

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. The OMB is particularly interested in comments which: (1) Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information will have practical utility; (2) Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used; (3) Enhance the quality, utility, and clarity of the information to be collected; and (4) Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology.

Dated: April 29, 2011.

Darrin A. King,

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

Office of Special Education and Rehabilitative Services

Type of Review: Revision.

Title of Collection: Annual

Performance Report of Independent Living for Older Individuals Who are Blind.

OMB Control Number: 1820-0608.

Agency Form Number(s): RSA-7-OB.

Frequency of Responses: Annually.

Affected Public: State, Local, or Tribal Government, State Educational Agencies or Local Educational Agencies.

Total Estimated Number of Annual Responses: 56.

Total Estimated Annual Burden Hours: 336.

Abstract: This data collection instrument is being submitted to obtain approval for information collection on the Independent Living Services for Older Individuals Who Are Blind program. Through this program, grants are made to states to support services for individuals age 55 or older whose severe visual impairment makes competitive employment difficult to obtain but for whom independent living goals are feasible. This data will be used to evaluate and construct a profile for the program nationwide. The respondents will be the managers of the Independent Living Services for Older Individuals Who Are blind program in each of the 56 states and territories. The revisions to this instrument consist of 2

additional items in Part I to capture the amount of other federal funds made available to the program, and the carryover for those funds. In Part III, rearrangement in the order of requested information to avoid double counting of consumers in the race and ethnicity categories; an additional item to capture the number of consumers served who are homeless; additional items to capture the number of consumers referred from nursing homes, assisted living facilities, government/social service agencies, and self referrals. In Part IV, section C was revised to omit "assistive technology" and avoid the overlap with section B—specifically B2 and C2 which asked for the same information. The word "regained" was changed to "maintained" or "gained" wherever it appeared in the document as appropriate. Finally, in Part VI, we added language to link the information requested to that already provided in Part IV, and added items to capture the number of consumers who died while receiving services.

Copies of the information collection submission for OMB review may be accessed from the *RegInfo.gov* Web site at <http://www.reginfo.gov/public/do/PRAMain> or from the Department's Web site at <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 4519. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., LBJ, Washington, DC 20202-4537. Requests may also be electronically mailed to the Internet address ICDocketMgr@ed.gov or faxed to 202-401-0920. Please specify the complete title of the information collection and OMB Control Number when making your request.

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

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DEPARTMENT OF EDUCATION

Notice of Submission for OMB Review

AGENCY: Department of Education.

ACTION: Comment request.

SUMMARY: The Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management, invites

comments on the submission for OMB review as required by the Paperwork Reduction Act of 1995 (Pub. L. 104-13).

DATES: Interested persons are invited to submit comments on or before June 6, 2011.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs, Attention: Education Desk Officer, Office of Management and Budget, 725 17th Street, NW., Room 10222, New Executive Office Building, Washington, DC 20503, be faxed to (202) 395-5806 or e-mailed to oir_submission@omb.eop.gov with a cc: to ICDocketMgr@ed.gov. Please note that written comments received in response to this notice will be considered public records.

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. The OMB is particularly interested in comments which: (1) Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information will have practical utility; (2) Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used; (3) Enhance the quality, utility, and clarity of the information to be collected; and (4) Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology.

Dated: April 29, 2011.

Darrin A. King,

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

Office of Special Education and Rehabilitative Services

Type of Review: Extension.

Title of Collection: Client Assistance Program Report.

OMB Control Number: 1820-0528.

Agency Form Number(s): RSA-227.

Frequency of Responses: Annually.

Affected Public: Not-for-profit institutions.

Total Estimated Number of Annual Responses: 56.

Total Estimated Annual Burden Hours: 896.

Abstract: Form RSA–227 is used to meet specific data collection requirements contained in Section 112 of the Rehabilitation Act of 1973, as amended, and its implementing Federal Regulations at 34 CFR part 370. Data from the form have been used to evaluate individual programs. These data also have been used to indicate trends in the provision of services from year to year. In addition, Form RSA–227 will be used to analyze and evaluate the effectiveness of individual Client Assistance Program grantees. These agencies provide services to individuals seeking or receiving services from programs and projects authorized by the Rehabilitation Act of 1973, as amended. Form RSA–227 has enabled the Rehabilitation Services Administration (RSA) to furnish the President and Congress with data on the provision of advocacy services and has helped to establish a sound basis for future funding requests.

Copies of the information collection submission for OMB review may be accessed from the RegInfo.gov Web site at <http://www.reginfo.gov/public/do/PRAMain> or from the Department's Web site at <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 4520. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., LBJ, Washington, DC 20202–4537. Requests may also be electronically mailed to the Internet address ICDocketMgr@ed.gov or faxed to 202–401–0920. Please specify the complete title of the information collection and OMB Control Number when making your request.

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[FR Doc. 2011–10982 Filed 5–4–11; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Technology and Media Services for Individuals With Disabilities—Center on Online Learning and Students With Disabilities

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

Overview Information:

Technology and Media Services for Individuals with Disabilities—Center on Online Learning and Students with Disabilities; Notice inviting applications for new awards for fiscal year (FY) 2011.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.327U.

Dates:

Applications Available: May 5, 2011.

Deadline for Transmittal of

Applications: June 20, 2011.

Deadline for Intergovernmental Review: August 18, 2011.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purposes of the Technology and Media Services for Individuals with Disabilities program are to: (1) Improve results for children with disabilities by promoting the development, demonstration, and use of technology; (2) support educational media services activities designed to be of educational value in the classroom setting to children with disabilities; and (3) provide support for captioning and video description that are appropriate for use in the classroom setting.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute, or otherwise authorized in the statute (see sections 674(c) and 681(d) of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

Center on Online Learning and Students With Disabilities (84.327U)

Background:

Online learning is growing rapidly in this country and is likely to become an essential component of the educational system as usage increases and more advanced forms of online learning emerge. By one estimate, 1.5 million students in kindergarten through grade 12 (K–12) were engaged in some form of online learning during the 2009–2010 school year, and this number is expected to increase dramatically in future years (Wicks, 2010; Picciano & Seaman, 2007; U.S. Department of Education, 2010). The expanded use of online learning offers potential benefits to children with disabilities but also poses significant challenges (Keeler, *et al.*, 2007).

"Online learning," as used in this notice, refers to learning that takes place

partially or entirely over the Internet (U.S. Department of Education, 2009). Online learning can have different forms and take place in different contexts. For example, online learning may take place in a traditional school as a regular part of the school day, or it may take place in a full-time online "virtual school" in which the student participates from home, a community setting, or a workplace. The pedagogy of online learning may be "expository" in which the technology is used to transmit educational content in a manner similar to a traditional lecture. The pedagogy may be "active" in which the technology allows learners to access content through interactive simulations, games, or other online resources, or the pedagogy may be "interactive" in which learning emerges from human interactions that take place via online learning communities, virtual worlds, etc. Online learning can be largely text-based; video and audio may also be used to provide content. Content may be delivered on a desktop computer, laptop computer, or a mobile device like a smart phone or electronic tablet. Finally, online learning may involve "synchronous" communication in which students and teachers interact concurrently, for example, through online chats or webcasts, or it may involve "asynchronous" communication with delayed interactions using e-mail, threaded discussions, etc. (U.S. Department of Education, 2009; Barbour & Reeves, 2009). Online learning is expected to evolve in future years with increased use of multimedia, games, and social networking; increased mobility of and expansion into informal learning environments; infusion of competencies in emerging technologies; and more personalized learning (U.S. Department of Education, 2010).

When asked why they have chosen to use online learning resources for instruction, school administrators cite several reasons, including that these resources allow schools to offer courses not otherwise available in particular school settings (e.g., rural schools, under-resourced schools); meet the needs of specific groups of students (e.g., homebound students, English learners); offer advanced or college-level courses; reduce scheduling conflicts; and that the resources permit students who failed courses to take them again. Cost advantages are sometimes cited also, but less frequently (Picciano & Seaman, 2007; Barbour & Reeves, 2009).

Online learning can have a number of potential benefits for children with disabilities. Use of online technology can allow for individualized instruction, flexible presentation of content,