

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: Federal Direct Loan Program and Federal Family Education Loan Program Teacher Loan Forgiveness Forms.

OMB Control Number: 1845–0059.

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

Respondents/Affected Public: Individuals or Households.

Total Estimated Number of Annual Responses: 8,700.

Total Estimated Number of Annual Burden Hours: 2,871.

Abstract: The Teacher Loan Forgiveness (TLF) Application serves as the means by which an eligible Direct Loan or FFEL program borrower who has completed five consecutive years of qualifying teaching service applies for forgiveness of up to \$5,000 or up to \$17,500 of his or her eligible loans. Eligible special education teachers and secondary school math or science teachers may receive a maximum of \$17,500 in loan forgiveness. Other teachers may receive a maximum of \$5,000 in loan forgiveness. Borrowers who are working toward loan forgiveness may use the TLF Forbearance Request to request a forbearance during some or all of their required five consecutive years of teaching service. A prospective TLF applicant may receive a forbearance during some or all of the five-year teaching period only if the projected balance on the borrower's eligible loans at the end of the five-year period (if the borrower made monthly loan payments during that period) would be less than the maximum forgiveness amount for which the borrower qualifies.

Dated: April 20, 2017.

Stephanie Valentine,

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

[FR Doc. 2017–08353 Filed 4–24–17; 8:45 am]

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2017–ICCD–0055]

Agency Information Collection Activities; Comment Request; International Early Learning Study (IELS) 2018 Field Test Data Collection and Main Study Recruitment

AGENCY: National Center for Education Statistics (NCES), Department of Education (ED).

ACTION: Notice.

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

DATES: Interested persons are invited to submit comments on or before June 26, 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–0055. 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 224–82, Washington, DC 20202–4537.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact NCES Information Collections at NCES.Information.Collections@ed.gov.

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: International Early Learning Study (IELS) 2018 Field Test Data Collection and Main Study Recruitment.

OMB Control Number: 1850–0936.

Type of Review: A revision of an existing information collection.

Respondents/Affected Public: Individuals or Households.

Total Estimated Number of Annual Responses: 6,309.

Total Estimated Number of Annual Burden Hours: 2,563.

Abstract: The International Early Learning Study (IELS), scheduled to be conducted in 2018, is a new study sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. In the United States, the IELS is conducted by the National Center for Education Statistics (NCES). The IELS focuses on young children and their cognitive and non-cognitive skills and competencies as they transition to primary school. The IELS is designed to examine: Children's early learning and development in a broad range of domains, including social and cognitive skills; the relationship between children's early learning and children's participation in early childhood education and care (ECEC); the role of contextual factors, including children's individual characteristics and their home backgrounds and experiences, in promoting young children's growth and development; and how early learning varies across and within countries prior to beginning primary school. In 2018, in the participating countries, including the United States, the IELS will assess nationally-representative samples of children ages 5.0–5.5 years (in kindergarten in the United States) through direct and indirect measures, and will collect contextual data about their home learning environments, ECEC histories, and demographic characteristics. The IELS will measure

young children's knowledge, skills, and competencies in both cognitive and non-cognitive domains, including language and literacy, mathematics and numeracy, executive function/self-regulation, and social emotional skills. This assessment will take place as children are transitioning to primary school and will provide data on how U.S. children entering kindergarten compare with their international peers on skills deemed important for later success. To prepare for the main study that will take place in September–November 2018, the IELTS countries will conduct a field test in the fall of 2017 to evaluate newly developed assessment instruments and questionnaires and to test the study operations. The U.S. IELTS field test data collection will occur from November to December, 2017, with respondent recruitment beginning in May 2017. Recruitment activities for the 2017 field test were approved in April 2017 (OMB 1850–0936 v.1–2). This request is to conduct 2017 IELTS field test data collection as well as recruitment for the IELTS 2018 main study.

Dated: April 20, 2017.

Stephanie Valentine,

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

[FR Doc. 2017–08322 Filed 4–24–17; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Expanding Opportunity Through Quality Charter Schools Program (CSP)—Grants to State Entities; Correction.

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

ACTION: Notice; correction.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.282M.

SUMMARY: On March 27, 2017, we published in the **Federal Register** (82 FR 15196) a notice inviting applications for new awards for fiscal year (FY) 2017 for the CSP Grants to State Entities program. This document clarifies the Department's interpretation of section 4303(e)(1) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA); corrects the agency contact information and the types of activities a State entity may carry out directly or through grants, contracts, or cooperative agreements; and extends the deadlines for transmittal of applications and intergovernmental review.

DATES:

Deadline for Transmittal of Applications: May 18, 2017.

Deadline for Intergovernmental Review: July 17, 2017.

FOR FURTHER INFORMATION CONTACT:

Kathryn Meeley, U.S. Department of Education, 400 Maryland Avenue SW., Room 4W257, Washington, DC 20202–5970. Telephone: (202) 453–6818, or by email: kathryn.meeley@ed.gov.

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

SUPPLEMENTARY INFORMATION: On March 27, 2017, we published in the **Federal Register** (82 FR 15196) a notice inviting applications for new awards for FY 2017 for the CSP Grants to State Entities program. We are clarifying the Department's interpretation of section 4303(e)(1) of the ESEA; correcting the agency contact information; and extending the deadlines for transmittal of applications and intergovernmental review to May 18, 2017 and July 17, 2017, respectively. In addition, we are correcting the statement regarding the types of activities a State entity may carry out under this program directly or through grants, contracts, or cooperative agreements (*i.e.*, providing technical assistance and working with authorized public chartering agencies to improve authorizing quality).

Section 4303(b)(2) authorizes State entities to “provide technical assistance to eligible applicants and authorized public chartering agencies” and to “work with authorized public chartering agencies in the State to improve authorizing quality.” This correction clarifies that a State entity may carry out the technical assistance and authorizing quality improvement activities specified in section 4303(b)(2) of the ESEA directly or through grants, contracts, or cooperative agreements.

All other requirements and conditions stated in the notice inviting applications remain the same.

Interpretation

On page 15201, in the left column, in the second paragraph of the section entitled “Eligible Applicants,” we clarify the statement, “Under section 4303(e)(1) of the ESEA, no State entity may receive a grant under this program for use in a State in which a State entity is currently using a grant received under this program.” Because the FY 2017 CSP Grants to State Entities competition is the first such competition under the newly reauthorized CSP, all State entities, including State educational agencies (SEAs), in all States are eligible

to apply for a grant, even if the State entity (including the SEA) is located in a State in which the SEA is currently using a grant awarded prior to FY 2017 under the previous authorization of the CSP. However, no applicant may receive a new award to conduct the same activities that are approved under an existing active grant; therefore, applications for new awards that are submitted by State entities located in States where the SEA has an active grant awarded prior to FY 2017 under the previous authorization of the CSP should propose to conduct activities that are outside the scope of the active grant.

Corrections

In FR Doc. No. 2017–06017, in the **Federal Register** of March 27, 2017 (82 FR 15196), we make the following corrections:

(a) On page 15196, in the middle column, after the words “Deadline for Transmittal of Applications”, we remove the date “May 11, 2017” and replace it with the date “May 18, 2017”.

(b) On page 15196, in the middle column, after the words “Deadline for Intergovernmental Review”, we remove the date “July 10, 2017” and replace it with the date “July 17, 2017”.

(c) On page 15202, in the first column, after the words “Deadline for Transmittal of Applications”, we remove the date “May 11, 2017” and replace it with the date “May 18, 2017”.

(d) On page 15202, in the first column, after the words “Deadline for Intergovernmental Review”, we remove the date “July 10, 2017” and replace it with the date “July 17, 2017”.

(e) On page 15202, in the middle column, in the last sentence of the first paragraph in the section entitled “Funding Restrictions”, we replace the phrase “activities authorized under this program” with “activities authorized under section 4303(b)(2) of the ESEA”.

(f) On page 15207, in the middle column, after the heading “VII. Agency Contact”, we add the following contact information:

FOR FURTHER INFORMATION CONTACT:

Kathryn Meeley, U.S. Department of Education, 400 Maryland Avenue SW., Room 4W257, Washington, DC 20202–5970. Telephone: (202) 453–6818, or by email: kathryn.meeley@ed.gov.

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

All other requirements and conditions stated in the notice inviting applications remain the same.

Program Authority: Title IV, Part C of the ESEA (20 U.S.C. 7221–7221j).

Accessible Format: Individuals with disabilities can obtain this document