

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: Application Forms and Instructions for the National Resource Centers (NRC) Program and the Foreign Language and Area Studies (FLAS) Fellowship Program.

OMB Control Number: 1840-0807.

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

Respondents/Affected Public: Private Sector.

Total Estimated Number of Annual Responses: 165.

Total Estimated Number of Annual Burden Hours: 17,325.

Abstract: This information collection (OMB 1840-0807) includes application instructions and forms for the National Resource Centers (NRC) Program (CFDA Number 84.015A) and the Foreign Language and Area Studies (FLAS) Fellowships Program (CFDA Number 84.015B), authorized under Title VI of the Higher Education Act of 1965, as amended (20 U.S.C. Section 1122). The type of collection is an extension of a previously-approved information collection (application).

The NRC Program provides grants to institutions of higher education (IHE) or consortia of IHEs to establish, strengthen, and operate comprehensive and undergraduate foreign language and area or international studies centers. These centers serve as centers of excellence for world language training and teaching, research, and instruction in fields needed to provide full understanding of areas, regions, or countries where the languages are commonly used.

The FLAS Fellowship Program awards allocations of fellowships, through institutions of higher education, to meritorious students enrolled in programs that offer performance-based instruction in world languages in combination with area studies, international studies, or the

international aspects of professional studies.

Together, these programs respond to the ongoing national need for individuals with expertise and competence in world languages and area or international studies; advance national security by developing a pipeline of highly proficient linguists and experts in critical world regions; and contribute to developing a globally competent workforce able to engage with a multilingual/multicultural clientele at home and abroad.

Approval of this collection is necessary in order to conduct fiscal year (FY) 18 program competitions.

Dated: May 16, 2017

Kate Mullan,

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

[FR Doc. 2017-10192 Filed 5-18-17; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket No.: ED-2017-ICCD-0014]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Financial Status and Program Performance Final Report for State and Partnership for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

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

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is proposing an extension of an existing information collection.

DATES: Interested persons are invited to submit comments on or before June 19, 2017.

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-2017-ICCD-0014. 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. *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 224-84, Washington, DC 20202-4537.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Karmon Simms-Coates, 202-453-7917.

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: Financial Status and Program Performance Final Report for State and Partnership for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

OMB Control Number: 1840-0782.

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

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

Total Estimated Number of Annual Responses: 134.

Total Estimated Number of Annual Burden Hours: 6,030.

Abstract: The purpose of this information collection is to determine whether recipients of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) have made substantial progress towards meeting the objectives of their respective projects, as outlined in their

grant applications and/or subsequent work plans. In addition, the final report will enable the Department to evaluate each grant project's fiscal operations for the entire grant performance period, and compare total expenditures relative to federal funds awarded, and actual cost-share/matching relative to the total amount in the approved grant application. This report is a means for grantees to share the overall experience of their projects and document achievements and concerns, and describe effects of their projects on participants being served; project barriers and major accomplishments; and evidence of sustainability. The report will be GEAR UP's primary method to collect/analyze data on students' high school graduation and immediate college enrollment rates.

Dated: May 16, 2017.

Kate Mullan,

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

[FR Doc. 2017-10190 Filed 5-18-17; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—Model Demonstration Projects To Improve Algebraic Reasoning for Students With Disabilities in Middle and High School

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

ACTION: Notice.

SUMMARY: The Department of Education is issuing a notice inviting applications for a new award for fiscal year (FY) 2017 for Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities—Model Demonstration Projects to Improve Algebraic Reasoning for Students with Disabilities in Middle and High School.

*Catalog of Federal Domestic Assistance (CFDA) number 84.326M.**

DATES:

Applications Available: May 19, 2017.

Deadline for Transmittal of

Applications: July 3, 2017.

Deadline for Intergovernmental

Review: September 1, 2017.

FOR FURTHER INFORMATION CONTACT:

Paula Maccini, U.S. Department of Education, 400 Maryland Avenue SW., Room 5142, Potomac Center Plaza,

Washington, DC 20202-5108.

Telephone: (202) 245-8012.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program is to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

Priorities: This competition has one absolute priority. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priority is from allowable activities specified in the statute or otherwise authorized in the statute (see sections 663 and 681(d) of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1463, 1481(d)).

Absolute Priority: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications 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:

Model Demonstration Projects To Improve Algebraic Reasoning for Students With Disabilities in Middle and High School.

Background

Model demonstrations to improve early intervention, educational, or transitional results for students with disabilities have been authorized under the Individuals with Disabilities Education Act (IDEA) since the mid-1970s. For the purposes of this priority, a model is a set of existing interventions supported by evidence and implementation strategies (*i.e.*, core model components) that research suggests will improve child, teacher, or system outcomes when implemented with fidelity (Hughes, Powell, Lembke, & Riley-Tillman, 2016). Model demonstrations involve investigating the degree to which a model can be implemented, and sustained in typical settings, by staff employed in those settings, while achieving outcomes

similar to those attained under research conditions.

The purpose of this priority is to fund three cooperative agreements to establish and operate model demonstration projects that will assess how models can: (a) improve algebraic reasoning for students with disabilities in middle and high schools; and (b) be implemented and sustained by educators in general and special education settings. These proposed models will be the first to focus on mathematics for adolescents with disabilities, a critical area of need.

Algebraic reasoning (as defined in this notice) is a critical component of success in mathematics and is applied to topics within number operations, number systems, measurement and data, geometry, rational numbers, ratios and proportional relationships, expressions and equations, and functions (Van De Walle, Karp, & Bay-Williams, 2013). Algebra is a gateway to advanced coursework, graduation, and future earnings (National Mathematics Advisory Panel (NMAP), 2008); therefore, it is imperative to address the achievement gap in mathematics that exists between students with disabilities (SWD) and students without disabilities.

The most recent National Assessment of Educational Progress report (NAEP; 2015) indicates that more than 70 percent of 8th grade SWD, excluding those with a 504 plan, performed below the basic level on the mathematics assessment compared to 24 percent of students without disabilities (U.S. Department of Education, 2015). For 12th graders, the disparity is greater, as 81 percent of SWD scored below basic level on the math assessment compared with 34 percent of students without disabilities (U.S. Department of Education, 2015).

The average algebra scaled score for 8th graders with disabilities was 247 in a range of 0-500 points, compared to 293 for 8th graders without disabilities. For 12th graders with disabilities, the average scaled score was 117 in a range of 0-300 points, compared to 157 for 12th graders without disabilities. The discrepancies in algebra scores between SWD and those without disabilities in both 8th and 12th grade are statistically significant (NAEP; 2015).

There is a need to focus on meeting the specific needs of SWD in algebra (Witzel, 2016; Hughes, Witzel, Riccomini, Fries, & Kanyongo, 2014). Certain learner characteristics of SWD may impede their performance in algebra (Allsopp, van Igen, Simsek, & Haley, 2016). Difficulties SWD experience in algebra include understanding algebraic representations,