

for continued acceptance in the NTS program, the Warehouse Performance Bond shall be used to offset costs associated in relocating the lots stored in the unacceptable facility to an approved facility of the Regional Program Manager's choosing.

**Background:** Due to the monetary loss associated with re-procuring services for shipments in storage, it has been determined that a Warehouse Performance Bond is in the best interest of DOD. This Bond will be used to cover the costs associated in relocating stored shipments to an approved warehouse site as determined by the SDDC, Regional Storage Management Office, Regional Program Manager. Relocation of stored shipments becomes necessary when the warehouse currently in use is no longer approved for use in the DOD Personal Property Storage Program or the TSP/contractor is no longer acceptable as a service provider.

#### Regulation Flexibility Act

This action is not considered rule making within the meaning of Regulatory Flexibility Act, 5 U.S.C. 601-612.

#### Paperwork Reduction Act

The Paperwork Reduction Act, 44 U.S.C. 3051 *et seq.*, does not apply because no information collection or recordkeeping requirements are imposed on contractors, offerors of members of the public.

Steven L. Amato,

Col, USAF, DCS, Passenger and Personal Property.

[FR Doc. 07-2807 Filed 6-5-07; 8:45 am]

BILLING CODE 3710-08-M

## DEPARTMENT OF DEFENSE

### Department of the Navy

#### Meeting of the Ocean Research and Resources Advisory Panel

**AGENCY:** Department of the Navy, DoD.

**ACTION:** Notice of open meeting.

**SUMMARY:** The Ocean Research and Resources Advisory Panel (ORRAP) will meet to discuss National Ocean Research Leadership Council (NORLC) and Interagency Committee on Ocean Science and Resource Management Integration (ICOSRMI) activities. All sessions of the meeting will remain open to the public.

**DATES:** The meeting will be held on Wednesday, June 27, 2007, from 8 a.m. to 5:30 p.m. and Thursday, June 28, 2007, from 8 a.m. to 1:30 p.m. In order to maintain the meeting time schedule,

members of the public will be limited in their time to speak to the Panel.

Members of the public should submit their comments one week in advance of the meeting to the meeting Point of Contact.

**ADDRESSES:** The meeting will be held at the Consortium for Ocean Research and Engineering, 1201 New York Ave., Suite 420, Washington, DC.

**FOR FURTHER INFORMATION CONTACT:** Dr. James E. Eckman, Office of Naval Research, 875 North Randolph Street, Suite 1425, Arlington, VA 22203-1995, telephone: 703-696-4590.

**SUPPLEMENTARY INFORMATION:** This notice of open meeting is provided in accordance with the Federal Advisory Committee Act (5 U.S.C. App. 2). The meeting will include discussions on ocean research to applications, ocean observing, professional certification programs, and other current issues in the ocean science and resource management communities.

Dated: June 1, 2007.

L.R. Almand,

Office of the Judge Advocate General, Administrative Law, Federal Register Liaison Officer.

[FR Doc. E7-10862 Filed 6-5-07; 8:45 am]

BILLING CODE 3810-FF-P

## DEPARTMENT OF EDUCATION

### A Framework for Developing High-Quality English Language Proficiency Standards and Assessments

**AGENCY:** Office of the Deputy Secretary, Department of Education.

**ACTION:** Notice of public meetings and request for recommendations on a framework for developing high-quality English language proficiency standards and assessments (Framework).

**SUMMARY:** The Secretary of Education (Secretary) seeks recommendations on developing a Framework for States to consider in examining the quality of their standards and assessments for English language proficiency (ELP) under Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). The Framework, once developed, will be provided to States for their use in evaluating their ELP standards and assessments. The Framework also will help States identify their technical assistance needs related to ELP standards and assessments and, therefore, help the U.S. Department of Education (Department) provide States with the assistance they need to

implement the Title III standards and assessment requirements effectively.

**DATES:** We must receive your recommendations on or before 5 p.m., Eastern time, on August 1, 2007.

**ADDRESSES:** Address all recommendations to the Office of the Deputy Secretary, U.S. Department of Education, 400 Maryland Avenue, SW., room 7W308, Washington, DC 20202-6132.

If you prefer to send your recommendations through the Internet, use the following e-mail address: [LEP.Partnership@ed.gov](mailto:LEP.Partnership@ed.gov).

You must use the term "Framework for Title III" in the subject line of your electronic message.

**FOR FURTHER INFORMATION CONTACT:** Hanna Skandera. Telephone: (202) 401-0831.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

#### SUPPLEMENTARY INFORMATION:

##### Background

Addressing the needs of the Nation's more than 4.6 million (and growing) population of limited English proficient (LEP) students is central to meeting the goals of NCLB. Improving instruction and closing the achievement gap for LEP students start with high-quality standards and assessments. We must be able to measure what LEP students know and do not know, in terms of core subject matter and the acquisition of English language skills, in order to address their academic needs. The focus on both core subject matter (e.g., reading/language arts, math, and science) and the acquisition of English language skills requires coordination and collaboration between the Title I and Title III programs. Therefore, we invite and encourage recommendations from not only technical experts in standards, assessment, and language development, but also parents, teachers, administrators, researchers, and others with experience and expertise in Title I or Title III programs.

Section 3113 of the ESEA requires each State educational agency (SEA) to submit a plan to the Secretary describing how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized