

DATES: Interested persons are invited to submit comments on or before March 27, 2007.

SUPPLEMENTARY INFORMATION: Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that the Office of Management and Budget (OMB) provide interested Federal agencies and the public an early opportunity to comment on information collection requests. OMB may amend or waive the requirement for public consultation to the extent that public participation in the approval process would defeat the purpose of the information collection, violate State or Federal law, or substantially interfere with any agency's ability to perform its statutory obligations. The IC Clearance Official, Regulatory Information Management Services, Office of Management, publishes that notice containing proposed information collection requests prior to submission of these requests to OMB. Each proposed information collection, grouped by office, contains the following: (1) Type of review requested, e.g. new, revision, extension, existing or reinstatement; (2) Title; (3) Summary of the collection; (4) Description of the need for, and proposed use of, the information; (5) Respondents and frequency of collection; and (6) Reporting and/or Recordkeeping burden. OMB invites public comment.

The Department of Education is especially interested in public comment addressing the following issues: (1) Is this collection necessary to the proper functions of the Department; (2) will this information be processed and used in a timely manner; (3) is the estimate of burden accurate; (4) how might the Department enhance the quality, utility, and clarity of the information to be collected; and (5) how might the Department minimize the burden of this collection on the respondents, including through the use of information technology.

Dated: January 22, 2007.

Angela C. Arrington,

IC Clearance Official, Regulatory Information Management Services, Office of Management.

Institute of Education Sciences

Type of Review: New.

Title: The Effects of Odyssey Math Software on the Mathematics Achievement of Selected Fourth Grade Students.

Frequency: Annually.

Affected Public: State, Local, or Tribal Gov't, SEAs or LEAs; Individuals or household; Businesses or other for-profit.

Reporting and Recordkeeping Hour Burden:

Responses: 8,491.

Burden Hours: 12,674.

Abstract: Support for the idea of developing stronger mathematics curricula comes from all stakeholders in education today. Despite the importance of mathematics education that there have been a limited number of interventions that meet the need. Odyssey® Math may be an exception and is designed to offer opportunities to engage in more challenging mathematics in (presumably) interesting contexts. Despite the promise the intervention holds, existing studies on Odyssey® Math have not adequately controlled for threats to the internal validity. The Regional Education Lab—Mid-Atlantic plans to remedy that and has designed a multi-site CRT to evaluate the effectiveness of Odyssey® Math in improving math scores. This document presents the Supporting Statement for a multi-site cluster randomized control trial (or multi-site CRT) designed to test the impacts of Odyssey® Math Software in 4th grade classrooms in the Mid-Atlantic region of the United States (PA, MD, NJ, DE, DC).

Requests for copies of the proposed information collection request may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 3272. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center, 9th Floor, Washington, D.C. 20202-4700. Requests may also be electronically mailed to ICDocketMgr@ed.gov or faxed to 202-245-6623. Please specify the complete title of the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

[FR Doc. E7-1213 Filed 1-25-07; 8:45 am]

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DEPARTMENT OF EDUCATION

Submission for OMB Review; Comment Request

AGENCY: Department of Education.

SUMMARY: The IC Clearance Official, Regulatory Information Management

Services, Office of Management invites comments on the submission for OMB review as required by the Paperwork Reduction Act of 1995.

DATES: Interested persons are invited to submit comments on or before February 26, 2007.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs, Attention: Rachel Potter, Desk Officer, Department of Education, Office of Management and Budget, 725 17th Street, NW., Room 10222, New Executive Office Building, Washington, DC 20503 or faxed to (202) 395-6974.

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Dated: January 22, 2007.

Angela C. Arrington,

IC Clearance Official, Regulatory Information Management Services, Office of Management.

Institute of Education Sciences

Type of Review: New.

Title: Impact Study: Lessons in Character Program.

Frequency: Annually.

Affected Public: State, Local, or Tribal Gov't, SEAs or LEAs.

Reporting and Recordkeeping Hour Burden:

Responses: 34,906.

Burden Hours: 15,418.

Abstract: This OMB package requests clearance for data collection

instruments to be used in a three-year evaluation of Lessons in Character (LIC) program. This study is based on an experimental design that utilizes the random assignment. LIC is an English Language Arts (ELA)-based character education curriculum that is expected to have positive impacts on student academic performance, attendance, school motivation, and endorsement of universal values consistent with character education. The evaluation will be conducted by REL West, one of the National Regional Education Laboratories administered by the Institute of Education Sciences of the U.S. Department of Education. Evaluation measures include student archived data (e.g., state mandated standardized test scores); follow-up surveys for students; teacher and parent rating/observation on various student aspects (e.g., student social skills); baseline and follow-up surveys for teachers; and teacher/administrator interviews. Baseline data collection will take place in 2007; follow-up data collection will take place in 2008 and 2009.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 3220. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center, 9th Floor, Washington, DC 20202-4700. Requests may also be electronically mailed to ICDocketMgr@ed.gov or faxed to 202-245-6623. Please specify the complete title of the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

[FR Doc. E7-1214 Filed 1-25-07; 8:45 am]

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DEPARTMENT OF EDUCATION

Submission for OMB Review; Comment Request

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Dated: January 22, 2007.

Angela C. Arrington,
IC Clearance Official, Regulatory Information Management Services, Office of Management.

Institute of Education Sciences

Type of Review: New.

Title: Impact Study: High School Instruction with Problem-Based Economics.

Frequency: Annually.

Affected Public: Individuals or household; State, Local, or Tribal Gov't, SEAs or LEAs.

Reporting and Recordkeeping Hour Burden:

Responses: 14,736.

Burden Hours: 18,257.

Abstract: This study will implement a randomized controlled trial of a social studies curriculum that uses a problem-

based instructional approaches to teach high school economics. Economics is a required course for high school graduation in California, and will be added in Arizona in 2007; the National Assessment of Educational Progress (NAEP) will test economics in 2006. The curriculum approach is intended to increase class participation and content knowledge and has been shown to differentially benefit low-achieving students. This study will target rural and urban high schools. The experimental condition requires teachers to attend a 5-day workshop in summer 2007 during which they will be provided with curriculum materials for PBE and training for using these materials. High school seniors will receive instruction from their teachers using the problem-based instructional approach. Teacher and student outcomes focus on differences in content knowledge in economics, compared to the control group.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 3221. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center, 9th Floor, Washington, D.C. 20202-4700. Requests may also be electronically mailed to ICDocketMgr@ed.gov or faxed to 202-245-6623. Please specify the complete title of the information collection when making your request.

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[FR Doc. E7-1216 Filed 1-25-07; 8:45 am]

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DEPARTMENT OF EDUCATION

Technical Assistance on Data Collection—Technical Assistance Center for Data Collection, Analysis, and Use for Accountability in Special Education and Early Intervention

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice of proposed priority and eligibility requirements.