

¹ If the final appropriation is less than indicated the Federal Co-Chair shall reduce investments to balance the FY 2025 Work Plan.

| | Base | TAPL | THUD | Total |
|---|-------------|-----------|------------|-------------|
| <i>Energy Reliability and Security:</i> | | | | |
| Diesel Power Plants and Interties | \$3,700,000 | ..... | ..... | \$3,700,000 |
| Wind, Hydro, Biomass, Other Proven Renewables and Emerging Technologies | 800,000 | ..... | ..... | 800,000 |
| Audits, TA, & Community Energy Efficiency Improvements | 400,000 | ..... | ..... | 400,000 |
| RPSU Maintenance and Improvement Projects | 1,000,000 | ..... | ..... | 1,000,000 |
| Subtotal | 5,900,000 | ..... | ..... | 5,900,000 |
| <i>Bulk Fuel Safety and Security:</i> | | | | |
| New/Refurbished Facilities ..... | ..... | 1,500,000 | ..... | 1,500,000 |
| Maintenance and Improvement Projects ..... | ..... | 700,000 | ..... | 700,000 |
| Subtotal ..... | ..... | 2,200,000 | ..... | 2,200,000 |
| <i>Village Infrastructure Protection</i> | | | | |
| Transportation: | 1,500,000 | ..... | ..... | 1,500,000 |
| Surface Transportation ..... | ..... | ..... | 13,300,000 | 13,300,000 |
| Waterfront Improvements ..... | ..... | ..... | 4,500,000 | 4,500,000 |
| Subtotal ..... | ..... | ..... | 17,800,000 | 17,900,000 |
| <i>Sanitation:</i> | | | | |
| Village Water, Wastewater and Solid Waste | 1,500,000 | ..... | ..... | 1,500,000 |
| Subtotal | 1,500,000 | ..... | ..... | 1,500,000 |
| <i>Community Facilities:</i> | | | | |
| Housing | 1,000,000 | ..... | ..... | 1,000,000 |
| Health and Wellness | 500,000 | ..... | ..... | 500,000 |
| Subtotal | 1,500,000 | ..... | ..... | 1,500,000 |
| Broadband | 250,000 | ..... | ..... | 250,000 |
| <i>Workforce Development:</i> | | | | |
| Energy and Bulk Fuel | 300,000 | 600,000 | ..... | 900,000 |
| Other | 1,000,000 | ..... | ..... | 1,000,000 |
| Subtotal | 1,300,000 | 600,000 | ..... | 1,900,000 |
| Flexible Funding | 2,050,000 | ..... | ..... | 2,050,000 |
| Subtotal | 1,050,000 | ..... | ..... | 1,050,000 |
| Totals | 13,000,000 | 2,800,000 | 17,800,000 | 33,600,000 |

Authority: Public Law 105–277 sec. 304(b)(1).

Anne Stanislowski,
Administrative Officer.

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2024–SCC–0080]

Agency Information Collection Activities; Comment Request; Evaluation of the REL Southeast Early Literacy Toolkit

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

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a new information collection request (ICR).

DATES: Interested persons are invited to submit comments on or before August 12, 2024.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please use <http://www.regulations.gov> by searching the Docket ID number ED–2024–SCC–0080. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting the Docket ID number or via postal mail, commercial delivery, or hand delivery. If the www.regulations.gov site is not available to the public for any reason, the Department will temporarily accept comments at ICDocketMgr@ed.gov. Please include the docket ID number and the title of the information collection request when requesting documents or submitting comments. Please note that comments 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 Manager of the Strategic Collections and Clearance Governance and Strategy Division, U.S. Department of Education, 400 Maryland Ave. SW, LBJ, Room 6W203, Washington, DC 20202–8240.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Janelle Sands, 202–245–6786.

SUPPLEMENTARY INFORMATION: The Department, 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. The Department is soliciting comments on the proposed information collection request (ICR) that is described below. The Department 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 the REL Southeast Early Literacy Toolkit.

OMB Control Number: 1850-NEW.

Type of Review: A new ICR.

Respondents/Affected Public: Individuals and Households.

Total Estimated Number of Annual Responses: 1,330.

Total Estimated Number of Annual Burden Hours: 322.

Abstract: The U.S. Department of Education is supporting the development and evaluation of a toolkit that will support the implementation of effectively differentiated reading instruction for students in grades K–3. This toolkit is based on evidence-based recommendation in the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide. The evaluation will rigorously test the efficacy of the toolkit in improving explicit instruction, classroom management, and use of student data as well as student learning outcomes in grades K–3 English language arts. The evaluation will use a blocked randomized control trial design in which districts are blocks and schools are randomly assigned to receive the toolkit or not. The evaluation will be conducted in 20 Florida schools during the 2025/26 school year.

The evaluation will focus on measuring the toolkit's impact on three teacher-level outcomes: explicit instruction, classroom management, and data use to inform instruction during small group time. The evaluation also will examine the impact of the toolkit on students' foundational reading skills.

In addition to collecting data to measure teacher and student outcomes, the evaluation team will collect data to document the implementation of the toolkit in treatment schools and the

service contrast between treatment and control schools, and to describe the characteristics of participating schools, teachers, and students at baseline.

The evaluation will produce a publicly available report that summarizes evaluation findings. The findings from the evaluation will inform further refinement of the toolkit, to be released to the public after the evaluation.

Dated: June 6, 2024.

Juliana Pearson,

PRA Coordinator, Strategic Collections and Clearance, Governance and Strategy Division, Office of Chief Data Officer, Office of Planning, Evaluation and Policy Development.

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DEPARTMENT OF EDUCATION

[Docket No.: ED-2024-SCC-0054]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Reaffirmation Agreement

AGENCY: Federal Student Aid (FSA), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing an extension without change of a currently approved information collection request (ICR).

DATES: Interested persons are invited to submit comments on or before July 11, 2024.

ADDRESSES: Written comments and recommendations for proposed information collection requests should be submitted within 30 days of publication of this notice. Click on this link www.reginfo.gov/public/do/PRAMain to access the site. Find this information collection request (ICR) by selecting "Department of Education" under "Currently Under Review," then check the "Only Show ICR for Public Comment" checkbox. *Reginfo.gov* provides two links to view documents related to this information collection request. Information collection forms and instructions may be found by clicking on the "View Information Collection (IC) List" link. Supporting statements and other supporting documentation may be found by clicking on the "View Supporting Statement and Other Documents" link.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection

activities, please contact Beth Grebeldinger, 202-570-8414.

SUPPLEMENTARY INFORMATION: The Department 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: Reaffirmation Agreement.

OMB Control Number: 1845-0133.

Type of Review: An extension without change of a currently approved ICR.

Respondents/Affected Public: Individuals and Households; Private Sector; State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 8,594.

Total Estimated Number of Annual Burden Hours: 1,032.

Abstract: The Higher Education Act of 1965, as amended (HEA), established the Federal Family Education Loan (FFEL) Program, and the William D. Ford Federal Direct Loan (Direct Loan) Program under Title IV, Parts B and D respectively. The HEA provides for a maximum loan amount that a borrower can receive per year and in total. If a borrower receives more than the maximum amount, the borrower becomes ineligible for further Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Teacher Education Assistance for Higher Education (TEACH) Grants, Iraq and Afghanistan Service Grants) unless the borrower repays the excess amount or agrees to repay the excess amount according to the terms and conditions of the promissory note that the borrower signed. Agreeing to repay the excess amount according to the terms and conditions of the promissory note that the borrower signed is called reaffirmation, which is the subject of this collection. This renewal without change of the information collection is necessary for the Department of Education (the Department), as a holder of some FFEL Program loans and all Direct Loans, and all FFEL Program lenders to capture the borrowers formal