

Regulatory Information Management Services, Office of Management invites comments on the submission for OMB review as required by the Paperwork Reduction Act of 1995.

DATES: Interested persons are invited to submit comments on or before July 17, 2009.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs, Attention: Education Desk Officer, Office of Management and Budget, 725 17th Street, NW., Room 10222, New Executive Office Building, Washington, DC 20503, be faxed to (202) 395-5806 or send e-mail to oir_submission@omb.eop.gov.

SUPPLEMENTARY INFORMATION: Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that the Office of Management and Budget (OMB) provide interested Federal agencies and the public an early opportunity to comment on information collection requests. OMB may amend or waive the requirement for public consultation to the extent that public participation in the approval process would defeat the purpose of the information collection, violate State or Federal law, or substantially interfere with any agency's ability to perform its statutory obligations. The Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management, publishes that notice containing proposed information collection requests prior to submission of these requests to OMB. Each proposed information collection, grouped by office, contains the following: (1) Type of review requested, e.g. new, revision, extension, existing or reinstatement; (2) Title; (3) Summary of the collection; (4) Description of the need for, and proposed use of, the information; (5) Respondents and frequency of collection; and (6) Reporting and/or Recordkeeping burden. OMB invites public comment.

Dated: June 11, 2009.

Angela C. Arrington,
Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management.

Federal Student Aid

Type of Review: Revision.

Title: Electronic Debit Payment Option for Student Loans.

Frequency: On Occasion.

Affected Public: Individuals or household.

Reporting and Recordkeeping Hour Burden:

Responses: 1,600.

Burden Hours: 133.

Abstract: The Pre-Authorized Debit Account (PDA) payment option allows borrowers with defaulted federal student loans that are held by the U.S. Department of Education's (ED's) Federal Student Aid Collections (Collections) unit to have their loan payments automatically debited from their checking or savings accounts and sent to ED. Borrowers who choose the use the PDA option to make their loan payments must authorize ED to debit their bank accounts.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 4003. 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 the Internet address ICDocketMgr@ed.gov or faxed to 202-401-0920. Please specify the complete title of the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

[FR Doc. E9-14187 Filed 6-16-09; 8:45 am]

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DEPARTMENT OF EDUCATION

Submission for OMB Review; Comment Request

AGENCY: Department of Education.

SUMMARY: The Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management invites comments on the submission for OMB review as required by the Paperwork Reduction Act of 1995.

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Dated: June 11, 2009.

Angela C. Arrington,
Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management.

Federal Student Aid

Type of Review: Revision.

Title: Federal Perkins Loan Program Master Promissory Note.

Frequency: On Occasion.

Affected Public: Individuals or household; Businesses or other for-profit; Not-for-profit institutions. Reporting and Recordkeeping Hour Burden:

Responses: 690,000.

Burden Hours: 345,000.

Abstract: The Federal Perkins Loan Master Promissory Note (MPN) is a promissory note under which a borrower may receive loans for a single academic year or multiple academic years. The adoption of the MPN in the Perkins Loan Program has simplified the loan process by eliminating the need for institutions to prepare, and students to sign, a promissory note each award year.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the

“Browse Pending Collections” link and by clicking on link number 4005. 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 the Internet address ICDocketMgr@ed.gov or faxed to 202–401–0920. Please specify the complete title of the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1–800–877–8339.

[FR Doc. E9–14188 Filed 6–16–09; 8:45 am]

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DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services; Overview Information; Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—State Technical Assistance Projects To Improve Services and Results for Children Who Are Deaf-Blind; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Note: This notice inviting applications is open to qualified applicants to serve the following areas only: the District of Columbia; Puerto Rico; and the Virgin Islands.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.326C.

Note: On March 25, 2008, we published a Notice Inviting Applications for New Awards for FY 2008 in the **Federal Register** (73 FR 15744) inviting applications for CFDA Number 84.326C using the Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—State Technical Assistance Projects To Improve Services and Results for Children Who Are Deaf-Blind priority. We invited applications in that notice for projects in all 50 States, the District of Columbia, the Virgin Islands, and the outlying areas and the Freely Associated States (FAS) of the Pacific Basin. No applications were submitted to serve the District of Columbia or the Virgin Islands and the single application that was submitted to serve Puerto Rico proposed a budget that exceeded the amount allocated to that area and, therefore, the application was not eligible for review. Through this notice, we invite applications for another competition for State Technical Assistance Projects To

Improve Services and Results for Children Who Are Deaf-Blind to serve the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Dates:

Applications Available: June 17, 2009.

Deadline for Transmittal of

Applications: July 17, 2009.

Deadline for Intergovernmental

Review: September 15, 2009.

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.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this 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, as amended (IDEA) (20 U.S.C. 1400, *et seq.*).

Absolute Priority: For FY 2009 and any subsequent year in which we make awards based on 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 and Dissemination To Improve Services and Results for Children With Disabilities—State Technical Assistance Projects To Improve Services and Results for Children Who Are Deaf-Blind

Background:

Children who are deaf-blind represent one of the lowest incidence and most diverse groups of learners receiving early intervention, special education, and related services (Muller, 2006). In addition to having combined hearing and vision loss, 90 percent of these children experience concomitant physical or intellectual disabilities and may experience complex medical and behavioral challenges (Killoran, 2007).

Children who are deaf-blind are often isolated and disconnected from people and activities in their homes, schools, and communities both because they cannot access visual and auditory information and because they are not given the individualized supports

necessary to access this information. Without individualized supports to access visual and auditory information (*i.e.*, environmental information, such as who is present, what is being said, and what activities are occurring), children who are deaf-blind are at greater risk for not attaining age-appropriate milestones in communication and language, social skills, and activities of daily living, which in turn affects their educational outcomes. Consequently, students who are deaf-blind often exit school at age 22 without viable postsecondary education, employment, or independent living options (Killoran, 2007).

Most State educational agencies (SEAs), Part C State lead agencies, and local educational agencies (LEAs) lack sufficient numbers of personnel with the specialized training, experience, and skills that are needed to provide appropriate early intervention, special education, and related services to children who are deaf-blind (Collins, 1992; Markowitz, 2001; McLetchie, 1992). The critical shortage of personnel to serve children who are deaf-blind can limit access to a free appropriate public education for these children.

Since its inception, the Office of Special Education Programs (OSEP) has funded TA projects and personnel preparation programs to build State and local capacity to serve children who are deaf-blind and their families. As a result of those projects and programs, professionals, advocates, individuals who are deaf-blind, and parents have collaborated to make progress in identifying evidence-based intervention practices for children who are deaf-blind, developing high-quality training materials and resources, and developing networks across States to share information (Killoran, Davies, & McNulty, 2006). However, the National Deaf-Blind Child Count Registry data show that eighty-five percent of school-age children still continue to receive their services in separate settings. More work is needed to ensure that early intervention, special and regular education, and related services personnel have adequate skills to appropriately serve infants and toddlers in natural environments, which may include home and community settings, and school-age children in the least restrictive environment (Warner, 2007). Under this priority, the projects to be funded will create or strengthen collaborative partnerships among families, SEAs, State lead agencies, and LEAs to enhance services and improve outcomes for children who are deaf-blind. Projects will assist SEAs, State lead agencies, and LEAs in ensuring that children served under Part C of IDEA