

the simulated plume of radioactive material.

The Board urges the Secretary to avail himself of the authority under the Atomic Energy Act (42 U.S.C. 2286d(e)) to “implement any such recommendation (or part of any such recommendation) before, on, or after the date on which the Secretary transmits the implementation plan to the Board under this subsection.”

Peter S. Winokur, Ph.D.,
Chairman.

[FR Doc. 2012-12179 Filed 5-18-12; 8:45 am]

BILLING CODE 3670-01-P

DEPARTMENT OF EDUCATION

Notice of Submission for OMB Review; Federal Student Aid; William D. Ford Federal Direct Loan (Direct Loan) Program: Internship/Residency and Loan Debt Burden Forbearance Forms

SUMMARY: These forms serve as the means by which a borrower may request forbearance of repayment on his or her William D. Ford Federal Direct Loan (Direct Loan) or Federal Family Education Loan (FFEL) Program loans based on participation in an eligible internship/residency program, National Guard duty, receiving benefits under the Department of Defense’s Student Loan Repayment Program, or having a federal education loan debt burden that equals or exceeds 20 percent of the borrower’s monthly gross income.

DATES: Interested persons are invited to submit comments on or before June 20, 2012.

ADDRESSES: Written comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov or mailed to U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Washington, DC 20202-4537. Copies of the proposed information collection request may be accessed from <http://edicsweb.ed.gov>, by selecting the “Browse Pending Collections” link and by clicking on link number 04798. 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 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.

SUPPLEMENTARY INFORMATION: Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that Federal agencies provide interested parties an early opportunity to comment on information collection requests. The Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management, publishes this notice containing proposed information collection requests at the beginning of the Departmental review of the information collection. 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: William D. Ford Federal Direct Loan (Direct Loan) Program: Internship/Residency and Loan Debt Burden Forbearance Forms.

OMB Control Number: 1845-0018.

Type of Review: Revision.

Total Estimated Number of Annual Responses: 25,842.

Total Estimated Number of Annual Burden Hours: 5,814.

Abstract: The U.S. Department of Education and FFEL Program lenders and servicers use the information collected on these forms to determine whether a borrower meets the eligibility requirements for the specific forbearance type that the borrower has requested. This collection is being revised so that it may be used by both the Direct Loan and FFEL Programs and also expands one of the mandatory forbearance forms to include additional mandatory forbearances; as a result, additional data elements have been added to support the additional forbearances.

Dated: May 11, 2012.

Kate Mullan,

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

[FR Doc. 2012-11974 Filed 5-18-12; 8:45 am]

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DEPARTMENT OF EDUCATION

Notice of Submission for OMB Review; Federal Student Aid; William D. Ford Federal Direct Loan Program Deferment Request Forms

SUMMARY: These forms serve as the means by which borrowers in the William D. Ford Federal Direct Loan (Direct Loan) and Federal Family Education Loan (FFEL) Programs may request deferment of repayment on their loans if they meet certain statutory and regulatory criteria.

DATES: Interested persons are invited to submit comments on or before June 20, 2012.

ADDRESSES: Written comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov or mailed to U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Washington, DC 20202-4537. Copies of the proposed information collection request may be accessed from <http://edicsweb.ed.gov>, by selecting the “Browse Pending Collections” link and by clicking on link number 04789. 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 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.

SUPPLEMENTARY INFORMATION: Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that Federal agencies provide interested parties an early opportunity to comment on information collection requests. The Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management, publishes this notice containing proposed information

collection requests at the beginning of the Departmental review of the information collection. 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: William D. Ford Federal Direct Loan Program Deferment Request Forms.

OMB Control Number: 1845–0011.

Type of Review: Revision.

Total Estimated Number of Annual Responses: 3,130,831.

Total Estimated Number of Annual Burden Hours: 500,933.

Abstract: The U.S. Department of Education uses the information collected on these forms to determine whether a borrower meets the eligibility requirements for the specific deferment type that the borrower has requested. The burden hours associated with this collection is increasing for one reason; namely, that the collection is being combined with the soon-to-be-discontinued 1845–0005 so that the forms associated with this collection may be used in both the FFEL and Direct Loan Program.

Dated: May 11, 2012.

Kate Mullan,

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

[FR Doc. 2012–11975 Filed 5–18–12; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Technology and Media Services for Individuals With Disabilities—Stepping-Up Technology Implementation

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

ACTION: Notice.

Overview Information; Technology and Media Services for Individuals With Disabilities—Stepping-Up Technology Implementation; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2012.

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

DATES: Applications Available: May 21, 2012.

Deadline for Transmittal of Applications: July 5, 2012.

Deadline for Intergovernmental Review: September 3, 2012.

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 students 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 for students with disabilities; and (3) provide support for captioning and video description that is appropriate for use in the classroom.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see sections 674 and 681(d) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.)).

Absolute Priority: For FY 2012, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is: Technology and Media Services for Individuals with Disabilities—Stepping-Up Technology Implementation.

Background: The purpose of this priority is to fund cooperative agreements to: (a) Identify resources¹ needed to effectively implement evidence-based² technology tools³ that

¹For the purposes of this priority, “resources” include, but are not limited to, school leadership support, professional development support to school staff, and a plan for integrating technology into the classroom curriculum.

²For the purposes of this priority, “evidence-based” means practices for which there is “strong evidence” or “moderate evidence” of effectiveness as defined in the Department’s notice of final supplemental priorities for discretionary grant programs published in the *Federal Register* on December 15, 2010 (75 FR 78486), and corrected on May 12, 2011 (76 FR 27637).

³For the purposes of this priority, “technology tools” may include, but are not limited to, digital math text readers for students with visual impairment, reading software to improve literacy and communication development, and text-to-speech software to improve reading performance. These tools must assist or otherwise benefit students with disabilities.

benefit students with disabilities, and (b) develop and disseminate products⁴ that will help a broad range of schools to effectively implement these technology tools.

As Congress recognized in IDEA, “almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by * * * supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities” (section 601(c)(5)(H) of the IDEA). The use of technology, including assistive technology devices and assistive technology services, enhances instruction and access to the general education curriculum. Since 1998, the Office of Special Education Programs (OSEP) has supported technology and media service projects through the Steppingstones of Technology Innovation for Children with Disabilities (Steppingstones) program. The projects funded under the Steppingstones program developed and evaluated numerous innovative technology tools designed to improve results for children with disabilities. Examples of such tools include: Web-based learning and assessment materials, instructional software, assistive technology devices, methods for using off-the-shelf hardware and software to improve learning, and methods for integrating technology into instruction. In addition, the Department’s Institute of Education Sciences (IES) now supports projects to develop and evaluate innovative technology tools. The Stepping-up Technology Implementation program will build on these technology development efforts by identifying, developing, and disseminating products and resources that promote the effective implementation⁵ of evidence-based instructional and assistive technology tools in kindergarten through grade 12 (K–12) settings.⁶

The employment of products and resources designed to assist with the

⁴For the purposes of this priority, “products” may include, but are not limited to, instruction manuals, lesson plans, demonstration videos, ancillary instructional materials, and professional development modules such as collaborative groups, coaching, mentoring, or online supports.

⁵In this context, “implementation” refers to processes and activities that are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of these specific set of processes and activities (Fixsen, Naoom, Blase, Friedman & Wallace, 2005).

⁶For the purposes of this priority, “settings” include general education classrooms, special education classrooms or any place where school-based instruction occurs.