

implementation at the State level to understand: Whether and how States and districts are making the necessary connections between English language proficiency (ELP) and academic learning; how the law's standards, assessment, and accountability mechanisms are being translated at the local level into instructional decisions and improvement strategies for limited English proficient (LEP) students; whether Title III implementation takes into account the many layers of diversity in the LEP population; and how LEP students are faring in both ELP and subject matter learning. The mixed-methods data collection and analyses will enable the study to answer a series of key evaluation questions and to deepen understanding of the extent to which Title III is achieving its underlying goals. The study has four interrelated objectives: (1) To describe the progress in implementation of Title III provisions, and variation in implementation across States; (2) To examine how localities are implementing their programs for LEP students and how these relate to State policies and contexts; (3) To determine how LEP students are faring in the development of their ELP and mastery of academic content; and (4) To maintain a focus, in all project data collection and analysis activities, on the diversity among LEP students—for example, in their concentrations, languages, ages, length of residence in the U.S.—and the educational implications of this diversity. The study will produce several policy-relevant reports and presentations including: In-person briefings for ED staff each year of the contract (three briefings total); a user-friendly policy brief and fact sheet in both Years 2 and 3 of the study, targeting policymakers, educators, media, and the public; dissemination of the fact sheet and non technical executive summary for each report completed to the study participants; dissemination of the reports, non technical executive summaries, policy briefs, and fact sheets to a number of audiences through organizations that focus on the instructional needs of LEP students; and submission of proposals for several staff members to conduct presentations at two professional and/or practitioner conferences during Years 2 and 3 of the study. The proposed study will include: A thorough review of standards and assessments; a complete set of interviews of State Title III and assessment directors; a nationally representative survey of districts receiving Title III funds; in depth case studies in five States, including two

districts within each State; an analysis of longitudinal student achievement data; and an analysis of trends in State achievement. Respondents will include 51 State Title III directors, 1,300 District Title III administrators, 96 other district administrators, 192 Elementary and Secondary school principals and resource staff, 192 Elementary and Secondary teachers, and 96 parent liaisons.

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 3992. 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

Notice of Proposed Information Collection Requests

AGENCY: Department of Education.

SUMMARY: The Director, Information Collection Clearance Division, 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 May 26, 2009.

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, 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: March 18, 2009.

Angela C. Arrington,

Director, Information Collections Clearance Division, Regulatory Information Management Services, Office of Management.

Office of Postsecondary Education

Type of Review: New.

Title: IEPs Learning Resource Center (LRC) Customer Surveys.

Frequency: On Occasion.

Affected Public: Individuals or household.

Reporting and Recordkeeping Hour Burden:

Responses: 416.

Burden Hours: 194.

Abstract: The purpose of this evaluation is to assess the impact of the Language Resource Center (LRC) program in enhancing the foreign language capacity of the United States. Three surveys will be conducted: a survey of LRC Project Directors; a survey of all members of the National Association of District Supervisors of Foreign Languages; and a survey of LRC Summer workshop participants. Results from the three surveys will inform the writing of a final report determining the impact of the LRC program.

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 3975. 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 Postsecondary Education

Overview Information; Business and International Education Program Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.153A.

Dates:

Applications Available: March 24, 2009.

Deadline for Transmittal of Applications: April 23, 2009.

Deadline for Intergovernmental Review: June 22, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Business and International Education Program provides grants to enhance international business education programs and to expand the capacity of the business community to engage in international economic activities.

Priorities: This competition includes one competitive preference priority and three invitational priorities that are explained in the following paragraphs.

Competitive Preference Priority: In accordance with 34 CFR 75.105(b)(2)(ii), this priority is from the regulations for this program (34 CFR 661.32). For FY 2009, this priority is a competitive preference priority. Under 34 CFR 75.105(c)(2)(i), we award an additional five points to an application that meets this priority.

This priority is:

The establishment of internships overseas to enable foreign language students to develop their foreign language skills and their knowledge of foreign cultures and societies.

Invitational Priorities: For FY 2009, 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 I:

Applications that focus on any of the following seventy-eight (78) languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs):

Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

Invitational Priority II:

Applications that focus on one or more of the following: developing, improving and disseminating best practices of international business training programs, teaching, and curriculum development to increase American competitiveness.

Invitational Priority III:

Applications that focus on increasing the numbers of underrepresented minorities in foreign languages and area and international studies.

Program Authority: 20 U.S.C. 1130-1130b.

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. (b) The regulations in 34 CFR parts 655 and 661.

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

Areas of National Need:

In accordance with section 601(c) of the Higher Education Act of 1965, as amended (HEA), 20 U.S.C. 1121 (c), the Secretary has consulted with and received recommendations regarding the national need for expertise in foreign languages and world regions from the head officials of a wide range of Federal agencies. These recommendations have been taken into account in developing the request for applications for funding during this grant cycle. A list of foreign languages and world regions identified as areas of national need may be found on the following Web sites: <http://www.ed.gov/about/offices/list/ope/policy.html>, <http://www.ed.gov/programs/iegpsbie/legislation.html>

Also included on these web sites are the specific recommendations the Secretary received from Federal agencies.

Program Assurances: Each application must include an assurance that, where applicable, the activities funded by this grant will reflect diverse perspectives and a wide range of views on world regions and international affairs. (20 U.S.C. 1130a(c)).

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: We propose to allocate \$2,223,961 for new awards for this program for FY 2009. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Estimated Range of Awards: \$50,000-\$95,000.

Estimated Average Size of Awards: \$84,000.

Maximum Award: We will reject any application that proposes a budget exceeding \$95,000 for a single budget period of 12 months. The Assistant Secretary for Postsecondary Education may change the maximum amount through a notice published in the **Federal Register**.

Estimated Number of Awards: 25.

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

Project Period: Up to 24 months.

III. Eligibility Information

1. *Eligible Applicants:* Institutions of higher education that have entered into agreements with business enterprises,