

An exemption rule for this system has been promulgated in accordance with requirements of 5 U.S.C. 553(b)(1), (2), and (3), (c) and (e) and published in 32 CFR part 318. For additional information, contact the system manager.

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## DEPARTMENT OF EDUCATION

### Submission for OMB Review; Comment Request

**AGENCY:** Department of Education.

**SUMMARY:** The Leader, Information Policy and Standards Team, 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 September 6, 2006.

**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.

**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 Policy and Standards Team, 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.

Dated: August 1, 2006.

**Leo J. Eiden,**

*Leader, Information Policy and Standards Team, Regulatory Information Management Services, Office of Management.*

### Office of Planning, Evaluation and Policy Development.

*Type of Review:* Revision.

*Title:* Annual Mandatory Collection of Elementary and Secondary Education Data for the Education Data Exchange Network (EDEN).

*Frequency:* Annually.

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

*Reporting and Recordkeeping Hour Burden:*

*Responses:* 17,152.

*Burden Hours:* 570,804.

*Abstract:* The Education Data Exchange Network (EDEN) is in the implementation phase of a multiple year effort to consolidate the collection of education information about States, Districts, and Schools in a way that improves data quality and reduces paperwork burden for all of the national education partners. To minimize the burden on the data providers, EDEN seeks the transfer of the proposed data as soon as it has been processed for State, District, and School use. These data will then be stored in EDEN and accessed by federal education program managers and analysts as needed to make program management decisions. This process will eliminate redundant data collections while providing for the timeliness of data submission and use.

*Additional Information:* The Department of Education is specifically requesting the data providers in each State Education Agency review the proposed data for availability, consistency with state data definitions, and appropriate use. Our responses to the public comments that were submitted in May and June are found in Attachment E. There are two additional issues state data providers are asked to address.

The Department proposes collecting the EDEN data groups from the Civil Rights Survey directly from the districts in 2006 as it has historically collected that data. It is the Department's intent to move this data collection into the EDEN Submission System in the future and ask state education agencies to submit the data for their districts. The Department plans to specify in the 2007-2008 EDEN paperwork submission request that all civil rights data groups and categories be included in the EDEN Submission System

beginning with the 2007-2008 school year. During a transition period through 2009-2010, the Department may continue to use the Web-based EDEN Survey Tool or other mechanism to collect these data directly from districts in those states that are unable to report required civil rights items from the SEA level through EDEN. The Department would like to know what challenges this decision will put on the states and how the Department might work with the states to mitigate any problems.

In response to the public comment regarding the challenges of submitting the whole EDEN data set and the need to prioritize the EDEN data and focus on the submission of the most important and useful data, the Department has developed a prioritized phase-in plan to the states that is presented in Attachment B of the EDEN 2006-2007 data collection package. All EDEN data will still need to be submitted within the two-year transition period but the expectation to submit will be adjusted based on which data is most available and most highly required by the Department. The EDEN Submission System will receive all requested EDEN data from every state that can submit any EDEN data from the 2006-2007 school year. The Department would like to know if this adjustment will help the States make more timely submissions of EDEN data and if States agree with the prioritization of the data groups.

In this issue of the **Federal Register** the Department is publishing Proposed Guidance on Maintaining, Collecting, and Reporting Data on Race and Ethnicity to the U.S. Department of Education. Data on race and ethnicity in the format outlined in the proposed guidance will be required to be reported to ED no later than the 2009-2010 school year. Those States that can provide it sooner are encouraged to do so. Since this guidance may directly and immediately affect the collection of EDEN data, the Department encourages relevant public comment on the impact of this guidance on the collection of EDEN data as part of this EDEN paperwork clearance process.

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 3017. 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.

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## DEPARTMENT OF EDUCATION

### Discretionary Grant Programs

**AGENCY:** Department of Education.

**ACTION:** Notice of proposed priorities.

**SUMMARY:** The Secretary of Education proposes priorities that the Department of Education (Department) may use for any appropriate discretionary grant program in fiscal year (FY) 2007 and in FY 2008. We take this action to focus Federal financial assistance on expanding the number of programs and projects Department-wide that support activities in areas of greatest educational need. Although we expect that these priorities will have the greatest applicability to programs authorized by the Elementary and Secondary Education Act of 1965 (as amended by the No Child Left Behind Act of 2001), we are establishing the priorities on a Department-wide basis, so that Department offices can use one or more of these priorities in any discretionary grant competition, as appropriate.

**DATES:** We must receive your comments on or before September 6, 2006.

**ADDRESSES:** Address all comments about these proposed priorities to Margo K. Anderson, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W311, Washington, DC 20202-5910. If you prefer to send your comments through the Internet, use the following address: [comments@ed.gov](mailto:comments@ed.gov).

You must include the term "Department Priorities" in the subject line of your electronic message.

**FOR FURTHER INFORMATION CONTACT:** Margo Anderson. Telephone: (202) 205-3010 or via Internet at [Margo.Anderson@ed.gov](mailto:Margo.Anderson@ed.gov).

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotope, or computer diskette) on

request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

#### SUPPLEMENTARY INFORMATION:

##### Invitation To Comment

We invite you to submit comments regarding these proposed priorities. To ensure that your comments have maximum effect in developing the notice of final priorities, we urge you to identify the specific proposed priority that each comment addresses.

We invite you to assist us in complying with the specific requirements of Executive Order 12866 and its overall requirement of reducing regulatory burden that might result from these proposed priorities. Please let us know of any further opportunities we should take to reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the Department's programs.

During and after the comment period, you may inspect all public comments about these proposed priorities in room 4W333, 400 Maryland Avenue, SW., Washington, DC, between the hours of 8:30 a.m. and 4 p.m., Eastern time, Monday through Friday of each week except Federal holidays.

##### Assistance to Individuals With Disabilities in Reviewing the Rulemaking Record

On request, we will supply an appropriate aid, such as a reader or print magnifier, to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for these proposed priorities. If you want to schedule an appointment for this type of aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

##### General

In the four years since the enactment of the No Child Left Behind Act of 2001, there have been significant changes in our educational system that provide a strong framework for reaching the goal that all students will be proficient in reading/language arts and mathematics by the year 2014. States have put in place rigorous new accountability systems and in this school year (2005-2006) administered reading and mathematics assessments covering all students in grades 3 to 8 and at least once for students in grades 10 to 12. By school year 2007-2008, States will be assessing students in science at least once in each of three grade spans (3-5, 6-9, 10-12). A focus on professional development and teacher qualifications

is helping States to ensure that increasing numbers of students are being taught by highly qualified teachers. School districts are providing new support and assistance to schools in need of improvement, while making available public school choice and supplemental educational services options to eligible students who attend these schools.

National Assessment of Educational Progress (NAEP) results for older students provide a reminder of the need to continue to emphasize high standards and accountability for all students, especially those in the higher grades. The 2005 NAEP math results for 8th graders, for example, are both illustrative and alarming; less than one-third of 8th graders, and just 13 percent of low-income 8th graders, scored at the proficient level or above. High school test scores in mathematics have barely budged since the 1970s, and according to the American College Testing, Inc. (ACT), less than half of high school graduates in 2005 were ready for college-level math and science coursework.

America's rapidly changing economy requires an educational system that is producing high school graduates with the skills needed to be successful in postsecondary education and the workforce. In addition to improving the academic achievement of students in mathematics and science, we must expand the number of Americans mastering foreign languages critical to national security and to our participation in the global economy. High schools must develop a larger pool of technically adept and numerically literate Americans, a continual supply of highly trained mathematicians, scientists, and engineers, and more students with higher levels of proficiency in critical-need languages. The Department believes that high-quality professional development for secondary school teachers is a critical part of the solution, because it can help ensure that these teachers have the content knowledge and expertise required to improve student achievement.

Rigorous instruction, high standards, and accountability for results are helping to raise achievement in the early grades. Now America must complete the task. We must focus on improving the mathematics and science achievement of secondary school students, expanding foreign language learning to include critical-need languages, providing teachers with better training and support, helping districts improve all their schools, and ensuring that all students meet rigorous