

Chief of Naval Operations, Navy Awards Branch (DNS-35), 2000 Navy Pentagon, Washington, DC 20350-2000 (for U.S. Navy awards) or Headquarters U.S. Marine Corps, Manpower and Reserve Affairs Department, Personnel Management Division, Military Awards Branch (MMMA), MCB Quantico, Virginia 22134-5103 (for U.S. Marine Corps awards).

RECORD ACCESS PROCEDURES:

Navy individuals seeking access to information about themselves contained in this system of records should contact their local Personnel Support Activity or Personnel Support Detachment for a search of their Navy military personnel record or write to the Chief of Naval Operations (DNS-35), 2000 Navy Pentagon, Washington, DC 20350-2000.

Marine Corps individuals seeking access to information about themselves contained in this system of records should contact their unit administrative officer (G-1/S-1) for a search of their Service Record Book/Officer Qualification Record or write to Headquarters, U.S. Marine Corps, Manpower and Reserve Affairs Department, Personnel Management Division, Military Awards Branch (MMMA), 3280 Russell Road, MCB Quantico, Virginia 22134-5103.

Individuals seeking access to information about themselves contained in Navy Department Board of Decorations and Medals (NDBDM) system of records should contact the Council of Review Boards, Navy Department Board of Decorations and Medals (NDBDM), 1000 Navy Pentagon, Washington, DC 20350-1000.

All other individuals seeking access to information about themselves contained in this system of records should contact either the Chief of Naval Operations, Navy Awards Branch (DNS-35), 2000 Navy Pentagon, Washington, DC 20350-2000 (for U.S. Navy awards) or Headquarters, U.S. Marine Corps, Manpower and Reserve Affairs Department, Personnel Management Division, Military Awards Branch (MMMA), 3280 Russell Road, MCB Quantico, Virginia 22134-5103 (for U.S. Marine Corps awards).

Requests should include full name, Social Security Number (SSN), time period of award, and must be signed. The system manager may require an original signature or a notarized signature as a means of proving the identity of the individual requesting access to the records.

CONTESTING RECORD PROCEDURES:

The Navy's rules for accessing records and contesting contents and appealing

initial agency determinations are published in Secretary of the Navy Instruction 5211.5; 32 CFR part 701; or may be obtained from the system manager.

RECORD SOURCE CATEGORIES:

Navy Department Awards Web Service; OPNAV Form 1650/3; Personal Award Recommendation Form; general orders; military personnel file; medical file; deck logs; command histories; award letter 1650.

Marine Corps Awards histories; Marine Corps Awards Processing System; Personal Award Recommendation (OPNAV 1650/3); Marine Corps orders; official military records; command histories; historical paper copies of personal award citations; and microfilm copies of Navy and Marine Corps 3x5 award cards.

EXEMPTIONS CLAIMED FOR THE SYSTEM:

None.

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BILLING CODE 5001-06-P

DEPARTMENT OF EDUCATION

Submission for OMB Review; Comment Request

AGENCY: Department of Education.

SUMMARY: The Acting Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management invites comments on the submission for OMB review as required by the Paperwork Reduction Act of 1995.

DATES: Interested persons are invited to submit comments on or before June 4, 2010.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs, Attention: Education Desk Officer, Office of Management and Budget, 725 17th Street, NW., Room 10222, New Executive Office Building, Washington, DC 20503, be faxed to (202) 395-5806 or e-mailed to submission@omb.eop.gov with a cc: to ICDocketMgr@ed.gov.

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 Acting Director, Information Collection Clearance Division, 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.

Dated: April 29, 2010.

James Hyler,

Acting Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management.

Office of Elementary and Secondary Education

Type of Review: New.

Title: Evaluation and Accountability Reports for Title II, Part D of ESEA.

Frequency: Annually.

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

Reporting and Recordkeeping Hour Burden:

Responses: 52.

Burden Hours: 1,560.

Abstract: Sections 2402(a)(7) and 2413(b)(4) of the Elementary and Secondary Education Act (ESEA) require States and local educational agencies (LEAs) that receive Title II, Part D grant funds to conduct rigorous evaluation of the effectiveness of Title II, Part D formula and competitive grant-funded projects, activities and strategies in integrating technology into curricula and instruction and improving student achievement. The purpose of this reporting requirement is to identify from the results of those evaluations innovative projects, activities and strategies that effectively infuse technology with curriculum and instruction, show evidence of positive impacts for student learning, and can be widely replicated by other State educational agencies and LEAs.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 4282. 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 the Internet address 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. 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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BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information; Promise Neighborhoods Program

Notice inviting applications for new awards for fiscal year (FY) 2010.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.215P.

Dates:

Applications Available: May 5, 2010.

Deadline for Notice of Intent to Apply: May 21, 2010.

Date of Pre-Application Webinars: Wednesday, May 5, 2010 and Monday, May 10, 2010.

Deadline for Transmittal of Applications: June 25, 2010.

Deadline for Intergovernmental Review: August 24, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Department of Education Appropriations Act, 2010 provided funds for Promise Neighborhoods under the legislative authority of the Fund for the Improvement of Education Program (FIE), title V, part D, subpart 1, sections 5411 through 5413 of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 7243-7243b). FIE supports nationally significant programs to improve the quality of elementary and secondary education at the State and local levels and help all children meet challenging State academic content and student academic achievement standards.

The purpose of Promise Neighborhoods is to improve significantly the educational and developmental outcomes of children in

our most distressed communities, and to transform those communities by—

(1) Supporting efforts to improve child outcomes and ensure that data on those outcomes are communicated and analyzed on an ongoing basis by leaders and members of the community;

(2) Identifying and increasing the capacity of eligible entities (as defined in this notice) that are focused on achieving results and building a college-going culture (as defined in this notice) in the neighborhood;

(3) Building a complete continuum of cradle-through-college-to-career solutions (continuum of solutions) (as defined in this notice), which has both academic programs and family and community supports (both as defined in this notice), with a strong school or schools at the center. Academic programs must include (a) High-quality early learning programs designed to improve outcomes in multiple domains of early learning (as defined in this notice); (b) programs, policies, and personnel for children in kindergarten through the 12th grade that are linked to improved academic outcomes; and (c) programs that prepare students for college and career success. Family and community supports must include programs to improve student health, safety, community stability, family and community engagement, and student access to 21st century learning tools. The continuum of solutions also must be linked and integrated seamlessly (as defined in this notice) so there are common outcomes, a focus on similar milestones, support during transitional time periods, and no time or resource gaps that create obstacles for students in making academic progress. The continuum also must be based on the best available evidence including, where available, strong or moderate evidence (as defined in this notice), and include programs, policies, practices, services, systems, and supports that result in improving educational and developmental outcomes for children from cradle through college to career;

(4) Integrating programs and breaking down agency "silos" so that solutions are implemented effectively and efficiently across agencies;

(5) Supporting the efforts of eligible entities, working with local governments, to build the infrastructure of policies, practices, systems, and resources needed to sustain and "scale up" proven, effective solutions across the broader region beyond the initial neighborhood; and

(6) Learning about the overall impact of Promise Neighborhoods and about the relationship between particular strategies in Promise Neighborhoods

and student outcomes, including a rigorous evaluation of the program.

Background: Children who are from low-income families and grow up in high-poverty neighborhoods face academic and life challenges above and beyond the challenges faced by children who are from low-income families who grow up in neighborhoods without a high concentration of poverty. A Federal evaluation of the reading and mathematics outcomes of elementary students in 71 schools in 18 districts and 7 States found that even when controlling for individual student poverty, there is a significant negative association between school-level poverty and student achievement.¹ The evaluation found that students have lower academic outcomes when a higher percentage of their same-school peers qualify for free and reduced-priced lunch (FRPL) compared to when a lower percentage of their same-school peers qualify for FRPL. Another study found that, even when controlling for a student's own socioeconomic status, there is a significant negative association between individual student achievement growth during high school and the socioeconomic status of students in the school.² The compounding effects of neighborhood poverty continue later in life: A third study found that, for children with similar levels of family income, growing up in a neighborhood where the number of families in poverty was between 20 and 30 percent increased the chance of downward economic mobility—moving down the income ladder relative to their parents—by more than 50 percent compared with children who grew up in neighborhoods with under 10 percent of families in poverty.³

Because challenges in distressed communities with high concentrations of poverty are interrelated, the Department, through the Promise Neighborhoods Program, is taking a comprehensive approach to ensure that children have access to a continuum of cradle-through-college-to-career solutions designed to support academic achievement, healthy development, and college and career success.

¹ Westat and Policy Studies Associate. *The longitudinal evaluation of school change and performance (LESCEP) in title I schools*. Prepared for the U.S. Department of Education. Available January 2010 online at http://www.policystudies.com/studies/school/lescpe_vol2.pdf.

² Rumberger, Russell W., & Palardy, G. J. "Does segregation still matter? The impact of student composition on academic achievement in high school." *Teacher College Record*, 107(9), Sept 2005.

³ Sharkey, Patrick. "Neighborhoods and the Black-White Mobility Gap." Economic Mobility Project: An Initiative of The Pew Charitable Trusts, 2009.