

50,000-square-foot shoreside Maintenance Support Facility, and a shoreside emergency diesel generator facility. The new Maintenance Support Facility would be built within an existing parking lot. To support additional personnel, a 6-acre upland parking lot and lay down area would be constructed near the proposed Maintenance Support Facility. The SPE would be supported by approximately 320 steel piles.

(vi) SPE Alternative 3 (Long Pier Configuration)—The DoN would consolidate SEAWOLF Class submarines on NAVBASE Kitsap Bangor and build and operate the SPE proposed action using an in-line berth submarine mooring configuration. The proposed new facilities associated with this option include a 1,200-lineal-foot SPE, a 3,100-square-foot Pier Services and Compressor Building, a pier crane, a 50,000-square-foot shoreside Maintenance Support Facility, and a shoreside emergency diesel generator facility. The new Maintenance Support Facility would be built within an existing parking lot. To support additional personnel, a 6-acre upland parking lot and lay down area would be constructed near the proposed Maintenance Support Facility. The SPE would be supported by approximately 700 steel piles.

The proposed actions will be designed to minimize environmental impacts to the extent practicable. Project details including construction methods, schedule, operations, and maintenance, will be developed during the design process and analyzed in the Draft EIS.

No decision will be made to implement any alternative until the EIS process is completed and a Record of Decision is signed by the acting Principal Deputy Assistant Secretary of the Navy (Energy, Installations, and Environment).

The impacts to be evaluated include, but will not be limited to, effects on federally listed threatened and endangered species and critical habitat, impacts relating to underwater noise and airborne noise from pile driving and other actions, loss of eelgrass and other marine habitat, decreased opportunities for migratory and transient movement of fish and wildlife within the waterfront, reduction in water quality, effects on littoral drift (shoreline sediment movement), and effects on tribal resources.

The analysis will include an evaluation of direct, indirect, short-term, and long-term impacts of construction and operation of each project as well as cumulative impacts

from other DoN and non-DoN activities in the project area.

The DoN is initiating the scoping process to identify community concerns and local issues to be addressed in the EIS. Federal, state, and local agencies, American Indian tribes, and interested persons are encouraged to provide written comments at scheduled public scoping meetings. All written statements will become part of the public record and will be responded to in the Draft EIS.

Written comments should be mailed to Naval Facilities Engineering Command Northwest, 1101 Tautog Circle, Silverdale, WA 98315-1101, Attention: Thomas Dildine, LWI/SPE EIS Project Manager. Comments may also be submitted online at <https://www.nbkeis.com/lwi/> during the comment period. All comments must be received by March 17, 2013 to ensure they become part of the official record.

Dated: January 28, 2013.

**C.K. Chiappetta,**

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

[FR Doc. 2013-02176 Filed 1-31-13; 8:45 am]

**BILLING CODE 3810-FF-P**

## DEPARTMENT OF EDUCATION

[Docket No.: ED-2013-ICCD-0008]

### **Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; High School Longitudinal Study of 2009 (HSL:09) High School Transcript and 2013 Update Full Scale Study and Panel Maintenance**

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

**ACTION:** Notice.

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

**DATES:** Interested persons are invited to submit comments on or before March 4, 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-0008 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 2E105, Washington, DC 20202-4537.

#### **FOR FURTHER INFORMATION CONTACT:**

Electronically mail [ICDocketMgr@ed.gov](mailto: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)), provides the general public and Federal agencies with an opportunity to comment on proposed, revised, and continuing collections of information. This helps the Department assess the impact of its information collection requirements and minimize the public's reporting burden. It also helps the public understand the Department's information collection requirements and provide the requested data in the desired format. ED is soliciting comments on the proposed information collection request (ICR) that is described below. 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:* High School Longitudinal Study of 2009 (HSL:09) High School Transcript and 2013 Update Full Scale Study and Panel Maintenance.

*OMB Control Number:* 1850-0852.

*Type of Review:* Revision of an existing information collection.

*Respondents/Affected Public:* State, Local or Tribal Governments; Individuals or households.

*Total Estimated Number of Annual Responses:* 34,184.

*Total Estimated Number of Annual Burden Hours:* 9,975.

*Abstract:* The High School Longitudinal Study of 2009 (HSL:09) is a nationally representative, longitudinal study of more than 20,000 9th graders in 944 schools who will be followed

through their secondary and postsecondary years. The main study students were re-surveyed in 2012 when most were high school 11th graders. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education or the workforce and beyond. What students decide to pursue when, why, and how are crucial questions for HSLS:09, especially, but not solely, in regards to science, technology, engineering, and math (STEM) courses, majors, and careers. This study includes a new student assessment in algebraic skills, reasoning, and problem solving and, like past studies, will survey students, their parents, school administrators, school counselors, and teachers. Students will be administered a questionnaire and an assessment instrument. This submission will ask for the clearance for the update of HSLS:2009 high school students who were in 9th grade in the base year (June 2013–October 2013), collection of their high school transcripts (September 2013–January 2014), and 2nd follow-up sample panel maintenance (between CU & 2FU FT; Fall 2013).

Dated: January 25, 2013.

**Stephanie Valentine,**

*Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management.*

[FR Doc. 2013–02230 Filed 1–31–13; 8:45 am]

**BILLING CODE 4000–01–P**

## DEPARTMENT OF EDUCATION

### Applications for New Awards; National Institute on Disability and Rehabilitation Research—Disability and Rehabilitation Research Projects and Centers Program—Minority-Serving Institution Advanced Rehabilitation Research Training Projects

**AGENCY:** Office of Special Education and Rehabilitative Services, Department of Education.

**ACTION:** Notice.

*Overview Information:* National Institute on Disability and Rehabilitation Research (NIDRR)—Disability and Rehabilitation Research Projects and Centers Program—Minority-Serving Institution Advanced Rehabilitation Research Training Projects Notice inviting applications for new awards for fiscal year (FY) 2013.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.133P–3.

*Dates:*

Applications Available: February 1, 2013.

Date of Pre-Application Meeting: February 22, 2013.

Deadline for Transmittal of Applications: April 2, 2013.

### Full Text of Announcement

#### I. Funding Opportunity Description

*Purpose of Program:* The purpose of the Advanced Rehabilitation Research Training (ARRT) Projects program is to provide advanced research training and experience to individuals with doctorates, or similar advanced degrees, who have clinical or other relevant experience. ARRT projects train rehabilitation researchers, including researchers with disabilities, with particular attention to research areas that support the implementation and objectives of the Rehabilitation Act of 1973, as amended (Act), and that improve the effectiveness of services authorized under the Act.

The purpose of this competition is to improve the capacity of minority entities to develop and support disability and rehabilitation research training opportunities, by limiting eligibility for ARRT grants to minority entities. Section 21(b)(2)(A) of the Act authorizes NIDRR to make awards to minority entities and Indian tribes to carry out activities authorized under Title II of the Act.

**Note:** This program is in concert with NIDRR's currently approved long-range plan (the Plan). The Plan is comprehensive and integrates many issues relating to disability and rehabilitation research topics. The Plan, which was published in the **Federal Register** on February 15, 2006 (71 FR 8166), can be accessed on the Internet at the following site: [www.ed.gov/about/offices/list/osers/nidrr/policy.html](http://www.ed.gov/about/offices/list/osers/nidrr/policy.html).

Through the implementation of the Plan, NIDRR seeks to (1) improve the quality and utility of disability and rehabilitation research; (2) foster an exchange of expertise, information, and training methods to facilitate the advancement of knowledge and understanding of the unique needs of individuals with disabilities from traditionally underserved populations; (3) determine the best strategies and programs to improve rehabilitation outcomes for individuals with disabilities from underserved populations; (4) identify research gaps; (5) identify mechanisms for integrating research and practice; and (6) disseminate findings.

*Priority:* In accordance with 34 CFR 75.105(b)(2)(ii), this priority is from the regulations for this program (34 CFR 350.12 and 350.64 through 350.65).

*Absolute Priority:* For FY 2013, and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is: *Minority-Serving Institution (MSI) Advanced Rehabilitation Research Training Projects.*

This MSI–ARRT priority is intended to improve the capacity of minority entities, as defined in section 21 of the Act, to develop and support disability and rehabilitation research training opportunities. ARRT projects must (1) recruit and select candidates for advanced research training; (2) provide a training program that includes didactic and classroom instruction, is multidisciplinary, and emphasizes scientific methodology, and may involve collaboration among institutions; (3) provide research experience, laboratory experience or its equivalent in a community-based research setting, and a practicum that involve each individual in clinical research and in practical activities with organizations representing individuals with disabilities; (4) provide academic mentorship or guidance, and opportunities for scientific collaboration with qualified researchers at the host university and other appropriate institutions; and (5) provide opportunities for participation in the development of professional presentations and publications, and for attendance at professional conferences and meetings, as appropriate for the individual's field of study and level of experience.

The ARRT project must provide training to individuals for at least one academic year, unless a longer training period is necessary to ensure that each trainee is qualified to conduct independent research upon completion of the course of training; and require trainees to devote at least 80 percent of their time to the activities of the training program during the training period.

**Note:** We expect an applicant to articulate goals, objectives, and expected outcomes for the research training activities. An applicant should describe expected public benefits of these training activities, especially benefits for individuals with disabilities, and propose projects that are optimally designed to demonstrate outcomes that are consistent with the proposed goals. Each applicant is encouraged to include information describing how it will measure outcomes, including the indicators for determining that results have occurred. Submission of this measurement information is voluntary, except where required by the selection criteria listed in the application package.