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# REGIONAL EDUCATIONAL RESOURCE CENTER

Training • Service • Research

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DEPARTMENT OF PUBLIC INSTRUCTION, STATE OF IOWA

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THE UNIVERSITY OF IOWA

•  
JOINT COUNTY SYSTEM OF CEDAR, JOHNSON,  
LINN, AND WASHINGTON COUNTIES

REGIONAL EDUCATIONAL RESOURCE CENTER\*

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JOINT COUNTY SYSTEM OF CEDAR, JOHNSON, LINN, AND WASHINGTON COUNTIES

Dwight G. Bode, Superintendent  
Donald Oxenford, Joint County Coordinator  
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June 23, 1969

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United States Office of Education,  
Department of Health, Education and Welfare  
Project Number 252901  
Contract Number OEC-0-9-252901-4539 (032)



## REGIONAL EDUCATIONAL RESOURCE CENTER

### Introduction

The Regional Educational Resource Center concept has as its major missions training, service, and research. The Center will fulfill its commitment to these missions through:

- A. Innovative and intensive efforts in teacher training at both the pre-service and in-service levels.
- B. Providing comprehensive screening, diagnostic and treatment services to children and youth and consultation services to various interdisciplinary personnel.
- C. Creating a system to interrelate research, development demonstration, dissemination, training, and direct services.

Inherent in the concept of the Regional Educational Resource Center are two basic propositions: one, that all children can learn regardless of their particular disabilities if sufficient diagnostic information is available and appropriate educational treatment strategies are formulated and implemented. An two, that all educational practitioners can become more proficient in their teaching of children.

Certain assumptions underlying the Center's strategy should be made explicit. The first of these assumptions is that, in order to develop appropriate educational programs, the problems of children must be defined in educationally relevant concepts. The past and current emphasis on gross labeling and categorization of children, ("mentally retarded," "emotionally disturbed," "juvenile delinquency," "brain damage," etcetera) has been educationally

EXPLANATION OF ADMINISTRATIVE ORGANIZATION FOR  
REGIONAL EDUCATIONAL RESOURCE CENTER

A. State and Regional Organization

1. The Iowa Department of Public Instruction is committed to a regional, or multi-county, development for the improvement of educational services in the state as evidenced by its state plans for Titles II and VI, E.S.E.A., and by the existence of fifteen multi-county vocational community college areas.
2. The Joint County System of Cedar, Johnson, Linn, and Washington Counties is a legal entity with sufficient pupil and financial resources to assure the continuation of experimental efforts.
3. Iowa Law, specifically Chapter 28E (Appendix B), is favorable to interagency cooperative arrangements as outlined in the project. Further, the Iowa laws pertaining to special education, Chapter 281, Code of Iowa, permit varied approaches to meeting the needs of children requiring special education services. (Appendix C)

B. Resources

1. The University of Iowa and its affiliated programs provide a vast resource of expertise in the area of special education and related services.
2. Area X (seven counties) provides an adequate financial and pupil base for experimental effort.
3. The Iowa Department of Public Instruction is recognized for its division of special education and its sponsorship of various innovative special education programs.



means of dissemination via printed materials, video tapes, and other media.

G. Commencement of Operation

Operation of the Center, on a limited basis, began officially June 23, 1969, upon the awarding of a Grant submitted under provision of Title VI, Part B PL-90247. The present plans call for full operation of the Center by June, 1971.

The three agencies jointly sponsoring the Regional Educational Resource Center look upon it as a development which will have an important and continuing influence in the American educational scene. More specifically, the Regional Educational Resource Center concept represents a change from focusing on the problems of children to focusing on the problems of educating such problem children. Therefore, this position supports the proposition that the most direct means for changing the approaches to the education of handicapped children and youth lies in the development of educational practitioners capable of implementing effective educational strategies of intervention.

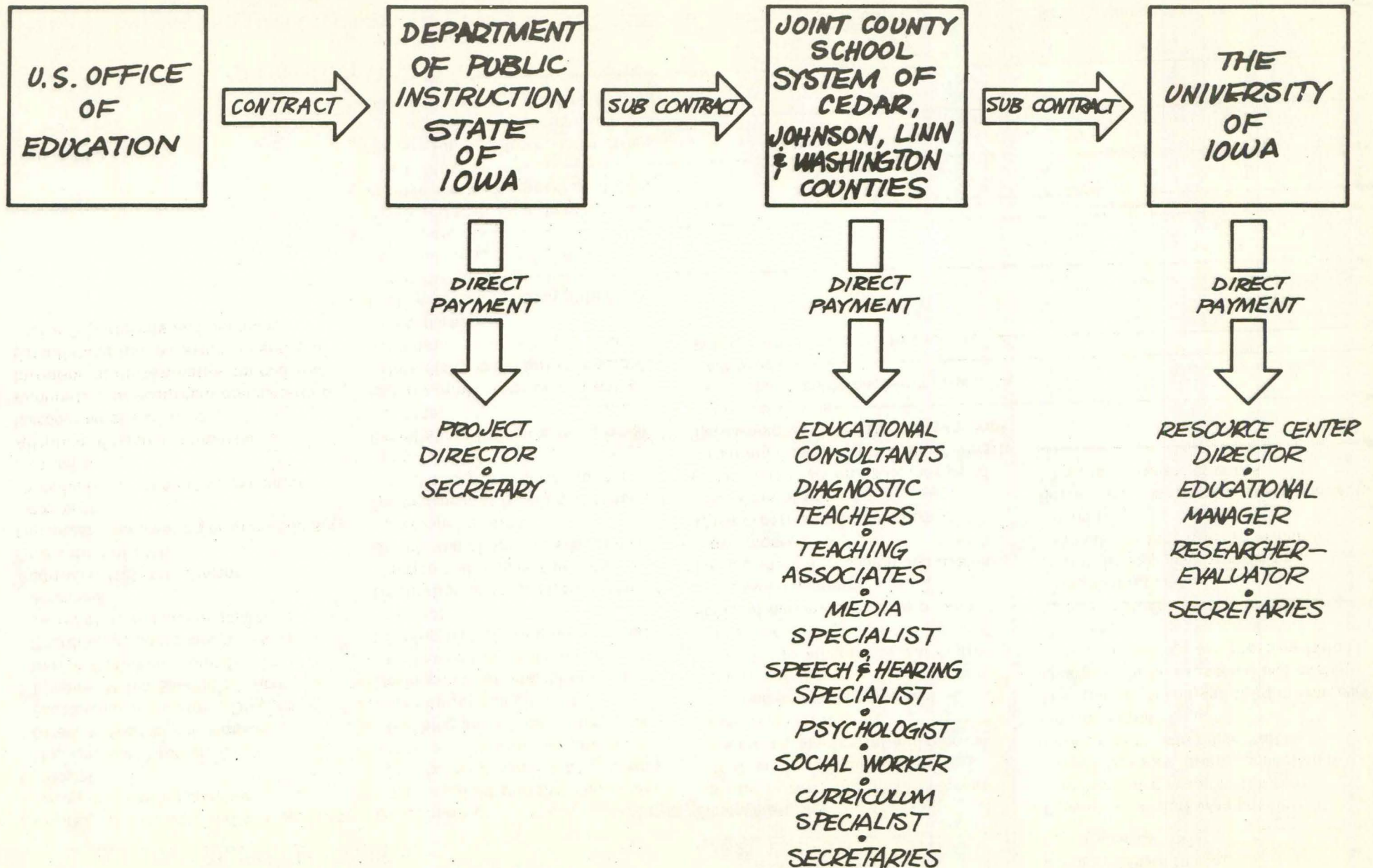


FIGURE 2  
 FLOW OF FUNDS, REGIONAL EDUCATIONAL RESOURCE CENTER

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