

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: Native Hawaiian Career and Technical Education Grant Application (NHCTEP) (1894–0001).

OMB Control Number: 1830–0564.

Type of Review: a reinstatement of a previously approved information collection.

Respondents/Affected Public: Private Sector.

Total Estimated Number of Annual Responses: 10.

Total Estimated Number of Annual Burden Hours: 1,200.

Abstract: This is a request to reinstate an information collection without change. The purpose of the information collection is to solicit applications for funding under the Native Hawaiian Career and Technical Education Program (NHCTEP) discretionary grant program. This program provides financial assistance to projects that offer career and technical education and related activities for the benefit of Native Hawaiians. Native Hawaiian community-based organizations are the only eligible applicants. The program is authorized by section 116 (h) of the Carl D. Perkins Career and Technical Education Act of 2006 (Pub. L. 109–270).

Dated: May 28, 2013.

Tomakie Washington,

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

[FR Doc. 2013–12993 Filed 5–31–13; 8:45 am]

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2013–ICCD–0073]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Magnet Schools Assistance Program Application for Grants (1894–0001)

AGENCY: Office of Innovation and Improvement (OII), 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 July 3, 2013.

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–2013–ICCD–0073 or via postal mail, commercial delivery, or hand delivery. Please note that comments submitted by fax or email and those 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 Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Room 2E105, Washington, DC 20202–4537.

FOR FURTHER INFORMATION CONTACT:

Electronically mail ICDocketMgr@ed.gov. Please do not send comments here.

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: Magnet Schools Assistance Program Application for Grants (1894–0001).

OMB Control Number: 1855–0011.

Type of Review: Extension without change of an existing collection of information.

Respondents/Affected Public: State, Local, or Tribal Governments.

Total Estimated Number of Annual Responses: 150.

Total Estimated Number of Annual Burden Hours: 6,000.

Abstract: The Magnet Schools Assistance program provides grants to eligible local educational agencies to establish and operate magnet schools that are operated under a court-ordered or federally approved voluntary desegregation plan. These grants assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. In order to meet the statutory purposes of the program under Title V of the Elementary and Secondary Education Act, projects also must support the development and implementation of magnet schools that assist in the achievement of systemic reforms and provide all students with the opportunity to meet challenging academic content and student academic achievement standards. Projects support the development and design of innovative education methods and practices that promote diversity and increase choices in public education programs. The program supports capacity development the ability of a school to help all its students meet more challenging standards through professional development and other activities that will enable the continued operation of the magnet schools at a high performance level after funding ends. Finally, the program supports the implementation of courses of instruction in magnet schools that strengthen students knowledge of academic subjects and their grasp of tangible and marketable vocational skills.

Dated: May 28, 2013.

Stephanie Valentine,

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

[FR Doc. 2013-12994 Filed 5-31-13; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Training and Information for Parents of Children With Disabilities—Technical Assistance for Parent Centers

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

ACTION: Notice.

Overview Information:

Training and Information for Parents of Children with Disabilities—Technical Assistance for Parent Centers Notice inviting applications for new awards for fiscal year (FY) 2013.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.328R.

DATES: Applications Available: June 3, 2013.

Deadline for Transmittal of Applications: July 18, 2013.

Deadline for Intergovernmental Review: September 16, 2013.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to ensure that parents of children with disabilities receive training and information to help improve results for their children.

Priorities: In accordance with 34 CFR 75.105(b)(2)(iv), these priorities are from allowable activities specified in the statute (see sections 671, 672, 673, and 681(d) of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2013 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 for Parent Centers.*

Background:

The purpose of this priority is to fund eight cooperative agreements to support the establishment and operation of eight Technical Assistance Centers for Parent Centers (PTACs) in three focus areas. Section 673 of IDEA authorizes the provision of technical assistance (TA) for developing, assisting, and coordinating parent training and

information programs carried out by parent training and information centers (PTIs) receiving assistance under section 671 of IDEA and community parent resource centers (CPRCs) receiving assistance under section 672 of IDEA, collectively referred to as “parent centers.”

The 100 parent centers currently funded by the Department of Education (Department) promote the effective education of infants, toddlers, children, and youth with disabilities by “strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home” (section 601(c)(5)(B) of IDEA). Parent centers provide information, individual assistance, and training that enable parents to (1) ensure that their children are included in general education classrooms and extracurricular activities with their peers; (2) help their children meet developmental and academic goals; (3) help their children meet challenging expectations established for all children, including college- and career-ready standards; and (4) prepare their children to achieve positive postsecondary outcomes that lead to lives that are as productive and independent as possible (section 601(c)(5)(A) of IDEA). In the 30 years since the Department funded the first parent center, parent centers, consistent with section 671(b) of IDEA, have successfully helped families navigate systems providing early intervention, special education, general education, postsecondary options, and related services; understand the nature of their children’s disabilities; learn about their rights and responsibilities under IDEA; expand their knowledge of evidence-based education practices to help their children succeed; strengthen their collaboration with professionals; locate resources available for themselves and their children; and advocate for improved student achievement, increased graduation rates, and improved postsecondary outcomes for all children through participation in school reform activities. In addition, parent centers have helped youth with disabilities understand their rights and responsibilities and learn self-advocacy skills.

Technical Assistance Centers for Parent Centers (PTACs) provide support to parent centers’ to carry out these statutorily required activities and, in doing so, help parents participate in the education of their children at school and at home, thereby improving outcomes for children with disabilities.

Section 673(b) of IDEA also lists areas in which parent centers may need TA: (1) Coordinating parent training efforts; (2) disseminating scientifically based research and information; (3) promoting the use of technology, including assistive technology devices and assistive technology services; (4) reaching underserved populations, including parents of low-income and limited English proficient children with disabilities; (5) including children with disabilities in general education programs; (6) facilitating all transitions from early intervention through postsecondary environments; and (7) promoting alternative methods of dispute resolution, including mediation.

Parent centers may also benefit from TA on the most current information on laws, policies, and evidence-based education practices affecting children with disabilities; how data can be used to inform instruction; how to interpret results from evaluations and assessments; and ways to effectively engage in school reform activities, including how to interpret and use the data that informs those activities.

Ongoing TA, responsive to the individual needs of parent centers, builds parent center staff knowledge and expertise on these topics. In addition, since many parent centers are grassroots organizations with small budgets, they may benefit from TA on managing a Federal grant, maximizing efficiencies, and meeting complex statutory and regulatory requirements for nonprofits.

Parent centers also need support to increase their capacity to reach and provide services to all parents of children with disabilities, particularly parents of infants, toddlers, preschool children and transition-age youth; youth with disabilities; parents with limited English proficiency; underserved parents; and Native American parents. The following Web site provides more information on the current parent centers and PTACs, including links to each grantee’s Web site: www.parentcenternetwork.org.

In order to ensure that parent centers receive the TA they need to increase their knowledge and capacity to provide services to parents and youth effectively and efficiently, the Department plans to build on the work of the currently funded PTACs and Native American PTI by funding eight PTACs: A Center for Parent Information and Resources; six Regional PTACs; and a Native American PTAC.

Center for Parent Information and Resources (CPIR). The CPIR will focus