

Respondents/Affected Public:
Individuals or households.

Total Estimated Number of Annual Responses: 10,040.

Total Estimated Number of Annual Burden Hours: 3,386.

Abstract: The Middle Grades Longitudinal Study of 2016–2017 (MGLS:2017), conducted by the National Center for Education Statistics (NCES), is the first study to follow a nationally-representative sample of students as they enter and move through the middle grades (grades 6–8). The data collected through repeated measures of key constructs will provide a rich descriptive picture of the academic experiences and development of students during these critical years and will allow researchers to examine associations between contextual factors and student outcomes. The study will focus on student achievement in mathematics and literacy, along with measures of student executive function, socioemotional well-being and other outcomes. The study will also include an oversample of students with different types of disabilities that will provide descriptive information on their outcomes, educational experiences, and special education services. Baseline data for the MGLS:2017 will be collected from a nationally-representative sample of 6th grade students in spring of 2017 with annual follow-ups in spring 2018 and spring 2019, when most of the students in the sample will be in grades 7 and 8, respectively. This request is to conduct the MGLS:2017 field test in the Spring of 2015, to evaluate the proposed assessments, instruments, and data collection procedures in a real world setting; identify potential challenges that could hinder the national effort; and test various procedures and strategies to inform plans for the national study.

Dated: August 28, 2014.

Stephanie Valentine,

Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management.

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2014–ICCD–0089]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; An Impact Evaluation of the Teacher Incentive Fund (TIF)

AGENCY: Institute of Education Sciences/ National Center for Education Statistics (IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 3501 *et seq.*), ED is proposing a revision of an existing information collection.

DATES: Interested persons are invited to submit comments on or before October 3, 2014.

ADDRESSES: Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ED–2014–ICCD–0089 or via postal mail, commercial delivery, or hand delivery. If the regulations.gov site is not available to the public for any reason, ED will temporarily accept comments at ICDocketMgr@ed.gov. Please note that comments submitted by fax or email and those submitted after the comment period will not be accepted; ED will only accept comments during the comment period in this mailbox when the regulations.gov site is not available. Written requests for information or comments submitted by postal mail or delivery should be addressed to the Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Mailstop L–OM–2–2E319, Room 2E105, Washington, DC 20202.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Elizabeth Warner, 202–208–7169.

SUPPLEMENTARY INFORMATION: The Department of Education (ED), in accordance with the Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3506(c)(2)(A)), provides the general public and Federal agencies with an opportunity to comment on proposed, revised, and continuing collections of information. This helps the Department assess the impact of its information collection requirements and minimize the public's reporting burden. It also helps the public understand the Department's information collection requirements and provide the requested

data in the desired format. ED is soliciting comments on the proposed information collection request (ICR) that is described below. 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. Please note that written comments received in response to this notice will be considered public records.

Title of Collection: An Impact Evaluation of the Teacher Incentive Fund (TIF).

OMB Control Number: 1850–0876.

Type of Review: A revision of an existing information collection.

Respondents/Affected Public: Individuals or households, State, Local, or Tribal Governments.

Total Estimated Number of Annual Responses: 3,893.

Total Estimated Number of Annual Burden Hours: 1,762.

Abstract: This is a revised submission to request approval for continued data collection activities that will be used to support An Impact Evaluation of the Teacher Incentive Fund (TIF). The evaluation will estimate the impact of the differentiated pay component of the TIF program on student achievement and teacher and principal quality and retention. In addition, the evaluation will provide descriptive information of the program's implementation, grantee challenges, and grantee responses to challenges. A total of four years of data are being collected, and thus requires approval for a final round of data collection.

Dated: August 27, 2014.

Stephanie Valentine,

Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management.

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