

What is the Department's response to the terms of clearance on this ICR? Copied below:

Approved for three years. Upon resubmission for OMB approval, ED/OESE will report on whether it is appropriate for ED*Facts* to begin collecting this data. Additionally, ED/OESE will investigate and report to OMB on whether incorporating the separate Excel worksheet on teacher gains in content knowledge into the online system is appropriate and reduces respondent burden.

OMB Question: "Is it appropriate for ED*Facts* to begin collecting Mathematics and Science Partnership data?"

ED MSP Answer: No, it is not appropriate for ED*Facts* to collect Mathematics and Science Partnership data. The ED*Facts* system collects data on contextual information, adequate yearly progress, State annual measurable objective targets, State student performance data and National assessment of Education Progress and Student outcomes. ED*Facts* is not designed to collect the type of descriptive and impact student and teacher evaluation data required by statute for the Mathematics and Science Partnerships Grant program. Furthermore, OMB directed Mathematics and Science Partnerships Grant program to collect pre/post data on teachers learning.

Section 2202(f) of the Elementary and Secondary Education Act of 1965 as amended requires each eligible partnership receiving a grant or subgrant to report annually on their progress in meeting the objectives as described in the accountability plan of the partnership under subsection (e). Subsection e requires each partnership to develop an evaluation and accountability plan for activities including rigorous objectives that measure the impact of activities funder under the grant for teachers and students gains.

The Mathematics and Science Partnerships (MSP) Grants program is a formula grant that requires the states to hold competitions and fund partnerships for up to three years. Partnerships are comprised of a member of a Science Technology Engineering and Mathematics (STEM) department at an institution of higher education and a high-need local education agency. The MSP reporting system was developed in collaboration with states to comply with statutory requirements. The Excel worksheet on teacher gains was instituted after OMB required the Mathematics and Science Partnerships Grant program, as a part of the data collection of GPRA indicators, to collect pre and post test data on teachers taking part in professional development to determine gains in teacher content knowledge as a result of their participation in the project.

The 2006 OMB-approved online data collection tool provides funded projects with the opportunity to describe partnerships, teacher impact, share student achievement information, and share professional development models. It also provides a streamlined process to collect program information, and allows better analysis of the program activities across all of the projects.

Through careful analysis of submitted APRs from funded projects and in consultation with State MSP Coordinators and grantees, it has been determined that the current OMB-approved online APR instrument adequately measures partnerships' impact on teacher knowledge.

Below are quotes from the Information Collection Clearance submitted paperwork addressing the issues of burden on grantees.

2. Use of Technology to Reduce Burden

We use a variety of advanced information technologies to maximize the efficiency and completeness of the information gathered for this evaluation and to minimize the burden the data collection places on the MSPs. First, we use an Internet-based data collection system to collect all data elements. This system will allow the MSPs to complete the forms at a time that is convenient to them. It will also help project staff and State MSP coordinators track the data submissions as the MSPs fill in the forms. Second, we pre-populate the Internet-based forms with any available information from the winning partnership proposals. For example, all of the contact information is available from this source. When the users log onto the system, they will be allowed to update this information but will not need to provide it as part of their submission.

4. Efforts to Identify Duplication

The current OMB-approved form adequately measures project outcomes. In addition, the monitoring tools that were incorporated into the APR reduce the burden on the projects. A tool has been developed to take further reduce the burden placed on projects by eliminating redundant questions in the reporting instrument currently being implemented.

Paperwork Burden Statement

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0669. The time required to complete this information collection is estimated to average 14 hours per response, including the time to review instructions, search existing data resources, gather the data needed and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** U.S. Department of Education, Office of Elementary and Secondary Education Division, Teacher Quality Unit, 400 Maryland Avenue, S.W., LBJ Room 3E110, Washington D.C. 20202-2600.