

Dated: October 18, 2013.

Henry Wicker,

Assistant Chief, Wilmington Regulatory Division.

[FR Doc. 2013-25919 Filed 10-30-13; 8:45 am]

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DEPARTMENT OF DEFENSE

Department of the Navy

Notice of Public Meetings for the Draft Environmental Impact Statement/Overseas Environmental Impact Statement for Military Readiness Activities in the Mariana Islands Training and Testing Study Area; Correction and Public Comment Period Extension

AGENCY: Department of Navy, DoD.

ACTION: Notice; correction and extension.

SUMMARY: The Department of the Navy published a document in the **Federal Register** (78 FR 178) on September 13, 2013, concerning public meetings to support the Draft Environmental Impact Statement/Overseas Environmental Impact Statement (EIS/OEIS) for the Mariana Islands Training and Testing Study Area. Due to the shutdown of the U.S. federal government, the public meetings have been postponed and the public comment period extended. The public comment period on the Draft EIS has been extended from November 12, 2013, to December 12, 2013.

FOR FURTHER INFORMATION CONTACT: Ms. Nora Macariola-See, Naval Facilities Engineering Command, Pacific. Attention: MITT EIS/OEIS, 258 Makalapa Drive, Suite 100, Building 258, Floor 3, Pearl Harbor, Hawaii 96860-3134.

Correction: In the **Federal Register** (78 FR 178) of September 13, 2013, on page 56683, in the first column, correct the public meeting dates to read:

1. Tuesday, November 12, 2013, at the University of Guam, Leon Guerrero School of Business and Public Administration Building, Anthony Leon Guerrero Multi-Purpose Room 129, Mangilao, Guam 96923.

2. Wednesday, November 13, 2013, at the Pedro P. Tenorio Multi-Purpose Center in Susupe, Saipan, MP 96950.

3. Thursday, November 14, 2013, at the Tinian High School Cafeteria, San Jose Village, Tinian, MP 96952.

4. Friday, November 15, 2013, at the Sinapalo Elementary School Cafeteria, Sinapalo I, Rota, MP 96951.

All meetings will be held from 5:00 p.m. to 8:00 p.m.

Extension: The public comment period for the Draft EIS/OEIS for the

Mariana Islands Training and Testing Study Area has been extended from November 12, 2013, to December 12, 2013.

Dated: October 24, 2013.

N.A. Hagerty-Ford,

Commander, Office of the Judge Advocate General, U.S. Navy, Federal Register Liaison Officer.

[FR Doc. 2013-25942 Filed 10-30-13; 8:45 am]

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DEPARTMENT OF EDUCATION

[Docket No.: ED-2013-ICCD-0139]

Agency Information Collection Activities; Comment Request; Evaluation of a District Wide Implementation of a Professional Learning Community Initiative

AGENCY: Institute of Education Sciences (IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction of 1995 (44 U.S.C. chapter 3501 *et seq.*), ED is proposing a new information collection.

DATES: Interested persons are invited to submit comments on or before December 30, 2013.

ADDRESSES: Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ED-2013-ICCD-0139 or via postal mail, commercial delivery, or hand delivery. Please note that comments submitted by fax or email and those submitted after the comment period will not be accepted. Written requests for information or comments submitted by postal mail or delivery should be addressed to the Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Room 2E103, Washington, DC 20202-4537.

FOR FURTHER INFORMATION CONTACT: For questions related to collection activities or burden, please call Kathy Axt, 540-776-7742 or electronically mail ICDocketmgr@ed.gov. Please do not send comments here.

SUPPLEMENTARY INFORMATION: The Department of Education (ED), in accordance with the Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3506(c)(2)(A)), requires that Federal agencies provide interested parties an early opportunity to comment on information collection requests. The Director, Information Collection Clearance Division, Privacy, Information

and Records Management Services, Office of Management, publishes this notice containing proposed information collection requests at the beginning of the Department review of the information collection. 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. Please note that written comments received in response to this notice will be considered public records.

Title of Collection: Evaluation of a District Wide Implementation of a Professional Learning Community Initiative.

OMB Control Number: 1850-NEW.

Type of Review: A new information collection.

Respondents/Affected Public: Individuals or households.

Total Estimated Number of Annual Responses: 806.

Total Estimated Number of Annual Burden Hours: 427.

Abstract: This study aims to address the need for systematic information about district-wide implementation of professional learning communities (PLCs) as a critical element in improving teacher quality and instruction, thereby contributing to increased student achievement. The study will survey (online) a population of teacher participants in school-based PLCs and interview principals face to face about the context and their perceptions of the initiative, pre- and post-implementation. Data collection from teachers will focus on what the PLCs do, how they operate, and to what extent they produce the outcomes expected of them as framed by six conceptual attributes of PLCs and five specific tasks. Data collection from principals will focus on contextual information about school culture and conditions such as resources that support implementation. Teachers and principals will also provide their reflections on the challenges of implementing PLCs and their suggestions for improvement. The analysis will enable comparisons among PLCs within and across schools. Study findings are expected to inform both theory and practice related to