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File

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Interview with Mr. Schmittlein on May 10 by Herb Jasper

This interview consisted primarily of a list of problems in the management of the Office of Education, chiefly, administrative or managerial. They include:

1. Administrative Services.

Frequently seem to be an end in themselves and not oriented to assist the Bureaus. Especially true in Financial Management and Personnel.

2. Communications.

Very poor both within the Bureau and between the Bureau and the Office of the Commissioner.

3. Management Policies.

No guidelines, policies, or instructions, or even inadequate information, are given to the Bureaus. Administrative personnel rarely visit the Bureaus and do not seem to understand their problems. Memos are not even answered unless they present no serious problems. No reports are prepared centrally containing data which would be of value to the Bureaus.

4. Research Coordination.

The research committee has never met and there is no effective coordination. As a result, the Office of the Commissioner has been working independently on a program regarding optimum allocation of research funds.

5. Budget.

A vacuum seems to have existed in regard to budget and program policy at the OC level. As a result, policy decisions seem to have been made by the budget group and forced upon the Bureaus--sometimes without even informing the Bureaus of decisions or changes.



6. Administrative Staff.

The Agency seems quite deficient in the numbers, grades, and competence of administrative personnel at all levels.

7. Use of 1720 Series.

The standards for 1720 jobs are hopelessly out of date and are used unwisely. A mass of paperwork is involved. Delays in processing personnel are common and excessive.

8. FSEE Program.

While the decision to employ fifty FSEE's may be sound, it is being interpreted to preclude hiring of other qualified personnel who may be available for junior vacancies.

9. Contracting.

Supervision, review, and recordkeeping on contracts and grants is very poor. Good cost analysis of contracts would undoubtedly yield substantial savings. Policies and procedures regarding contractor and grantee reports vary widely and confuse them, thus making the production of comprehensive reports on the research program very difficult. Frequently requests for such reports come from the Hill and always cause consternation.

10. Research Program Dispersal.

Significant research programs are carried out in the Division of Vocational Education and in other Divisions of BERD. The programs of DVE overlap with those of DER to the extent that \$500,000 of research contracts are being transferred to DVE.

11. Research Personnel.

Should be classified as a shortage category in order to facilitate recruitment.

12. Management Analysis Program.

Studies often do not seem to be related to problems as seen by the Bureaus. Program people not consulted as to priorities or sometimes even as to the questions being studied.



### 13. Role of the Bureaus.

The 1962 reorganization was not clear as to the role to be played by the Bureaus and significant functions have not been performed at that level. The Bureau seems to be a source of delay and not a source of guidance or assistance.

I had an additional discussion with Schmidlein and Giddeons on May 14, chiefly on Title III of P.L. 89-10. They described the political pressures ~~associated~~ on the Office in connection with administering Title III just like a formula grant program. These pressures influenced the decision to assign the Title to BEAP which was done after a 4 to 3 vote in favor of BERD at the Executive Group was made into a tie by Loomis. Keppel then decided on BEAP. Giddeons stressed that Title III would require a special kind of staff with a combination of knowledge of the practical possibilities and the ability to stimulate the States to assure that good local projects would be developed. He doubted that BEAP could provide the environment in which to attract and to utilize effectively such persons.

Title III overlaps a number of other authorities including Title I. Others are Title III of NDEA and ETV, for example.

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