

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: National Public Education Financial Survey (NPEFS) 2025–2027.

OMB Control Number: 1850–0067.

Type of Review: An extension, without change, of a currently approved information collection.

Respondents/Affected Public: State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 56.

Total Estimated Number of Annual Burden Hours: 7,327.

Abstract: The National Public Education Financial Survey (NPEFS) is an annual collection of state-level finance data that has been included in the National Center for Education Statistics (NCES) Common Core of Data (CCD) since FY 1982 (school year 1981–82). The U.S. Census Bureau (Census), Economic Reimbursable Surveys Division, administers the NPEFS data collection for NCES under interagency agreement in conjunction with the Local Education Agency (School District) Finance Survey (F–33) (OMB #0607–0700) and the School-Level Finance Survey (SLFS) (OMB #1850–0930). NPEFS is a comprehensive source of state-level finance data for public education collected on a nationwide scale using uniform definitions, concepts, and procedures. The collection includes the revenues, expenditures, and average daily attendance of all publicly funded schools and elementary-secondary local education agencies (LEAs), state payments on behalf of LEAs, and state support for a free public education for students in prekindergarten through 12th grade. In this notice, NCES is announcing its intention to extend the date of clearance for NPEFS, without change, to the currently approved collection. Detailed information about the collection can be found at https://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=202309-1850-011.

NPEFS data are used to calculate a state's "average per-pupil expenditure" (SPPE) for elementary and secondary education, as defined by Title 20 U.S.C., Section 7801, paragraphs 1, 2, 3, 12, 26, and 48. SPPE data are used in calculating allocations for certain formula grant programs, including, but not limited to, Title I, Part A, of the Elementary and Secondary Education

Act of 1965 (ESEA), Impact Aid, and Indian Education programs. Other programs, such as the Education for Homeless Children and Youth program under title VII of the McKinney-Vento Homeless Assistance Act, and the Student Support and Academic Enrichment Grants under title IV, part A of the ESEA make use of SPPE data indirectly because their formulas are based, in whole or in part, on State title I, part A, allocations.

Data will be collected from State Education Agencies (SEAs) for all 50 states, the District of Columbia, American Samoa, the Northern Mariana Islands, Guam, Puerto Rico, and the Virgin Islands. SEAs appoint state fiscal coordinators to work with NCES and the U.S. Census Bureau to provide accurate and comparable data across states and jurisdictions. SEAs typically collect finance data from school districts for their own uses. Many states produce a state-specific chart of accounts or accounting manual to assist school districts in classifying and reporting finance data and producing government-wide financial statements. Uniform definitions and concepts of revenues and expenditures are defined by the NCES handbook *Financial Accounting for Local and State School Systems*.

Comparative data on resources and spending patterns is helpful for states to evaluate the effectiveness of their programs and services. The products of this data collection make it possible for data users to search a single database to obtain information on such things as instruction and student support services expenditures per pupil; expenditures on salaries and benefits, supplies, and purchased services; and the percent of school system funding from state, local, and federal sources. Education finance statistics provided by this collection allow for state-level comparisons of how public elementary-secondary education systems receive their funding and how they are spending their funds.

Ross Santy,

Chief Data Officer, Office of Planning, Evaluation and Policy Development.

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2025–SCC–0085]

Institute of Education Sciences (IES), Department of Education (ED) Agency Information Collection Activities; Comment Request; Common Core of Data (CCD) School-Level Finance Survey (SLFS) 2025–2027

AGENCY: Institute of Education Sciences (IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is requesting an extension of a currently approved information collection request (ICR).

DATES: To ensure consideration, comments regarding this proposed information collection must be received on or before September 16, 2025.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please use <http://www.regulations.gov> by searching the Docket ID number ED–2025–SCC–0085. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting the Docket ID number or via postal mail, commercial delivery, or hand delivery. If the www.regulations.gov site is not available to the public for any reason, the Department will temporarily accept comments at ICDocketMgr@ed.gov. Please include the docket ID number and the title of the information collection request when requesting documents or submitting comments. Please note that comments submitted after the comment period will not be accepted. Written requests for information or comments submitted by postal mail or delivery should be addressed to Chris Greene, Institute of Education Sciences, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

FOR FURTHER INFORMATION CONTACT:

Requests for additional information or specific questions related to collection activities should be directed to Chris Greene, Senior Advisor, Institute of Education Sciences, 202–453–5926 or chris.greene@ed.gov.

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)) (<https://www.govinfo.gov/content/pkg/USCODE-2023-title44/pdf/USCODE-2023-title44-chap35-subchapI-sec3506.pdf>), 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: Common Core of Data (CCD) School-Level Finance Survey (SLFS) 2025–2027.

OMB Control Number: 1850–0930.

Type of Review: An extension, without change, of a currently approved information collection.

Respondents/Affected Public: State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 325.

Total Estimated Number of Annual Burden Hours: 6,119.

Abstract: The School-Level Finance Survey (SLFS) is an annual collection of school-level finance data published in the National Center for Education Statistics (NCES) Common Core of Data (CCD). The U.S. Census Bureau (Census), Economic Reimbursable Surveys Division, administers the SLFS data collection for NCES under interagency agreement in conjunction with the National Public Education Financial Survey (NPEFS) (OMB #1850–0067) and the Local Education Agency (School District) Finance Survey (F–33) (OMB #0607–0700). SLFS is a comprehensive source of school-level finance data for public education collected on a nationwide scale using uniform definitions, concepts, and procedures. The collection includes the salaries, benefits, and total current expenditures broken out by activity (function) for all publicly funded schools serving students in prekindergarten through 12th grade. In this notice, NCES is announcing its

intention to extend the date of clearance for SLFS, without change, to the currently approved collection. Detailed information about the collection can be found at https://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=202307-1850-003.

Data will be collected from State Education Agencies (SEAs) for all 50 states and the District of Columbia. SEAs appoint state fiscal coordinators to work with NCES and the U.S. Census Bureau to provide accurate and comparable data across states and jurisdictions. SEAs typically collect finance data from school districts for their own uses. Many states produce a state-specific chart of accounts or accounting manual to assist school districts in classifying and reporting finance data and producing government-wide financial statements. Uniform definitions and concepts of revenues and expenditures are defined by the NCES handbook *Financial Accounting for Local and State School Systems*.

Data on school-level spending patterns is helpful for parents to make choices for the education of their child. Uniform and comparable data helps states measure the effectiveness of resource allocation. Collecting this data at the national level addresses the need for reliable and unbiased measures that can be utilized to compare how resources are distributed among schools within local districts. Education finance statistics provided by this collection allow for comparisons of how public elementary-secondary schools are spending their funds.

Ross Santy,

Chief Data Officer, Office of Planning, Evaluation and Policy Development.

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BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Request for Nominations: National Advisory Council on Indian Education (NACIE)

AGENCY: U.S. Department of Education

ACTION: Request for nominations for appointment to serve on NACIE.

SUMMARY: The United States Department of Education (Department) is seeking nominations for individuals to fill vacant seats and serve on NACIE.

DATES: Nominations must be received no later than August 31, 2025.

ADDRESSES: You may submit nomination(s), including attachments, via email to: Julian.Guerrero@ed.gov (please specify in the email subject line “NACIE Nomination”).

FOR FURTHER INFORMATION CONTACT:

Julian Guerrero, Jr., Designated Federal Official, Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue SW, Office 4B–116, Washington, DC 20202. Telephone: (202) 213–3416. Email: Julian.Guerrero@ed.gov.

SUPPLEMENTARY INFORMATION:

Nomination(s) received should contain the following:

(1) A cover letter from the nominating entity self-identifying as an Indian Tribe or an Indian Organization;

(2) Reason(s) for nominating the individual;

(3) A copy of the nominee's current resume or curriculum vitae;

(4) Contact information for the nominee (e.g., name, title, mailing address, phone number, and email address); and

(5) A statement affirming that the nominee has agreed to be nominated and is willing to serve on NACIE if appointed by the President of the United States of America.

Statutory Authority and Function:

NACIE is a statutorily authorized and presidentially appointed 15-member federal advisory committee created via the Indian Education Act of 1972 (IEA) and reauthorized via the Elementary and Secondary Education Act (ESEA) as amended. The duties of NACIE (20 U.S.C. 7471) are to:

(A) Advise both the Secretary of Education and the Secretary of the Interior concerning the funding and administration (including development of regulations, administrative policies, and practices) of any program that includes Indian children or adults as participants or beneficiaries.

(B) Make recommendations to the Secretary of Education for filling the position of Office of Indian Education (OIE) Director whenever a vacancy occurs.

(C) Submit an annual report to Congress every year no later than June 30; regarding the activities of NACIE and include any recommendations for the improvement of Federal education programs that include Indian children or adults as participants or beneficiaries; and funding recommendations.

In addition, Section 6141(a) of the ESEA requires that nominations are furnished, from time to time, by Indian Tribes and Indian Organizations; and must represent different geographic areas of the United States. Section 2 of the NACIE Improvement Act (NIA) requires that one member must be a president of a Tribal College or University as defined in 20 U.S.C. 1059c(b). NACIE members will serve as