

Internet access has benefitted children enormously by giving them new research tools and information sources, new avenues of expression, expanded and more collaborative learning opportunities, and connections to other communities. Parents want the Internet to be a place where children can access educational material and enjoy their experiences. Unfortunately, Internet access can also potentially expose children to unsafe content.

On December 4, 2002, President Bush signed into law HR 3833, the Dot Kids Implementation and Efficiency Act of 2002 (Dot Kids Act), giving parents and educators an additional tool to help protect children from these dangers. The Dot Kids Act required the Department of Commerce to modify the management of the .us country code top level domain to establish kids.us, a safe space on the Internet for our nation's children. The law also required NTIA to publicize the availability of the new domain and to educate parents regarding using the kids.us domain in combination with blocking and filtering technologies.

NTIA amended its contract with NeuStar, Inc., the private sector company which manages the .us country code top level domain, to establish kids.us and to monitor sites in the domain space for content and safety. NeuStar ensures that all content on kids.us websites is suitable for children under 13 years of age. Moreover, interactive services or hyperlinks that take a user outside of the kids.us domain are prohibited.

NeuStar launched general registrations for domain names in kids.us on September 4, 2003, and established a portal at www.kids.us to highlight websites in the space. Currently, kids.us is home to thirteen active websites. These websites showcase information about arts and entertainment, computers and technology, sports and recreation, science and government, and much more.

The purpose of the Kids.us Forum is to bring together technology experts, community and children's advocates, parents and educators and other interested parties to discuss the potential of the kids.us domain, and to assist would be users of the domain and prospective content providers in fulfilling their goals with the domain. The forum will consist of two panel discussions. The first panel will address the current state of kids.us, current uses of kids.us by parents and educators, future content and applications for kids.us, how kids.us can meet the needs of communities, and the interrelationship between kids.us and

filtering and blocking technology, as well as other future technologies. Panelists will include representatives from online child-safety organizations, Congress, community groups, Internet filtering and blocking technology providers, and hardware and software developers. The second panel will address the process of developing a site in the kids.us domain, as well as lessons learned from current content providers, challenges for future content providers, and the resources available to assist would be content providers. Panelists will include representatives from current and prospective providers of content within the kids.us domain, foundations, and technology companies.

More information on the Kids.us Forum will be available on NTIA's web site at www.ntia.doc.gov/kidsdotusforum.

PUBLIC PARTICIPATION: The Kids.us Forum will be open to the public and press on a first-come, first-served basis. Space is limited. Due to security requirements and to facilitate entry to the Department of Commerce building, attendees must present photo identification and/or a U.S. Government building pass, if applicable, and should arrive at least one-half hour ahead of the panel sessions. The public meeting is physically accessible to people with disabilities. Any member of the public wishing to attend and requiring special services, such as sign language interpretation or other ancillary aids, should contact Sallianne Schagrin at (202) 482-1880 or at sschagrin@ntia.doc.gov at least three (3) days prior to the meeting.

Dated: May 28, 2004.

Kathy D. Smith,

Chief Counsel, National Telecommunications and Information Administration.

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DEPARTMENT OF EDUCATION

Submission for OMB Review; Comment Request

AGENCY: Department of Education.

SUMMARY: The Leader, Regulatory Information Management Group, Office of the Chief Information Officer 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 July 6, 2004.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs,

Attention: Alice Thaler, 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, Regulatory Information Management Group, 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.

Dated: June 1, 2004.

Angela C. Arrington,

Leader, Regulatory Information Management Group, Office of the Chief Information Officer.

Institute of Education Sciences

Type of Review: Revision.

Title: Early Childhood Longitudinal Study: Birth Cohort/Preschool Year.

Frequency: One-time.

Affected Public: Individuals or household; Businesses or other for-profit; Not-for-profit institutions.

Reporting and Recordkeeping Hour Burden:

Responses: 2,398.

Burden Hours: 1,551.

Abstract: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a nationally representative longitudinal study of children born in the year 2001. The preschool year follow-up represents the third round of data collection for members of this cohort. Children are assessed using state of the art assessment tools, parents are interviewed as well as child care providers and school personnel. Together with the Kindergarten

component of this early childhood studies program, the survey informs the research and general community about children's health, early learning, development and education experiences. The focus of this survey is on characteristics of children and their families that influence children's first experiences with the demands of formal schools as well as early health care and in- and out-of-home experiences.

Requests for copies of the submission for OMB review; comment request may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 2485. 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 Kathy Axt at her e-mail address Kathy.Axt@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. 04-12698 Filed 6-3-04; 8:45 am]

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DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services; Overview Information; Special Education—Research and Innovation To Improve Services and Results for Children With Disabilities—National Center on Secondary, Transition, and Postsecondary School Outcomes for Students With Disabilities Notice Inviting Applications for New Awards for Fiscal Year (FY) 2004

Catalog of Federal Domestic Assistance (CFDA) Number: 84.324S.

Dates:

Applications Available: June 7, 2004.

Deadline for Transmittal of

Applications: July 19, 2004.

Eligible Applicants: State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education (IHEs), other public agencies, nonprofit private organizations, outlying areas, freely associated States, and Indian tribes or tribal organizations.

Estimated Available Funds: \$700,000.

Maximum Award: We will reject any application that proposes a budget exceeding \$700,000 for a single budget period of 12 months. The Assistant Secretary for the Office of Special Education and Rehabilitative Services may change the maximum amount through a notice published in the **Federal Register**.

Number of Awards: 1.

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

Project Period: Up to 60 months.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: To produce, and advance the use of, knowledge to improve the results of education and early intervention for infants, toddlers, and children with disabilities.

Priority: In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from allowable activities specified in the statute (*see* sections 661(e)(2) and 672 of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2004 this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

National Center On Secondary, Transition, and Postsecondary School Outcomes for Students with Disabilities

Background: Better data on secondary and postsecondary school outcomes for students are needed to assess the effectiveness of programs and services provided under Part B of IDEA and to improve secondary and postsecondary school outcomes for students with disabilities.

While there is general agreement that assessing academic achievement should be part of school accountability systems, many individuals involved in the education of students with disabilities believe that for IDEA purposes it is also important to collect other types of information that focus on assessing transition and postsecondary school success.

A recent GAO study (GAO-03-773) entitled "Special Education: Federal Actions Can Assist States in Improving Postsecondary Outcomes for Youth" found that, while a majority of youth receiving IDEA services complete high school with a diploma, it is difficult to determine what happens to students after they leave high school.

GAO found that less than half of the States routinely collect data on students' employment or education status after graduation. Most States collecting

postsecondary school data used it for program improvement purposes such as monitoring school districts or targeting schools for technical assistance. However, existing State methodologies for collecting such data often have limitations that preclude using the data to assess the status of youth in the State who are receiving IDEA services, or reduce the usefulness of the data in other ways.

GAO also found that many of the States that do not routinely collect postsecondary school data on the status of youth receiving IDEA services have expressed interest in doing so. For example, State educational agency officials familiar with State data collection efforts indicated that State and local school systems did not always have appropriate guidance on how data could be collected, analyzed, and used to improve programs and outcomes for youth with disabilities.

Priority: The Secretary establishes a priority for a cooperative agreement to support a National Center on Secondary, Transition, and Postsecondary School Outcomes for Students with Disabilities that will advance the development and use of secondary, transition, and postsecondary school outcome information. This center must conduct research activities and provide technical assistance to States, schools, communities, and agencies in developing and implementing practical, efficient, cost-effective, and sustainable strategies for collecting and using outcome data to improve secondary, transition, and postsecondary school outcomes.

Knowledge Development Activities of the Center must include, but are not limited to:

(a) Conducting a national survey to identify State systems for the collection of secondary, transition, and postsecondary school outcome data on youth with disabilities and to identify policies and practices that sustain these data systems.

(b) Conducting a literature review on the measures and methodologies that are used to collect data on secondary, transition, and postsecondary school outcomes for youth with disabilities.

(c) Conducting activities to develop and implement practical, efficient, cost-effective, and sustainable strategies for identifying, collecting, and using student secondary, transition, and postsecondary school data for school improvement.

(d) Reviewing the technical adequacy of measures used to assess secondary, transition, and postsecondary school outcomes.