

institutionalized. The NHES targets these populations using specific screening and sampling procedures. The NHES design also yields estimates for subgroups of interest for each child and adult survey. In addition to providing cross-sectional estimates, the NHES is designed to produce estimates from repeated cross sections to measure changes in key statistics. NHES surveys were conducted approximately every other year from 1991 through 2007 using random digit dial (RDD) methodology; beginning in 2012 NHES began collecting data by mail to improve response rates. This submission seeks clearance to repeat the child topical surveys conducted in 2012, Parent and Family Involvement in Education (PFI) and Early Childhood Program Participation (ECPPI), to begin to measure changes over time with the new methodology. It also seeks clearance to conduct the first adult topical survey in NHES since 2005, the Credentials for Work Survey (CWS), and to pilot an adult topical survey for NHES:2017, the Training for Work Survey (TWS). The adult surveys were developed in conjunction with the Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEnA) and the CWS was pilot tested in the 2014 NHES Feasibility Study. Data collection approaches that were most successful at balancing the need to limit overall bias, respondent burden, and cost in the Feasibility Study will be used for the 2015 data collection.

Dated: May 2, 2014

Stephanie Valentine,

Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management.

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DEPARTMENT OF EDUCATION

Notice of Proposed Collection Requests; Comment Request

AGENCY: Department of Education.

ACTION: Correction notice.

SUMMARY: On April 21, 2014, the U.S. Department of Education published a 30-day comment period notice in the *Federal Register* (Page 22107, Column 1) seeking public comment for an information collection entitled, "Race to the Top—District Annual Performance Report." This notice has been withdrawn. A new 30-day notice will be published.

The Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management, hereby issues a correction notice as required by the Paperwork Reduction Act of 1995.

Dated: May 2, 2014.

Stephanie Valentine,

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; School Climate Transformation Grant Program—Local Educational Agency Grants

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

Overview Information:

School Climate Transformation Grant Program—Local Educational Agency Grants.

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

Catalog of Federal Domestic Assistance (CFDA) Number: 84.184G.

Dates:

Applications Available: May 7, 2014.

Deadline for Transmittal of

Applications: June 23, 2014.

Deadline for Intergovernmental Review: August 20, 2014.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The School Climate Transformation Grant Program—Local Educational Agency Grants provides competitive grants to local educational agencies (LEAs) to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

Background:

Although schools have long attempted to address issues of discipline, disruptive and problem behavior, violence, and bullying, the vast majority of our Nation's schools have not implemented comprehensive, effective supports that address the full range of students' social, emotional, and behavioral needs.¹

¹ Horner, R., Sugai, G., and Vincent, C. (2005). School-wide Positive Behavior Support: Investing

A report issued by the U.S. Secret Service and the Department of Education following the Columbine shooting found that one of the most effective ways schools can reduce violence and bullying is to improve a school's climate and thereby increase trust and communication between students and staff.² Research demonstrates that the implementation of an evidence-based, multi-tiered behavioral framework, such as positive behavioral interventions and supports (PBIS), can help improve overall school climate and safety.³ A key aspect of this multi-tiered approach is providing differing levels of support and interventions to students based on their needs. Certain supports involve the whole school (e.g., consistent rules, consequences, and reinforcement of appropriate behavior), with more intensive supports for groups of students exhibiting at-risk behavior and individualized services for students who continue to exhibit troubling behavior.

When a multi-tiered behavioral framework has been implemented with fidelity, studies have found the following statistically significant results: An increase in perceived school safety, reductions in overall problem behaviors, reductions in bullying behaviors,⁴ and reductions in office discipline referrals and suspensions.⁵ Studies have also found a correlation between the use of multi-tiered behavioral frameworks and improved social skills.⁶ Emerging evidence also links implementing a multi-tiered behavioral framework with improved academic achievement.⁷ In

in student success. Impact: Feature Issue on Fostering Success in School and Beyond for Students with Emotional/Behavioral Disorders. Retrieved from: <http://ici.umn.edu>.

² Borum, R., Fein, R., Modzeleski, W., Pollack, W., Reddy, M., Vossekuil, B., Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates, 2002.

³ Bradshaw, C., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science*.

⁴ Bradshaw, C., Goldweber, A., Leaf, P., Pasa, E., Rosenberg, M. (2012). Integrating school-wide Positive Behavioral Interventions and Supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion*.

⁵ Bradshaw, C., Leaf, P., Mitchell, M. (2009). Examining the effects of schoolwide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*.

⁶ Barrett, S.B., Bradshaw, C.P. & Lewis-Palmer, T. (2008). Maryland statewide PBIS initiative: Systems, evaluation, and next steps. *Journal of Positive Behavior Interventions*.

⁷ McIntosh, K., Bennett, J.L., & Price, K. (2011). Evaluation of social and academic effects of school-