

Southeastern Educational Laboratory, Atlanta, Georgia (Florida, Georgia, and Alabama)

Southwest Educational Development Corporation, Austin, Texas (eastern and central Texas and southern Louisiana)

Southwest Regional Educational Laboratory, Englewood, California (southern California, southern Nevada, and southwestern Arizona)

Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico (all of New Mexico and portions of Arizona, Texas, and Oklahoma)

Upper Midwest Regional Educational Laboratory, Inc., St. Paul, Minnesota (Iowa, Minnesota, North Dakota, South Dakota, and part of Wisconsin)

In February 1967, a National Laboratory in Early Childhood Education was established, with its national coordination center at the University of Illinois. The other participating institutions are George Peabody College and Chicago, Syracuse, Arizona, New York, and Cornell Universities. Although 20 regional educational laboratories have been established under the authority of Title IV, the Early Childhood Laboratory is the first national laboratory to be created. Among projects underway or planned are:

Analysis of the educational assets and deficits of Mexican-American children:

Studies of two- and three-year-olds focused on language skills, concept formation, and physical coordination:

Development of curriculum for preschool and early primary school programs for disadvantaged Negro children:

Analysis of home environments and their effect on learning in children from middle and lower economic groups:

Examination of the extent to which social segregation exists in nominally integrated classrooms (of four-year-olds) and development of procedures aimed at eliminating the condition.

As of the end of fiscal 1966, Instructional Material Centers had been established at the following locations to serve the educational needs of handicapped children and youth.

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky.

Colorado State College, Greeley.

Department of Special Education, Superintendent of Public Instruction, 302

State Office Building, Springfield, Illinois.

Michigan State University, East Lansing.

The University of Kentucky, Lexington.

The University of Oregon, Eugene.

The University of South Florida, Tampa.

The University of Southern California, Los Angeles.

The University of Texas, Austin.

The University of Wisconsin, Madison.

APPENDIX D-1

EXAMPLES OF DEVELOPMENTAL ACTIVITIES FUNDED BY THE RESEARCH DIVISION

A National prevalence study of speech and hearing disorders to determine how many children in public schools have different kinds of speech or hearing problems. Data from this study will be helpful in planning for programs at both the Federal and local levels in the establishment of programs for speech and hearing impaired children.

A grant to enable a private, nonprofit-making research organization with several regional offices to study the effects of the Instructional Materials Center program. This group will study the way in which teachers modify their behaviors with reference to educational materials as a result of the development of the Instructional Materials Center Program. This particular project is a good example of the Division's attempt to continually monitor and evaluate its own programs and impact.

A grant for the development of a conference to study problems in sparsely settled areas of the United States. This conference was held and many research projects are now being formulated addressed to these problems. The Division is now engaged in the development of a grant application to hold a Pan-Pacific conference to study the problems of handicapped children in the United States territories in the Pacific.

The Division of Research is working with the VRA for the establishment of model demonstration programs of vocational education for the deaf.