

receiving respite. RSVP will not be required to participate in the survey.

(6) The survey represents too great a time burden: 40 comments or 14 percent of the total. Of the 40 comments, 72 percent were from RSVP. Response: comments about the length of the survey, CNCS reformat the survey into individual instruments that each focus on one discrete dimension of performance.

(7) The survey should be conducted as a sample, rather than the proposed census: 15 comments or 5 percent of the total. Of the 15 comments, 14 or 93 percent were from RSVP. Response: The method original envisioned is that all clients and caregivers receiving independent living support and/or respite, and all volunteers would participate. While RSVP will not be required to participate in the survey, there may be some opportunity to engage in a separate evaluation-focused activity that would use a sampling model.

(8) The survey is too costly: 47 comments or 16 percent of the total. Of the 47, 41 comments or 87 percent were from RSVP. Response: CNCS determined that RSVP would be exempt from participating in the survey process.

(9) The survey contains invasive questions that would be perceived as encroaching on the privacy of the respondents: 29 comments or 10 percent of the total. Of the 29 comments, 24 or 83 percent were from RSVP. Response: CNCS will eliminate or de-identify the data received so that individual responses cannot be linked back to specific respondents.

(10) The program model makes it difficult to reach the clients in order to conduct the survey: 32 comments or 12 percent of the comments. Of the 32 comments, 29 or 91 percent were from RSVP. The Senior Companion Program grantees did not raise this as a core issue, and the model supports access to the assigned clients and volunteers. Response: CNCS will not require RSVP grantees to participate in the survey.

(11) The condition of clients, such as Alzheimer's Disease or dementia, would make it difficult to survey some number of clients: 3 comments or 1 percent of the total. All three of the comments were from representatives of the Foster Grandparent or Senior Companion programs. Response: CNCS will incorporate alternative protocols or methods, such as observation, to collect survey data.

Description: CNCS is seeking approval of the Senior Corps Performance Measures Surveys that are used by Foster Grandparent and Senior Companion Program grantees (required)

and by RSVP grantees (voluntary/optional) to collect performance data related to independent living and benefits to the volunteers who serve.

Type of Review: New.

Agency: Corporation for National and Community Service.

Title: Senior Corps Performance Measures Surveys.

OMB Number: None.

Agency Number: None.

Affected Public: Clients served by Senior Companions, caregivers served by Senior Companions, Foster Grandparent and Senior Companion volunteers.

Total Respondents:

Independent Living Surveys for Clients and Caregivers: 74,000.

Benefits to Volunteer Survey: 46,000.

Frequency: Independent Living Surveys for Clients and Caregivers: Annual.

Benefits to the Volunteer Survey: One-time.

Average Time per Response:

Independent Living Surveys for Clients and Volunteers: 30 minutes per survey.

Benefits to Volunteer Survey: 30 minutes per survey.

Estimated Total Burden Hours: 60,000 hours.

Total Burden Cost (capital/startup): None.

Total Burden Cost (operating/maintenance): None.

Dated: June 12, 2012.

Erwin J. Tan,

Director, Senior Corps.

[FR Doc. 2012-14819 Filed 6-15-12; 8:45 am]

BILLING CODE 6050--SS-P

DEPARTMENT OF EDUCATION

Notice of Proposed Information Collection Requests; Office of Postsecondary Education; Higher Education Opportunity Act (HEOA) Title II Reporting Forms on Teacher Quality and Preparation

SUMMARY: The Higher Education Opportunity Act of 2008 calls for annual reports from states and institutions of higher education (IHEs) on the quality of teacher preparation and state teacher certification and licensure (Pub. L. 110-315, sections 205-208). The purpose of the reports is to provide greater accountability in the preparation of the nation's teaching forces and to provide information and incentives for its improvement.

DATES: Interested persons are invited to submit comments on or before August 17, 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 04871. 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: Higher Education Opportunity Act (HEOA) Title II Reporting Forms on Teacher Quality and Preparation.

OMB Control Number: 1840-0744.

Type of Review: Revision.

Total Estimated Number of Annual Responses: 1,309.

Total Estimated Number of Annual Burden Hours: 235,961.

Abstract: The Higher Education Opportunity Act of 2008 calls for annual reports from states and institutions of higher education (IHEs) on the quality of teacher preparation and state teacher certification and licensure (Pub. L. 110–315, sections 205–208). The purpose of the reports is to provide greater accountability in the preparation of the nation’s teaching forces and to provide information and incentives for its improvement. IHEs that have teacher preparation programs must report annually to their states on the performance of their program completers on teacher certification or licensure tests. States, in turn, must report test performance information, institution by institution, to the Secretary of Education. They must also report on their requirements for teacher certification and licensure, state standards, alternative routes to certification, low performing teacher preparation programs and related items.

Dated: June 13, 2012.

Darrin A. King,

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

[FR Doc. 2012–14809 Filed 6–15–12; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Personnel Development To Improve Services and Results for Children With Disabilities—Early Childhood Personnel Center

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

ACTION: Notice.

Overview Information:
Personnel Development to Improve Services and Results for Children with Disabilities—Early Childhood Personnel Center.

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

Catalog of Federal Domestic Assistance (CFDA) Number: 84.325B.

DATES:

Applications Available: June 18, 2012.

Deadline for Transmittal of

Applications: July 18, 2012.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purposes of this program are to (1) help address

State-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with infants, toddlers, and children with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Priority: In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from allowable activities specified in the statute (see sections 662 and 681 of the Individuals with Disabilities Education Act (IDEA)).

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:

Early Childhood Personnel Center.

Background:

The majority of professionals who make up the current early childhood workforce are not adequately prepared to provide effective services and evidence-based interventions that lead to improved developmental and learning outcomes for infants, toddlers, and preschool children with disabilities and their families (National Governor’s Association, 2010). In a survey of IDEA Part C and Part B, Section 619 coordinators, more than half of the States reporting indicated that personnel currently employed in early intervention and preschool programs were not properly trained to work with infants, toddlers, and preschool children with disabilities and their families (Bruder, 2010). The Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC) each has a set of early childhood personnel standards¹ for personnel working with infants, toddlers, and preschool children and their families. The majority of States’ personnel standards, however, do not align to these national standards (Stayton et al., 2009).

¹ For the purpose of this priority, “personnel standards” refers to a set of expectations or benchmarks conveyed as broad domains with associated core knowledge and skills organized into levels of expertise. Broad domains include promoting child development and learning, and core knowledge and skills involve knowing evidence-based practices validated for specific characteristics of learners and settings (National Professional Development Center on Inclusion (NPDCI), 2011).

To address the needs of States in this critical area, the Department plans to support, through this priority, the establishment and operation of an Early Childhood Personnel Center to improve professional development for personnel working with infants, toddlers, and preschool children with disabilities and their families, including those working in IDEA Part C and Part B preschool programs. This Center would support States in developing and implementing an integrated early childhood professional development system so that all personnel providing services to infants, toddlers, and preschool children with disabilities and their families can effectively serve those populations.

“Integrated early childhood professional development system” refers to a comprehensive system of preparation and ongoing development and support for early childhood personnel. Components of a statewide integrated early childhood professional development system include licensing and certification requirements, personnel standards and competencies,² preservice preparation, inservice training, and career pathways. Integrated systems cross all early childhood sectors (e.g., IDEA Part C, IDEA Part B preschool, Head Start, child care, State-funded Pre-K) (LeMoine, 2008; National Professional Development Center on Inclusion (NPDCI), 2010).

The Department’s Race to the Top—Early Learning Challenge (RTT–ELC) program recognizes the importance of having an integrated early childhood professional development system to support the development and learning of all young children. Thus, RTT–ELC encourages States to work closely with institutions of higher education (IHEs) to develop a common, statewide workforce knowledge and competency framework³ for all early childhood

² For the purpose of this priority, “competencies” refers to the knowledge, skills, and dispositions providers must master to be effective (NPDCI, 2011).

³ For the purpose of this priority, “workforce knowledge and competency framework” means a set of expectations that describes what early childhood educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence based; (b) incorporates knowledge and application of the State’s early learning and development standards, the comprehensive assessment systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide