

- Request for Information Status Update
- Briefing—Medical Review of the Services' Pregnancy/Postpartum Policies
- Briefings—Detailing/Assignment Process for Women Serving at Sea
- Briefings—Review of In-Home Child Care Provider Certification Programs
- Briefing—Update on Army Ranger Assessment

Thursday, September 10, 2015, from 8:00 a.m. to 12:00 p.m.

- Welcome and Announcements
- Public Comment Period
- Propose and Vote on 2015 Recommendations

Dated: August 17, 2015.

Aaron Siegel,

Alternate OSD Federal Register Liaison Officer, Department of Defense.

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DEPARTMENT OF DEFENSE

Department of the Army, Corps of Engineers

Availability of a Draft Feasibility Study With Integrated Environmental Impact Statement, Ala Wai Canal Project, Oahu, HI

AGENCY: Department of the Army, U.S. Army Corps of Engineers, DOD.

ACTION: Notice of Availability.

SUMMARY: The U.S. Army Corps of Engineers (USACE) announces the availability of a Public Review Draft Feasibility Study with Integrated Environmental Impact Statement (EIS), for the Ala Wai Canal Project, Oahu, Hawaii. To better inform potential commenters, a public meeting is scheduled on September 30, 2015 at Washington Middle School in Honolulu, Hawaii. The Draft Feasibility Study/EIS evaluates alternatives to manage flood risk within the Ala Wai watershed, which includes the neighborhoods of Makiki, Manoa, Palolo, Kapahulu, Moiliili, McCully, and Waikiki. It also documents the existing condition of environmental resources in areas considered for locating flood risk management features and potential impacts on those resources that could result from implementing each alternative. The State of Hawaii, Department of Land and Natural Resources is the non-Federal sponsor and the proposing agency for compliance with the Hawaii law on Environmental Impact Statements.

DATES: All written comments must be postmarked on or before October 7, 2015.

ADDRESSES: Written comments may be submitted to the Ala Wai Canal Project, U.S. Army Corps of Engineers, Honolulu District, ATTN: Derek Chow, Chief, Civil and Public Works Branch (CEPOH-PP-C), Building 230, Fort Shafter, HI 96858-5440 or via email to AlaWaiCanalProject@USACE.Army.mil. Oral and written comments may also be submitted at the public meeting described in the **SUPPLEMENTARY INFORMATION** section.

FOR FURTHER INFORMATION CONTACT: Mr. Derek Chow, U.S. Army Corps of Engineers, Honolulu District, 808-835-4026 or via email at Derek.J.Chow@usace.army.mil.

SUPPLEMENTARY INFORMATION: Before including your address, phone number, email address, or other personal identifying information in your comment, be advised that your entire comment, including your personal identifying information, may be made publicly available at any time. While you can ask in your comment to withhold from public review your personal identifying information, we cannot guarantee that we will be able to do so.

The document is available for review at the following locations including all regional libraries in Hawaii and the library branches in the project area:

(1) Ala Wai Canal Project Web site: www.AlaWaiCanalProject.com;

(2) Hawaii Kai Public Library, 249 Lunalilo Home Road, Honolulu, HI 96825;

(3) Hawaii State Library, 478 S. King Street, Honolulu, HI 96813;

(4) Hilo Public Library, 300 Waianuenue Avenue, Hilo, HI 96720;

(5) Kaimuki Public Library, 1041 Koko Head Avenue, Honolulu, HI 96816;

(6) Kaneohe Public Library, 45-829 Kamehameha Highway, Kaneohe, HI 96744;

(7) Kahului Public Library, 90 School Street, Kahului, HI 96732;

(8) Library for the Blind and Physically Handicapped, 402 Kapahulu Avenue, Honolulu, HI 96815;

(9) Lihue Public Library, 4344 Hardy Street, Lihue, HI 96766;

(10) Manoa Public Library, 2716 Woodlawn Drive, Honolulu, HI 96822;

(11) McCully-Moiliili Public Library, 2211 S. King Street, Honolulu, HI 96826;

(12) Pearl City Public Library, 1138 Waimano Home Road, Pearl City, HI 96782;

(13) University of Hawaii, Hamilton Library, 2550 McCarthy Mall, Honolulu, HI 96822; and

(14) Waikiki-Kapahulu Public Library, 400 Kapahulu Avenue, Honolulu, HI 96815.

Copies may also be requested in writing at (see **ADDRESSES**).

Proposed Action. The Ala Wai Canal Project, Oahu, Hawaii feasibility study is a single-purpose flood risk management project to reduce riverine flood risks to property and life safety in the Ala Wai Watershed. The Ala Wai Watershed is located on the southeastern side of the island of Oahu, Hawaii. The watershed is 19 square miles and encompasses three sub-watersheds of Makiki, Manoa and Palolo Streams, which all drain into the Ala Wai Canal. The study area includes the most densely populated watershed in Hawaii with approximately 200,000 residents in the developed areas. In addition, Waikiki supports approximately 79,000 visitors on a daily basis.

This study was authorized under Section 209 of the Flood Control Act of 1962 (Pub. L. 87-874), a general study authority that authorizes surveys in harbors and rivers in Hawaii "with a view to determining the advisability of improvements in the interest of navigation, flood control, hydroelectric power development, water supply, and other beneficial uses, and related land resources."

Alternatives. The Draft Feasibility Study/EIS considers a full range of nonstructural and structural flood risk management alternatives that would meet the proposed action's purpose and need and incorporate measures to avoid and minimize impacts to native aquatic species, stream habitat, and other resources. In response to identified flood-related problems and opportunities, a range of alternatives were evaluated through an iterative screening and formulation process, resulting in identification of a tentatively selected plan.

The Tentatively Selected Plan (TSP) is the National Economic Development (NED) Plan and consists of the following components: improvements to the flood warning system, 6 in-stream debris and detention basins in the upper reaches of the watershed, 1 stand-alone debris catchment feature, 3 multi-purpose detention basins in open space areas through the developed watershed, floodwalls along portions of the Ala Wai Canal, mitigation measures, and 3 associated pump stations to maintain internal drainage. Canal floodwalls would extend approximately 1.7 miles along the left (*makai*) bank and

approximately 0.9 mile along the right (*mauka*) bank (including gaps for bridges).

Public Involvement. As part of the current public involvement process, all affected Federal, State, and local agencies, Native Hawaiian organizations, private organizations, and the public are invited to review and comment on the Draft Feasibility Study with Integrated EIS. The USACE Honolulu District will hold a public meeting at Washington Middle School, 1633 S. King Street, Honolulu, HI from 5:00 p.m. to 8:00 p.m. on Wednesday, September 30, 2015. Comments may also be submitted as described in (see **ADDRESSES**) section.

Other Environmental Review Requirements. To the extent practicable, NEPA and HRS Chapter 343 requirements will be coordinated in the preparation of the Final EIS.

Brenda S. Bowen,

Army Federal Register Liaison Officer.

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DEPARTMENT OF EDUCATION

Applications for New Awards; Charter Schools Program (CSP) Grants to Non-State Educational Agency (Non-SEA) Eligible Applicants for Planning, Program Design, and Initial Implementation and for Dissemination

AGENCY: Office of Innovation and Improvement, Department of Education.

ACTION: Notice.

Overview Information:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation and for Dissemination.

Notice inviting applications for new awards for fiscal year (FY) 2016.

Catalog of Federal Domestic Assistance (CFDA) Numbers: 84.282B and 84.282C.

Dates:

Applications Available: August 21, 2015.

Dates of Pre-Application Webinars (all times are Washington, DC time):

1. August 26, 2015, 3:30 p.m. to 5:00 p.m. and

2. September 9, 2015, 3:30 p.m. to 5:00 p.m.

Deadline for Transmittal of Applications: October 6, 2015.

Deadline for Intergovernmental Review: December 21, 2015.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the CSP is to increase national understanding of the charter school model by expanding the number of high-quality charter schools available to students across the Nation; providing financial assistance for the planning, program design, and initial implementation of charter schools; and evaluating the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

This notice invites applications from non-SEA eligible applicants for two types of grants: (1) Planning, Program Design, and Initial Implementation (CFDA 84.282B); and (2) Dissemination (CFDA 84.282C). Each type of grant has its own eligibility requirements and selection criteria. Information pertaining to each type of grant is provided in subsequent sections of this notice.

Non-SEA eligible applicants are those that are qualified to participate based on requirements set forth in this notice. Non-SEA eligible applicants must be from States in which the SEA does not have an approved application under the CSP. For more information on this eligibility restriction, please see the notes in Section III.1.b. of this notice.

Priorities: This notice includes one absolute priority, three competitive preference priorities, and one invitational priority. The absolute priority and competitive preference priorities are from the notice of final supplemental priorities and definitions for discretionary grant programs published in the **Federal Register** on December 10, 2014 (79 FR 73425) (Supplemental Priorities).

Background: The absolute and competitive preference priorities focus this competition on assisting educationally disadvantaged students and other students—specifically students who are living in poverty, students with disabilities, English learners, students who are members of federally recognized Indian tribes, and students in rural areas—in meeting State academic content standards and State student academic achievement standards. Additionally, we include a competitive preference priority for improving early learning and development outcomes.

The competitive preference priorities for projects serving students with disabilities and English learners are included for the following reasons. First, a 2012 report indicated that charter schools may be serving students with disabilities at a lower rate than

traditional public schools.¹ Second, across the Nation, the number of public school students identified as English learners increased significantly from 2002 to 2012, with the 2014 National Assessment of Educational Progress reports showing significant achievement gaps between English learners and their peers.² Additionally, recent research indicates that charter schools show gains for students with disabilities in mathematics and for English learners in mathematics and reading that are higher than those for their counterparts in other public schools.³ The competitive preference priorities are included to supplement the absolute priority and to further emphasize the focus on serving educationally disadvantaged students, particularly students with disabilities and English learners.

The Department understands that students who are members of federally recognized Indian tribes and their communities face unique challenges. The competitive preference priority for federally recognized Indian tribes is designed to encourage applicants to collaborate with Native American communities to design and implement high-quality charter schools as part of their efforts to strengthen public education.

Furthermore, the Department recognizes that rural schools confront a particular set of challenges and seeks to encourage rural education leaders to use charter schools, as appropriate, as part of their overall efforts to improve educational outcomes.

Lastly, the Department also believes that high-quality preschool should be provided to all children in the Nation so that they enter kindergarten ready to succeed in school. To promote charter schools' offering preschool as a part of their elementary education programs, we include in this competition a competitive preference priority for improving early learning and development outcomes.

The absolute priority and competitive preference priorities are intended to encourage applicants to develop innovative projects designed to eliminate achievement gaps between the subgroups described in this notice and

¹ Government Accountability Office. GAO–12–543, June 2012. “Additional Federal Attention Needed to Help Protect Access for Students with Disabilities,” available online at www.gao.gov/assets/600/591435.pdf.

² U.S. Department of Education, National Center for Education Statistics. 2014. “The Condition of Education 2014 (NCES 2014–037),” available online at <http://nces.ed.gov/pubs2014/2014083.pdf>.

³ Center for Research on Education Outcomes. 2013. “National Charter School Study 2013,” available online at <http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>.