

employment which results in the borrower not being eligible to receive unemployment benefits under applicable State law.

Application Procedures for Loan Repayment and Payment Processing

(A) A borrower may request loan repayment by completing the Application and Service Agreement approved by the Secretary and providing any required supporting documentation.

(B) The Secretary makes a student loan repayment commitment for each consecutive 12-month period of service to a qualified applicant on a first-come, first-served basis, according to the date that the borrower's complete and accurate signed Application and Service Agreement is received by the Secretary, contingent upon the availability of funds for the fiscal year on that date. The date the application is received by the Secretary is:

(1) No earlier than the first receipt date established by the Secretary;

(2) No later than the deadline date for receipt of applications specified in this Notice; and

(3) If the borrower's application is incomplete or inaccurate, the date the Secretary considers the borrower's application to be complete and accurate.

(C) The Secretary notifies applicants of—

(1) Their eligibility or ineligibility for a student loan repayment commitment;

(2) For eligible borrowers, the required service period covered under the borrower's Service Agreement with the Secretary;

(3) For eligible borrowers, the loan repayment amount to be paid following completion of the first consecutive 12-month period of service covered under the borrower's Service Agreement; and

(4) Any other terms and conditions of the Secretary's payment of benefits.

(D) No later than 90 days after the end of each consecutive 12-month period for which the Secretary committed a loan repayment amount for the borrower, the borrower must submit to the Secretary a certification of completed service certified by the borrower's employer on a form approved by the Secretary.

(E) Upon receipt of the borrower's certification of completed service, the Secretary will send the approved repayment amount for which the borrower qualified to the holder of the borrower's highest current outstanding unsubsidized loan, if any, for payment on that loan. If the borrower has no outstanding unsubsidized loans, the Secretary forwards the repayment amount to the holder of the borrower's highest outstanding subsidized loan.

(F) If the holder of the borrower's loan(s) determines that the repayment amount received from the Secretary exceeds the remaining balance of the loan for which it is designated in accordance with paragraph (E) of this section, the holder must apply the remaining balance to another eligible loan of the borrower held by the holder, if applicable. If the holder has no other eligible loans of the borrower, the holder must return the balance to the Secretary. If applicable, the Secretary will forward that balance to another holder of the borrower's eligible loans.

Repayment Procedures

(A) A borrower must repay to the Secretary any repayment benefit received if the borrower—

(1) Fails to complete all of the service required under the Service Agreement; or

(2) Before the end of the period of employment required by the Service Agreement, is involuntarily separated from eligible employment due to misconduct or voluntarily leaves that eligible employment.

(B) Upon notification of a borrower's involuntary separation due to misconduct or voluntary separation from eligible employment, or upon a borrower's failure to submit a certification of completed service within 90 days of the end date of the second or subsequent consecutive 12-month service period required to retain the repayment benefit, the Secretary notifies the borrower that the borrower must repay any benefit received under the Service Agreement unless the borrower provides the Secretary, within 30 days of the date of the Secretary's notice, with documentation that establishes to the satisfaction of the Secretary that such repayment should not be required.

(C) If, within 30 days of the date of the Secretary's notice under paragraph (B) of this section, the borrower fails to provide the Secretary with documentation that establishes to the satisfaction of the Secretary why the borrower should not be required to repay a benefit received, the Secretary treats the payment amount as a Federal debt and provides the borrower with a repayment schedule that includes a monthly payment amount, the first payment due date, the applicable interest rate, and any accrued interest. The Secretary also informs the borrower of any other terms and conditions of repayment.

(D) If a borrower who is required to repay a benefit received under a Service Agreement fails to make a monthly payment within 20 days of the due date, the Secretary undertakes collection of

the amount owed by the borrower using all the methods provided for by law for the recovery of Federal debts.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF), on the Internet at the following site: <http://www.ed.gov/news/fedregister>. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.409.

Delegation of Authority: The Secretary of Education has delegated authority to Daniel T. Madzellan, Director, Forecasting and Policy Analysis for the Office of Postsecondary Education, to perform the functions and duties of the Assistant Secretary for Postsecondary Education.

Dated: June 30, 2010.

Daniel T. Madzellan,

Director, Forecasting and Policy Analysis.

[FR Doc. 2010-16360 Filed 7-6-10; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket ID ED-2010-IES-0008]

Notice Inviting Comments on Priorities To Be Proposed to the National Board for Education Sciences of the Institute of Education Sciences

AGENCY: Institute of Education Sciences, Department of Education.

ACTION: Notice inviting comments on priorities to be proposed to the National Board for Education Sciences of the Institute of Education Sciences.

SUMMARY: The Director of the Institute of Education Sciences (Institute) has developed priorities to guide the work of the Institute. The National Board for Education Sciences (Board) must approve the priorities, but before proposing the priorities to the Board, the Director must seek public comment on the priorities. The public comments

will be provided to the Board prior to its action on the priorities.

DATES: We must receive your comments on or before September 7, 2010.

ADDRESSES: Submit your comments through the Federal eRulemaking Portal or via postal mail, commercial delivery, or hand delivery. We will not accept comments by fax or by e-mail. Please submit your comments only one time, in order to ensure that we do not receive duplicate copies. In addition, please include the Docket ID at the top of your comments.

- *Federal eRulemaking Portal:* Go to <http://www.regulations.gov> to submit your comments electronically. Information on using Regulations.gov, including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under "How To Use This Site."

- *Postal Mail, Commercial Delivery, or Hand Delivery.* If you mail or deliver your comments about these proposed priorities, address your comments to Elizabeth Payer, U.S. Department of Education, 555 New Jersey Avenue, NW., room 602c, Washington, DC 20208.

Privacy Note: The Department's policy for comments received from members of the public (including those comments submitted by mail, commercial delivery, or hand delivery) is to make these submissions available for public viewing in their entirety on the Federal eRulemaking Portal at <http://www.regulations.gov>. Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available on the Internet.

FOR FURTHER INFORMATION CONTACT: Elizabeth Payer. Telephone: (202) 219-1310.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION: *Invitation to Comment:* We invite you to submit comments regarding these proposed priorities. During and after the comment period, you may inspect all public comments about these proposed priorities by accessing Regulations.gov. You may also inspect the comments, in person, in room 602q, 555 New Jersey Avenue, NW., Washington, DC, between the hours of 8:30 a.m. and 4 p.m., Eastern time, Monday through Friday of each week except Federal holidays.

Assistance to Individuals With Disabilities in Reviewing the Record: On request we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs

assistance to review the comments or other documents in the public rulemaking record for these proposed priorities. If you want to schedule an appointment for this type of accommodation or auxiliary aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

Background: The Education Sciences Reform Act of 2002 (20 U.S.C. 9516) requires that the Director of the Institute propose to the Board priorities for the Institute. The Director is to identify topics that require long term research and topics that are focused on understanding and solving education problems and issues, including those associated with the goals and requirements of the Elementary and Secondary Education Act of 1965, as amended; the Individuals with Disabilities Education Act, as amended; and the Higher Education Act of 1965, as amended; such as closing the achievement gap; ensuring that all children have the ability to obtain a high-quality education and reach, at a minimum, proficiency on State standards and assessments; and ensuring access to, and opportunities for, postsecondary education.

Before submitting proposed priorities to the Board, the Director must make the priorities available to the public for comment for not less than 60 days. Each comment submitted must be provided to the Board.

The Director anticipates submitting to the Board proposed priorities for the Institute at a meeting to be held in September, 2010.

The Board must approve or disapprove the priorities for the Institute proposed by the Director, including any necessary revision of the priorities. Approved priorities are to be transmitted to appropriate congressional committees by the Board.

The Director will publish in the **Federal Register** the Institute's plan for addressing the priorities and make it available for comment for not less than 60 days.

Proposed Priorities

The overall mission of the Institute is to expand fundamental knowledge and understanding of education and to provide education leaders and practitioners, parents and students, researchers, and the general public with unbiased, reliable, and useful information about the condition and progress of education in the United States; about education policies, programs, and practices; and about the effectiveness of Federal and other education programs.

The work of the Institute is grounded in the principle that effective education research must be informed by the interests and needs of education practitioners and policymakers. To this end, the Institute will encourage close partnerships between researchers and practitioners in the conceptualization, planning, and conduct of research and evaluation. The Institute will facilitate the use of education statistics, research, and evaluation in educational planning both by including members of the practitioner community in the design and conduct of the work and by producing reports that are accessible, timely, and meaningful to the day-to-day work of education practitioners and policymakers. Further, the Institute will seek to increase the capacity of education policymakers and practitioners to use the knowledge generated from high quality data analysis, research, and evaluation.

To accomplish this mission, the Institute will compile statistics, support research, conduct evaluations, and facilitate the use of scientific evidence addressing a broad range of education outcomes for all students, including those with disabilities. These education outcomes may include, but are not limited to: School readiness and developmental outcomes for infants, toddlers, and young children; learning, higher order thinking, and achievement in reading and writing, mathematics, and the sciences; behaviors, skills, and dispositions that support learning in school and later success in the workforce; educational attainment in postsecondary, vocational, and adult education; and the training, recruitment, and retention of educators.

Within these areas, the Institute will sponsor work to: Examine the state of education in the United States; develop and evaluate innovative approaches to improving education outcomes; understand the characteristics of high-quality teaching and how better to train current and prospective teachers; understand the processes of schooling through which educational policies, programs, and practices affect students; and understand classroom, school, and other social contextual factors that moderate the effects of education practices and contribute to their successful implementation and sustainability. In doing so, the Institute will seek to identify education policies, programs, and practices that improve education outcomes; and to determine how, why, for whom, and under what conditions these policies, programs, and practices are effective. In particular, the Institute will promote research to improve education outcomes for those

students who have traditionally been poorly served by the education system because of their socioeconomic status, race/ethnicity, disability, limited English proficiency, and residential or school mobility, with a goal of generating knowledge to assist educators and policymakers in assessing and improving the equity of the education system.

The Institute will maintain rigorous scientific standards for the technical quality of its statistics, research, and evaluation activities, ensuring that the methods applied are appropriate to the questions asked and the results are valid and reliable. The work of the Institute will include a variety of research and statistical methods. The Institute will support the development of improved research methods; improved measures of a broad range of education processes, systems, and outcomes; and improved analytical approaches for designing and conducting education research. Where needed, the Institute will develop and publish rigorous technical standards for these methods. The Institute will ensure the quality and objectivity of its work by submitting all products to rigorous scientific review. In addition to supporting new research, the Institute will facilitate the synthesis of existing and ongoing research to construct coherent bodies of scientific knowledge about education. The Institute will build the capacity of the education research community by supporting post-doctoral and interdisciplinary doctoral training in the education sciences, equipping education researchers with the skills to conduct rigorous research and effectively engage the practitioner community in that research, and by conducting training in research design and methods and in the use of longitudinal data.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or computer diskette) on request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

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You may also view this document in text (Word and PDF) at the following site: <http://ies.ed.gov/whatsnew/>.

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(Catalog of Federal Domestic Assistance number does not apply.)

Program Authority: 20 U.S.C. 9501 *et seq.*

Dated: July 1, 2010.

John Q. Easton,

Director, Institute of Education Sciences.

[FR Doc. 2010-16527 Filed 7-6-10; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket ID ED-2010-OPE-0007]

SAFRA Act Payments to Loan Servicers for Job Retention

ACTION: Interim final requirements; request for comments.

SUMMARY: The U.S. Secretary of Education (Secretary) establishes requirements to implement section 458(a)(7) of the Higher Education Act of 1965, as amended (HEA), as added by section 2212(b)(1) of the SAFRA Act, title II of the Health Care and Education Reconciliation Act of 2010 (SAFRA). Under this provision of the law, the Secretary provides payments to student loan servicers in Federal fiscal year (FY) 2010 and FY 2011 for retaining jobs at locations in the United States where such servicers were operating under title IV, part B of the HEA (the Federal Family Education Loan Program) on January 1, 2010.

As discussed in more detail elsewhere in these interim final requirements, the Department adopts these requirements for FY 2010 on an interim final basis. We also request public comment on these requirements. After consideration of these comments, the Secretary will publish final requirements that will govern the program for FY 2011.

DATES: These requirements are effective July 7, 2010. We must receive your comments by August 6, 2010.

ADDRESSES: Submit your comments through the Federal eRulemaking Portal or via postal mail, commercial delivery, or hand delivery. We will not accept comments by fax or by e-mail. Please submit your comments only one time, in order to ensure that we do not receive duplicate copies. In addition, please include the Docket ID at the top of your comments.

• **Federal eRulemaking Portal:** Go to <http://www.regulations.gov> to submit your comments electronically.

Information on using Regulations.gov, including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under "How To Use This Site."

• **Postal Mail, Commercial Delivery, or Hand Delivery:** If you mail or deliver your comments about these interim final requirements, address them to Donald Conner, 1990 K Street, NW., Room 8030, Washington, DC 20006.

Privacy Note: The Department's policy for comments received from members of the public (including those comments submitted by mail, commercial delivery, or hand delivery) is to make these submissions available for public viewing in their entirety on the Federal eRulemaking Portal at <http://www.regulations.gov>. Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available on the Internet.

FOR FURTHER INFORMATION CONTACT: Donald Conner, Telephone: 202-502-7818 or by e-mail:

Donald.conner@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or computer diskette) on request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

SUPPLEMENTARY INFORMATION:

Invitation To Comment

We invite you to submit comments regarding these interim final requirements. To ensure that your comments have maximum effect in developing the requirements for FY 2011 for this program, we urge you to identify clearly the specific section or sections of the interim final requirements that each of your comments addresses and to arrange your comments in the same order as in the interim final requirements.

We invite you to assist us in complying with the specific requirements of Executive Order 12866 and its overall requirement of reducing regulatory burden that might result from these interim final requirements. Please let us know of any further opportunities we should take to reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the program.

During and after the comment period, you may inspect all public comments about these interim final requirements by accessing Regulations.gov. You may