

accordance with 28 U.S.C. 1746, in the following format:

If executed outside the United States: 'I declare (or certify, verify, or state) under penalty of perjury under the laws of the United States of America that the foregoing is true and correct. Executed on (date). (Signature)'.

If executed within the United States, its territories, possessions, or commonwealths: 'I declare (or certify, verify, or state) under penalty of perjury that the foregoing is true and correct. Executed on (date). (Signature)'.

#### RECORD ACCESS PROCEDURES:

Individuals seeking to access information about themselves in this system should address written inquiries to National Guard Bureau (NGB), Manpower and Personnel Directorate (J1), 111 South George Mason Drive, Arlington Hall 2, Arlington, VA 22204-1373

Written requests must include the individual's DoD ID number or their name and date of birth, as well as full mailing address to receive a response.

In addition, the requester must provide a notarized statement or an unsworn declaration made in accordance with 28 U.S.C. 1746, in the following format:

If executed outside the United States: 'I declare (or certify, verify, or state) under penalty of perjury under the laws of the United States of America that the foregoing is true and correct. Executed on (date). (Signature)'.

If executed within the United States, its territories, possessions, or commonwealths: 'I declare (or certify, verify, or state) under penalty of perjury that the foregoing is true and correct. Executed on (date). (Signature)'.

#### CONTESTING RECORDS PROCEDURES:

The National Guard Bureau rules for accessing records and for contesting contents and appealing initial agency determinations are published at 32 CFR part 329 or may be obtained from the system manager.

#### RECORD SOURCE CATEGORIES:

Information is collected directly from the individual when registering as a user or registering to attend an event or reporting their civilian employer information. Defense Manpower Data Center (DMDC) also provides additional information about Service members (only), to validate the information collected directly from the Defense Eligibility and Enrollment Reporting System (DEERS) and provide eligibility information to the programs providing the services.

#### EXEMPTIONS CLAIMED FOR THE SYSTEM:

None.

[FR Doc. 2015-16970 Filed 7-10-15; 8:45 am]

BILLING CODE 5001-06-P

## DEPARTMENT OF EDUCATION

[Docket No. ED-2015-ICCD-0086]

### Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Professional Development Grants for Indian Children Application Package

**AGENCY:** Office of Elementary and Secondary Education (OESE), Department of Education (ED).

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 3501 *et seq.*), ED is proposing an extension of an existing information collection.

**DATES:** Interested persons are invited to submit comments on or before August 12, 2015.

**ADDRESSES:** Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ED-2015-ICCD-0086 or via postal mail, commercial delivery, or hand delivery. If the regulations.gov site is not available to the public for any reason, ED will temporarily accept comments at [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov). Please note that comments submitted by fax or email and those submitted after the comment period will not be accepted; ED will ONLY accept comments during the comment period in this mailbox when the regulations.gov site is not available. Written requests for information or comments submitted by postal mail or delivery should be addressed to the Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Mailstop L-OM-2-2E319, Room 2E115, Washington, DC 20202.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection activities, please contact John Cheek, 202-401-0274.

**SUPPLEMENTARY INFORMATION:** The Department of Education (ED), in accordance with the Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3506(c)(2)(A)), provides the general public and Federal agencies with an opportunity to comment on proposed, revised, and continuing collections of information. This helps the Department

assess the impact of its information collection requirements and minimize the public's reporting burden. It also helps the public understand the Department's information collection requirements and provide the requested data in the desired format. ED is soliciting comments on the proposed information collection request (ICR) that is described below. 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:* Professional Development Grants for Indian Children Application Package.

*OMB Control Number:* 1810-0580.

*Type of Review:* An extension of an existing information collection.

*Respondents/Affected Public:* State, Local and Tribal Governments.

*Total Estimated Number of Annual Responses:* 50.

*Total Estimated Number of Annual Burden Hours:* 1,500.

*Abstract:* The Office of Indian Education (OIE) of the Department of Education (ED) requests an extension of this previously approved information collection, for the Indian Education Discretionary Grant Applications authorized under Title VII, Part A, of the Elementary and Secondary Education Act, as amended. The Professional Development (PD) (CFDA 84.299B) program is a competitive discretionary grant program. The grant applications submitted for this program are evaluated on the basis of how well an applicant addresses the selection criteria, and are used to determine applicant eligibility and amount of award for projects selected for funding.

The selection criteria used for the Professional Development Grant program are included in 34 CFR 263.6. Sections 263.7, 263.8, 263.9, and 263.10 also have information collection requirements addressed in this clearance request relating to statutory or regulatory requirements.

Dated: July 7, 2015.

**Tomakie Washington,**

*Acting Director, Information Collection Clearance Division, Office of the Chief Privacy Officer, Office of Management.*

[FR Doc. 2015-16962 Filed 7-10-15; 8:45 am]

**BILLING CODE 4000-01-P**

**DEPARTMENT OF EDUCATION**

**Applications for New Awards; Improved Reentry Education**

**AGENCY:** Office of Career, Technical, and Adult Education, Department of Education.

**ACTION:** Notice.

**Overview Information**

Improved Reentry Education (IRE).

Notice inviting applications for new awards for fiscal year (FY) 2015.

*Catalog of Federal Domestic Assistance (CFDA) Number: 84.191D.*

**DATES:**

*Applications Available:* July 13, 2015.

*Date of Pre-Application Meeting:* July 20, 2015.

*Deadline for Transmittal of Applications:* August 12, 2015.

*Deadline for Intergovernmental Review:* September 11, 2015.

**Full Text of Announcement**

**I. Funding Opportunity Description**

*Purpose of Program:* The purpose of the IRE program is to support demonstration projects in prisoner reentry education that develop evidence of reentry education's effectiveness. IRE seeks to demonstrate that high-quality, appropriately designed, integrated, and well-implemented educational and related services provided in institutional and community settings are critical in supporting educational attainment and reentry success for individuals who have been incarcerated.

*Background:* The economic and civic importance of the programs authorized by the Workforce Innovation and Opportunity Act, 29 U.S.C. 3101 *et. seq.* (WIOA),<sup>1</sup> including the Adult Education and Family Literacy Act (Title II of WIOA) (AEFLA), is amplified by three recent policy documents that highlight the challenges faced by low-skilled adults: (1) "Time for the U.S. to Reskill? What the Survey of Adult Skills Says",<sup>2</sup> released by the Organisation for

Economic Co-operation and Development (OECD); (2) "Ready to Work: Job-Driven Training and American Opportunity",<sup>3</sup> published by the Office of the Vice President; and (3) "Making Skills Everyone's Business",<sup>4</sup> published by the Department.

These reports focus on the large numbers of low-skilled adults in the U.S. and underscore the urgent need to improve services and learning outcomes for adults in federally-funded programs by implementing innovative approaches to teaching and learning.

More than 700,000 incarcerated individuals leave Federal and State prisons each year.<sup>5</sup> Too many of these individuals do not reintegrate successfully into society; within 3 years of release, 4 out of 10 prisoners will be reincarcerated.<sup>6</sup>

This cycle of recidivism contributes significantly to the overall expenditures for corrections, which costs States more than \$50 billion annually.<sup>7</sup> Moreover, the number of individuals cycling in and out of our Nation's prisons jeopardizes public safety and negatively affects those individuals' families and their communities. Approximately 2.7 million children have an incarcerated parent, and these children are more likely to be expelled or suspended from school than children without an incarcerated parent.<sup>8</sup>

Among the male U.S. population aged 20 to 34 years without a high school credential, 1 in 3 black men, 1 in 8 white men, and 1 in 14 Hispanic men

are incarcerated.<sup>9</sup> Formerly incarcerated men earn significantly less per year than those who have never been incarcerated.<sup>10</sup> Unfortunately, many offenders are ill-equipped to break this cycle of reincarceration because they lack the education and workforce skills they need to succeed in the labor market and the cognitive skills (e.g., the ability to solve problems) that are essential to successfully addressing the challenges of reentry.<sup>11</sup> Approximately 41 percent of Federal and State prisoners lack a high school credential, compared to 18 percent of the general population. Fewer than 15 percent have attained a postsecondary credential.<sup>12</sup>

Although most State and Federal prisons offer adult education and career and technical education programs, and some offer postsecondary education, participation in these programs has not kept pace with the growing prison population.<sup>13</sup> Similarly, those under community supervision (parole or probation) often do not participate in education and training programs.<sup>14</sup> Possible reasons for these low participation rates include lack of, or limited access to, programs, limited awareness of program opportunities, reductions in services because of State budget constraints, insufficient personal motivation, and competing demands (e.g., employment) that may take precedence over pursuing education.<sup>15</sup>

<sup>9</sup> The Pew Charitable Trusts. 2010. *Collateral Costs: Incarceration's Effect on Economic Mobility*. Washington, DC: Author. Accessed March 11, 2015, from [www.pewtrusts.org/~media/legacy/uploadedfiles/pcs\\_assets/2010/CollateralCosts1pdf.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2010/CollateralCosts1pdf.pdf).

<sup>10</sup> Gould, Eric D., Bruce A. Weinberg, and David B. Mustard. 2002. "Crime Rates and Local Labor Market Opportunities in the United States: 1979-1997." *Review of Economics and Statistics* 84 (1): 45-61. Accessed March 11, 2015, from [www.terry.uga.edu/~mustard/labor.pdf](http://www.terry.uga.edu/~mustard/labor.pdf).

<sup>11</sup> MacKenzie, Doris Layton. 2012. "The Effectiveness of Corrections-Based Work and Academic and Vocational Education Programs." In *The Oxford Handbook of Sentencing and Corrections*, edited by Joan Petersilia and Kevin R. Reitz, 492-520. New York: Oxford University Press.

<sup>12</sup> Harlow, Caroline Wolf. 2003. *Education and Correctional Populations*. NCJ 195670. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics. Accessed March 11, 2015, from [www.bjs.gov/content/pub/pdf/ecp.pdf](http://www.bjs.gov/content/pub/pdf/ecp.pdf).

<sup>13</sup> Western, Bruce, Vincent Schiraldi, and Jason Ziedenberg. 2003. *Education & Incarceration*. Washington, DC: Justice Policy Institute. Accessed March 11, 2015, from [www.justicepolicy.org/images/upload/03-08\\_REP\\_EducationIncarceration\\_AC-BB.pdf](http://www.justicepolicy.org/images/upload/03-08_REP_EducationIncarceration_AC-BB.pdf).

<sup>14</sup> Phillips, Susan D., Alaattin Erkanli, Gordon P. Keeler, E. Jane Costello, & Adrian Angold. 2006. "Disentangling the Risks: Parent Criminal Justice Involvement and Children's Exposure to Family Risks." *Criminology and Public Policy* 5(4): 677-702.

<sup>15</sup> Crayton, Anna, and Suzanne Rebecca Neusteter. 2008. *The Current State of Correctional Education*. Paper prepared for the Reentry Roundtable on Education. New York: John Jay

<sup>1</sup> See [www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf](http://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf).

<sup>2</sup> OECD (2013), "Time for the U.S. to Reskill? What the Survey of Adult Skills Says, OECD Skills Studies, OECD Publishing. Accessed February 11, 2015, from [www.oecd-ilibrary.org/education/time-for-the-u-s-to-reskill\\_9789264204904-en](http://www.oecd-ilibrary.org/education/time-for-the-u-s-to-reskill_9789264204904-en).

<sup>3</sup> Vice President's Office (2014), Ready to Work: Job-driven Training and American Opportunity, Washington, DC: Author. Accessed February 11, 2015, from [www.whitehouse.gov/sites/default/files/docs/skills\\_report.pdf](http://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf).

<sup>4</sup> U.S. Department of Education, (2015, February). Making Skills Everyone's Business: A Call to Transform Adult Learning in the United States. Washington, DC: Author. Accessed February 11, 2015, from [www2.ed.gov/about/offices/list/ovae/pi/AdultEd/making-skills.pdf](http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/making-skills.pdf)

<sup>5</sup> Guerino, Paul, Paige M. Harrison, and William J. Sabol. 2011. *Prisoners in 2010*. NCJ 236096. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics. Accessed January 15, 2015, from [bjs.ojp.usdoj.gov/content/pub/pdf/p10.pdf](http://bjs.ojp.usdoj.gov/content/pub/pdf/p10.pdf).

<sup>6</sup> The Pew Center on the States. 2011. *State of Recidivism: The Revolving Door of America's Prisons*. Washington, DC: The Pew Charitable Trusts. Accessed March 11, 2015, from [www.michigan.gov/documents/corrections/Pew\\_Report\\_State\\_of\\_Recidivism\\_350337\\_7.pdf](http://www.michigan.gov/documents/corrections/Pew_Report_State_of_Recidivism_350337_7.pdf).

<sup>7</sup> National Association of State Budget Officers. 2011. *State Expenditure Report: Examining Fiscal 2009-2011 State Spending*. Washington, DC: Author. Accessed January 15, 2015, from [www.nasbo.org/sites/default/files/2010%20State%20Expenditure%20Report.pdf](http://www.nasbo.org/sites/default/files/2010%20State%20Expenditure%20Report.pdf).

<sup>8</sup> Phillips, Susan D., Alaattin Erkanli, Gordon P. Keeler, E. Jane Costello, & Adrian Angold. 2006. "Disentangling the Risks: Parent Criminal Justice Involvement and Children's Exposure to Family Risks." *Criminology and Public Policy* 5(4): 677-702.