

alex.esd.mbx.dd-dod-information-collections@mail.mil.

SUPPLEMENTARY INFORMATION:

Title; Associated Form; and OMB Number: Personalized Web-Based Sexual Assault Prevention for Service Members; OMB Control Number 0703-0080.

Type of Request: Revision.

Sexual Assault Prevention in Service Members Normative Survey

Number of Respondents: 500.

Responses per Respondent: 1.

Annual Responses: 500.

Average Burden per Response: 30 minutes.

Annual Burden Hours: 250

Interview, Focus Groups, and Before-After Surveys

Number of Respondents: 87.

Responses per Respondent: 3.

Annual Responses: 261.

Average Burden per Response: 35 minutes.

Annual Burden Hours: 152.25.

Total

Number of Respondents: 587.

Annual Responses: 761.

Annual Burden Hours: 402.25.

Needs and Uses: The aim of this study is to assist in the adaptation of an existing web-based sexual assault prevention program for college men and women, for use among the Navy population. To achieve this aim, data will be collected in several ways and respondents will participate in only one type of data collection. First, responses to a normative survey will provide information about the behavior and attitudes of Sailors regarding alcohol use and sexual assault. Next, focus groups and interviews will be conducted to obtain feedback about the content of the intervention and ways to adapt it for Sailors. Interviewees and focus group respondents will be selected based on their drinking habits, which will be determined by a brief pre-interview/focus group survey. All data are anonymous, meaning that there is no way for us to match any personally identifiable information of any participant to their survey responses. After interview/focus group completion, a post-interview/focus group survey will be given to obtain non-personally-identifiable demographic and alcohol use information to be used as descriptive information, as well as data from standardized measures that assess respondents' opinions of the existing intervention. All surveys will be completed via a HIPAA compliant software. Data from these surveys will be incorporated into the intervention

content and will help generate an adapted prototype of the sexual assault prevention program (+Change) for Sailors.

The results of these surveys will impact the Department of the Navy by documenting the feasibility, acceptability, satisfaction, and utility of a multi-pronged, individually tailored, and easily distributed prevention program that addresses the large problem of sexual assault, and the associated effects of alcohol for Sailors. In the long-term, this research benefits the readiness of the force by producing an easily disseminated high-quality sexual assault prevention program that can be implemented in multiple military settings and sustain evaluation in a larger clinical trial. This research can also have a secondary impact on reducing hazardous alcohol use among service members and can prevent the occurrence of alcohol use problems and associated negative health sequelae in service members. These long-term objectives are consistent with both DoD and the national public health priorities.

Affected Public: Individuals or households.

Frequency: Once per respondent.

Respondent's Obligation: Voluntary.

OMB Desk Officer: Ms. Jasmeet Seehra.

You may also submit comments and recommendations, identified by Docket ID number and title, by the following method:

- *Federal eRulemaking Portal:* <http://www.regulations.gov>. Follow the instructions for submitting comments.

Instructions: All submissions received must include the agency name, Docket ID number, and title for this **Federal Register** document. The general policy for comments and other submissions from members of the public is to make these submissions available for public viewing on the internet at <http://www.regulations.gov> as they are received without change, including any personal identifiers or contact information.

DOD Clearance Officer: Ms. Angela Duncan.

Requests for copies of the information collection proposal should be sent to Ms. Duncan at whs.mc-alex.esd.mbx.dd-dod-information-collections@mail.mil.

Dated: August 18, 2022.

Kayyonne T. Marston,
Alternate OSD Federal Register Liaison Officer, Department of Defense.

[FR Doc. 2022-18151 Filed 8-22-22; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Indian Education Discretionary Grants Programs-Native American Language Program; Correction

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice; correction.

SUMMARY: On June 3, 2022, the Department of Education (Department) published in the **Federal Register** a notice inviting applications (NIA) for new awards for fiscal year (FY) 2022 for the Indian Education Discretionary Grants Programs-Native American Language Program (NAL@ED), Assistance Listing Number (ALN) 84.415B. We are correcting the deadline for intergovernmental review. All other information in the NIA remains the same.

DATES: This correction is applicable August 23, 2022.

FOR FURTHER INFORMATION CONTACT: Angela Hernandez, U.S. Department of Education, 400 Maryland Avenue SW, Room 3W234, LBJ, Washington, DC 20202. Telephone: (202) 205-1909. Email: NAL@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION: On June 3, 2022, we published an NIA in the **Federal Register** (87 FR 33763). In the NIA, we indicated that the deadline for intergovernmental review is October 3, 2022. However, because the Department must make awards by September 30, 2022, we are partially waiving the intergovernmental review period. Specifically, we are reducing it from 60 days after the deadline for transmittal of applications to 30 days after the deadline for transmittal of applications. We are making this correction in order to make awards by the Department's September 30, 2022, deadline to obligate these funds. As a result, we are correcting the deadline for intergovernmental review to September 1, 2022.

All other information in the NIA remains the same.

Correction

In FR Doc. 2022-12016 appearing on page 33763 in the **Federal Register** published on June 3, 2022, we make the following corrections:

1. On page 33763, under **DATES** in the second column, we are revising the Deadline for intergovernmental review so that the date reads as follows:

September 1, 2022.

2. On page 33767, under section IV.3 *Intergovernmental Review* in the first column, we are adding a sentence at the end of the section so that the entire section reads as follows:

3. *Intergovernmental Review*: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition. Please note that, under 34 CFR 79.8(a), we have shortened the standard 60-day intergovernmental review period in order to make awards by the end of FY 2022.

Program Authority: Title VI, part A, subpart 3 of the Elementary and Secondary Education Act of 1965, as amended, section 6133, 20 U.S.C. 7453.

Accessible Format: On request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**, individuals with disabilities can obtain this notice, the NIA, and a copy of the application in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

James F. Lane,

Senior Advisor, Office of the Secretary, Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary Office of Elementary and Secondary Education.

[FR Doc. 2022–18235 Filed 8–22–22; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards: Augustus F. Hawkins Centers of Excellence Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2022 for the Augustus F. Hawkins Centers of Excellence (Hawkins) Program, Assistance Listing Number (ALN) 84.116K. This notice relates to the approved information collection under OMB control number 1894–0006.

DATES:

Applications Available: August 23, 2022.

Deadline for Transmittal of Applications: October 7, 2022.

Deadline for Intergovernmental Review: December 6, 2022.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 27, 2021 (86 FR 73264) and available at www.federalregister.gov/d/2021-27979. Please note that these Common Instructions supersede the version published on February 13, 2019, and, in part, describe the transition from the requirement to register in SAM.gov a Data Universal Numbering System (DUNS) number to the implementation of the Unique Entity Identifier (UEI). More information on the phase-out of DUNS numbers is available at <https://www2.ed.gov/about/offices/list/fofo/docs/unique-entity-identifier-transition-fact-sheet.pdf>.

FOR FURTHER INFORMATION CONTACT: Dr. Vicki Robinson, U.S. Department of Education, 400 Maryland Avenue SW, room 2B136, Washington, DC 20202. Telephone: (202) 453–7907. Email: Vicki.Robinson@ed.gov. You may also contact Ashley Hillary, U.S. Department of Education, 400 Maryland Avenue SW, Room 2C143, Washington, DC 20202. Telephone: (202) 453–7880. Email: Ashley.Hillary@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7–1–1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Hawkins Program, authorized under Part B of

Title II of the Higher Education Act of 1965, as amended (HEA) is designed to support centers of excellence at institutions of higher education (IHEs). The selected centers of excellence must be established at Historically Black Colleges and Universities (HBCUs); Tribal Colleges or Universities (TCUs); or Minority Serving Institutions (MSIs), such as Hispanic-Serving Institutions (HSIs), with a State-accredited teacher preparation program, to help increase and retain the number of well-prepared teachers from diverse backgrounds, resulting in a more diverse teacher workforce prepared to teach in our Nation's low performing elementary and secondary schools and close achievement gaps.¹ This program focuses on the various aspects of the teacher preparation pipeline, including the recruitment, preparation, support, placement, and retention of teachers for and in high-need local education agencies (LEAs) to support underserved students. Through this program, the Secretary seeks to fund applicants that propose to incorporate evidence-based components and practices into their teacher preparation program.

Background: The FY 2022 Consolidated Appropriations Act provides \$8 million in first-time funding for the Hawkins Program to diversify the teacher workforce, including supporting teaching assistant initiatives at HBCUs, TCUs, and MSIs that have partnerships with high-need LEAs.

The Hawkins Program is particularly well-positioned to advance equity in our education system by increasing the access of teacher candidates, including teacher candidates of color, to comprehensive programs that will support them in developing the knowledge and skills they need to positively impact student achievement and outcomes. There is significant inequity in students' access to well-qualified, experienced, and effective teachers,² particularly for students from low-income backgrounds, students of color, children or students with disabilities, and English learners (ELs).

Although HBCUs, TCUs, and MSIs confer just over 12 percent of all bachelor's degrees in education, these institutions account for over 40 percent

¹ Anderson, Meredith, B.L., Brian K. Bridges, Brittany A. Harris and Sekou Biddle. (2020). *Imparting Wisdom: HBCU Lessons for K–12 Education*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.

² Isenberg, E., Max, J., Gleason, P., Johnson, M., Deutsch, J., and Hansen, M. (2016). *Do Low-Income Students Have Equal Access to Effective Teachers? Evidence from 26 Districts (NCEE 2017–4007)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.