

Transmittal No. 05-15

**Notice of Proposed Issuance of Letter of Offer
Pursuant to Section 36(b)(1)
of the Arms Export Control Act**

**Annex
Item No. vii**

(vii) Sensitivity of Technology:

1. The Joint Air-to-Surface Stand-off Munition (JASSM) is a subsonic, medium-altitude, low-observable (stealthy), 2000 lb class, powered, air-to-surface guided missile designed to attack high value targets in heavily defended areas. It employs Low-Observable technology that makes it difficult for enemy forces to detect on radar. The weapon is composed of a passive GPS-aided Inertial Navigation System, an electro-optical/infrared target correlating seeker, a miniature jet turbine for propulsion, and a 1000 lb. unitary, multi-mode (blast/fragmentation or penetration) warhead. The JASSM All-Up-Round is classified as Secret and the technical data/documentation is classified up to Secret.

2. If a technologically advanced adversary were to obtain knowledge of the specific hardware and software elements, the information could be used to develop countermeasures or equivalent systems which might reduce weapon system effectiveness or be used in the development of a system with similar or advanced capabilities.

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DEPARTMENT OF EDUCATION**Notice of Proposed Information Collection Requests**

AGENCY: Department of Education.
SUMMARY: The Leader, Information Management Case Services Team, Regulatory Information Management Services, Office of the Chief Information Officer, invites comments on the proposed information collection requests as required by the Paperwork Reduction Act of 1995.

DATES: Interested persons are invited to submit comments on or before June 21, 2005.

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 Leader, Information Management Case Services Team, Regulatory Information Management Services, Office of the Chief Information Officer, 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: April 18, 2005.

Angela C. Arrington,
Leader, Information Management Case Services Team, Regulatory Information Management Services, Office of the Chief Information Officer.

Institute of Education Sciences

Type of Review: New.

Title: Impact Evaluation of the U.S. Department of Education's Student Mentoring Program.

Frequency: On Occasion.

Affected Public: State, local, or tribal gov't, SEAs or LEAs; Individuals or household.

Reporting and Recordkeeping Hour Burden:

Responses: 6,860.

Burden Hours: 2,512.

Abstract: Data collection for impact evaluation of the Department's school-based student mentoring program. A sample of students mentored through the Department's mentoring grants, as well as their adult mentors, will be the primary respondents.

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 2736. 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 the Internet address OCIO_RIMG@ed.gov or faxed to (202) 245-6621. Please specify the complete title of the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be directed to Katrina Ingalls at her e-mail address Katrina.Ingalls@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. 05-8058 Filed 4-21-05; 8:45 am]

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DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services; Overview Information; Technology and Media Services for Individuals With Disabilities—Technology and Standards-Based Reform; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2005

Catalog of Federal Domestic Assistance (CFDA) Number: 84.327B.

Dates: Applications Available: April 25, 2005.

Deadline for Transmittal of Applications: June 6, 2005.

Deadline for Intergovernmental Review: August 5, 2005.

Eligible Applicants: State educational agencies (SEAs); local educational agencies (LEAs); public charter schools that are LEAs under State law; institutions of higher education (IHEs); other public agencies; private nonprofit organizations; outlying areas; freely associated States; Indian tribes or tribal organizations; and for-profit organizations.

Estimated Available Funds: \$1,200,000.

Estimated Range of Awards: \$200,000—\$300,000.

Maximum Award: The Secretary does not intend to fund an application that proposes a budget exceeding \$300,000 for a single budget period of 12 months.

Estimated Number of Awards: 4.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to: (1) Improve results for children with disabilities by promoting the development, demonstration, and use of technology, (2) support educational media services activities designed to be of educational value in the classroom setting to children with disabilities, and (3) provide support for captioning and video description of programs appropriate for use in the classroom setting.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see sections 674 and 681(d) of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2005 this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is: *Technology and Media Services for Individuals with Disabilities—Technology and Standards-Based Reform. Background of Priority:* Current Federal and State educational initiatives (including the No Child Left Behind Act of 2001 (NCLB)) apply principles of standards-based reform as a means for improving student achievement. Standards-based reform is premised on a "theory of action" in which standards, assessments, and accountability lead to improved curriculum and clear expectations for students and schools. These expectations in turn lead to professional development and improved teaching, which ultimately lead to higher levels of student learning (Elmore and Rothman, Eds., 1999, available at <http://www.nap.edu/catalog/9609.html>). Technology can play a significant role in supporting the component processes of standards-based reform and maximizing its benefits for students with disabilities.

Text of Priority: This priority supports projects to develop, implement, and evaluate models for using technology to enhance the benefits of standards-based reform for children with disabilities. Technologies may include, but are not limited to, technology-based assessments, computer-adaptive testing, computerized curriculum-based measurement aligned with State academic content standards, technology-based instruction aligned with State content standards, and

technology-based systems for managing and analyzing information.

Consistent with the theory of standards-based reform discussed in the Background of Priority section, models must use technology for one or more of the following purposes: (1) To make large-scale standards-based assessments in reading/language arts, mathematics, and/or science more accessible and valid for the widest possible range of students with and without disabilities, for example by using technology that applies principles of universal design to support the participation of students with disabilities in assessments, (2) to ensure the alignment between classroom instruction, large-scale assessments, and State academic standards in reading/language arts, mathematics and/or science, for example by using computer-assisted instruction or computer-managed instruction to provide individualized standards-based instruction to students with disabilities, (3) to monitor and facilitate student progress toward proficiency on State academic standards in reading/language arts, mathematics and/or science, by, for example using computerized progress monitoring or curriculum-based measurement systems, and (4) to allow information management systems to facilitate administrative support for the attainment of academic standards in reading/language arts, mathematics and/or science for students with disabilities, by, for example using data warehousing, data mining, decision support, real-time data collection, or analysis. Applications that do not clearly address one or more of these four purposes will not be considered eligible for funding.

Given a sufficient number of approved high-quality applications within this priority, we intend to fund at least one project that addresses each of these purposes.

Note: Applicants must identify the purpose or purposes under which they are applying as part of the project title on the application cover sheet.

Applicants must:

(a) Describe and justify their model with regard to its effective use of technology to enhance the benefits of standards-based reform for students with disabilities. Both technology and standards-based reform must be central features in the model.

(b) Present a plan for developing and implementing the model and evaluating its utility and effectiveness, including its utility and effectiveness when implemented in actual school settings.

Evaluation of the effects of the model will involve causal inferences, and rigorous methodologies must be