

number of marine mammals that might be “taken” through behavioral harassment, NMFS must consider other factors, such as the likely nature of any responses (their intensity, duration, etc.), the context of any responses (critical reproductive time or location, feeding, migration, etc.), as well as the number and nature of estimated Level A harassment takes, the number of estimated mortalities, and effects on habitat.

These activities are anticipated to result in Level B harassment of hauled out pinnipeds in the form of displacement or behavioral disturbance. These activities are not anticipated to result in injury, serious injury, or mortality of any marine mammal species and none is authorized. The activities would only occur twice in a 4-month period, and each time, activities would only occur for 5 consecutive days. Therefore, activities would only occur for 10 days between August 1 and November 30.

None of the species for which take is authorized are listed as threatened or endangered under the ESA or as depleted under the MMPA. No critical habitat exists for these species. While certain beaches and haulouts on SNI have been used for mating, breeding, and pupping, the project dates have been selected to avoid these sensitive time periods.

Based on the analysis contained herein of the likely effects of the specified activity on marine mammals and their habitat, and taking into consideration the implementation of the required monitoring and mitigation measures, NMFS finds that the total marine mammal take from the Navy’s roads and airfield repairs project will have a negligible impact on the affected marine mammal species or stocks.

#### *Small Numbers*

Based on survey counts of marine mammals anticipated to be present at the two proposed activity sites and the number of times the activity would occur, the Navy estimates that a total of 750 California sea lions, 500 Pacific harbor seals, and 250 northern elephant seals may be taken by Level B (behavioral) harassment during the course of the activities. These estimates represent less than 1% of the California breeding stock of northern elephant seals and the U.S. stock of California sea lions and represents 1.7% of the California stock of Pacific harbor seals. These take estimates represent the percentage of each species or stock that could be taken by Level B behavioral harassment if each animal is taken only once. The numbers of marine mammals

taken are small relative to the affected species or stock sizes. In addition, the mitigation and monitoring measures (described previously in this document) required in the IHA are expected to reduce even further any potential disturbance to marine mammals. NMFS finds that small numbers of marine mammals will be taken relative to the populations of the affected species or stocks.

#### **Impact on Availability of Affected Species for Taking for Subsistence Uses**

There are no relevant subsistence uses of marine mammals implicated by this action. Therefore, NMFS has determined that the total taking of affected species or stocks would not have an unmitigable adverse impact on the availability of such species or stocks for taking for subsistence purposes.

#### **Endangered Species Act (ESA)**

No species listed under the ESA are expected to be affected by these activities. Therefore, NMFS has determined that a section 7 consultation under the ESA is not required.

#### **National Environmental Policy Act (NEPA)**

In June 2012, the Navy prepared a final EA for the *San Nicolas Island Roads and Airfield Repairs Project Naval Base Ventura County, California*. This EA is available on our Web site (see **ADDRESSES**). In June 2014, NMFS prepared its own EA that includes an analysis of potential environmental effects associated with NMFS’ issuance of an IHA to the Navy to take marine mammals incidental to conducting the SNI roads and airfield repairs project. NMFS has finalized the EA and prepared a FONSI for this action. Therefore, preparation of an Environmental Impact Statement is not necessary.

#### **Authorization**

As a result of these determinations, NMFS has issued an IHA to the Navy for the take of marine mammals incidental to conducting a road and airfield repairs project on SNI, California, from August 1 through November 30, 2014, provided the previously mentioned mitigation, monitoring, and reporting requirements are incorporated.

Dated: July 7, 2014.

#### **Perry F. Gayaldo,**

*Deputy Director, Office of Protected Resources, National Marine Fisheries Service.*

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#### **DEPARTMENT OF EDUCATION**

[Docket No. ED-2014-ICCD-0049]

#### **Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Student Support Services Annual Performance Report**

**AGENCY:** Office of Postsecondary Education (OPE), 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 11, 2014.

**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-2014-ICCD-0049 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 2E103, Washington, DC 20202.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection activities, please contact Lavelle Wright, 202-502-7674.

**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:* Student Support Services Annual Performance Report.

*OMB Control Number:* 1840-0525.

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

*Respondents/Affected Public:* Private sector.

*Total Estimated Number of Annual Responses:* 1,027.

*Total Estimated Number of Annual Burden Hours:* 15,405.

*Abstract:* Student Support Services Program grantees must submit the report annually. The reports are used to evaluate grantees' performance, and to award prior experience points at the end of each project (budget) period. The Department also aggregates the data to provide descriptive information on the projects and to analyze the impact of the Student Support Services Program on the academic progress of participating students.

Dated: July 7, 2014.

**Kate Mullan,**

*Acting 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; Parent Information and Training Program

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

**ACTION:** Notice.

#### Overview Information

Rehabilitation Services Administration—Parent Information and Training Program.

Notice inviting applications for new awards for fiscal year (FY) 2014.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.235F.

#### DATES:

Applications Available: July 10, 2014.  
Date of Pre-Application Webinar: July 15, 2014.

Deadline for Transmittal of Applications: August 11, 2014.

#### Full Text of Announcement

##### I. Funding Opportunity Description

*Purpose of Program:* The Parent Information and Training Program is designed to support projects that provide training and information to enable individuals with disabilities, and the parents, family members, guardians, advocates, or other authorized representatives of the individuals (hereafter collectively referred to as "individuals with disabilities and their families"), to participate more effectively with professionals in meeting the vocational, independent living, and rehabilitation needs of individuals with disabilities. These grants are designed to meet the unique training and information needs of those individuals who live in the area to be served, particularly those who are members of populations that have been unserved or underserved by programs under the Rehabilitation Act of 1973, as amended (Rehabilitation Act).

*Priority:* In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see section 303(c)(2) of the Rehabilitation Act (29 U.S.C. 773(c)(2))).  
*Absolute Priority:* For FY 2014 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.

*Background:* The purpose of this competition is to fund six Parent Training and Information (PTI) centers to meet the information and training needs of individuals with disabilities and their families, so that such individuals with disabilities can achieve their employment and independent living goals. The PTI centers will be distributed geographically to the extent possible throughout the country. They will be designed to meet the unique training and information needs of individuals with disabilities and their families who live in the area to be served, particularly those who are members of populations that have been unserved or underserved by other Rehabilitation Act programs. The centers will coordinate and work closely

with the PTI centers established pursuant to section 671 of the Individuals with Disabilities Education Act (IDEA) and with centers for independent living.

The Department has funded PTI centers under IDEA for over 35 years. Research and experience has demonstrated that the education of youth with disabilities can be made more effective by strengthening parents' ability to participate fully in their children's education at school and at home. For example, research has found that trainings and programs, including those provided by the Office of Special Education Programs (OSEP), provide parents with much-needed information about how to monitor their children's progress, be productive members of the Individualized Education Program (IEP) team, and support their children's education at school (Newman, 2005).

In addition to the PTI centers funded under IDEA, the Department has funded PTI centers under the Rehabilitation Act since 1993. For individuals with disabilities and their families, particularly for youth of transition age, the need for information about transition, vocational rehabilitation (VR), independent living, and other adult services is very critical. The current Federal approach to assisting students with disabilities in transitioning to postsecondary education or the workforce necessitates that students and their parents navigate multiple programs and service systems in order to piece together the supports these students need to achieve maximum independence in adulthood. Under this complex structure, information dissemination and service coordination are essential (GAO, 2012).

Also, although families may be familiar with the supports provided while a youth with disabilities is in secondary school, the options available for postsecondary education and training, including how to obtain financial aid for such options, can often be daunting. Without receiving accurate and timely information about available services, students may miss opportunities to access needed services that could mean the difference between achieving an optimal level of self-sufficiency and relying on public assistance to meet their basic needs (GAO, 2012). Finally, although many youth with disabilities receive work experiences while in secondary school, additional exploration and on-the-job training experiences provided through a VR services program can introduce them to career possibilities not previously considered.