

The sources of educational deprivation in our region are obvious. Problems resulting from desegregation of schools, problems relating to the inner core city and small rural schools, and problems related to the education of children from families of migratory workers are all a part of this program focus.

Although our laboratory was placed on a formal operational basis only in July of 1966, we have been able to move quickly and develop responsible activities which meet these problems head on. We are, for example, helping to—

1. Disseminate information through the ERIC system.
2. Develop supporting research projects which seek new ways to ameliorate education deprivation.
3. Initiate system of 24 pilot demonstration schools in educationally deprived areas of the region to secure accelerated educational advancement.
4. Implement a continuous system of newsletters and daily news releases to provide up-to-date information on new technology and programs to all persons interested in educational advancement in our region.
5. Provide technical supporting services to accelerate planning and development at both a local school district and regional level.

In all of our program activities, we have a variety of relationships with the Office of Education, as well as with other Federal agencies. Deepest involvement at the moment is with titles I and III of Public Law 89-10, where we assist school systems in educationally deprived areas with the development of significant projects and provide for their evaluation.

This technical assistance through our component offices results in more efficient and effective utilization of Federal funding in schools where such financial assistance is most sorely needed.

Our laboratory is also involved with such other activities as title IV, Public Law 89-10; title IV, Civil Rights Act; Vocational Education Act of 1963; and the Higher Education Act of 1965.

While the laboratory is working with a number of Federal programs, it should be noted that our direct funding comes from title IV, Public Law 89-10, and that no further funding of our operations is derived from other authorizations to the Office of Education. We have received, and I should assume we would continue to receive, financial support from a variety of Federal agencies, other than the Office of Education.

For example, we have received funds from the United States Department of State to assist in building a bilingual educational materials center.

Here we find an illustration of the laboratory seeking to be effective in interrelating various groups and institutions to meet national needs and concerns. In this instance, the concern is to provide appropriate educational opportunities for Cuban refugees. We know that in Dade County, Fla., alone there are 25,000 non-English-speaking children, and this number continues to increase at the rate of about 250 per month.

Materials to meet the unique educational needs of these children are the same needed by American-sponsored schools in Latin America,