

ALN and name	Application package available	Deadline for transmittal of applications	Estimated range of awards*	Project period	For further information contact
National Center for Education Research (NCER)					
84.305A Education Research <ul style="list-style-type: none"> Career and Technical Education. Civics Education and Social Studies. Cognition and Student Learning. Early Learning Programs and Policies. English Learner Policies, Programs, and Practices. Improving Education Systems: Policies, Finance, Organization, Management, and Leadership. Literacy. Postsecondary and Adult Education. Science, Technology, Engineering, and Mathematics (STEM) Education. Social, Emotional, and Behavioral Context for Teaching and Learning. Teaching, Teachers, and the Education Workforce. 	On or before May 30, 2024.	September 12, 2024.	\$300,000 to \$800,000.	Up to 5 years	Lara Faust <i>Lara.Faust@ed.gov</i> (202) 245-6532.
84.305D Statistical and Research Methodology ... <ul style="list-style-type: none"> Core grants. Toolkits, Guidelines, Compendia, Review Papers, and Curated Data Resources. 	On or before June 13, 2024.	September 12, 2024.	\$100,000 to \$300,000.	Up to 3 years	Charles Laurin <i>Charles.Laurin@ed.gov</i> (202) 987-0919.
National Center for Special Education Research (NCSEER)					
84.324A Special Education Research <ul style="list-style-type: none"> Education Systems. 	On or before June 13, 2024.	September 12, 2024.	\$300,000 to \$800,000.	Up to 4 years	Akilah Nelson <i>Akilah.Nelson@ed.gov</i> (202) 804-7471.
84.324B Research Training Programs in Special Education. <ul style="list-style-type: none"> Early Career Development and Mentoring. 	On or before June 13, 2024.	September 12, 2024.	\$100,000 to \$200,000.	Up to 4 years	Katherine Taylor <i>Katherine.Taylor@ed.gov</i> (202) 987-0071.

* These estimates are annual amounts.

Note: The Department is not bound by any estimates in this notice.

Note: If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

[FR Doc. 2024-11650 Filed 5-24-24; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket No.: ED-2024-SCC-0074]

Agency Information Collection Activities; Comment Request; National Center for College Students With Disabilities (NCCSD) Database of Disability Services and Activities in Higher Education

AGENCY: Office of Postsecondary Education (OPE), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a revision of a currently approved information collection request (ICR).

DATES: Interested persons are invited to submit comments on or before JULY 29, 2024.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please

use <http://www.regulations.gov> by searching the Docket ID number ED-2024-SCC-0074. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting the Docket ID number or via postal mail, commercial delivery, or hand delivery. If the regulations.gov site is not available to the public for any reason, the Department will temporarily accept comments at ICDocketMgr@ed.gov. Please include the docket ID number and the title of the information collection request when requesting documents or submitting comments. Please note that comments submitted after the comment period will not be accepted. Written requests for information or comments submitted by postal mail or delivery should be addressed to the Manager of the Strategic Collections and Clearance Governance and Strategy Division, U.S. Department of Education, 400 Maryland Ave. SW, LBJ, Room 6W203, Washington, DC 20202-8240.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection

activities, please contact Shedita Alston, (202) 453-7090.

SUPPLEMENTARY INFORMATION: The Department, 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. The Department is soliciting comments on the proposed information collection request (ICR) that is described below. The Department 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: National Center for College Students with Disabilities (NCCSD) Database of Disability Services and Activities in Higher Education.

OMB Control Number: 1840-0841.

Type of Review: Revision of a currently approved ICR.

Respondents/Affected Public: State, Local, and Tribal Governments; Private Sector.

Total Estimated Number of Annual Responses: 5,916.

Total Estimated Number of Annual Burden Hours: 17,748.

Abstract: The National Center for College Students with Disabilities (NCCSD) at the University of Minnesota and originated by the Association on Higher Education and Disability (AHEAD) is authorized by Congress in the Higher Education Opportunity Act of 2008 (777.4) and was established in 2016. The NCCSD College Disability Resource Database is designed to address a gap in information about services and accessibility for college students with disabilities, who make up 19.5% of the undergraduate population. Existing general information about colleges is available in the Department of Education's online College Navigator and College Affordability and Transparency Center, but the only information about students with disabilities in these databases is the percentage of students registered with campus disability services offices. At this time, this is the only database that provide systematic collection of information about campus-level disability-related services, access, and activities at colleges and universities in the United States. The NCCSD survey asks all U.S. campuses to provide basic information about disability services, accessibility of campus, and disability-related activities that may affect inclusion and the campus climate. The data is available to the public in an accessible and searchable database to help prospective college students and their families make informed decisions during the college search process. Because the database is public, researchers and policymakers are able to utilize the data to gather information about disability and higher education in systematic ways.

The Department is requesting a revision of the survey for the following reasons: to add non-degree-granting institutions of higher education to the

respondent universe; to change the timeframe for and revise one question; to revise the possible responses to one question; and to add three new questions regarding faculty/instructor disability training.

Dated: May 22, 2024.

Kun Mullan,

PRA Coordinator, Strategic Collections and Clearance, Governance and Strategy Division, Office of Chief Data Officer, Office of Planning, Evaluation and Policy Development.

[FR Doc. 2024-11667 Filed 5-24-24; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Applications for New Awards; Centers of Excellence for Veteran Student Success Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2024 for the Centers of Excellence for Veteran Student Success (CEVSS) Program, Assistance Listing Number 84.116G. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES:

Applications Available: May 28, 2024.
Deadline for Transmittal of Applications: July 29, 2024.

Deadline for Intergovernmental Review: September 25, 2024.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 7, 2022 (87 FR 75045), and available at www.federalregister.gov/d/2022-26554.

FOR FURTHER INFORMATION CONTACT:

Kelly Harris, U.S. Department of Education, 400 Maryland Avenue SW, 5th floor, Washington, DC 20202. Telephone: (202) 453-7346. Email: Kelly.Harris@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to encourage institutions of higher education (IHEs) to develop

model programs to support veteran student success in postsecondary education by coordinating services to address the academic, financial, physical, and social needs of veteran students.

Background: In 2019–2020, 3.7 percent of undergraduate students were veterans, with 28 percent of veterans attending public four-year colleges, 12 percent attending private four-year colleges, 34 percent attending public two-year colleges, and 13 percent attending for-profit institutions.¹ Unfortunately, and for various reasons, veterans are less likely to complete their postsecondary education than non-veterans. In 2019–20, 48 percent of veterans earned a postsecondary credential after six years, as compared to 56 percent of non-veterans. Those attending four-year institutions are much less likely to earn bachelor's degrees than non-veterans, with 33 percent of veterans doing so as compared to 59 percent of non-veterans, and those attending two-year institutions are less likely than non-veterans to earn associate degrees—13 percent as compared to 17 percent.²

According to a 2019 research report, student veterans are significantly underrepresented at colleges and universities with the highest graduation rates, despite receiving significant Federal financial assistance for postsecondary education through the GI Bill, indicating barriers in college degree attainment. The report found that only 10 percent of GI Bill recipients attended institutions with six-year graduation rates above 70 percent, compared to 21 percent of the overall student population, and 65 percent of GI Bill recipients enrolled in institutions with six-year graduation rates below 50 percent.³

Student veterans often face unique challenges that can affect their academic success, including transitioning back to civilian life after a deployment, addressing service-connected disabilities, and returning to school at an older age. Veterans may also be juggling school and off-campus employment or experiencing financial

¹ U.S. Department of Education analysis of National Center for Education Statistics, National Postsecondary Student Aid Study: 2020 Undergraduate Students.

² U.S. Department of Education analysis of National Center for Education Statistics, Beginning Postsecondary Students: 2012/2017.

³ Bond Hill, Catharine, Elizabeth Davidson Pisacreta, Emily Schwartz, and Martin Kurzweil. 2019. "Enrolling More Veterans at High-Graduation-Rate Colleges and Universities." Ithaka S+R. <https://doi.org/10.18665/sr.310816>.