This may be a formal or informal contract, cooperative agreement, memorandum of understanding, or related document;

(g) Annual documentation from the scholar's IHE to verify dates of deferral, if applicable. The documentation may be prepared by the scholar's advisor or department chair and must include: Confirmation of enrollment date, estimated graduation date, confirmation that the scholar is enrolled in a full-time course of study, and confirmation of the scholar's intent to fulfill the service obligation upon completion of the program.

Grantees are required to report annually to RSA on the data elements described above using the RSA Grantee Reporting Form, OMB number 1820–0617, an electronic reporting system supported by the RSA Management Information System (RSA MIS). In addition, grantees are required to utilize all forms required by RSA to prepare and process repayment, as well as requests for deferral and exceptions. The RSA Grantee Reporting Form collects specific data, including the number of scholars entering the rehabilitation workforce, the rehabilitation field each scholar enters, and the type of employment setting each scholar chooses (*e.g.,* State VR agency, nonprofit service provider, or professional practice group). This form allows RSA to measure the progress towards achieving the goal of increasing the number of qualified VR personnel working in State VR and related agencies.

5. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: Whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application. In making a continuation grant, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Agency Contact

FOR FURTHER INFORMATION CONTACT: See chart in the Award Information section in this notice for the name, room number, telephone number, and email address of the contact person for each specialty area of this competition. You can write to the specialty area contact person at the following address: U.S. Department of Education, 400 Maryland Avenue SW., Potomac Center Plaza (PCP), Washington, DC 20202–2600.

If you use a TDD or TTY, call the Federal Relay Service, toll free, at 1–800–877–8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.,* braille, large print, audiotape, or compact disc) on request to the program contact persons listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available via the Federal Digital System at: *www.gpo.gov/fdsys.* At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at: *www.federalregister.gov.* Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated: March 20, 2015.

Sue Swenson,

Acting Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. 2015–06880 Filed 3–24–15; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

[Catalog of Federal Domestic Assistance (CFDA) Number: 84.328M]

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

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

ACTION: Notice.

SUMMARY: On December 11, 2014, we published in the **Federal Register** (79 FR 73557) a notice inviting applications for the FY 2015 Parent Training and Information Centers competition (NIA). The notice established a deadline date of February 9, 2015, for the transmittal of applications. This notice reopens the competition for five days.

DATES:

Deadline for Transmittal of Applications: March 30, 2015.

Deadline for Intergovernmental Review: May 29, 2015.

SUPPLEMENTARY INFORMATION: A significant number of applications received in response to the NIA were not eligible because the applicants did not follow the formatting or deadline requirements in the NIA. Consequently, we did not receive eligible applications for a number of States. Therefore, we are reopening the competition to allow applicants to submit or resubmit applications that meet the requirements in the NIA, in order to ensure that parents in all States can be served by a Parent Training and Information Center.

Applicants that have already submitted applications under the FY 2015 Parent Training and Information Centers competition are encouraged to review their applications and determine whether they have met all eligibility requirements, including formatting requirements and the deadline for submission, in the NIA and the application package, which is available at *http://www2.ed.gov/programs/oseppic/applicant.html.*

Note that the NIA requires double spacing (no more than three lines per vertical inch) for all text in the application narrative, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots.

Applicants may review a recorded Webinar that discusses the application requirements at *http://tadnet.adobeconnect.com/p763v5dg8fm/.*

As stated above, applicants may resubmit applications that may not have met all formatting requirements. Applicants that already submitted timely applications that meet all of the formatting requirements do not have to resubmit their applications. If a new application is not submitted, the Department will use the application that was submitted before the February 9, 2015, 4:30 p.m. EST deadline.

Note: Applications that did not meet the February deadline must be resubmitted to be considered for review.

Note to Applicants: The notice published on December 11, 2014, provides other information that applies

to this competition. Specifically, the priority in that notice, entitled ''Parent Training and Information Centers,'' identifies the requirements for applications submitted in response to this notice, including the eligible entities, the States from which we are accepting applications, and the instructions for submitting applications.

FOR FURTHER INFORMATION CONTACT: Carmen Sanchez, U.S. Department of Education, 400 Maryland Avenue SW., Room 4057, Potomac Center Plaza (PCP), Washington, DC 20202–2600. Telephone: (202) 245–6595.

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.

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (*e.g.,* braille, large print, audiotape, or compact disc) by contacting the Grants and Contracts Services Team, U.S. Department of Education, 400 Maryland Avenue SW., room 5075, PCP, Washington, DC 20202–2550. Telephone: (202) 245–7363. If you use a TDD or a TTY, call the FRS, toll free, at 1–800–877–8339.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available via the Federal Digital System at: *www.gpo.gov/fdsys.* At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at: *www.federalregister.gov.* Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated: March 18, 2015.

Sue Swenson,

Acting Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. 2015–06744 Filed 3–24–15; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Ready-To-Learn Television

AGENCY: Office of Innovation and Improvement, Department of Education.

ACTION: Notice.

Overview Information:

Ready-to-Learn Television.

Notice inviting applications for new awards for fiscal year (FY) 2015.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.295A.

DATES: *Applications Available:* March 25, 2015.

Deadline for Notice of Intent to Apply: April 9, 2015.

Date of Pre-Application Webinar: An informational Webinar will be announced on the Ready-to-Learn Television Web site at *http://www2.ed.gov/programs/rtltv/index.html.*

Deadline for Transmittal of Applications: May 26, 2015.

Deadline for Intergovernmental Review: July 23, 2015.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Ready-to-Learn Television Program (Ready-to-Learn) is designed to: (1) Facilitate school readiness and academic achievement by supporting the development and national distribution of educational television and interactive media programming for preschool and elementary school children and their parents; (2) develop and disseminate educational outreach materials and programs that are designed to deepen and extend the effectiveness of the educational television and interactive media and (3) build social and virtual communities of parents, educators, and children devoted to using the media materials.

Background:

Ready-to-Learn aims to take advantage of common mass media consumer technologies in order to reach children in low-income homes who may be lacking in educationally-rich learning opportunities and make it easier for parents, caregivers, and early learning providers to find trustworthy materials that they can use with the children in their care.

Ready-to-Learn accomplishes this by using Federal dollars to stimulate the creation of educational media content that meets the highest standards of educational quality, while aiming to be just as entertaining as the best commercially produced media programs. Ready-to-Learn is not meant to be a mere subsidy to enable media producers to create educational content that would not otherwise be commercially feasible for them to produce. Rather, Ready-to-Learn seeks to bring educators and media producers together in cooperative working relationships that would not otherwise be possible, while also using the Federal investment to leverage additional contributions in funding, talent, and resources.

To succeed, media producers generally must depart from their typical ways of working and embrace the contributions of educators and other education experts. Experts in subject matter and pedagogy, instructional designers, formative researchers, and other educators will work side by side and on equal footing with creative and media production experts in areas such as storytelling and interactive gameplay in order to merge their contributions into a unified and integrated effort.

As in the 2010 competition, in which Ready-to-Learn supported the development of educational ''transmedia,'' we are again looking to create new, interrelated combinations of television and interactive media in which characters, narrative story lines, and problem-solving are used to connect the various media products. In order to make this work, producers may need to plan how their different products will work together to execute a cohesive strategy, and then build a production model accordingly. Furthermore, producers may need to think carefully about how the eventual distribution of the products will be sequenced and organized to ensure that users will experience them in a manner that reflects this cohesiveness.

Striking the right balance between innovation and access is key. Technologies are constantly changing, and with them come new opportunities for improving young children's learning. Ready-to-Learn seeks to take advantage of the best educational uses of each medium and explore how best to combine both emerging and older media platforms to reach young children and their caregivers. With emerging technologies, it is important, however, to keep in mind what is available to low-income users in their homes or communities and what is accessible to a wide range of users, particularly those with disabilities.

Although the television programming created under Ready-to-Learn has generally been made accessible to users who have hearing or vision loss through captioning and video description, some of the transmedia created to accompany these programs has lacked meaningful