

Affected Public: Individuals or households; Business or other for-profit; Not-for-profit institutions

Reporting Burden and Recordkeeping: Responses: 7,474; Burden Hours: 3,737

Abstract: The purpose of the Beginning Postsecondary Students Longitudinal Study First Follow-Up is to continue the series of longitudinal data collection efforts started in 1996 with the National Postsecondary Student Aid Study to enhance knowledge concerning progress and persistence in postsecondary education for new entrants. The study will address issues such as progress, persistence, and completion of postsecondary education programs, entry into the work force, the relationship between experiences during postsecondary education and various societal and personal outcomes, and returns to the individual and to society on the investment in postsecondary education. Individuals who first entered postsecondary education in the 1995-96 academic year will be surveyed by telephone.

[FR Doc. 96-30433 Filed 11-27-96; 8:45 am]

BILLING CODE 4000-01-P

Notice of Proposed Information Collection Requests

AGENCY: Department of Education.

ACTION: Submission for OMB review; comment request.

SUMMARY: The Director, Information Resources Group, 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 December 30, 1996.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs, Attention: Wendy Taylor, Desk Officer, Department of Education, Office of Management and Budget, 725 17th Street, NW., Room 10235, New Executive Office Building, Washington, DC 20503. Requests for copies of the proposed information collection requests should be addressed to Patrick J. Sherrill, Department of Education, 600 Independence Avenue, S.W., Room 5624, Regional Office Building 3, Washington, DC 20202-4651.

FOR FURTHER INFORMATION CONTACT: Patrick J. Sherrill (202) 708-8196. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339

between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

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 Director of the Information Resources Group publishes this 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 at the address specified above. Copies of the requests are available from Patrick J. Sherrill at the address specified above.

Dated: November 22, 1996.

Gloria Parker,

Director, Information Resources Group.

Office of Educational Research and Improvement

Type of Review: NEW

Title: The Library Cooperatives Survey (LCS)

Frequency: Pretest and One Universe survey

Affected Public: Not-for-profit institutions; Federal Government; State, local or Tribal Gov't, SEAs or LEAs

Reporting Burden and Recordkeeping: Responses: 1,201; Burden Hours: 2,202

Abstract: This survey will be used to request information from library cooperatives. The LCS survey data will be used along with the Public Libraries Survey (PLS) and the State Libraries Agency Survey (STLA) to obtain a more complete picture of library services in the nation. LCS descriptive data will be aggregated and published at the national and state levels. Descriptive data will also be accessible in electronic files by each library cooperative organization and by state.

Office of Educational Research and Improvement

Type of Review: REVISION

Title: Assessment of the Role of School and Public Libraries in Support of the National Education Goals

Frequency: One Time

Affected Public: Not-for-profit institutions; State, local or Tribal Gov't, SEAs or LEAs

Reporting Burden and Recordkeeping: Responses: 3,100; Burden Hours: 2,583

Abstract: The library and education communities need to know more about the role of libraries in supporting education in order to plan for and direct resources. The respondents are librarians in public libraries and public and private schools. The purpose of this assessment is to examine the role of schools and public libraries in support of the National Education Goals and identify the potential role for these institutions, especially as it pertains to disadvantaged students.

[FR Doc. 96-30434 Filed 11-27-96; 8:45 am]

BILLING CODE 4000-01-P

National Advisory Council on Indian Education; Closed Meeting

AGENCY: National Advisory Council on Indian Education, ED.

ACTION: Notice of closed meeting.

SUMMARY: This notice sets forth the schedule and agenda of a forthcoming meeting of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under Section 10(a)(2) of the Federal Advisory Committee Act and is intended to notify the public of the meeting.

DATE AND TIME: December 16, 1996, 8:30 a.m. to conclusion, approximately 5:30 p.m.

ADDRESSES: Room 4050, 1250 Maryland Avenue, SW, Washington, DC.

FOR FURTHER INFORMATION CONTACT: Laura Kipp, Management Analyst, Department of Education, 1250 Maryland Avenue, SW, Washington, DC 20202-6110. Telephone: (202) 260-1927.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education (Council) is established under Section 9151 of the Elementary and Secondary Education Act of 1965, as amended. The Council advises the Secretary of Education on the funding and administration of programs with respect to which the Secretary has jurisdiction and that include Indian children or adults as participants or that

may include Indian children or adults as participants or that may benefit Indian children or adults and makes recommendations to the Secretary for filling the position of Director of Indian Education whenever a vacancy occurs.

This meeting of the Council is closed to the public to interview candidates for the position of Director of Indian Education and make recommendations to the Secretary for filling this vacancy. The Council will be discussing matters relating solely to the internal personnel rules and practices of an agency. Such discussion will disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy. The meeting will be closed under the authority of Section 10(d) of the Federal Advisory Committee Act (Pub. L. 92-463; 5 U.S.C. Appendix 2) and under exemptions (2) and (6) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c) (2) and (6)).

A summary of the activities of the closed session and related matters which are informative to the public consistent with the policy of Title 5 U.S.C. 552b will be available to the public within fourteen days of the meeting. Records are kept of all Council proceedings, and are available for public inspection at the Office of Elementary and Secondary Education, U.S. Department of Education, 1250 Maryland Avenue, SW, Washington, DC 20202, from the hours of 8:30 a.m. to 5:00 p.m.

Dated: November 22, 1996.

Gerald N. Tirozzi,

Assistant Secretary, Office of Elementary and Secondary Education.

[FR Doc. 96-30457 Filed 11-27-96; 8:45 am]

BILLING CODE 4000-01-M

National Assessment Governing Board; Opportunity for Comment

AGENCY: National Assessment Governing Board; Education.

ACTION: Notice of request for comments.

SUMMARY: The National Assessment Governing Board announces the opportunity for public comment on a proposed long-range schedule for the National Assessment of Educational Progress (NAEP). The National Assessment, authorized by Congress, is our only continuing measure of student achievement providing both national and state-level results in academic subjects at grades 4, 8, and 12.

The subjects to be assessed are stated in the National Assessment legislation. These subjects are: "reading, writing, and other subjects listed in the third

National Education Goal" (i.e., mathematics, science, history, geography, civics, the arts, foreign language, and economics). However, the frequency of testing in each subject is not specified.

The National Assessment Governing Board sets policy for NAEP; this includes determining the schedule of assessments. On November 16, 1996, the Governing Board approved a proposed schedule for the purpose of obtaining public comment.

The Governing Board's intent is to provide the public with a predictable, reliable schedule of subjects to be assessed by the National Assessment. The Governing Board has conducted feasibility studies and, in conjunction with the National Center for Education Statistics (NCES), prepared cost estimates for the proposed schedule. The Governing Board and NCES have concluded that the proposed schedule is achievable under conservative assumptions about costs, future appropriations, and continued legislative authority for the National Assessment. However, if resources permit, additions to the schedule may be made, with advance public notice. *The Governing Board will consider comments received by February 3, 1997 in developing a final schedule. The Governing Board intends to take action at its meeting on March 6-8, 1997.*

Background

The National Assessment tested annually, about three subjects per year, during its first decade (1970-1980). However, during the 1980s and into the 1990's, a period of growing demand for National Assessment data, the testing schedule became reduced by half. NAEP testing occurred only every other year and was limited to two or three subjects each time.

In November 1994, the Governing Board established a work group on planning to evaluate the current operating design of the National Assessment. The work group's goal was to identify options to improve the design of the National Assessment, so that more subjects could be assessed more frequently.

In August 1996, after 21 months of review and study, the Governing Board redesigned the National Assessment. Its redesign statement includes the following:

The National Assessment shall assess all subjects listed in the third National Education Goal * * * according to a publicly released schedule adopted by the National Assessment Governing Board, covering eight to ten years, with reading, writing, mathematics and science tested more frequently than the other subjects.

The National Assessment shall be conducted annually, two or three subjects per year, in order to cover all required subjects at least twice a decade.

The NAEP redesign statement requires the Governing Board to adopt a long-range schedule for two primary reasons. First, to provide states and others with adequate time to plan for participation in the national and state assessments. Second, to enable NCES to include the schedule as a part of the requirements for new NAEP operations grants, the next of which is to be awarded during fiscal year 1998.

The redesign statement expresses six major principles intended to increase efficiency, permit the testing of more subjects more frequently, and control costs. These principles are to: (1) Focus the purpose of NAEP on measuring and reporting student achievement, (2) specify the main audience for reports, (3) limit activities that NAEP is not well-designed to carry out, (4) vary testing and reporting, (5) provide stability in the NAEP tests and predictability in the NAEP schedule, and (6) simplify the design of NAEP. (The full text of the NAEP redesign statement is available on the Governing Board's web site—<http://www.nagb.org>—or by request to the address below.)

Two of these principles bear directly on the schedule and have a large impact on costs. The first is "vary testing and reporting." The redesign statement calls for three kinds of testing and reporting: standard, comprehensive, and focused. Working definitions for standard, comprehensive, and focused reports are described in Attachment A. Beginning in the year 2000, the schedule provides for standard and comprehensive assessments in the various subjects. The schedule assumes that focused assessments will be approved on an "as-needed" basis and as resources permit. The second principle has to do with the "stability of tests." Under this principle, National Assessment tests in a subject would remain stable for at least ten years.

The Proposed Schedule: Overview

The schedule for the years 1996-1998 is set. The proposed schedule begins in the year 1999 and provides for annual testing. The national and state assessments in reading, writing, mathematics, and science would be conducted once every four years and assessments at the national level in the other subjects once every eight years. This ensures at least two assessments in