

June 15, 1965

MEMORANDUM FOR COMMISSIONER KEPPEL

SUBJECT: SUPPLEMENTARY COMMENTS ON INTERNAL ORGANIZATION

As indicated in the Task Force report, we have developed some tentative proposals regarding a branch structure within the division pattern which we have recommended formally. We have not developed a suggested branch structure throughout the Office. On the basis of our analysis, however, we have concluded that it is not only desirable but feasible to develop a branch structure based on groupings of related programs. By doing so, and by assigning appropriately broad titles to the branches, you should find it easier to withstand pressures to establish a new unit for every new program, and to assign such programs to existing branches without changing their titles. (In fact, our recommendations would, with a few exceptions, provide a branch, in-being, for all pending legislation having the support of the Administration.)

We would like to make some suggestions concerning assignments of responsibility to specific officials in order to assure that appropriate emphasis will be given in three areas -- the economically disadvantaged, supplementary centers, and research laboratories. In addition, we have a comment on the preparation of functional statements for the new organization. Finally, you have asked for our views on the question of titles for directors of staff offices.

1. Economically Disadvantaged

The official responsibilities of the Office of Programs for the Education of the Disadvantaged now are based largely on giving advice and assistance to OEO, but also include responsibility for coordinating and stimulating OE programs for disadvantaged youth. P.L. 89-10 has three titles which should provide significant impetus to education of the disadvantaged. In addition to Title I, Titles III and IV should provide valuable opportunities to develop and apply new techniques which should be especially helpful for the disadvantaged. The functional statement and position descriptions for

this Office should be updated to reflect P.L. 89-10, and reflect the need for this Office to draw upon resources throughout the agency on behalf of the handicapped. (See draft position description attached to my June 12 memorandum on "Executive Staffing Requirements.") In addition, the prospects that OE will continue "Project Headstart" beyond the initially planned period will create a formidable problem of coordination between the two agencies.

Accordingly, we see a greatly expanded responsibility for the Director of this Office covering the three areas of: advice to OEO, coordination and stimulation of OE programs, and coordination between OE and OEO, with a need for upgrading several positions.

2. Supplementary Centers

Throughout our organization study, we found recognition of the importance of properly developing the supplementary centers program, as well as concern regarding the difficulties of doing so. It was emphasized that the kind of innovative staff which would be required have not previously been employed in BEAP and that it would probably be difficult to create an appropriate environment for such people in that bureau or its successor. Because of the essential interrelationship between this program and others in the elementary and secondary bureau, together with the ability of BEAP to stimulate a broad base of interest in the centers and encourage their use, we have concluded, on balance, that the centers should be assigned there. However, as stressed in our report, you will have to assure the maximum input from the research bureau and from projects supported by it.

Both the Bureau of the Budget (Bill Cannon) and Doug Cater have been concerned about the organizational visibility of the Title III program and the importance of recruiting top-notch leadership for it. Doug has suggested, and we agree, that it would be desirable to give the Deputy Director of the Bureau of Elementary and Secondary Education, as his primary job, the responsibility for developing the supplementary center concept and assuring that this program is adequately manned and carried forward with vigor and imagination. It should also be regarded as the chief task of the Director of the Division of Plans and Supplementary Centers. You should keep this in mind in choosing an individual as Director of that Division.

3. Research Laboratories

As in the case of supplementary centers, we think you will need to take very special measures to assure that sufficient attention is given to the development of the laboratories program. The Director

of the Division of Laboratories and Research Development should be expected, for example, to devote the major portion of his time to this program. Perhaps he could use an Assistant for National Laboratories and an Assistant for Regional Laboratories. Moreover, we believe you should recruit either a Research Bureau Director, or a Deputy Director, with the laboratory program specifically in mind. You should charge the Bureau Director with a specific and personal obligation to assure the effective development of the laboratories program. This would also require considerable attention on the part of the staff unit located in the office of the Bureau Director.

4. Titles of Staff Office Directors

As a general rule, titles of Associate Commissioner and Assistant Commissioner should be reserved for regular line officials. Exceptions have been made for Federal-State Relations, for Federal Education Activities and for the NCES (which has mixed functions). We agree with these exceptions as well as one for International Education. We see no need for exceptions in the case of any other staff offices. However, the titles are yours to bestow. (Incidentally, you will find that the draft position descriptions which we have prepared use only the Associate Director titles for the heads of the bureaus and dispense with the second title of Bureau Director.)

5. Organization Manual

Because of the previous pattern of statutory authorities and the way in which they were assigned to organizational components, the official functional statements contained in the Office of Education Staff Manual Guides have not been of great significance. However, with the increasing scope and interrelationship of programs, and because of the way in which responsibilities will be divided for certain programs in the future, the preparation and clearance of approved functional statements will have to be undertaken with great care. Sufficient attention by top management will be required to resolve any disagreements which may be expected to arise.

Dwight A. Ink, Chairman
White House Task Force on Education

Enclosure

cc: Mr. Ink
Mr. Jasper
Mr. Schulkind
Mr. Oganovic
HJasper/mm/DInk/tf