

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 04882. 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 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: Case Service Report (Rehabilitation Services Administration (RSA)-911).

OMB Control Number: 1820-0508.

Type of Review: Extension.

Total Estimated Number of Annual Responses: 80.

Total Estimated Number of Annual Burden Hours: 6,500.

Abstract: The data comprising the Case Service Report are mandated by the Rehabilitation Act of 1973, as amended (the Act). Applicable portions of the Rehabilitation Act explicitly or implicitly require the recording and reporting of specific data elements by state VR agencies to the RSA. Section 13 of the Act requires the Commissioner to collect and report information specified in section 101(a)(10) to the Congress and the President in the Annual Report. Section 14 of the Act requires the Commissioner to conduct evaluations of the VR program. The information from this data collection is used in evaluating the outcomes of the program. Section 626 requires the same information to be reported for individuals who received supported employment (SE) services. RSA-911 data are also needed to satisfy the requirements of Section 131 calling for an exchange of data between RSA, the Social Security Administration and the Department of Labor.

Dated: June 27, 2012.

Darrin A. King,

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

[FR Doc. 2012-16184 Filed 6-29-12; 8:45 am]

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DEPARTMENT OF EDUCATION

Notice of Proposed Information Collection Requests; Office of Special Education and Rehabilitative Services; Grantee Reporting Form—Rehabilitation Services Administration (RSA) Annual Payback Report

SUMMARY: The Annual Payback Report collects data on the status of "current" and "exited" RSA scholars who are/were the recipients of scholarships. The information collected will provide performance data relevant to the rehabilitation fields and degrees pursued by RSA scholars, as well as the fund owed and the rehabilitation work completed by them.

DATES: Interested persons are invited to submit comments on or before August 31, 2012.

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Collections" link and by clicking on link number 04877. 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.

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Title of Collection: Grantee Reporting Form—RSA Annual Payback Report.

OMB Control Number: 1820-0617.

Type of Review: Revision.

Total Estimated Number of Annual Responses: 350.

Total Estimated Number of Annual Burden Hours: 350.

Abstract: Under section 302 of the Rehabilitation Act of 1973, as amended (Act), the Rehabilitation Services Administration (RSA) has the authority to provide financial assistance, through academic institutions, to students seeking a career in rehabilitative services. Students who receive scholarships under this program are required to work within the public

rehabilitation program, such as with a state vocational rehabilitation agency, or an agency or organization that has a service arrangement with a state vocational rehabilitation agency. The student is expected to work two years in such settings for every year of full-time scholarship support.

Section 302(b)(2)(C) of the Act requires the academic institutions (i.e., grantees) that administer a RSA Long-Term Training program to track the employment status and location of former scholars supported under their grants in order to ensure that students are meeting the payback requirement. Program regulations at 34 CFR 386.34 require each grantee to establish and maintain a tracking system on current and former RSA scholars for this purpose.

Dated: June 27, 2012.

Darrin A. King,

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

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DEPARTMENT OF EDUCATION

Applications for New Awards: Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—Technical Assistance Center To Support Implementation of Evidence-Based Practices

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

ACTION: Notice.

Overview Information:

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities—Technical Assistance Center to Support Implementation of Evidence-based Practices.

Notice inviting applications for new awards for fiscal year (FY) 2012.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.326K.

DATES: *Applications Available:* July 2, 2012.

Deadline for Transmittal of Applications: August 1, 2012.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program is to promote the educational achievement of children with

disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically-based research.

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 663 and 681(d) of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1463 and 1481(d)).

Absolute Priority: For FY 2012 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:

Technical Assistance Center to Support Implementation of Evidence-based Practices.

Background:

The purpose of this priority is to fund a cooperative agreement for a Technical Assistance Center to Support Implementation of Evidence-based Practices (Center). This Center will assist State educational agencies (SEAs), within-State regional TA providers (regional TA providers), local educational agencies (LEAs), schools, and Department-funded TA providers in improving the educational achievement of children with disabilities in kindergarten through grade 12 (K–12) education systems by building an implementation infrastructure to scale up implementation supports (e.g., training, coaching, administrative support, and data-based decision-making) in order to expand the use of evidence-based practices (EBPs) statewide.

Research has shown that all students, including those with disabilities, benefit from educators' use of EBPs that are matched to student needs (Hattie, 2009). Support from the SEAs, regional TA providers, LEAs, and schools to implement these practices is critical for educators to use EBPs fully and effectively (Mourshed, Chijioke, & Barber, 2010; Rhim, Hassel, & Redding, 2007). Without focused and effective support for implementing EBPs, it is unlikely that the desired student outcomes will be achieved (Vernez, Karam, Mariano, & DeMartini, 2006; Wei, Darling-Hammond, & Adamson, 2010).

To effectively implement EBPs, educators need training that is based on adult learning principles, coaching to support the use of the skills learned in training, administrative support for use

of the practices, and assistance with data-based decision-making (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Han & Weiss, 2005; Joyce & Showers, 2002; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009).

Beyond this, most essential to implementing EBPs are teams of people who are able to initiate and coordinate the various components of these implementation supports, help remove barriers to employing EBPs, and assist administrators in thinking through systemic changes to better support the use of the EBPs (Higgins, Weiner, & Young, 2012; Sugai & Horner, 2006; Turnbull et al., 2002). These teams function as part of the various entities in the education system—the SEA, regional TA provider, LEA, and school—and provide the infrastructure needed to scale up implementation supports statewide that, in turn, facilitate the effective use of EBPs in schools across the State. Having teams of people with specific roles related to providing implementation supports can positively influence the use of EBPs (Hest, 2012; Higgins, Weiner, & Young, 2012). The team at each level of the education system supports the next level (e.g., the SEA supports its regional TA providers), and communication between the teams is important for providing information about barriers and needs related to implementing EBPs. In addition, the teams collect and use data in an evaluation system that supports the effective use of EBPs.

Evaluation is the process of collecting and using information for decision-making (Algozzine et al., 2010). When using EBPs on a large scale, it is important to have an evaluation system that: (a) includes measures and measurement schedules that meet the needs of local decision-makers; and (b) allows for evaluation information to be used for decision-making at the SEA, regional TA provider, LEA, and school levels. An evaluation system provides information to decision-makers on the effectiveness of the implementation supports provided, the fidelity with which core elements of the EBP are implemented, and the effect of the EBP on students' outcomes. The evaluation system also addresses questions related to replication, sustainability, and continuous improvement of an EBP (Algozzine et al., 2010).

Developing and strengthening the implementation infrastructure requires collaboration among the teams at all levels of the educational system to identify improvements that can be made in how: (1) Funds are used; (2) policies affect practice; (3) implementation and impact data can be used to determine