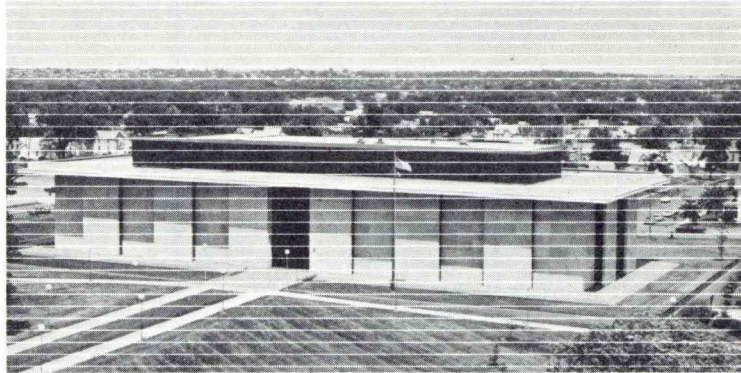


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WHAT IS THE DPI?



Department of Public Instruction

Department of Public Instruction

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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FOREWORD

Education is so important in our present day living that it has become the prime concern of boards, commissions, organizations, and agencies.

Because so many groups are involved in this worthy enterprise, the public is often confused as to the role each plays.

The purpose of this booklet is to explain the program and services of the official state agency for education in Iowa.

The Department of Public Instruction, commonly known as the DPI, has responsibilities for education extending from early childhood through post-high school years.

The following pages provide a quick reference to the scope of that responsibility and service.

CONTENTS

What is the Department of Public Instruction?	5
What is it <i>not</i> ?	5
Where are its offices?	5
What are its important functions?	6
What is the DPI's program?	8
How is the DPI organized?	9
What services do the branches perform in carrying out the program?	11

How can I learn more about the DPI? Inside back cover

DEPARTMENT OF PUBLIC INSTRUCTION

What is the Department of Public Instruction?

The DPI, as it is called, is an official department of the state government of Iowa. In a way, it is the state counterpart of the United States Office of Education.

What is it not?

The DPI is not an organization of teachers, administrators, board members, or parents. It is, therefore, not to be confused with the Iowa State Education Association, the Iowa Federation of Teachers, the Iowa Congress of Parents and Teachers, the Iowa Association of School Boards, or the Iowa Association of School Administrators.

Where are its administrative offices?

The general offices are in the Grimes State Office Building at East 14th and Grand Avenue, Des Moines. The Rehabilitation Education and Services Branch has its main offices in the Bankers Trust Building in Downtown Des Moines, with other offices located elsewhere in Des Moines and in other Iowa cities.

What are the DPI's important functions?

The functions of the DPI are described as leadership, regulatory, and operational. The DPI prefers to put the major emphasis on the leadership function.

Leadership is exerted through:

- . *Planning* in terms of local, state, and national needs.
- . *Research* to evaluate the effectiveness of the educational program and determine methods of improving it.
- . *Initiation* of projects and experiments in the search for improved educational methods.
- . *Consultation* to make sure that newer and better procedures and facilities are constantly being developed in education.
- . *Coordination* to insure a balanced program, eliminate duplications of effort, and prevent over-emphasis on certain aspects of the program.
- . *Inservice education* through institutes, conferences, and meetings.

Regulatory functions grow out of the standards, rules, and regulations which state and federal governments have established to guarantee at least minimum performance by the public schools. Major purposes are:

- . to provide for protection of life and health in the school environment.
- . to insure that school districts provide at least the minimum instruction and service programs.
- . to promote efficiency in organization of local school administrative units.
- . to promote efficiency in school administration.
- . to require proper accountability and economy in the use of public funds.
- . to make educational opportunities available to all.

Operational functions are those related to programs or institutions that can best be operated by the state itself. Rehabilitation education and similar services are typical of these programs, which provide direct assistance to communities, institutions, and individuals.

What is the DPI's program?

Its program is directed toward meeting 11 imperative needs of education in Iowa:

- . Strong programs of education and service for children of prekindergarten and early childhood age.
- . Strong programs of education and service for children and adults requiring special kinds of instruction.
- . Strong programs of education for people desiring to develop their skills in vocational pursuits and technical training.
- . Extension of vocational rehabilitation services to all persons who can benefit from such services.
- . Strong programs of teacher education in all areas, with special emphasis on the preparation of teachers for work with disadvantaged and handicapped pupils.
- . Continuing emphasis on equal educational opportunity for all of Iowa's children through organization of school districts into effective and efficient units.

- . Development of a statewide system of Regional Educational Service Agencies to supplement and support the instructional programs of local school districts.
- . Public understanding of the comprehensive programs offered by area schools as a service to individuals, agencies, businesses, and professions.
- . Procedures for assessing and measuring the effectiveness of educational programs at local, state, and regional levels.
- . Continuing study and improvement of the financing of education from preschool through community college.
- . Expanded programs of educational research and evaluation.

How is the DPI organized to carry out the program?

The governing and policy-forming body for the Department is the State Board of Public Instruction. It appoints the state superintendent subject to confirmation by a two-thirds vote of the Iowa Senate. The superintendent, in turn, serves as executive officer of the Board and administrative head of the staff.

Vacancies on the professional and support staffs of the Department are filled by the state superintendent upon recommendation of the associate superintendents and approval by the Board of Public Instruction.

Serving directly under the state superintendent is the deputy state superintendent. Answerable to him and the state superintendent are the administrative support staff, the associate superintendents, and the chief of the Information and Publications Services Section. Each associate superintendent heads a branch of the Department. The branches are as follows:

Administration
Planning and Management Information
Instruction and Professional Education
Pupil Personnel Services
Area Schools and Career Education
Rehabilitation Education and Services

Branches, in turn, comprise

divisions, headed by directors

sections, headed by chiefs

subdivisions, of these units employing staff members identified variously as consultants, assistant directors, coordinators, supervisors, officers, editors, writers, counselors, accountants, and nutritionists

What services do the branches perform in carrying out the program?

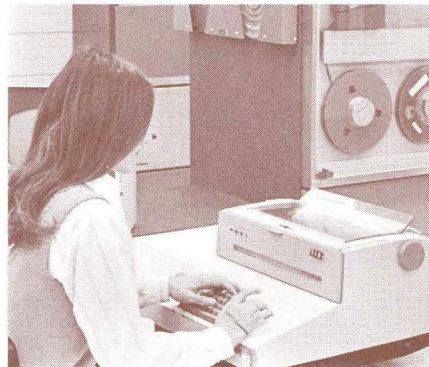
Following are some of the representative services performed by the various branches:

Administration

- . Distributing state and federal aid to schools.
- . Supervising school district organization.
- . Offering advice and counsel on school plant facilities.
- . Collecting and processing statistical information on the operation of the schools.
- . Providing general supervision of the program of pupil transportation, driver education, and safety education.
- . Administering the school food services program.
- . Distributing surplus government property.

Planning and Management Information

- . Developing short-, intermediate-, and long-range policies.





- . Assembling and disseminating information on progress in education.
- . Testing educational theories to determine steps to be taken to insure real gains in education.
- . Evaluating programs to determine the extent to which educational objectives are being realized.
- . Processing data and providing statistical summaries.

Instruction and Professional Education

- . Establishing rules for approval of teacher education programs.
- . Establishing procedures for certification and approval of teachers for Iowa's schools.
- . Improving the quality of educational media used in Iowa schools.
- . Making individual and team visits to Iowa schools to help them evaluate their programs in relation to other schools and in relation to desirable practices.
- . Assessing needs of local schools and communities regarding drug education.
- . Integrating materials and techniques concerning use and abuse of drugs.

- . Cooperating with community resource units to develop drug education programs.

- . Developing curriculum handbooks for distribution to local schools.

- . Keeping teachers and administrators informed about methods, materials, and equipment for the improvement of learning.

- . Promoting inservice growth through workshops and conferences for teachers and administrators.

- . Encouraging innovation and experimentation in teaching.

- . Assisting school districts in the development and implementation of desegregation plans.



Pupil Personnel Services

- . Approving educational programs for educationally deprived children, thus making their schools eligible for federal financing assistance.
- . Promoting, supporting, and supervising programs for handicapped children.
- . Developing services in guidance, counseling, and testing.
- . Providing appropriate career education programs for disadvantaged and handicapped youth and adults.

Area Schools and Career Education

- . Supervising and coordinating the statewide system of public area community colleges and area vocational schools.

- . Providing state leadership and consultative services in adult and continuing education, including basic education and high school equivalency programs.
- . Providing statewide leadership, consultative services, and financial assistance for career education programs for youth and adults.
- . Providing statewide leadership, consultative services, and financial assistance for general education and college parallel programs.
- . Assisting local school districts in preparing disaster plans.
- . Acting as the state approving agency for veterans education and training programs.

Rehabilitation Education and Services

- . Administering the vocational rehabilitation program in Iowa.
- . Operating three special rehabilitation service centers.
- . Administering evaluation and counseling services through a statewide network of offices as well as in schools, medical settings, and rehabilitation facilities.

- . Providing medical diagnosis and vocational evaluation for persons with physical, mental, or emotional handicaps.
- . Providing prosthetic devices, such as artificial limbs, braces, and hearing aids.
- . Providing medical, surgical, psychiatric, and hospital services as an aid to securing employment for handicapped persons.
- . Providing training for the right job through programs in schools, rehabilitation centers, workshops, and on-the-job situations.
- . Providing special educational help through correspondence or tutoring.
- . Providing occupational tools, equipment, and business licenses required by selected jobs.
- . Making follow-up studies to make sure that employment is suitable to both worker and employer.



How can I learn more about the DPI?

One or more of the following suggestions might be helpful:

- . Visit the Department offices in the Grimes State Office Building. Go to the reception desk on the second floor and ask for information on any of the divisions or sections of the office. You will be welcome at all times.
- . View the film, *Design for Learning*. This 20-minute narrative-documentary tells how the Department serves the State of Iowa through schools and community resources.
- . See and hear the slide-and-sound presentation, *Education--the Key to Growth in Iowa*. This presentation is based on the 11 imperative needs of education in our state.
- . Read *Development of the Iowa Department of Public Instruction, 1900-1965*, a 65-year history of the Department by Dr. Richard N. Smith. Much of the history of education in Iowa is included in this book, which is available at \$1 per copy from the Information and Publications Services Section.

For further information, write or call
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