

1976(5 U.S.C. 552b, as amended), and 41 CFR 102–3.65, the Department of Defense gives notice that it is renewing the charter for the National Security Education Board (hereafter referred to as the Board).

The Board is a non-discretionary federal advisory committee established by the Secretary of Defense to provide the Department of Defense independent advice and recommendations on developing the national capacity to educate U.S. citizens to understand foreign cultures, strengthen U.S. economic competitiveness, and enhance international cooperation and security. The Board, in accomplishing its mission: (a) Develop criteria for awarding scholarships, fellowships, and grants, including an order of priority in such awards that favors individuals expressing an interest in national security issues or pursuing a career in a national security position; (b) provide for wide dissemination of information regarding the activities assisted under national security issues; and (c) establish qualifications for students desiring scholarships or fellowships, and institutions of higher education desiring grants.

The Board shall be composed of not more than 13 members, who shall include members that represent (a) the Secretary of Defense or designee, who shall serve as the Chairperson of the Board; (b) the Secretary of Education or designee; (c) the Secretary of State or designee; (d) the Secretary of Commerce or designee; (e) the Director of Central Intelligence or designee; (f) the Chairperson of the National Endowment for the Humanities; and (g) six people appointed by the President, by and with the advice and consent of the Senate, who shall be experts in the fields of international, language, area and counter proliferation studies education and who may not be full-time officers or employees of the Federal Government. Board members appointed by the President shall be appointed for a period specified by the President at the time of their appointment, but not to exceed four years. In addition, the Secretary of Defense or designee may invite other distinguished Government officers to serve as non-voting observers of the Board, and appoint consultants, with special expertise, to assist the Board on an ad hoc basis. Board members, who are not full-time or permanent part-time federal officers or employees, shall be appointed as experts and consultants under the authority of 5 U.S.C. 3109. Board members shall, with the exception of travel and per diem for official travel,

serve without compensation, unless otherwise authorized.

The Board shall be authorized to establish subcommittees, as necessary and consistent with its mission, and these subcommittees or working groups shall operate under the provisions of the Federal Advisory Committee Act of 1972, the Government in the Sunshine Act of 1976, and other appropriate federal regulations.

Such subcommittees or workgroups shall not work independently of the chartered Board, and shall report all their recommendations and advice to the Board for full deliberation and discussion. Subcommittees or workgroups have no authority to make decisions on behalf of the chartered Board, nor can they report directly to the Department of Defense or any federal officers or employees who are not Board members.

**FOR FURTHER INFORMATION CONTACT:** Jim Freeman, Deputy Committee Management Officer for the Department of Defense, 703–601–6128.

**SUPPLEMENTARY INFORMATION:** The Board shall meet at the call of the Board's Designated Federal Officer, in consultation with the Board's chairperson. The Designated Federal Officer, pursuant to DoD policy, shall be a full-time or permanent part-time DoD employee, and shall be appointed in accordance with established DoD policies and procedures. The Designated Federal Officer or duly appointed Alternate Designated Federal Officer shall attend all Board meetings and subcommittee meetings.

Pursuant to 41 CFR 102–3.105(j) and 102–3.140, the public or interested organizations may submit written statements to the National Security Education Board membership about the Board's mission and functions. Written statements may be submitted at any time or in response to the stated agenda of a planned meeting of the National Security Education Board.

All written statements shall be submitted to the Designated Federal Officer for the National Security Education Board, and this individual will ensure that the written statements are provided to the membership for their consideration. Contact information for the National Security Education Board's Designated Federal Officer can be obtained from the GSA's FACA Database—<https://www.fido.gov/facadatabase/public.asp>.

The Designated Federal Officer, pursuant to 41 CFR 102–3.150, will announce planned meetings of the National Security Education Board. The Designated Federal Officer, at that time,

may provide additional guidance on the submission of written statements that are in response to the stated agenda for the planned meeting in question.

Dated: June 18, 2008.

**Patricia L. Toppings,**  
*OSD Federal Register Liaison Officer,*  
*Department of Defense.*

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## DEPARTMENT OF EDUCATION

### Notice of Proposed Information Collection Requests

**AGENCY:** Department of Education.

**SUMMARY:** The IC Clearance Official, Regulatory Information Management Services, Office of Management, invites comments on the proposed information collection requests as required by the Paperwork Reduction Act of 1995.

**DATES:** Interested persons are invited to submit comments on or before August 22, 2008.

**SUPPLEMENTARY INFORMATION:** Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that the Office of Management and Budget (OMB) provide interested Federal agencies and the public an early opportunity to comment on information collection requests. OMB may amend or waive the requirement for public consultation to the extent that public participation in the approval process would defeat the purpose of the information collection, violate State or Federal law, or substantially interfere with any agency's ability to perform its statutory obligations. The IC Clearance Official, Regulatory Information Management Services, Office of Management, publishes that notice containing proposed information collection requests prior to submission of these requests to OMB. Each proposed information collection, grouped by office, contains the following: (1) Type of review requested, e.g., new, revision, extension, existing or reinstatement; (2) Title; (3) Summary of the collection; (4) Description of the need for, and proposed use of, the information; (5) Respondents and frequency of collection; and (6) Reporting and/or Recordkeeping burden. OMB invites public comment.

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.

Dated: June 17, 2008.

Angela C. Arrington,

IC Clearance Official, Regulatory Information Management Services, Office of Management.

**Office of Elementary and Secondary Education**

Type of Review: Revision.

Title: Binational Migrant Education Program (BMEP) State MEP Director Survey.

Frequency: Annually.

Affected Public: Federal Government; State, Local, or Tribal Gov't, SEAs or LEAs.

Reporting and Recordkeeping Hour Burden:

Responses: 50.

Burden Hours: 50.

Abstract: The survey collects information from State Migrant Education Programs (MEPs) on their participation in the Binational Migrant Education Program (BMEP) to serve children who migrate between Mexico and the U.S.

Requests for copies of the proposed information collection request may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 3555. 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 [ICDocketMgr@ed.gov](mailto: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](mailto: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.

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**DEPARTMENT OF EDUCATION**

**Office of Special Education and Rehabilitative Services; Overview Information; Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2008**

Catalog of Federal Domestic Assistance (CFDA) Numbers: 84.326L and 84.326W.

Note: This notice invites applications for two separate competitions. For key dates, contact person information, and funding information regarding each competition, see the chart in the *Award Information* section of this notice.

**DATES:**

Applications Available: See chart.

Deadline for Transmittal of

Applications: See chart.

Deadline for Intergovernmental

Review: See chart.

**Full Text of Announcement**

**I. Funding Opportunity Description**

Purpose of Program: The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program is to promote academic achievement and improve results for children with disabilities by supporting technical assistance, model demonstration projects, dissemination of useful information, and implementation activities that are supported by scientifically based research.

Priorities: In accordance with 34 CFR 75.105(b)(2)(iv) and (v), these priorities are from allowable activities specified in the statute, or otherwise authorized in the statute (see sections 663 and 681(d) of the Individuals with Disabilities Education Act (IDEA)). Each of the absolute priorities announced in this notice corresponds to a separate competition as follows:

Absolute priority	Competition CFDA number
Technical Assistance Center on Outcomes for Infants, Toddlers, and Preschool Children with Disabilities.	84.326L
National Dropout Center for Students with Disabilities.	84.326W

Absolute Priorities: For FY 2008 and any subsequent year in which we make awards based on the list of unfunded applicants from these competitions, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), for each competition, we consider only

applications that meet the absolute priority for that competition.

The priorities are:

*Absolute Priority 1—Technical Assistance Center on Outcomes for Infants, Toddlers, and Preschool Children With Disabilities (84.326L).*

Background: The Department's Office of Special Education Programs (OSEP) has provided national leadership to support States in their development of early childhood outcome systems (i.e., systems to collect and use child and family outcome data for accountability and program improvement purposes) for the Part C early intervention and Part B preschool programs under IDEA. For example, OSEP funded the Early Childhood Outcomes Center (ECO Center) in 2003 to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschool children with disabilities that could be used in Federal and State accountability systems. At the Federal and State levels, outcome data are needed to monitor and assess the efficacy of Part C early intervention and Part B preschool programs. (For further information on the work of the ECO Center, go to <http://www.the-eco-center.org>).

In the summer of 2005, after considering significant input from the ECO Center and from professionals and families in the early intervention and early childhood special education fields, OSEP announced three functional child outcomes for the Part C early intervention and the Part B preschool programs for States to report on in their State Performance Plans and Annual Performance Reports (SPPs/APRs) beginning with the SPPs/APRs due in February 2008. The child outcomes for Part C and Part B preschool are as follows: The percentages of children receiving services under Part C and Part B preschool programs who demonstrate improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication and, for preschool, early literacy); and (c) use of appropriate behaviors to meet their needs. These outcomes are outlined in the SPP/APR packages under indicator 3 for the Part C program and indicator 7 for the Part B program. Additionally, Part C early intervention programs must report on three family outcomes. The Part C family outcomes are as follows: The percentages of families participating in Part C programs who report that early intervention services have helped them (a) know their rights; (b) effectively