: Davis, Larry Nolan; McCallon, Earl

PUBLISHER: Learning Concepts
            2501 No. Lamar
            Austin, TX 78705
            (512) 474-6911

FUNDING INSTITUTION:

PUBLICATION DATE: 1975   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 325   COST: $16.95 (includes
                                                  workshop packet)

PHYSICAL FORMAT: Textbook, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program
                  Implementors

SUBJECT DESCRIPTORS: Program Administration, Program
                      Development, Program Evaluation, Workshop
                      Management, Inservice Training

OVERVIEW: The book is designed as a practical guide and reference
to assist adult educators with workshops. An introductory section
touches on conflicting general and adult learning theories and
relates various adult learning characteristics with effective
workshops. The three major sections, "Planning the Workshop,"
"Conducting the Workshop," and "Evaluating the Workshop," are
presented as a chronological sequence of activities and
procedures. Part 1 consists of eight chapters which focus on:
assessing needs, specifying learning objectives, selecting
resources, designing learning activities, budgeting, making
arrangements, rehearsing and packing. Worksheets pertain to
problem analysis and competency models of needs assessment,
general/specific learning objectives, learning resources
selection, learning design, workshop budget and arrangements.
Part 2 consists of five chapters on conducting workshops: setting
up, setting the learning climate, agreeing on objectives,
directing learning activities, and closing shop. The concluding
section on evaluation by objectives (worksheet), and impact
evaluation. A manager's guide to staff development also is
included.

ABS: MARRC/MAS, 10/30/81

TITLE: Planning, Conducting, and Evaluating Workshops:
Workshop Staff Packet

AUTHOR: Davis, Larry Nolan; McCallon, Earl

PUBLISHER: Learning Concepts
2501 No. Lamar
Austin, TX 78705
(512) 474-6911

FUNDING INSTITUTION:

PUBLICATION DATE: 1974   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 31   COST: $16.95 (includes
textbook)

PHYSICAL FORMAT: Workbook, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administrators, Program Development,
Program Evaluation, Workshop Management,
Inservice Training

OVERVIEW: A resource packet for use by workshop planners, this
material consists of worksheets which can be used in conjunction
with the author's book by the same title (see document summary).
The worksheets can be used with consultants and to guide
individual planning of workshops. The worksheets are: 1) needs
assessment/problem analysis and competency models; 2) general and
specific learning objectives; 3) learning resources
selection/resource inventory; 4) learning activities design;
5) workshop budget; 6) arrangements/facility survey, accommodation
survey and aids inventory; 7) staff assignments and
observations/participant feedback; 8) closing shop; and
9) evaluation by objective.

TITLE: Seven Executive Summaries of Policy Options Papers

AUTHOR: Policy Options Project

PUBLISHER: The Council for Exceptional Children
            1920 Association Drive
            Reston, VA 22091

FUNDING INSTITUTION:

PUBLICATION DATE: 1979/1980   RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA 22210
                    (703) 841-1212

LANGUAGE: English   PAGES: 102   COST: Reproduction Costs

PHYSICAL FORMAT: Mini-review

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development

OVERVIEW: This material includes summaries of seven policy papers
prepared for the Council for Exceptional Children by the Policy
Options Project on various topics of concern in the education of
handicapped children. They include: 1) Policy Options Regarding
Graduation requirements and their Impact on Handicapped Students
by Scottie Higgins and Cathe Hockenberry; 2) Policy Options
Regarding Information Supplied to Decisionmakers in Order to
Determine the Least Restrictive Environment Appropriate for Each
Handicapped Child by Scottie Higgins and John W. Ross; 3) Policy
Options Relating to the Surrogate Parent Mandates of the Education
for All Handicapped Children Act (Public Law 94-142) by John W.
Ross; 4) Policy Issues and Implications of the Education of
Adjudicated Handicapped Youth by Cathe McCall Hockenberry;
5) Policy Options Regarding Certification and Licensure
Requirements for Related Services Personnel by Josephine G.
Barresi; 6) Third Party Payments for Related Services: Policy
Issues and Implications for Handicapped Students by John W. Moss;
and 7) Policy Options for Providing Special Education and Related
Services Guaranteed by P.L. 94-142 to Military Dependents by
Catherine W. Yohn. See individual document summaries for content
descriptions of each paper.

ABS: MARRC/MAS, 10/30/81

TITLE: Policy Options Regarding Information Supplied to
         Decisionmakers to Determine the Least Restrictive
         Environment Appropriate for Each Handicapped Child

AUTHOR: Higgins, Scottie; Ross, John W.

PUBLISHER: The Council for Exceptional Children
            1920 Association Drive
            Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
                         Welfare
                      Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: February 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                   or
                   ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA 22210 (Ed 191 201)

LANGUAGE: English   PAGES: 81   COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Least Restrictive
                      Environment

OVERVIEW: Policy issues related to the concept of least
restrictive environment (LRE) as required in P.L. 94-142, the
education for all handicapped children act are reviewed in Chapter
I, while the evolution of educational practice is illuminated in
such special education models as the instructional cascade model.
An operational definition of LRE is offered which suggests that
instruction and services must also be considered with actual
placement. Chapter III addresses decision making considerations
regarding LRE and lists four policy options areas: curricular
adaptations, methodological adaptations, behavioral adaptations,
and environmental adaptations. These options are further examined
in Chapter IV. A final chapter describes results of a field
evaluation of the report. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: Education of Adjudicated Handicapped Youth: Policy Issues
         and Implications

AUTHOR: Hockenberry, Cathe McCall

PUBLISHER: Council for Exceptional Children
            1920 Association Drive
            Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
                      Welfare
                      National Institute of Education

PUBLICATION DATE: March 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                    or
                    ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (Ed 191 197)

LANGUAGE: English   PAGES: 63   COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Adjudicated
                      Handicapped Youth, Interagency Agreements

OVERVIEW: The report outlines areas of policy convergence between
agencies providing services to adjudicated handicapped youth and
suggests policy arrangements to encourage interagency agreements
necessary to carry out P.L. 94-142 (the Education for All
Handicapped Children Act) and section 504 of the Rehabilitation
Act of 1973. Research is cited showing the incidence of mental
retardation and learning disabilities among adjudicated youth.
Policy issues are addressed in the following areas: procedural
safeguards (including timely notice, nondiscriminatory evaluation,
and surrogate parents); appropriate educational programming;
placement in the least restrictive environment (including a review
of judicial interpretation of the principle); and individualized
education programs (IEPs). Trends in state interagency agreements
to provide special education and related services to the
population are depicted in a chart, and selected state situations
are discussed. Among future issues examined are personnel needs
and inservice training, funding and the provision of related
services, and educational policy considerations for the
handicapped offender aged 18 to 21 under P.L. 94-142. Eight
policy options are presented, including suggestions for
cooperation between the state education agency and the state youth
correctional facility in developing IEPs. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: Policy Options Regarding Certification and Licensure
          Requirements for Related Services Personnel

AUTHOR: Barresi, Josephine G.

PUBLISHER: Council for Exceptional Children
              1920 Association Drive
              Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
                            Welfare
                        Office of Education
                        Bureau of Education for the Handicapped

PUBLICATION DATE: September 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                   or
                   ERIC Document Reproduction Service
                   P.O. Box 190
                   Arlington, VA   22210 (Ed 191 199)

LANGUAGE: English   PAGES: 60   COST: Reproduction Costs

PHYSICAL FORMAT:- Position Paper

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Related Services,
                      Certification

OVERVIEW: Based on a survey of state officials and interviews
with representatives of professional organizations, the paper
analyzes policy problems and alternatives regarding certification
and licensure requirements for related services personnel working
with handicapped students. Chapter I reviews policy aspects in
federal statute, regulation, and litigation. The state of the art
regarding state practices in personnel standards for occupational
therapists, physical therapists, social workers, speech-language
pathologists, school psychologists, and school nurses is discussed
in Chapter II. Ther third chapter examines such issues as title
protection vs. activity restriction, potential legal conflicts,
traditional training inadequacies, and dual standards. Options
are presented in Chapter IV for two policy areas: policy gaps and
conflicts and supplementing professional preparation. A final
chapter lists questions for state policymakers in determining
needed policies and procedures. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: Third Party Payments for Related Services: Policy Issues
         and Implications for Handicapped Students

AUTHOR: Ross, John W.

PUBLISHER: Council for Exceptional Children
             1920 Association Drive
             Reston, VA   22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                      Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: March 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
                    or
                    ERIC Document Reproduction Service
                    P.O. Box 190
                    Arlington, VA   22210 (Ed 191 196)

LANGUAGE: English   PAGES: 37   COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulator

SUBJECT DESCRIPTORS: Policy Development, Related Services,
                       Interagency Coordination of Services

OVERVIEW: Insurance carriers and state directors of special
education were contacted for information regarding policies
regarding third party payments for related services mandated for
handicapped students under P.L. 94-142, the Education for All
Handicapped Children Act.   Insurance companies were queried
regarding reimbursable services, conditions for reimbursement,
levels of reimbursement, and qualifications for eligible
providers.   Fingings indicated that school systems are not
eligible for reimbursement under the individual's group health
insurance policy, and that otherwise reimbursable services are not
reimbursable to the school system when the system provides those
services.   Analysis of state policies revealed confusion over the
distinction betwen educationally and medically related services.
Among other findings was that insurance companies negate payments
based on governmental benefits exclusion clauses for services
required by law.   Potential strategies for obtaining third party
payments for related services delivered by a school system to
handicapped chidren are considered.   A final chapter reviews
cooperative agreements between the Bureau of Education for the
Handicapped and other federal agencies (including Head Start,
Office of Child Health Medicaid Bureau, and the Social Security
Administration) regarding cost sharing and service delivery.
(ERIC)

ABS: MARRC/MAS, 10/30/81   263

V-24

TITLE: New Directions for Student Services: Serving Handicapped
         Students

AUTHOR: Sprandel, Hazel Z.; Schmidt, Marlin R. (Editors)

PUBLISHER: Jossey-Bass, Inc., Publishers
            433 California Street
            San Francisco, CA 94104

FUNDING INSTITUTION:

PUBLICATION DATE: English   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 108| COST: $30.00/year

PHYSICAL FORMAT: Journal, Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
                       Federal Legislation, Agency Role, Models,
                       Orthopedically Impaired, Learning
                       Disabilities

OVERVIEW: New Directions for Student Services is one of several
series of quarterly source books designed to serve as compendiums
of the latest knowledge and practical experience on their topics,
and as reference tools. This volume addresses ways of meeting the
needs of both physically handicapped students and those
handicapped by learning-disabilities. Significant numbers of
handicapped students have chosen not to attend post secondary
institutions because they do not believe that their needs can be
met. The need for special attention to this segment of the
student population has become more pronounced. This source book
primarily focuses on services for the physically handicapped. In
Chapter One, Marianne R. Phelps clarifies the federal regulations
that apply to Section 504 of the Vocational Rehabilitation Act of
1973, and discusses what an institution must do in order to comply
with these regulations. In Chapter Two William Bryan and Faye
Becker demonsrate how the needs of handicapped students can be met
by student services professonals. A model for a student services
delivery system is presented, with discussion of issues such as
student assessment and special needs. Hazel Z. Sprandel addresses
the concerns such as "reasonable accommodation" and "program
accessibility" of student development specialists. Comprehensive
approaches to developing and improving career planning and
placement including better career counseling, work experience and
expanded placement services, are suggestions of Ronald E. Blosser
in Chapter Four. The concept of a barrier-free environment as the
key note of physical facilities modifications and special
equipment, in relationship to the needs of handicapped students is

discussed by William M. Shanhouse and Melodie S. Yates in Chapter
Five. The important role that involved faculty members play in
helping handicapped students adjust to the institution is
emphasized by Martha Lentz Walker in Chapter Six. Methods useful
in working with faculty are presented. In Chapter Seven, Pat Marx
discusses the training needs of persons who work with such
students as perceived by practitioners, and Marlin R. Schmidt
provides a counselor educators response to these perceived needs.
Hazel Z. Sprandel and Marlin R. Schmidt synthesi   he ideas
presented in the previous chapters, in Chapter Eight. Chapters
Nine and Ten describe additional sources of assistance for persons
concerned with student services for handicapped persona and list
both printed materials and organizations and agencies that can
provide help with the various aspects of serving handicapped
students. Concepts and ideas have been presented in this source
book that will be useful to student development specialists.

TITLE: Financing Educational Services for the Handicapped

AUTHOR: Bernstein, C.D.; Kirst, M.W.; Hartman, W.T.;
          Marshall, R.S.

PUBLISHER: The Council for Exceptional Children
             1920 Association Drive
             Reston, VA   22091

FUNDING INSTITUTION: U.S. Office of Education
                       Bureau of Education for the Handicapped

PUBLICATION DATE: 197   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 79   COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Policy Development, Funding, Program
                       Evaluation

OVERVIEW: This research report provides a comprehensive overview
of all existing research relevant to special education finance.
It identifies, reviews, evaluates and synthesizes this research,
along with current practices, into a framework that serves as a
base for making special education finance decisions.   This
framework aids the educational policy maker at both the state and
federal levels by "a) identifying key policy decisions in funding
educational programs for the handicapped, b) c   neating relevant
considerations   ach decision, and c) provic..._ a set of
criteria to evaluate the desirability and impact of special
education delivery schemes."   The scope goes beyond the
reimbursement mechanism to include program alternatives linked
with the method of financing.   The primary focus is on the state
level of financing with federal and local levels being represented
in terms of their relationship to state funding.   The report is
organized into four major issue areas: 1) Programming, 2) Cost
Determination, 3) Level of funding and 4) Funding Formulas, with
an additional section on abstracts of all relevant documents.

ABS: NERRC/SHA, 5/18/81

TITLE: Policy Effects of Special Education Funding Formulas:
           Program Report 80-B1

AUTHOR: Hartman, William T.

PUBLISHER: Institute for Research on Educational Finance and
               Governance (IFG)
               School of Education
               Stanford University
               CERAS Building
               Stanford, CA 94305
               (415) 497-0957

FUNDING INSTITUTION: U.S. Department of Health, Education and
                       Welfare
                       National Institute of Education

PUBLICATION DATE: January 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Sandra K. Kirkpatrick, Director for
                     Dissemination (Publisher)

LANGUAGE: English   PAGES: 35   COST: First four copies
                                             free; more than four:
                                             $1.00 each

PHYSICAL FORMAT: Position Paper, Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
                       Federal Legislation, Fiscal Accountability

OVERVIEW: P.L. 94-142 and similar legislation in almost every
state now requires all handicapped children to be provided a free
appropriate education. To accomplish this objective, estimates
indicate that large scale growth in the available funds for
special education will be necessary. As the funding for special
education increases, it becomes even more important for federal,
state, and local educational policymakers to understand the
effects and motivations caused by the magnitude and distribution
of these monies. Special education funding formulas have been
categorized into six types (unit, personnel, weight, straight sum,
percentage reimbursement, and excess costs) and by the main factor
used for the allocation of funds (resources, children served, and
cost). Each of these formulas has the same fiscal objective -- to
transfer monies for special education from the federal or state
level to school districts. Further, with comparable regulations,
guide-lines, and constraints, each of the formulas can be made to
yield the same amount of money. Consequently this analysis of the
funding formulas examines how each of the various formulas affects
important special education policies and decisions. Each of the
funding formulas provides certain incentives and disincentives for
local, state, and federal personnel to make certain educational

choices concerning h ndicapped children.   Therefore, to ε
the different formulas, this paper investigates the motivational
effects of the formulas on key programmatic and management issues
in special education. As an additional example, the impact of the
funding approach utilized by P.L. 94-142 to allocate federal
special education funds is reviewed according to these same
issues.   (IFG)

ABS: MARRC/LSC, 5/7/82

TITLE: National Comparative Study Regarding Rural Special
        Education Delivery Systems Before and After Passage
        of P.L. 94-142, A

AUTHOR: Helge, Doris

. .LISH.   National Rural Research and Pe.   .nel Prepar? ?n
                 Project (NRP)
              Murray State University
              Murray, KY 42071

FUNDING INSTITUTION: Center for Innovation and Development
                      Murray State University

PUBLICATION DATE: April 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 164   COST: $7.00

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
                  Implementors

SUBJECT DESCRIPTORS: Program Administration, Rural Education,
                      Comprehensive Services

OVERVIEW: This study sought to measure the impact of P.L. 94-142
upon services for handicapped children in rural areas.
Seventy-five school districts and cooperatives in 17 states
participated in this survey. Data included: on-site structured
interviews with administrators, service providers and parents;
analysis of records and budget data; and formal questionnaires.
The definition of "rural" adopted for this study was that
districts were considered rural when the number of inhabitants was
less than 150 per square mile or when located in counties with 60%
or more of the population living in communities no larger than
5,000 inhabitants. Districts with more than 10,000 students and
those within a Standard Metropolitan Statistical Area (SMSA), as
determined by the Census Bureau, were not considered rural. The
study identified significant improvement in programs and services
offered and types and ages of exceptional students served. A 92%
average increase in the number of handicapped students identified
and served was documented and services previously nonexistent for
severely handicapped students were provided in small schools at no
cost to parents. Major hindering factors were teacher recruitment
and retention problems, funding and staff inadequacies. Cultural,
geographic, and climatic variables also inhibited service delivery.

ABS: MARRC/LSC, 5/7/82

TITLE: Comprehensive Implementation Processes for Special
Education Services in the Bureau of Indian Affairs with
Public Law 94-142 Compliances: Conference Proceedings

AUTHOR: Moore, Jean J. (Compiler)

PUBLISHER: Southwest Regional Resource Center
Department of Special Education
University of Utah
Suite G
2363 Foothill Drive
Salt Lake City, UT 84109

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: January 1977   RRC PRODUCED: Yes

AVAILABLE THROUGH: EDRS (#ED 137002)
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

LANGUAGE: English   PAGES: 72   COST: $5.30 plus
                                                        postage

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Advocates, Administrators, Parents, Program
Implementors

SUBJECT DESCRIPTORS: Program Administration, Indian Education,
Federal Legislation, Funding, Program
Evaluation

OVERVIEW: Designed as a reference book, this publication reflects
the efforts of almost 100 American Indian parents, educators,
diagnosticians, social workers, etc., and representatives from
each of the Bureau of Indian Affairs (BIA) area offices in
attendance at the 1976 Conference on the Comprehensive
Implementation Process for Special Education Services in the BIA
with Public Law 94-142 Compliances. The major portion of this
document presents the work generated by the following workshop
topics: (1) Administration and fiscal (funding patterns, needs
assessment, staff, personnel development, facilities, equipment,
transportation, and community resources); (2) Assessment and
placement (identification, screening, referral, and staffing
procedures); (3) Program and evaluation (individual education
plan, curriculum development, and evaluation); (4) Protection
(confidentiality and due process). Each workshop topic is
presented in terms of known resources and follow-up activities

Comprehensive Implementation Processes for Special
   Education Services in the Bureau of Indian Affairs with
   Public Law 94-142 Compliances: Conference Proceedings
   (Continued)

(technical assistance needs, coordination needs, and timelines).
This publication also presents: conference presenters and their
topics, an eight-item list of supplementary resource materials,
the conference evaluation, BIA and Southwest Regional Resource
Center personnel and conference assignments, and a conference
directory.   (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: The Consortium for Handicapped Indian Children: A Report

AUTHOR: The National Association of State Boards of Education:
         Indian Education Training, Inc. (Compilers)

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and
                      Welfare
                      Office of Education

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: EDRS (#ED 192976)
                    P.O. Box 190
                    Arlington, VA 22210

LANGUAGE: English   PAGES: 31   COST: $3.65 plus
                                                  postage

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Policy Formulators, Advocates, Administrators,
                  Supervisors, Program Implementors, Parents

SUBJECT DESCRIPTORS: Policy Development, Program Development,
                      Interagency Coordination of Services, Agency
                      Role, Cooperative Planning, Communication,
                      Indian Education

OVERVIEW: Recognizing the need for a new approach to the problem
of federal/state jurisdictional overlaps in delivery of services
to Indians, the Bureau of Education for the Handicapped contracted
with the National Association of State Boards of Education and
Indian Education Training, Inc. to conduct a series of national
and regional conferences which would identify problem areas, make
recommendations, establish linkages, and create communication
networks among the major providers of educational services to
handicapped Indian children. A national conference was held in
Washington, DC in November, 1977, which brought together
knowledgeable representatives from Indian tribes and a number of
federal and state agencies. These experts discussed the problems
confronting the provision of a free, appropriate public education
to handicapped Indian children and identified five broad areas of
concern: child-find, due process, evaluation and testing,
training and program development, and support services. These
issues were examined in detail by state and federal agency
personnel, representatives of Indian tribes, and advocates at the
regional conferences held later in the year. Findings of the
regional conferences were summarized and 11 recommendations were
specified. (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: Federal Assistance for. Programs Serving the Handicapped

AUTHOR:

PUBLISHER: U.S. Department of Education
Office of Special Education and Rehabilitative
Services
Office for Handicapped Individuals

FUNDING INSTITUTION: N/A

PUBLICATION DATE: September 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Superintendent of Documents
(Request Stock #065-000-0053-9)
Government Printing Office
Washington., DC 20402
(202) 783-3238

LANGUAGE: English   PAGES: 248   COST: $7.50

PHYSICAL FORMAT: Directory

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
Parents

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Federal Legislation, Agency Role, Federal
Programs, Funding

OVERVIEW: The directory lists information about programs which
provide assistance to the handicapped or people working with or
for the handicapped. The information was excerpted from the 1980
Catalog of Federal Domestic Assistance. Programs are presented
according to four categories -- formula grants to states, project
grants, direct payments and nonfinancial assistance. A subject
index and an index on applicant eligibility are provided. A
selection of important state agencies serving the handicapped, a
listing of resources for funding information, and a small
selection of bibliographic references to books in the funding
field have also been included. The program descriptions include a
brief summary of program goals, uses and restrictions, types of
assistance, formula and matching grants, applicant eligibility,
beneficiary eligibility, applicant procedure, appropriations,
program accomplishments, examples of funded projects enabling
legislation and information contacts.

COMMENT: Although many of the programs included in the directory
have undergone changes administratively or structurally, much of
the content information is valuable.

ABS: MARRC/LSC, 5/7/82

273

TITLE: Rural Services Directory

AUTHOR: Hudder, Jean Anne W.; Lammonds-Harwood, Pamela
          (Compilers)

PUBLISHER: National Rural Research and Personnel Preparation
             Project (NRP)
             Center for Innovation and De :lopment
             Murray State University
             Murray, KY   42071

FUNDING INSTITUTION: U.S. Department of Education
                       Office of Special Education
                       Division of Personnel Preparation

PUBLICATION DATE: April 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 220   COST: $10.00

PHYSICAL FORMAT: Directory

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
                   Supervisors

SUBJECT DESCRIPTORS: Program Administration, Interagency
                       Coordination of Services, Agency Role,
                       Rural Education

OVERVIEW: The object of this directory is to make available the
names and addresses of organizations that could have an impact
upon services to handicapped pupils in rural areas. If groups
serving urban populations collaborated in service delivery to
handicapped pupils in rural areas, the NRP staff opted to include
the names of those organizations. This directory is a compilation
of data regarding agencies and organizations, and the programs and
projects through which they render service to rural populations.
The general divisions of the manual enable the user to determine
the level at which a program is offered, its primary focus or
concern, and the populations for whom it is primarily intended.
Evidence of collaboration is noted by a checkmark in a final data
column. The divisions include agencies administered through the
United States government -- federal; agencies organized
nation-wide with a professional service motive -- national;
agencies resulting from the union of several states with a common
purpose -- regional; agencies provided at the state level to meet
the needs of their constituents -- state; and agencies operating
in multi-county, county or local areas to serve persons residing
in the immediate locale -- local. Organizations formed to serve
via foundation, trade, or non-public means are described as
private. At the beginning of each general division, a matrix

describes the agencies identified at that level, primary
functions, and primary target populations. Immediately following
the matrix are pages containing the names of the agencies
identified, their addresses, and brief descriptions of services
offered. The order of the directory proceeds from federal,
national, regional, and state to local levels. The section
describing private organizations concludes the manual. The
programs of each state are entered alphabetically. The states are
entered alphabetically within the ten Federal regions in which
they are found, i.e., Region I contains Connecticut, Maine,
Massachusetts, New Hampshire, Rhode Island, and Vermont. The
territories are included in Federal regions that suggest
geographical or ethnic ties, i.e., Puerto Rico is included in
Region II as is New York. If an organization addresses several
needs or performs several services, all appropriate columns have
been marked.

ABS: MARRC/LSC, 5/7/82

V-32A

TITLE: A Partnership in Service -- SEA and LEA Responsibilities
         for the Delivery of a Free and Appropriate Public
         Education: A Reference Tool

AUTHOR: Task Forces of Regional Resource Center, Parent, State
         and Local Education Agency Personnel

PUBLISHER: Coordinating Office for Regional Resource Centers

FUNDING INSTITUTION: U.S. Department of Health, Education and
                      Welfare
                      Office of Education
                      Bureau of Education for the Handicapped

PUBLICATION DATE: November 1977   RRC PRODUCED: Yes

AVAILABLE THROUGH: Check local RRC for availability

LANGUAGE: English   PAGES: 18 matrix/   COST: Unknown
                                  resource documents

PHYSICAL FORMAT: Reference Material (large fold-out matrix
                  included)

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Development, Comprehensive Services,
                      Federal Legislation

OVERVIEW: The purpose of the matrix is to serve as a resource to
state and local education agencies as they plan for full service
delivery. The matrix describes the child-centered processes and
program support operations. The specific child-centered processes
that are required to assure FAPE include: initial child
identification and location; comprehensive multi-disciplinary
appraisal; timely development of individual educational programs;
placement of children in programs of the least restrictive
environment; implementation of IEPs; timely review of IEPs.
Support operations included: development and implementation of
policies to assure full provision of service; procedural
safeguards; coordination of services with other agencies;
instructional resource supports; personnel training and
development; and effective management and evaluation of services.
Resource documents included are: P.L. 94-142; regulations for
P.L. 94-142; regulations for implementations of Section 504 of the
Rehabilitation Act of 1973; Buckley Amendment, regulations storage
and access to student information; vocational education policies
and procedures. References regarding additional resource
documents are included.

ABS: MARRC/NF, 5/7/82

TITLE: Full Services Planning in Special Education -- Exercises
         in Fiscal and Program Development

AUTHOR: Snodgrass, Gary; Markwood, John

PUBLISHER: National Association of State Directors of Special
             Education
             1201 16th Street, N.W.
             Washington, DC 20036

FUNDING INSTITUTION: N/A

PUBLICATION DATE: January 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 74 (trainer's   COST: $200.00
                                   guide)   (complete kit)

PHYSICAL FORMAT: Kit, Manual, Audiovisual Aid, Workbook

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Program Development, Program Administration,
                       Inservice Training

OVERVIEW: This kit is designed to provide SEA, LEA, and
university training personnel with field-tested media and
materials to be used in workshops and courses for administrators
in planning a full services program in special education. The
program, designed as a one-day workshop including simulation
exercises, addresses both programmatic and fiscal aspects of
planning. The simulation exercises can be adapted for a series of
preservice sessions, and simulations can be expanded to include
additional assignments from the bibliography. Such topics as
incidence of handicapping conditions, demographic factors, least
restrictive environment, funding formula, and budgeting are
explored. Using basic demographic information for a hypothetical
school district, participants design a total special education
delivery system. The simulation encourages discussion of
philosophical differences among participants concerning best
practices vs. cost effective approaches. It provides a forum for
application of theory to a "real" situation. The simulation also
provides a vehicle for discussion of approaches for dealing with
the political issues which influence the development of full
services for handicapped students. A filmstrip presentation is
used to introduce participants to the characters in the
simulation, to provide basic demographic information on the
community, and to give examples of the approaches for providing
full services. The kit comes with the Trainers' Guide; 20 Student
Handbooks with simulation exercises; and filmstrip, with script
and cassette.

ABS: MARRC/LSC, 5/7/82

277

TITLE: School Leadership: Handbook for Survival

AUTHOR: Smith, Stuart, C.; Mazzarella, Jo Ann; Piele, Philip K.
(Editors)

PUBLISHER: ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, OR 97403

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 360   COST: $13.95

PHYSICAL FORMAT: Handbook, Guide

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Organizational
Change, Management Systems, Communication,
Cooperative Planning

OVERVIEW: This book is intended to be a practical resource for
school administrators and integrates current research data and
leadership theory with practical applications to the daily
operations of schools. The volume looks at leadership from three
perspectives: the person, the structure, and the skills.
Theoretical background is provided in Part 1, which focuses on the
person who holds a leadership position. Individual chapters
discuss the characteristics of leaders, human relations, the value
of diversity (specifically, the inclusion of women and minorities)
in educational leadership, and theories of leadership style.
Part 2 examines the systems or support structures that underlie
school leadership. Specific topics include the relationship
between a school district's central office and its individual
schools, school-based management, team management, participative
decision-making, and school climate. Part 3, which addresses
leadership skills, highlights specific capabilities administrators
can use to increase their leadership quotient. This lengthy
section covers successful communication, effective meetings,
management of time and stress, conflict management, and problem
solving. A 23-page bibliography completes the volume.

ABS: MARRC/LSC, 5/7/82

278

TITLE: An Evaluation of the Impacts and Achievements of the
         Human Services Network Program: Appendices

AUTHOR: Kirschner Associates, Inc. (Compilers)

PUBLISHER: Kirschner Associates, Inc.
            765 Delaware Avenue, S.W.
            Washington, DC 20024
            (202) 862-9400

FUNDING INSTITUTION: Michigan Department of Social Services
                      Lansing, MI

PUBLICATION DATE: February 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Hank Mayers
                    Department of Social Services
                    300 S. Capitol
                    Lansing, MI   48906

LANGUAGE: English   PAGES: 403   COST: $10.50 (both
                                                         volumes)

PHYSICAL FORMAT: Research Report, Statistical Data

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Policy Development and Administration,
                      Information Systems, Shared Services, Case
                      Management/Tracking Services, Models, Data
                      Collection, Program Evaluation

OVERVIEW: This companion volume of appendices supplements an
evaluation report on the Human Services Network, a computerized,
online information and referral system serving the Detroit
metropolitan area and Upper Peninsula in the State of Michigan.
The appendices provide information on the project history and
describe the development of the system organization and
relationships with affiliate local, State, and advisor agencies.
The central processing unit and file structure are schematically
described with diagrams and graphs. Characteristics of NETWORK
are shown through illustrations of the taxonomy, the provider
file, and the community resource verification and update process.
The preparation of management reports on affiliate support and
related activities and the utilization of the system in terms of
training are delineated. The operational objectives of NETWORK
are fully assessed; extensive graphs and diagrams illustrate the
evaluation. Finally, the NETWORK system is compared in a
comprehensive technology assessment with other relevant I&R
systems. The results of this evaluation are fully detailed.

ABS: MARRC/LSC, 5/7/82

TITLE: An Evaluation of the Impacts and Achievements of the
          Human Services Network Program: Final Report

AUTHOR: Kirschner Associates, Inc. (Compilers)

PUBLISHER: Kirschner Associates, Inc.
            765 Delaware Avenue, S.W.
            Washington, DC 20024
            (202) 862-9400

FUNDING INSTITUTION: Michigan Department of Social Services
                      Lansing, MI

PUBLICATION DATE: February 1979   RRC PRODUCED: No

AVAILABLE THROUGH: Hank Mayers
                    Department of Social Services
                    300 S. Capitol
                    Lansing, MI   48906

LANGUAGE: English   PAGES: 161   COST: $10.50 (both
                                                          volumes)

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Policy Development and Administration,
                       Information Systems, Shared Services, Case
                       Management/Tracking Services, Models, Data
                       Collection, Program Evaluation

OVERVIEW: The Michigan Human Services NETWORK is a demonstration
project serving the Detroit metropolitan area and the Upper
Peninsula in Michigan. NETWORK is a computerized, online
information and referral system, designed to help communities
provide improved and coordinated information and referral services
to the public. Comprehensive information on a full range of state
and local human service providers is maintained to assist local
information and referral (I&R) agencies to refer persons promptly,
reduce administrative costs, reduce provider intake problems
caused by bad referrals, improve worker skills with I&R training,
maximize the use of present service agencies, and improve referral
followup procedures and service planning information. It is built
on a partnership arrangement of a number of key participants,
including federal agencies, state agencies (Michigan legislature,
Department of Social Services, Department of Management and
Budget), affiliate terminal agencies, coalitions, service provider
agencies, and clients. NETWORK affiliates are those agencies in
the pilot demonstration area in which a computer terminal has been
placed. They are the agencies which provide the actual I&R
services to the client. NETWORK has developed a county advisory

280

coalition in each of the five counties, composed of affiliate
agencies and non-affiliate service providers, which meet monthly
to exchange information. The Honeywell 6610 series ccmputer and
Transaction Driven System (TDS) computer software is used. This
report presents an independent, third party evaluation of Human
Services NETWORK. The evaluation occurred over a period of nine
months, during eight of which the NETWORK system was operational;
it provides a brief history of NETWORK and discusses fiscal
implications and utilization of the system. It analyzes study
findings in regard to agencies' and providers' satisfaction,
hospital discharge planning and medicaid cost containment, adult
community placement, value of NETWORK I&R information, cooperative
management of I&R information, potential utility of NETWORK
planning data, organizational efficiency, worker productivity and
referral accuracy, and operational achievements. The largest
problem area encountered according to the report has been low
utilization of the system by certain affiliate agencies. The
report concludes that NETWORK appears to be one of the most
comprehensive automated I&R systems in the country in terms of
services provided and potential capacity.

ABS: MARRC/LSC, 5/7/82

TITLE: Second Handbook of Organization Development in Schools, The

AUTHOR: Schmuck, Richard A.; and others

PUBLISHER: Mayfield Publishing Company
             255 Hamilton Avenue
             Palo Alto, CA 94301
             *415) 324-8673

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       Office of Education
                       National Institute of Education

PUBLICATION DATE: 1977   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 500   COST: $21.05

PHYSICAL FORMAT: Handbook, Guide

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Organizational
                       Change, Communication, Inservice Training,
                       Management Training Techniques, Data
                       Collection, Evaluation, Cooperative
                       Planning

OVERVIEW: This handbook addresses a wide-audience; primarily for
organizational specialists in school districts and trainers, it is
applicable as well to school administrators, state, county and
local departments of education, students of educational
administration and curricula, school counselors and psychologists,
classroom teachers, department heads, and organizational
researchers in universities. It is designed as a tool for
organizational specialists who have been trained to operate as
members of a coordinated team. Offered is a concise theory,
tested technology, exercises and procedures, and information about
diagnosis and evaluation of organizational development. Twelve
chapters address topics of: Theory and Technology of
Organizational Development; Diagnosis; Clarifying Communicaton;
Establishing Goals; Working with Conflicts; Improving Meetings;
Solving problems; Decision Making; Macrodesigning; Microdesigning;
Evaluating Outcomes; and Institutionalizing Organization
Development in School Districts. Each chapter includes exercises
and activities as well as annotated bibliographies.

COMMENT: This guide would serve as a useful source for exercises
and activities for use by a facilitator of interagency
collaborative efforts in the aid of communication, conflict
management, decision making, improving meetings and establishing
effective leadership styles.

ABS: MARRC/LSC, 5/7/82

TITLE: A Cost-Based Approach to the Funding of Educational
         Programs: An Application to Special Education -- Project
         Report No. 81-A4

AUTHOR: Chambers, Jay G.; Hartman, William T.

PUBLISHER: Institute for Research on Educational Finance and
            Governance (IFG)
            School of Education.
            Stanford University
            CERAS Building
            Stanford, CA 94305
            (415) 497-0957

FUNDING INSTITUTION: U.S. Department of Education
                      National Institute of Education

PUBLICATION DATE: April 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Sandra L. Kirkpatrick
                    Director for Dissemination (Publisher)

LANGUAGE: English   PAGES: 61   COST: First four
                                                  copies free;
                                                  more than four,
                                                  $1.00 each

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Fiscal
                      Accountability

OVERVIEW: Over the last 15 years, the federal government and many
states have established a variety of categorical funding programs
to serve the various special need populations among school-aged
children (e.g., disadvantaged, non-English speaking, and
handicapped). There has been little, if any, coordination at the
federal and state levels with regard to service delivery or
funding of these various programs. Concurrent to the development
of these categorical programs, there has been an independent
movement to reform school finance. For the purpose of improving
the equity of school finance systems and increasing the efficiency
with which educational funds are distributed and services
delivered, a more appropriate strategy would be to consider the
development of categorical programs and the reform of school
finance systems within the context of a common conceptual
framework. It is the purpose of this paper to offer such a common
framework that could provide the basis for funding educational
services and to demonstrate how that framework might be applied
specifically to the funding of special education services. The
authors are proposing a cost-based funding approach that provides
equal access to educational resources across local districts

A Cost-Based Approach to the Funding of Educational
   Programs: An Application to Special Education -- Project
   Report No. 81-A4 (Continued)

serving similar student populations and also provides for
systematic differences in access to resources to districts serving
students with special differences in programmatic needs.   The
first two sections of this paper set the stage for analysis by
reviewing state categorical funding mechanisms and the previous
literature on need-based cost adjustments in education.   Section
III provides a conceptual framework for addressing programmatic
cost differences, while Section IV presents an empirical
application of the model to special education funding.   Section V
offers some policy implications and concluding remarks.   (IFG)

TITLE: Circular No. A-95, What It is. How It Works. A Handbook

AUTHOR: Intergovernmental Relations and Regional Operations Division, Office of Management and Budget (Compilers)

PUBLISHER: U.S. Government Printing Office

FUNDING INSTITUTION: N/A

PUBLICATION DATE: July 1976 • RRC PRODUCED: No

AVAILABLE THROUGH: Office of Management and Budget
Office of Publications
726 Jackson Place, N.W.
Washington, DC 20503

LANGUAGE: English   PAGES: 45   COST: Free

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Policy Development, Federal Legislation,
Interagency Coordination of Services

OVERVIEW: Office of Management and Budget Circular No. A-95 is a
regulation designed to promote maximum coordination of federal and
federally assisted programs and projects with each other and with
State, area wide, and local plans and programs. This handbook is
a description of this regulation, its structure, statutory base
and the 1976 Amendments to the regulation. Included is an
analysis of the four major parts under Attachment A: Part I, the
"Project Notification and Review System" (PNRS), which deals with
the state and local review of applications for Federal assistance;
Part II, "Direct Federal Development," which provides for
consultation by Federal agencies with State and local government
on direct Federal development projects; Part III, "State Plans"
which provides for gubernatorial review of State plans required
under certain Federal formula grant programs; and Part IV,
"Coordination of Planning in Multijurisdictional Areas," which
promotes coordination of federally assisted planning at the
substate regional level.

ABS: MARRC/LSC, 5/7/82

235

TITLE: Resources Management: Coping with P.L. 94-142. Project
         Leadership Presenter's Guide

AUTHOR: Ausy, Bill

PUBLISHER: Center for Educational Policy and Management
            College of Education
            University of Oregon
            Eugene, OR 97403

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 61   COST: $10.00

PHYSICAL FORMAT: Training Kit

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
                      Communication, Management Systems

OVERVIEW: This is a presenter's guide built upon the key ideas of
networking and administrators training of one another using
scripted workshop materials. It is designed to help educators
recognize and use available resources to meet the challenge of
providing a free, appropriate education to handicapped children,
and overcome problems common to educators when implementing
P.L. 94-142. The guide contains a script and suggestions to the
conduct of the session. Included are 1) masters of numbered
transparencies designed to give visual emphasis to the main
points, 2) participants' worksheets that correspond to suggested
activities, 3) handouts for participants that provide a summary of
the workshop content and specific bibliographic references, and
4) a reference list of the sources cited or referred to in the
text. A suggested reading list for the presenter augments the
packet. The session topics include: a) An overview and
historical perspective of P.L. 94-142, b) The use of linkages for
closing the gaps and reducing conflicts between special and
regular education.

ABS: MARRC/LSC, 5/7/82

TITLE: The Fallacies and Prospects of Educational Planning:
          Reflections on a Shop-worn Craft. Project Report 80-A1

AUTHOR: Weiler, Hans

PUBLISHER: Institute for Research on Educational Finance and
                  Governance (IFG)
             School of Education
             Stanford University
             CERAS Building
             Stanford, CA   94305
             (415) 497-0957

FUNDING INSTITUTION: U.S. Department of Health, Education and
                          Welfare
                       National Institute of Education

PUBLICATION DATE: January 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Sandra L. Kirkpatrick
                     Director for Dissemination (Publisher)

LANGUAGE: English   PAGES: 22   COST: First 4 copies free,
                                              more than 4, $1.00
                                              each

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Administrators, Policy Formulators,
                  Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Cooperative Planning,
                      Communication

OVERVIEW: The paper reviews the major criticisms raised in
discussions of educational planning in recent years. Proceeding
from a discussion of the short-comings and failures of educational
planning and the resulting changes in the concept of educational
planning, attention is given to the relationship between education
and politics, to planning as a process and to the role of the
planner. In discussing the relationship between planning and the
identification of needs in educational development, participation
and communication are singled out for special consideration.
Dealing with information and implementation as particularly
underdeveloped aspects of planning, the paper concludes with a
special section on the international context of educational
planning under the conditions of underdeveloped societies. (IFG)

Manuscript prepared for Vergleichende Erziehungswissenshaft:
Festschrift fur Hermann Rohrs. Wiesbaden: Akademische
Verlagsgesellschaft, 1980.

ABS: MARRC/LSC, 5/7/82

TITLE: Long Term Care Dilemmas: Perceptions and Recommendations.
         Final Report to the Honorable Joseph E. Brennan, Governor
         of the State of Maine

AUTHOR: The Governor's Task Force on Long Term Care for Adults
         (Peter Mills, Chairman)

PUBLISHER: Maine Department of Human Services
            State House Station 11
            Augusta, ME   04333
            (207) 289-2971

FUNDING INSTITUTION: N/A

PUBLICATION DATE: October 19^^   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English   PAGES: 224   COST: Unknown

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
                      Funding, Comprehensive Services, Cooperative
                      Planning

OVERVIEW: The Governor's Task Force on Long Term Care for Adults
was charged with the responsibility of examining the various plans
designed to meet the long term care needs of disabled adults; to
review statutes, regulations, policies, and financing, which
direct the affect of long term care services; and develop
recommendations for improving the coordination of the
administration of these services by state agencies in order to
more fully meet the needs of Maine's disabled adults. The purpose
of this report is to pull together the findings and
recommendations of the Task Force. Part One describes the nature
of the Report, the reasons for and responsibilities, members and
procedures of the Task Force; the economic, political and legal
contexts, and definition and principles of long term care
services. Parts Two through Eight consist of over 50
recommendations in the following general areas of long term care:
in-home and community support services; residential services;
planning for and coordination; regulating; financing; employees
involved in the provision of; and discrimination against and
advocacy on behalf of consumers of long term care services. After
each recommendation the Task Force states its major findings and
describes the situation and issues underlying the recommendation.

COMMENT: Recommendations in the area of planning and coordination
of services may be of particular interest. The Task Force
addresses the coordination of services through joint planning at
the state level, and the "case management" process at the local

Long Term Care Dilemmas: Perceptions and Recommendations.
    Final Report to the Honorable Joseph E. Brennan, Governor
    of the State of Maine (Continued)

level as necessary procedures for improving the delivery of long
term services. The report highlights the restraining forces of
too little time and turf problems that exist among agencies --
between local and state levels of government, and between
executive and legislative branches of government -- and the
concept of regulation, as interfering in effective coordination of
long term care services.

ABS: MARRC/LSC, 5/7/82

TITLE: Complexity and Control: What Legislators and
Administrators Can Do About Implementing Public Policy

AUTHOR: Elmore, Richard

PUBLISHER: National Institute of Education
U.S. Department of Education
Washington, DC 20208

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education

PUBLICATION DATE: August 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

· LANGUAGE: English   PAGES: 50   COST: Free

PHYSICAL FORMAT: Pamphlet, Monograph

TARGET AUDIENCE: Administrators, Policy Formulators, Advocates,
Supervisors

SUBJECT DESCRIPTORS: Program Administration, Program
Accountability

OVERVIEW: A thesis is presented that the traditional attempts to
control the system of delivering social services from the top down
may be part of the implementation problem. In discussing the
growing complexity of translating legislation into administrative
action, Professor Elmore addresses the issue of how legislators
and administrators can actually influence the implementation of
policy. He maintains that influences can come only if
policymakers recognize that the most important part of
implementation takes place at the bottom of the system, not at the
top. The more control exerted at the top, the less likely the
desired results at the bottom. In a series of hearing room
dialogues, the political, compliance and programmatic issues in a
new state initiative designed to address the problems of low test
scores in math and reading are explored. A difference is revealed
between a regulatory approach to implementation that stresses
hierarchical control and compliance, and a programmatic approach
that stresses delegated control and service delivery capacity.
The focus of this monograph is on the source of the policy
problem, the point where policy is being implemented.

ABS: MARRC/LSC, 5/7/82

290

TITLE: Successful Time Management: A Self-Teaching Guide

AUTHOR: Ferner, Jack D.

PUBLISHER: John Wiley & Sons, Inc., Publishers
             605 Third Avenue
             New York, NY 10016

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980   RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English .   PAGES: 287   COST: $8.95

PHYSICAL FORMAT: Textbook, Guide

TARGET AUDIENCE: Policy Formulators, Supervisors, Child Advocates,
                  Administrators, Program Implementors, Parents

SUBJECT DESCRIPTORS: Program Administration, Program Evaluation,
                      Data Colle_tion, Models

OVERVIEW: This book presents a framework of management
principles, along with many exercises, worksheets, case studies,
references, and key ideas, to help someone systematically gain
control of his or her time. The book can be used to learn an
entire system for time management or to supply one or two key
ideas and techniques for dealing with particular problems. The
narrative section covers such topics as: analyzing time problems,
setting goals and priorities, developing action plans, utilizing
planning guides and daily schedules, controlling interruptions,
dealing with procrastination, and other related issues. A unique
dimension of the book is an extensive appendix that contains
forms, worksheets and planning guides which can be easily
reproduced for personal use or for training aides.

ABS: MARRC/NLS, 5/7/82

TITLE: Management: Contingency Approaches

AUTHOR: Hellriegel, Don; Slocum, John W., Jr.

PUBLISHER: Addison-Wesley Publishing Company
             Reading, MA

FUNDING INSTITUTION: None

PUBLICATION DATE: 1978   RRC PRODUCED: No

AVAILABLE THROUGH: The Publisher

LANGUAGE: English   PAGES: 607   COST: $16.95

PHYSICAL FORMAT: Textbook

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Management Systems,
                       Communication, Models, Dispute Settlement

OVERVIEW: The basic objective of this book is to help prepare
students for managerial careers.   However, the managerial
concepts, techniques, and skills that make up the book could be
useful to anyone in a management position.   The book is organized
into four major parts.   Part I is "Foundations," Part II is "The
Managerial Processes," Part III is "Behavioral Processes," and
Part IV is "The Process of Change."   There are discussion
questions at the end of each chapter that directly relate to the
text material.   The authors have integrated material from diverse
approaches to the study of management into a distinctive
contingency approach.   The general theme of the contingency
approach is that there is no one best way to manage and that any
two ways will not be equally effective.   Topic areas such as
organizational design, decision making, planning, and control are
covered.   A macro view of organizational design is presented first
then the basic management functions are discussed.

292

ALPHABETICAL INDEX

(By Title)

TOPIC AREA INDEX

(By Subject Descriptor)

SUBJECT DESCRIPTOR	PAGES
INTERAGENCY COLLABORATION	
Adjudicated Handicapped Youth	II-4, II-40, II-41, II-74
Agency Role	II-2, II-27, II-31, II-33, II-35, II-41, II-42, II-49, II-51, II-64, II-67, II-68, II-74
Case Management	II-35, II-64
Collaborative Training	II-24, II-35, II-63
Communication	II-14, II-17, II-23, II-24, II-30, II-35, II-39, II-43, II-49, II-50, II-54, II-55, II-61, II-69, II-71, II-73
Community Involvement	II-4, II-32, II-33, II-39, II-42, II-43, II-58, II-59, II-64, II-74
Comprehensive Services	II-18, II-58
Conflict Management	II-16
Cooperative Planning	II-1, II-2, II-8, II-15, II-18, II-19, II-20, II-21, II-22, II-26, II-27, II-33, II-34, II-36, II-38, II-43, II-44, II-45, II-50, II-52, II-53, II-55, II-59, II-64, II-66, II-1, II-73, II-74
Data Collection	II-14, II-26, II-31, II-36, II-42, II-46, II-55, II-56, II-57, II-62, II-7, II-73
Developmental Disabilities	II-31
Dissemination	II-3, II-27, II-30
Early Childhood Programs	II-12, II-13, II-26, II-27, II-31, II-42, II-49, II-58
Emotionally Disturbed	II-22

SUBJECT DESCRIPTOR	PAGES
Models	II-4, II-5, II-6, II-11, II-13, II-17, II-20, II-23, II-25, II-26, II-27, II-28, II-29, II-30, II-31, II-33, II-34, II-36, II-41, II-44, IJ-45, II-48, II-49, II-52, II-56, II-57, II-67, II-69, II-70, II-71, II-73
Multidisciplinary Team Training	II-32
Needs Assessment	II-12, II-42
Organizational Change	II-10, II-16, II-50, II-64
Parent Involvement	II-14
Policy Development	II-11, II-30, II-50, II-60, II-61, II-63, II-67, II-72
Preservice Training	II-58
Program Accountability	II-
Program Administration	II-50, II-64, II-67, II-68, II-69, II-70
Program Development	II-2 II-51, II-53, II-61, II-64
Program Evaluation	II-1, II-2, II-21, II-31, II-48, II-64
Regional Educational Agencies	II-37
Resource Centers	II-21
Related Services	II-11, II-13, II-64
Rural Education	II-21, II-46, II-47, II-49
Sanctions	II-54
Severely and Profoundly Handicapped	II-23

SUBJECT DESCRIPTOR	PAGES
Data Collection	III-39, III-40, III-42, III-44, III-47
Dispute Settlement	III-67
Dissemination/Replication	III-4, III-6, III-13, III-18, III-19, III-23, III-25, III-37, III-44, III-45, III-47, III-50, III-55
Federal Legislation	III-62
Fiscal Accountability	III-49, III-60
Funding	III-16, III-30, III-41, III-46, III-52, III-58
Group Dynamics	III-67
Higher Education	III-41, III-52, III-57, III-59, III-61
Information Systems	III-60
Inservice Training	III-1, III-2, III-4, III-5, III-6, III-7, III-8, III-11, III-13, III-15, III-17, III-18, III-19, III-20, III-22, III-23, III-25, III-28, III-32, III-34, III-36, III-37, III-38, III-39, III-40, III-42, III-43, III-44, III-45, III-46, III-47, III-48, III-49, III-50, III-51, III-52, III-53, III-54, III-61, III-62, III-63, III-65, III-68
Interagency Coordination of Services	III-51, III-54, III-55, III-56, III-57, III-58, III-59, III-68
Interagency Personnel Training	III-64
Management Systems	III-68
Models	III-38, III-42, III-45, III-46, III-47, III-48, III-53, III-58, III-59, III-61, III-66, III-67

SUBJECT DESCRIPTOR	PAGES
Multidisciplinary Team Training	III-7, III-13, III-17, III-19, III-21, III-36, III-40
Monitoring	III-44
Needs Assessment	III-37, III-39, III-40, III-42, III-43, III-46, III-50, III-54, III-58, III-59
Organizational Change	III-5, III-6, III-9
Paraprofessional Training	III-2, III-53, III-68
Parent Involvement	III-11, III-27, III-68
Parent Training	III-3, III-4, III-24, III-38, III-41
Personnel Development	III-61, III-62, III-63, III-64, III-65, III-66, III-67, III-68
Preservice Training	III-15, III-17, III-21, III-25, III-28, III-29, III-31, III-33, III-37, III-41, III-52, III-55
Policy Development	III-68
Program Administration	III-39, III-40, III-53, III-54, III-57, III-59
Program Development	III-61
Program Evaluation	III-37, III-39, III-44, III-46, III-50, III-55, III-60
Related Services	III-62
Rural Education	III-3, III-11, III-12, III-13, III-16, III-27, III-28, III-30, III-47, III-51, III-56
Rural/Urban Schools	III-7, III-17

SUBJECT DESCRIPTOR	PAGES
Models	IV-5, IV-6, IV-7, IV-8, IV-10, IV-12, IV-15, IV-16, IV-17, IV-18, IV-32, IV-36, IV-39
Monitoring	IV-2, IV-3, IV-4, IV-19, IV-29, IV-30, IV-31, IV-32, IV-33, IV-35, IV-36, IV-37, IV-39
Multidisciplinary Team Training	IV-6
Organizational Change	IV-5, IV-10
Parent Involvement	IV-6, IV-8, IV-9, IV-35
Policy Development	IV-30, IV-31, IV-34, IV-38
Preservice Training	IV-13
Private Schools	IV-4, IV-33
Program Administration	IV-8, IV-10, IV-12, IV-20, IV-26, IV-30
Program Development	IV-20, IV-21, IV-22, IV-25, IV-26, IV-36
Program Evaluation	IV-5, IV-6, IV-7, IV-9, IV-10, IV-11, IV-12, IV-13, IV-14, IV-15, IV-16, IV-17, IV-18, IV-20, IV-21, IV-22, IV-23, IV-24, IV-25, IV-26, IV-27, IV-28, IV-29, IV-32, IV-33, IV-34, IV-37, IV-38, IV-39
Related Services	IV-32, IV-33
Sanctions	IV-29, IV-35
Severely and Profoundly Handicapped	IV-17
State Agency Procedures	IV-2, IV-19, IV-29, IV-30, IV-33
State Department of Education	IV-14, IV-19, IV-29
Statistics	IV-1, IV-24
Technical Assistance	IV-24, IV-37