

vivian_reese@ed.gov or should be faxed to 202-708-9346.

For questions regarding burden and/or the collection activity requirements, contact Jacqueline Montague at 202-708-5359 or electronically mail her at internet address

Jackie_Montague@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.

Office of Student Financial Assistance Programs

Type of Review: Extension.

Title: Federal Stafford Loan (Subsidized and Unsubsidized) Program Master Promissory Note.

Frequency: On occasion.

Affected Public: Individuals or households; Businesses or other for-profit; Not-for-profit institutions.

Reporting and Recordkeeping Burden:

Responses: 1,400,000

Burden Hours: 1,400,000

Abstract: This revised promissory note is the means by which a Federal Stafford Program Loan borrower promises to repay his or her loan.

Requests for copies of this information collection should be addressed to Vivian Reese, U.S. Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, D.C. 20202-4651, or should be electronically mailed to the Internet address

Vivian_Reese@ed.gov, or should be faxed to 202-708-9346.

For questions regarding burden and/or the collection activity requirements, contact Joseph Schubart at 202-708-9266 or electronically mail him at *joe_schubart@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.

Office of the Under Secretary

Type of Review: New.

Title: Compact for Reading Evaluation.

Frequency: Semi-annually.

Affected Public: Individuals or households; State, local or Tribal Gov't, SEAs or LEAs.

Reporting and Recordkeeping Hour Burden:

Responses: 26,624

Burden Hours: 30,123

Abstract: The Compact for Reading is a written agreement between families, teachers, students, and principals describing how each partner will work to improve the reading skills of students in kindergarten through third grade. At

each grade level, a set of 100 home learning activities is offered to improve reading skills. These activities focus on family members as home learning partners. Research shows that even though the requirement for Title I compacts is several years old, many Title I schools still do not have compacts in place, or do not use them to full advantage. The Compact for Reading evaluation will attempt to show whether implementing this type of compact will enhance student learning and therefore should be considered for adoption by other Title I schools.

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DEPARTMENT OF EDUCATION

President's Advisory Board on Tribal Colleges and Universities; Meeting

AGENCY: President's Advisory Board on Tribal Colleges and Universities.

ACTION: Notice of open meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of the first meeting of the President's Advisory Board on Tribal Colleges and Universities and is intended to notify the general public of their opportunity to attend. This notice also describes the functions of the Board. Notice of the Board's meeting is required under Section 10(a)(2) of the Federal Advisory Committee Act.

DATE AND TIME: July 20, 1999, from 9 a.m. to 5:30 p.m.

LOCATION: The Clark Room, Holiday Inn Capitol, 550 C Street, SW., Washington, D.C. 20024.

FOR FURTHER INFORMATION, CONTACT: Carrie Billy, Executive Director, President's Advisory Board on Tribal Colleges and Universities, U.S. Department of Education, 4050 MES,

330 C Street, SW, Washington, D.C. 20202-7594, Telephone: 202-260.5714.

SUPPLEMENTARY INFORMATION: The Board is established by Executive Order 13021 (October 19, 1996) to provide advice regarding the progress made by federal agencies toward fulfilling the purposes and objective of the order. The Board shall also provide recommendations to the President and the Secretary of Education at least annually on ways Tribal Colleges can:

(1) Use long-term development, endowment building, and master planning to strengthen institutional viability;

(2) Use the federal and private sector to improve financial management and security, obtain private sector funding support, and expand and complement federal education initiatives;

(3) Develop institutional capacity through the use of new and emerging technologies offered by the federal and private sectors;

(4) Enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and

(5) Help achieve National Education Goals and meet other high standards of education accomplishment.

The meeting agenda will include: orientation of the new Presidentially appointed members; discussion, including recommendations, on assisting the Tribal Colleges in addressing existing needs; and discussion of the federal government's progress in implementing Executive Order 13021.

The general public is encouraged to attend. However, space is limited and is available on a first come, first served basis.

A summary of the activities of the meeting and other related materials, which are informative to the public and consistent with the policy of section 5 U.S.C. 552b, will be available to the public within 14 days after the meeting. Records are kept of all Board proceedings and are available for public inspection at White House Initiative on Tribal Colleges & Universities, United States Department of Education, 4050 MES, 330 C Street, SW, Washington, D.C. from 9:00 a.m. to 5:30 p.m.

Dated: July 2, 1999.

Robert D. Muller,

Acting Assistant Secretary, Office of Vocational and Adult Education.

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