

reduced environmental impacts, and estimated cost. The Preferred Alternative includes the renovation of Building 17 and the potential renovation of Buildings 18 and 21, which would result in positive impacts on unused historic resources. The Preferred Alternative would demolish Building 12, which would constitute an adverse effect to be mitigated under historic preservation law, but would optimize the medical care services associated with the National Intrepid Center of Excellence. The Preferred Alternative sites the two Fisher Houses™ in a more spacious and functionally superior site that does not represent any potential impact to the federally endangered Delmarva Fox Squirrel.

On behalf of the Department of the Navy, and based on all relevant factors addressed in the Final EIS, I have selected the Preferred Alternative for the implementation of BRAC 2005 at NNMC, Bethesda, MD. In reaching this determination, I have considered the superior functional efficiency, lower costs, and lower environmental impacts associated with the Preferred Alternative. I have taken into account the consultation process with the Maryland Historic Trust and the National Capital and Planning Commission regarding cultural resources. I have taken into account that Section 106 consultations will be complete for each project before construction commences on that project. I have taken into account the consultation with the U.S. Fish and Wildlife Service regarding endangered species. I have taken into account input from the local and state transportation agencies regarding improvements to traffic conditions. I have considered recommendations and comments provided by federal, state, and local agencies and committees, and the general public throughout the NEPA process, including during formal comment and review periods. I have considered the mitigation and improvement measures identified in the Final EIS. I also took into account the fact that the Proposed Action is required by law and that the No Action Alternative would result in non-compliance with the law. The Preferred Alternative reflects a balance between the protection of the environment, appropriate mitigation, and improvements, and the actions necessary and required to implement the Proposed Action. Consistent with this record of decision, and the Final EIS, the action proponent will

implement the Preferred Alternative and address all mitigation measures.

Dated: May 6, 2008.

B.J. Penn,

Assistant Secretary of the Navy (Installations and Environment).

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DEPARTMENT OF EDUCATION

Notice of Proposed Information Collection Requests

AGENCY: Department of Education.

SUMMARY: The IC Clearance Official, Regulatory Information Management Services, Office of Management, invites comments on the proposed information collection requests as required by the Paperwork Reduction Act of 1995.

DATES: Interested persons are invited to submit comments on or before July 14, 2008.

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 IC Clearance Official, 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.

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.

Dated: May 8, 2008.

Angela C. Arrington,

IC Clearance Official, Regulatory Information Management Services, Office of Management.

Office of Vocational and Adult Education

Type of Review: New.

Title: Strengthening Adult Reading Instructional Practices (SARIP).

Frequency: Learner respondents will report twice; instructor respondents will report once for two instruments and weekly for 15 weeks.

Affected Public: Individuals or household.

Reporting and Recordkeeping Hour Burden:

Responses: 4,734.

Burden Hours: 1,431.

Abstract: The SARIP Study is an initial investigation of whether the Study Achievement in Reading (STAR) training and materials are effective in developing adult basic education (ABE) instructors' capability to deliver evidence-based reading instruction and consequently, in improving intermediate-level (4th–8.9th grade equivalence) adult learners' reading skills. The study will employ a quasi-experimental design to examine whether learners who are taught by ABE instructors that have been trained in the STAR methods and materials and have become proficient in these methods make greater gains in developing their reading skills compared to learners who have been taught by ABE instructors that have not participated in STAR. The treatment learners will be compared to data from a matched sample of adult learners that have not participated in STAR. The comparison group will be drawn from extant data from two previous studies on adult learners' development of reading skills. The learner data collected in the SARIP study will be used by the U.S. Department of Education to assess the preliminary learner reading outcomes from the STAR intervention and to determine whether a more rigorous evaluation of STAR should be undertaken at this point in the implementation of STAR. The data collected in the SARIP study about the delivery of instruction by teachers trained in STAR will be used by the U.S. Department of Education to review the STAR training and to determine whether modifications may be needed in the STAR training. The information

about ABE programs collected in the study will be used by the U.S. Department of Education and state adult education offices to provide guidance to local ABE providers about the types of ABE program practices that may support the delivery of effective reading instruction.

Requests for copies of the proposed information collection request may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 3681. 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 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.

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DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education; Overview Information; Training and Advisory Services Program—Equity Assistance Centers (EACs) (Formerly Desegregation Assistance Centers (DACs))

Notice inviting applications for new awards for fiscal year (FY) 2008.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.004D.

DATES: Applications Available: May 14, 2008.

Deadline for Transmittal of

Applications: June 30, 2008.

Deadline for Intergovernmental Review: August 27, 2008.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Training and Advisory Services Program is authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c-2000c-5, and the implementing regulations at 34 CFR parts 270 and 272. This program awards grants through cooperative agreements to operate 10 regional EACs that provide technical assistance (including training)

at the request of school boards and other responsible governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools—which in this context means plans for equity (including desegregation based on race, sex, and national origin)—and in the development of effective methods of coping with special educational problems occasioned by desegregation.

Priorities: Under this competition we are particularly interested in applications that address the following priorities.

Invitational Priorities: For FY 2008, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1) we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority One

The Secretary is interested in projects that will assist school boards and other responsible governmental agencies in addressing the over-representation of minorities in special education, the under-representation of minorities in gifted and talented programs, or both, through technical assistance products, services, training, and other informational resources.

Invitational Priority Two

The Secretary is interested in projects that will provide, to school boards and other responsible governmental agencies, resource materials, services, and training on successful strategies for providing limited English proficient students with equitable access to a high-quality education.

Invitational Priority Three

The Secretary is interested in projects that will ensure equal access to highly qualified teachers for students, including students who are economically disadvantaged or are racial and ethnic minorities, by providing information on effective strategies, training, and other resources in that area to school boards and other responsible governmental agencies.

Invitational Priority Four

The Secretary is interested in projects that will provide (to school boards and other responsible governmental agencies) information, training, and other technical assistance on effective approaches to school dropout prevention and reentry, that promote equity by addressing the special needs of high-risk students, including students

from racial and ethnic minority backgrounds.

Program Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, except that 34 CFR 75.232 does not apply to grants under 34 CFR part 272. (b) The regulations for this program in 34 CFR parts 270 and 272.

Note: The regulations in 34 CFR parts 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Cooperative Agreement.

Estimated Available Funds: \$6,970,736.

Estimated Range of Awards: \$500,000-\$800,000.

Estimated Average Size of Awards: \$697,000.

Maximum Award: We will not fund any application that requests more than \$800,000. The Assistant Secretary for Elementary and Secondary Education may change the maximum amount through a notice published in the **Federal Register**.

Estimated Number of Awards: 10.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. **Eligible Applicants:** (a) A public agency (other than a State educational agency or a school board) or a private, non-profit organization.

2. **Cost Sharing or Matching:** This program does not require cost sharing or matching.

3. **Other:** (Definitions): The definitions applicable to this program are found in the authorizing statute at 42 U.S.C. 2000c and in the regulations at 34 CFR parts 77, 270, and 272, and will be included in the application package.

4. **Geographical Regions:** Ten EACs will be funded under this grant program in ten different geographical regions in accordance with 34 CFR 272.12. Our reviewers will read the proposals according to the region from which the proposal originates. One award will be made in each region to the highest ranking proposal from that region.

The geographic regions served by the EACs are:

Region I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II: New York, New Jersey, Puerto Rico, Virgin Islands.