

Reporting and/or Recordkeeping burden. OMB invites public comment.

Dated: June 26, 2009.

Sheila Carey,

Acting Director, Information Collection Clearance Official, Regulatory Information Management Services, Office of Management.

Institute of Education Sciences

Type of Review: Revision.

Title: 2010 National Assessment of Education Progress (NAEP) Wave 2.

Frequency: Once.

Affected Public: Individuals or household.

Reporting and Recordkeeping Hour Burden:

Responses: 3,605.

Burden Hours: 1,201.

Abstract: This submittal contains burden information and the actual background worksheets/questionnaires for the following components of the 2010 NAEP assessments:

- SD (Student with Disabilities) Worksheets/Questionnaires—Grades 4, 8, 12.
- ELL (English Language Learner) Worksheets/Questionnaires—Grades 4, 8, 12.

NAEP encourages the inclusion of all students who can meaningfully participate in the assessment, including those with disabilities and English language learners. In order to obtain a complete picture of educational progress for all students, it is important to collect supplemental information on students in the sample who have been identified as having a disability or are English language learners. SD and ELL worksheets/questionnaires are completed by school personnel who are most knowledgeable about students identified as SD or ELL.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the “Browse Pending Collections” link and by clicking on link number 4081. 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 the Internet address *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.

[FR Doc. E9–15557 Filed 6–30–09; 8:45 am]

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DEPARTMENT OF EDUCATION

[CFDA No. 84.382B]

Asian American and Native American Pacific Islander-Serving Institutions Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice of intent to fund down the fiscal year (FY) 2008 grant slate for the Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program.

SUMMARY: The Secretary intends to use the grant slate developed in FY 2008 for the AANAPISI Program authorized under Title III, Part F, Section 371 of the Higher Education Act of 1965, as amended (HEA), to make new grant awards in FY 2009 under Section 320 of the HEA. The Secretary takes this action because a number of high-quality applications remain on last year’s grant slate. We expect to use an estimated \$2,500,000 for new awards in FY 2009.

FOR FURTHER INFORMATION CONTACT: Darlene B. Collins, U.S. Department of Education, 1990 K Street, NW., room 6020, Washington, DC 20006–6450. Telephone: (202) 502–7576 or via Internet: *darlene.collins@ed.gov*.

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

Individuals with disabilities can obtain this document in an accessible 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

On May 12, 2008, we published a notice in the **Federal Register** (73 FR 26970) inviting applications for new awards under Title III, Part F, Section 371 of the HEA for the AANAPISI Program.

In response to this notice, we received a number of high-quality applications for grants under the AANAPISI Program and made 6 new grant awards. However, there were applications that were awarded high scores by peer reviewers that did not receive funding in FY 2008 due to the level of appropriations.

The Department’s FY 2009 appropriation for Section 371 of the HEA is sufficient to allow the Department to make continuation awards to the 6 current grantees. Rather than using program funds for a new peer review process for new grants under the Asian American and Native American Pacific Islander-Serving Institutions Program authorized under Section 320, the Department has decided to select grantees in FY 2009 from the existing slate of applicants. This slate was developed during the FY 2008 competition using the selection criteria, application requirements, and definitions referenced in the May 12, 2008 **Federal Register** notice.

Note: To be eligible to receive a grant pursuant to this notice, all applicants being considered for funding based on the funding slate for the FY 2008 competition must meet all statutory and regulatory, basic and programmatic, eligibility criteria and other requirements for this program.

Program Authority: 20 U.S.C. 1057–1059d.

Electronic Access to This Document

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To use PDF, you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html.

Delegation of Authority: The Secretary of Education has delegated authority to Daniel T. Madzelan, Director, Forecasting and Policy Analysis for the Office of Postsecondary Education, to perform the functions of the Assistant Secretary for Postsecondary Education.

Dated: June 26, 2009.

Daniel T. Madzelan,

Director, Forecasting and Policy Analysis.

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