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Professor
Erikson Institute
For Graduate Study in Child Development
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Professional History

- 1988-present Professor, Erikson Institute for Graduate Study in Child Development, Director, Doctoral Program
- 1988-2002 Faculty Associate, Chapin Hall Center for Children, University of Chicago
- 1986-1988 Visiting Associate Professor, School of Social Work, University of Michigan
- 1983-1986 Senior Program Consultant, William T. Grant Foundation
- 1978-1986 Research Associate (1978-1982) and Senior Research Associate (1982-1986), High/Scope Educational Research Foundation
- 1976-1977 Research Associate, Massachusetts Institute of Technology
- 1975-1976 Instructor, School of Education, and Research Assistant, Center for Educational Technology, Florida State University
- 1972-1974 U.S. Peace Corps Volunteer, Philippines

Courses Taught

Doctoral Proseminar (Erikson Institute)
Children at Risk (Erikson Institute)
Social and Historical Perspectives/Early Care and Education (Erikson Institute)
Seminar on Early Childhood Intervention Programs and Policies (Erikson Institute)
Social and Cultural Contexts of Child Development (Erikson Institute)
Research Seminar (Erikson Institute)
Service Delivery to Children and Families (University of Michigan)
The Child, The Family, and the State (University of Michigan, Loyola University Chicago)
Interdisciplinary Seminar on Child Abuse and Neglect (University of Michigan)

Funded Research and Other Projects

Current Project:

Principal Investigator, Bringing Non-School Learning and Youth Development Perspectives into High School Reform. Research leading to preparation of a monograph. Work being done for and funded by the Nellie Mae Education Foundation.

Past Projects:

Principal Investigator, Attributes of Good Developmental and Learning Experiences for High School Age Youth. Research (with selected “nominated” programs) and report prepared for the Chicago Out of School Time Initiative (funded by the Wallace Foundation).

Principal Investigator, Apprenticeship-Like Learning Experiences and Adolescent Development; research leading to a book. Multiple funding sources (William T. Grant Foundation, Ewing Marion Kauffman Foundation, Evelyn and Walter Haas Jr. Fund, Garfield Foundation).

Principal Investigator, Qualitative Study of After-School Matters. After-School Matters (ASM) is a city-wide initiative in Chicago, whose purpose is to mobilize and organize public and private resources to provide enriching after-school experiences for high school-age youth. The program model at the heart of ASM is a paid apprenticeship in one of four domains, arts, words, technology, and sports. This study focused on key dimensions of the apprenticeship experience, especially teaching-learning processes, examines challenges facing instructors, and reflects on possible outcomes.

Principal Investigator, Evaluation of the Public Libraries as Partners in Youth Development (PLPYD) Initiative. This initiative, which involved public library systems in nine cities/counties, was designed to develop and evaluate different approaches to making libraries more supportive, helpful and attractive places for low-income youth. The evaluation involved data collection through surveys, interviews, and analysis of records. A final report was prepared in late 2003. The project was run through Chapin Hall, with funding from the Wallace-Readers Digest Fund.

Principal Investigator, Study of the System-Building Dimensions of Baltimore=s After-School Strategy. This Strategy was part of the Safe and Sound Campaign, one of five city-wide efforts to improve children health and safety funded by the Robert Wood Johnson, under its Urban Health Initiative. The study, which involved interviews and document analysis, was designed to provide feedback on the key elements of the After-School Strategy, especially as they contributed to building a more coherent city-wide after-school system. Funding was from the Safe and Sound Campaign.

Principal Investigator, Study of Literacy Practices in After-School Programs. This was a two year study, designed to examine the range of current practices around literacy in after-school programs serving low-income children, to identify exemplary practices, approaches and

principles in this area, and to identify challenges to good practice around literacy. It included a survey of after-school programs in Chicago and Seattle, program observations in those two cities, as well as New York City, and interviews with staff of intermediary organizations. The project was run through Chapin Hall, with funding from the Dewitt Wallace-Readers Digest Fund.

Principal Investigator, History of Organized Arrangements for Low-Income Children in the Out-of-School Hours. Research leading to preparation of a book. Funding was from the Annie E. Casey Foundation and the Ewing Marion Kauffman Foundation.

Principal Investigator, Evaluation of the Dewitt Wallace-Readers Digest Fund MOST (Making the Most of Out of School Time) Initiative. This was a three-city (Boston, Chicago, Seattle) multi-year initiative, designed to strengthen the quality, amount, and overall systemic coherence of after school programs. The evaluation examined the nature and effectiveness of efforts in each city to build collaborative structures, expand the supply of school-age care, and improve program quality in specific local programs. The project was run through Chapin Hall, with funding from the Dewitt Wallace-Readers Digest Fund.

Principal Investigator, Study of Financing of After-School Programs in the City of Chicago. This study examined the sources and amounts of revenue; the costs; and the implications of current funding patterns for program quality and participation, for after-school programs in Chicago. Funding was from the Illinois Department of Commerce and Community Affairs.

Principal Investigator, Study of Services to Children in Healthy Start. Healthy Start was a 15 site infant mortality reduction initiative funded by the federal Health Resources and Services Administration. Local grantees were also supposed to undertake activities to improve maternal and child health and address other poverty-related family support needs. This study was designed to describe Healthy Start services provided to children over the age of one, including well-child care, high risk infant follow-up, child care, case management and social services; and determine which local approaches to service provision for children are most promising. Funding was from the U.S. Health Services Resource Administration.

Principal Investigator, Study of Youth Services in the Settlements in West Town, Chicago. This study was designed to examine the functioning, and the role in participating youths' lives, of a network of settlement house-based youth programs that were part of the Chicago Community Trust's Children, Youth and Family Initiative. The project was run through Chapin Hall, with funding from the Chicago Community Trust.

Principal Investigator, Process Evaluation of the Early Head Start Demonstration (based at the Center for Successful Child development, Robert Taylor Homes, Chicago). This study focused on the early development and implementation of a demonstration program operated by the Ounce of Prevention Fund. Funding was from the U.S. Department of Health and Human Services.

Principal Investigator, History and Analysis of Supportive Services for Families in Poverty.

Research leading to the preparation of a book. Funding was from the Ford Foundation.

Co-Investigator with Toby Herr (Director of Project Match), Project Match Research and Development Program. Project Match is a nationally recognized welfare to work program based in Chicago. Ongoing research/program development included: analysis of patterns of leaving welfare among Project Match participants; a study of an effort to integrate welfare to work activities into Head Start (the Step Up demonstration); the development of the Kids Match program, designed to link inner-city children to positive developmental supports; and miscellaneous policy papers on welfare reform-related issues, for instance on post-employment services. Funding was from the Joyce Foundation, the Fry Foundation, the Department of Health and Human Services, and the Chicago Department of Human Services, among other sources.

Co-Principal Investigator (with Amy Baker, Center for the Child, National Council of Jewish Women), HIPPY (Home Instruction Program for Preschool Youngsters) Implementation Study. This study examined selected dimensions of the implementation of the HIPPY program - a home-based preschool education/family literacy/family support program - in three sites around the United States. Funding was from the Carnegie Corporation.

Evaluation Consultant, Project Hope (directed by Jane Samuelson). Project Hope is a treatment program for addicted mothers and their young children, based at Columbus Hospital. The focus of the evaluation was on description of the model that has been developed (especially the principles underlying it); the treatment experience of participants; the progress of participants in recovery, parenting and other domains; and improved understanding of the relationship among recovery, parenting, and children's well-being and development.

Co-Principal Investigator with Sydney Hans and Aisha Ray (Child Psychiatry Research Unit, University of Chicago), Urban Child and Family Study. This was an in-depth study of early child rearing patterns in a sample of 100 families in the Robert Taylor Homes in Chicago. It focused on the nature of supports to mothers from their partners and their own mothers, and how such supports affected the mother-toddler relationship. Funding was from the Carnegie Corporation.

Evaluator, Children, Youth and Family Initiative of the Chicago Community Trust (under the auspices of the Chapin Hall Center for Children). This initiative was designed to strengthen "primary services" for children in communities throughout Chicago.

Principal Investigator, Study of Chicago Youth Center After-School Programs (through Chapin Hall). Study of the role played by after-school programs in the lives of inner-city children in Chicago, and challenges of implementing community-based programs in the inner-city. Funding was from the McCormick Trust.

Project Director, Cross-Project Evaluation of the Ford Foundation's Child Survival/Fair Start (CS/FS) Demonstration. Under CS/FS the Ford Foundation sponsored community-based strategies to improve pregnancy outcomes, infant health, and development in low-income families. The cross-project evaluation team, under a grant from Ford, provided technical

assistance in program and evaluation design to the local demonstrations, and was responsible for synthesizing findings from the whole effort. Funding was from the Ford Foundation.

Consultant, National Commission to Prevent Infant Mortality. Helped with preparation of a monograph on home visiting, and with development of guidelines to be translated into legislative proposals.

Faculty, Interdisciplinary Graduate Education Program in Child Abuse and Neglect, University of Michigan. Helped design, led seminars and advised students in this federally funded, graduate training program.

Consultant, Committee on Prenatal Care Outreach, Institute of Medicine, National Academy of Sciences. Responsible for preparing a background paper for the Committee, and occasional consultation to Committee staff.

Senior Program Consultant, William T. Grant Foundation. Responsible for helping develop and implement the Grant Foundation's action research program concerned with the identification/development of effective social programs addressing problems of stress and coping among school-age children. Consultation involves reviewing proposals and advising the Foundation with regard to funding decisions; identifying promising programs in the field and supporting their applications, assisting both applicants and grantees in developing research plans.

Program Director, Supplemental Security Income, Disabled Children's Program. (1982-1985) Responsible for supervising two full-time field staff who worked with SSI-eligible families with young disabled children (in three southeast Michigan counties) to develop and monitor comprehensive-medical, rehabilitative, nutritional counseling, financial-service plans, and provide case management as needed.

Principal Investigator, Development of Indicators of Children's Psycho-Social Well-Being (for UNESCO). Study done for UNESCO outlining approaches extending social indicators work to include assessment of children's psycho-social well-being in different national and local contexts.

Principal Investigator, Study of the Impact of P.L. 94-142 on Handicapped Children and their Families (for the U.S. Office of Special Education). The study involved in-depth case studies in children in southeast Michigan, and examined how institutional responses to the central provisions of the Education for All Handicapped Children Act affected these children and their families.

Earlier

Technical Consultant, Preparation of Child Development Manual for UNICEF Field Staff.

Policy Research Analyst, St. Kitts-Nevis National Day Care Development Project (under contract with the Agency for International Development).

Principal Investigator, Survey of Early Childhood Education in Latin American (for Agency for International Development).

Technical Staff, Evaluation of the Venezuelan Home Day Care Program (for the Foundation del Nino and UNICEF).

Technical Staff, National Evaluation of Project Developmental Continuity (a Head Start Demonstration Project).

Technical Staff, Evaluation of the National Institute of Education's Research and Development Utilization Project.

Principal Investigator, Demonstration of Direction Service for Handicapped Children and Adults (U.S. Office of Special Education).

Technical Staff, Ford Foundation Study of Early Intervention Programs in Latin American and the Caribbean (while at M.I.T.).

Education

1972 B.A., Trinity College, Hartford, Connecticut
English Literature

1975 M.A., Florida State University, Tallahassee, Florida
Early Childhood Education

1977 Ph.D., Florida State University, Tallahassee, Florida
International Development Education

Publications

Books

Halpern, R. The Means to Grow Up: Reinventing Apprenticeship as a Developmental Support in Adolescence. New York and London: Routledge, 2009.

Halpern, R. Making Play Work: The Promise of After-School Programs for Low-Income Children. New York: Teachers College Press, 2003.

Halpern, R. Fragile Families, Fragile Solutions: A History of Supportive Services for Families in Poverty. New York: Columbia University Press, 1998.

Halpern, R. *Rebuilding the Inner-City: A History of Neighborhood Initiatives to Address Poverty in the United States*. New York: Columbia University Press, 1995.

Larner, M., Halpern, R., & Harkavy, O. *Fair Start for Children: Lessons from Seven Demonstration Projects*. New Haven: Yale University Press, 1992 (edited, authored one chapter, co-authored two other chapters).

Pollitt, E., with Halpern, R. & Eskenasy, P. *Poverty and Malnutrition in Latin America: Early Childhood Intervention Programs*. New York: Praeger Publishers, 1980.

Articles, Monographs and Chapters

Halpern, R. Child care, in *The Child: An Encyclopedic Companion*, edited by R. Schweder, et al, University of Chicago Press, 2009.

Halpern, R. Critical issues in after-school programming. *Monographs of the Herr Research Center for Children and Social Policy, Erikson Institute, Serial 1, Volume 1, 2006.*

Halpern, R. "After-School Matters in Chicago: Apprenticeship as a model for youth programming". *Youth and Society*, 38, 2, 203-233, 2006.

Halpern, R. "Youth programs into the void: An essay review". *Social Service Review*, 80, 1, 171-190, 2006

Halpern, R. "Instrumental relationships: A potential relational model for inner-city youth programs". *Journal of Community Psychology*, 33,1, 11-20, 2005.

Stott, F. & Halpern, R.. "Listening to the voices of families: Thoughts, hopes and fears in a Latino community". *Zero to Three*, 23, 5, 16-21, 2003.

Halpern, R. "Supporting the literacy development of low-income children in after-school programs: Challenges and exemplary practices". *Afterschool Matters, Occasional Paper Series No. 1, Fall, 2003.*

Halpern, R. A different kind of child development institution: The history of after-school programs for low-income children. *Teachers College Record*, 104, 2, 178-211, 2002.

Halpern, R. The promise of after-school programs for low-income children. *Early Childhood Research Quarterly*, 15, 2, 185-214, 2000.

Halpern, R., Barker, G., & Mollard, W. Youth programs as alternative spaces to be: A study of neighborhood youth programs in Chicago's West Town". *Youth and Society*, 31, 4, 469-

505, 2000.

Halpern, R. "Programs for low-income children and families". In S. Meisels & J. Shonkoff (Eds.), *Handbook of Early Childhood Intervention* (2nd ed.). New York: Cambridge University Press, 2000.

Halpern, R. "After-school programs for low-income children: Promises and challenges". *The Future of Children*, 9, 2, 81-95, 1999.

Halpern, R. "Good practice for multiply vulnerable families: Challenges and principles." *Children and Youth Services Review*, 19, 4, 253-275, 1997.

Halpern, R. "Parent support and education programs: What role in the continuum of child and family services?" In I. Schwartz (Ed.), *Family and Home-based Services*. Lincoln: University of Nebraska Press, 1996.

Halpern, R. "Neighborhood-based services in low-income neighborhoods: A brief history." In P. Adams and K. Nelson (Ed.), *Reinventing Human Services*. New York: Aldine de Gruyter, 1995.

Herr, T. & Halpern, R. "Bridging the world of Head Start and welfare to work: Building a two generation self-sufficiency program from the ground up." In S. Smith (Ed), *Two Generation Programs for Families in Poverty: A New Intervention Strategy*. NJ: Ablex, 1995.

Halpern, R. "Children on the edge: An essay review." *Social Service Review*, 69, 1 (March) 131-151, 1995.

Herr, T. & Halpern, R. "Reforming welfare: Customized plans aren't only possible, they're inevitable." *The New Democrat*, 6, 2, 23-25, 1994.

Herr, T. & Halpern, R. "Changing what counts: Rethinking the journey out of welfare." *American Behavioral Science Review*, 1, 2, 113-164, 1993.

Halpern R. & Herr, T. "Response to Lynn, Maines, & Britt." *American Behavioral Science Review*. 1, 2, 191-197, 1993.

Halpern, R. "The societal context of home visiting and related services to families in poverty." *The Future of Children*, 3, 3, 158-171, 1993.

Halpern, R. "Neighborhood initiatives to address poverty: Lessons from experience." *Journal of Sociology and Social Welfare*, 20, 4, 111-135, 1993.

Halpern, R. "Poverty and infant development." In C. Zeanah (Ed.), *Handbook*

of Infant Mental Health. New York: Guilford Publishers, 1993.

Halpern, R. "Challenges in evaluating community-based health and social interventions: The case of prenatal care outreach." *Journal of Social Science Research*, 16, 3/4, 117-132, 1992.

Halpern, R. "The meaning of child saving." *The Review of Education*, 14, 353-360, 1992.

Halpern, R. "The role of after school programs in the lives of inner-city children." *Child Welfare*, 61, 3, 215-230, 1992.

Halpern, R. "Supportive services for families in poverty: Dilemmas of reform." *Social Service Review*, 65, 3, 343-364, 1991.

Halpern, R. Editorial Introduction: "Educational programs and policies to care for our children." Special Issue, *Children and Youth Services Review*, 12, 265-267, 1990.

Halpern, R. "Parent support and education programs." *Children and Youth Services Review*, 12, 285-308, 1990.

Halpern, R. "Fragile families, fragile solutions: An essay review," *Social Service Review*, 64, 4, 637-648, 1990.

Halpern, R. "Poverty and early childhood parenting: Toward a framework for intervention." *American Journal of Orthopsychiatry*, 60, 1, 6-17, 1990.

Halpern, R. "Community-based early intervention programs." In S. Meisels & J. Shonkoff (Eds.). *Handbook of Early Childhood Intervention*. New York: Cambridge University Press, 1990.

Halpern, R. & Larner, M. "The design of family support programs in high-risk communities: Lessons from the Child Survival/Fair Start Initiative." In D. Powell, (Ed.). *Parent Education as Early Childhood Intervention: Issues for Theory, Research, and Practice*. New Jersey: Ablex Publishers, 1989.

Halpern, R. "Parent support and education for low-income families: Historical and current perspectives." *Children and Youth Services Review*, 10, 283-303, 1988.

Musick, J. & Halpern, R. "Giving children a chance: What role community-based early parenting interventions?" In M. Steinbruner (Ed.). *Giving Children a Chance: The Case for More Effective National Policy*. Washington D.C.: Center for National Policy Press, 1989.

- Halpern, R. "Action research for the late 1980s." *Journal of Community Psychology*, 16, 249-260, 1988.
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- Halpern, R. & Larner, M. "Lay family support during pregnancy and infancy: The Child Survival/Fair Start Initiative." *Infant Mental Health Journal*, 8, 2, 130-144, 1987.
- Halpern, R. "Key social and demographic trends affecting young families: Implications for early childhood care and education." *Young Children*, 42, 6, 34-40, 1987.
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- Halpern, R. "A child survival and developmental revolution?" *International Journal of Early Childhood*, 18, 1, 41-53, 1986.
- Halpern, R. "Home-based early intervention: Dimensions of current practice." *Child Welfare*, 65, 4, 387-398, 1986.
- Halpern, R. "Effects of early childhood intervention on primary school progress and performance in Latin America." *Comparative Education Review*, 30, 2, 193-215, 1986.
- Halpern, R. "Continuing constraints to a preventively oriented medical care system in the United States." *Journal of Primary Prevention*, 6, 2, 115-127, 1985.
- Halpern, R. "Home-based early intervention: Emerging purposes, intervention approaches, and evaluation strategies." *Infant Mental Health Journal*, 5, 4, 206-220, 1984.
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Selected Reports

Halpern, R. *A qualitative study of After-School Matters: Interim and Final Reports*. Chicago: Erikson Institute, 2005.

Halpern, R. *Confronting the big lie: The need to reframe expectations of after-school programs*. Chicago : Erikson Institute / New York: Partnership for After-School

Education, 2004.

Spielberger, J., Horton, C., Michels, L., & R. Halpern. *New on the shelf: Teens in the library*. Chicago: Chapin Hall Center for Children, 2004

Halpern, R. *Physical inactivity among low-income children: Problem, prospect and challenge*. New York: Robert Wood Johnson Foundation, After-School Project, 2003.

Spielberger, J. & Halpern, R. *The role of after-school programs in children's literacy development*. Chicago: Chapin Hall Center for Children, 2002

Halpern, R, Spielberger, J., & Robb, S. *Evaluation of the MOST (Making the Most of Out of School Time) Initiative: Final Report*. Chicago: Chapin Hall Center for Children, 2000.

Halpern, R. Garcia, R. *AA Study of Services to Children Over One Year of Age in Healthy Start*. Chicago: Erikson Institute for Advanced Study in Child Development, 1998.

Herr, T., Wagner, S., & Halpern, R. "Making the shoe fit: Creating a work-prep system for a large and diverse population." Chicago: Project Match, Erikson Institute, December, 1996.

Halpern, R. "Historical perspectives on neighborhood-based strategies to address poverty-related social problems." In A. Kahn & S. Kamerman, (Eds.). *Children and Their Families in Big Cities: Strategies For Service Reform*. New York: Columbia University School of Social Work, 1996.

Epstein, A., Lerner, M., & Halpern, R. *AA Guide to Developing Community-based Family Support Programs*. Ypsilanti, MI: High/Scope Press, 1995.

Herr, T., Halpern, R., & Wagner, S. "Something old, something new: A case study of the post-employment services demonstration in Oregon." Chicago: Project Match, Erikson Institute, 1995.

Hans, S., Ray, A., & Halpern, R. *ACaregiving in the Inner-City*. A final report to the Carnegie Corporation of New York. Chicago: University of Chicago, 1995.

Wynn, J., Costello, J., Halpern, R., & Richman, H. "Children, families, and communities: A new approach to social services." Chicago: Chapin Hall Center for Children, University of Chicago, 1994.

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- Weiss, H. & Halpern, R. "Community-based family support and education programs: Something old or something new?" Paper commissioned by the National Resource Center for Children in Poverty, Columbia University, April, 1988.
- Halpern, R. & Myers, R. "Effects of early childhood intervention on primary school progress and performance in developing countries." Report prepared for Bureau of Program and Policy Coordination, United States Agency for International Development, April, 1985.
- Myers, R., Landers, C., with Halpern, R. "Early childhood development: A programme manual and guide for UNICEF program officers." New York: UNICEF, 1985.
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- Halpern, R., & Parker-Crawford, F. "Study of the impact of P.L. 94-142 on the handicapped child and family: Institutional responses and their consequences (and executive summary)." Report prepared for the U.S. Office of Special Education, 1981.
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