

## Minibibliography

### *Selected Resources on Financing Early Childhood Systems to Support Inclusive Options for Young Children with Disabilities*

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#### *Special Projects, Organizations and National Centers*

##### National Early Childhood Technical Assistance Center (NECTAC)

The Web site on Keys to Inclusion and Natural Environments provides a variety of resources specific to early intervention, early childhood special education and early care and education systems. <http://nectac.org/inclusion/default.asp>

##### Alliance for Early Childhood Finance

This site provides links to the full text versions of several publications on funding approaches. The second volume of Financing Child Care in the United States: An Illustrative Catalog of Current Strategies is currently under development.

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

##### The Finance Project

This site provides resources and technical assistance for improved policies, programs and financing strategies.

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

##### Center for Special Education Finance (CSEF)

This Center is funded to address the delivery and support of special education services throughout the United States by conducting policy-relevant research to improve practices related to funding special education.

[http://csef.air.org/about\\_csef.php](http://csef.air.org/about_csef.php)

#### *Publications, Papers and Documents*

Bryant, E., & Cohen, C. (2003). *State Networks of Local Comprehensive Community Collaboratives: Financing and Governance Strategies*. Retrieved November 16, 2005 from <http://www.financeproject.org/Publications/collaborative.pdf>

**ABSTRACT:** This publication provides information on a variety of state-local collaborative networks that are working to improve comprehensive supports and services for young children and their families. It analyzes the financing and governance strategies being used by these networks, gives examples of initiatives that have used particular strategies, and discusses considerations for decision makers who are working to establish and maintain similar networks. It is meant to help policy makers, community leaders and community collaborative developers understand and apply these models to their own circumstances when working to improve services for

children and families.

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Fisher, H., Cohen, C., & Flynn, M. (2000). *Federal funding for early childhood supports and services: A guide to sources and strategies*. Available through the ERIC database at [http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/22/95/33.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/22/95/33.pdf)

ABSTRACT: The need for improved access to quality services for children and their families has resulted in a wide variety of early childhood and out-of-school time initiatives. Recognizing that developing financing plans and finding funding sources are a major challenge for these initiatives, this guide is intended to assist state and local officials, as well as members of community-based organizations and collaboratives, in identifying and accessing federal funds to help meet program goals. The guide is organized into the following sections: (1) "The Current Context for Financing Early Childhood Supports and Services," identifying factors affecting funding for early childhood services, including welfare reform and the economy; (2) "A Brief Overview of Federal Funding Sources," presenting a framework for understanding entitlements, formula or block grants, project grants, and direct payments; (3) "Federal Funding for Early Childhood Supports and Services," analyzing the amount of funding through these programs and discussing the array of program purposes supported; (4) "Federal Funding Strategies," presenting strategies for maximizing access to and making best use of federal funds; and (5) "Catalog of Federal Funding Sources," providing information on 59 programs, including kinds of services funded, the application process, program purposes funded, and matching requirements. Two appendices delineate the fiscal year 2000 federal assistance percentages for each U.S. state and territory, and list federal poverty guidelines for families of various sizes. The guide concludes with a list of other publications and organizations providing further resource information.

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Flynn, M. & Hayes, C. (2003). *Blending and braiding funds to support early care and education initiatives*. Retrieved February 3, 2004 from [http://www.financeprojectinfo.org/Publications/FPBlendingFunds1\\_24.pdf](http://www.financeprojectinfo.org/Publications/FPBlendingFunds1_24.pdf)

ABSTRACT: A number of trends are pushing states and communities to bring together traditionally separate services and programs and to create more integrated and responsive initiatives for young children and their families. Program directors and policymakers are devising new strategies for coordinating the funding for these initiatives. This strategy brief highlights the successes and lessons learned in blending early childhood funding streams and presents financing strategies that policymakers, community leaders, and program coordinators can use to align, coordinate, and integrate discrete, categorical funding streams.

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Kiron, E.(2003). Blending Early Care and Education Funds—Finance Issues, Opportunities, and Strategies *CC&F Research Brief*, 1(2). Retrieved November 17, 2005 from [http://ccf.edc.org/PDF/EDC\\_FinBrief2.pdf](http://ccf.edc.org/PDF/EDC_FinBrief2.pdf)

Abstract: This research brief summarizes finance-related findings from a three-year study of early care and education partnerships. Highlights include: sources of financial and in-kind resources, strategies used by providers to manage funds, and issues that arise in managing funds from different sources.

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Kolben, N. & Paprocki, C. (2001). *Next steps in blended funding: A policy recommendation*. Retrieved February 3, 2004 from <http://www.nycenet.edu/opm/vendor/rfp/pdf/blendedfunding.pdf>

ABSTRACT: Since the Universal PreKindergarten (UPK) legislation was passed in New York in 1997, the Early Childhood Strategic Group has worked to support full program implementation including providing information to community-based organizations on combining funds from different funding streams to extend UPK services to a full day and to enhance program quality. This report identifies current obstacles to implementation and makes recommendations to ensure that blended funding continues to be a viable option for service expansion. The report describes the benefits of blended funding and how UPK has been incorporated into community-based programs.

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Mezey, J., Beh, K., & Irish, K. (2003). *Coming together for children with disabilities: State collaboration to support quality in child care*. Retrieved November 17, 2005 from [http://www.clasp.org/publications/ccdf\\_idea\\_brf.pdf](http://www.clasp.org/publications/ccdf_idea_brf.pdf)

ABSTRACT: Families with children with disabilities have difficulty finding high-quality, appropriate child care for their children—and this is particularly true for low-income families. This report from CLASP and Easter Seals discusses the challenges these low-income families face; presents the findings of a survey of administrators of state child care and Individuals with Disabilities Education Act programs; explains the importance of collaboration among these programs; and suggests policy recommendations for federal and state governments.

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Mitchell, A. (1998). *Implementing universal prekindergarten in New York: Blended funding and other financial considerations*. Retrieved November 17, 2005 from <http://ecsgnyc.org/docs/blendedfunding.pdf>

ABSTRACT: New York City is participating in a New York State initiative to make free Prekindergarten available to all 4-year-old children. The universal prekindergarten program is being phased in over four years and began with the 1998-1999 school year. This report analyzes the potential impact of the program on the city's operating and capital budgets and discusses several obstacles to implementing universal pre-k in New York City.

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National Center for Children in Poverty. (2005). *Spending smarter: A funding guide for policymakers and advocates to promote social and emotional health and school readiness*. Retrieved December 6, 2005 from [http://www.nccp.org/pub\\_ssf.html](http://www.nccp.org/pub_ssf.html)

Abstract: Child care providers, teachers, and home visitors are often struggle with the issue of how to help young children who are at risk for early school failure due to social and emotional challenges. This guide is designed to help policymakers, agency officials, families, and other advocates maximize the impact of existing funding streams to support positive social and emotional development, early intervention, and treatment strategies that can improve school readiness.

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National Conference of State Legislatures. (2002). *Child care and early education coordination in the states*. Retrieved February 3, 2004 from <http://www.ncsl.org/programs/cyf/coordsum.htm>

ABSTRACT: This document presents an overview of a 50-state survey conducted by the National Conference of State Legislatures (NCSL) of state laws focusing on coordination of child care systems and early education systems, including preschool and Head Start. As policymakers expand programs to serve more children and improve services for successful outcomes, they are

also recognizing that the two systems provide similar services for young children.

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Odom, S. (2000). Preschool inclusion: What we know and where we go from here. *Topics in Early Childhood Special Education*; 20(1), p20-27.

ABSTRACT: This article reviews outcomes of inclusion at the preschool level, social integration patterns, placement, definition, quality, instruction, teacher and family attitudes, community participation, policy factors, and cultural influences. The concluding discussion addresses ongoing issues related to definition, quality, intensity and instruction, outcomes, social integration, and *funding*. (Contains extensive references.)

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Odom, S., Hanson, M., Lieber, J., Marquart, J., Sandall, S., Wolery, R., Horn, E., Schwartz, I., Beckman, P., Hikido, C., Chambers, J. (2001). The costs of preschool inclusion. *Topics in Early Childhood Special Education*, 21(1), 46-55.

ABSTRACT: Cost information was collected from five local education agencies that provided inclusive and traditional special education service options for preschool children with disabilities. Within-agency comparisons suggested that inclusive models were generally less expensive or comparable in cost to traditional forms of special education. Specific cost features were associated differently with different models.

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Odom, S.; Parrish, T., Hikido, C. (2001). The costs of inclusive and traditional special education preschool services. *Journal of Special Education Leadership*, 14, 33-41.

ABSTRACT: A study examined the costs of different models of inclusion and traditional special education preschool programs in five local education agencies in five states. Results show lower costs associated with more inclusive models as compared to traditional forms of special education provision on an annual and per hour basis. (Contains references.)

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Welfare Information Network. (2002). State early care and education initiatives. *Resources for Welfare Decisions*, 6(9). Retrieved February 3, 2004 from <http://www.financeprojectinfo.org/Publications/stateearlycareRN.htm>

ABSTRACT: Early care and education programs are not the responsibility of a single funding stream or entity. Programs frequently depend on an assortment of funding sources, and state and local governments encourage partnerships between programs in order to ensure that families and children receive the early care and education services they need. This publication identifies a number of available resources on early care and education initiatives and describes a variety of innovative funding practices.

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Wolery, R. A. & Odom, S. L. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute and the Early Childhood Research Institute on Inclusion. Retrieved February 3, 2004 from <http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf>

ABSTRACT: This guide is based on information gathered from 16 preschool programs serving 112 children with a wide range of disabilities. The programs were located in urban, suburban, and rural communities across the country and included culturally diverse children and adult participants. The 16 programs illustrate the various ways in which young children with disabilities can be included into early childhood settings. The purpose of the guide is to address some of the issues raised by the administrators of these inclusive settings. It discusses the barriers and roadblocks these administrators encountered as they set up inclusive programs and presents strategies for how to make high quality early childhood inclusion a reality. Although the guide meant for admin-

istrators who are responsible for setting up, monitoring, supporting, and maintaining inclusive programs for preschool children with and without disabilities, many of the suggestions can also be applied to various natural environments that exist for toddlers and infants being served in group settings. The guide includes extensive references and a chapter on the costs and financing of inclusive preschool programs.

*To search the ERIC databases or access the references herein,  
see <http://www.nectac.org/chouse/>*



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