

few general comments pertaining to the report as a whole are noted below.

Program data

Many of the programs included in the report are new, having been authorized only in 1965, with some receiving final approval by the Congress shortly before this report was completed. Obviously, discussion of these cannot be as specific and detailed as that of older, more firmly established programs. Moreover, the detail of information requested in items 4 (level of performance) and 10 (economic classification of program expenditures) is not available for even some of the older programs. The Office is presently developing an expanded information system which will enable collection of current program data, including more meaningful measures of program performance, on a continuing basis.

Since personnel within a division or bureau often work on more than one program and since the bulk of OE salaries and administrative expenses are funded through a separate appropriation, the number of employees involved in the administration of some programs (as requested in item 4) and the amounts of their salaries and wages (item 10) can be only estimated. The financial data presented in the tables under item 4 show the disposition of funds appropriated by the Congress specifically for the program being discussed. The tables under item 10 include an estimated share of the OE administrative expenses that can be attributed to the program.

To help put the expenditures and outputs of these programs into the context of the total education activity in the United States, the reader should refer to OE publication *Projections of Educational Statistics to 1974-75*. This publication contains information about enrollments, teachers, facilities, and expenditures in the recent past as well as projections of the future.

Coordination arrangements

Item 7 under each program lists the coordination arrangements peculiar to that particular program. Arrangements applicable to OE programs generally are discussed below.

The Commissioner of Education provides overall direction and coordination of OE activities. To aid in these functions, standard practices are employed: biweekly staff meetings, bimonthly sessions devoted wholly to policy review and planning, and program reporting systems. Day-to-day coordination of programs is performed by the operating bureaus and staff offices.

The reorganization of the Office of Education in 1965 created three operating bureaus—the Bureau of Elementary and Secondary Education, the Bureau of Higher Education, and the Bureau of Adult and Vocational Education—and assigned to them responsibility for grant programs dealing with the same level of education. This grouping enables continuous, informal coordination and cross-fertilization of ideas among individuals working on different programs directed to similar problem areas. In some cases, common administration of several programs helps assure coordination of their purposes and policies. Planning and evaluation staffs now being set up in each bureau will further strengthen the coordination process.

In view of the interrelationships between research programs and the applicability of research findings to more than one level of education,