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Dated: April 30, 2019.

Aaron T. Siegel,

Alternate OSD Federal Register Liaison Officer, Department of Defense.

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DEPARTMENT OF DEFENSE

Department of the Army, Corps of Engineers

Intent To Prepare a Supplemental Draft Environmental Impact Statement for the Nebraska Highway 12 (N-12) Niobrara East and West Project

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

ACTION: Notice of intent.

SUMMARY: The U.S. Army Corps of Engineers (Corps) is preparing a Supplemental Draft Environmental Impact Statement (SDEIS) to analyze the direct, indirect, and cumulative effects of a proposed transportation project, the Niobrara East and West Project. Construction of the proposed Project is expected to result in temporary and permanent impacts to jurisdictional waters of the United States, thereby requiring a Clean Water Act section 404 permit proposed by the Nebraska Department of Transportation (NDOT). NDOT proposes to rehabilitate two segments of N-12 east and west of Niobrara, between Verdell and Santee Spur 54-D (S-54D) in Knox County, Nebraska. A Draft EIS for this project was released on October 9, 2015. A public open house and hearing was held on November 9, 2015. After the public comment period ended, NDOT elected to withdraw its Section 404 permit application on November 20, 2015. Since that time, NDOT has developed a modified project purpose and need, and alternatives responsive to this purpose and need.

DATES: Written comments for scoping will be accepted until May 24, 2019.

ADDRESSES: Questions and comments regarding the proposed action and SDEIS should be addressed to Becky Latka, Regulatory Field Support, U.S. Army Corps of Engineers, 1616 Capitol Ave., Omaha, NE 68102.

FOR FURTHER INFORMATION CONTACT: Becky Latka, (402) 995-2681; Rebecca.J.Latka@usace.army.mil.

SUPPLEMENTARY INFORMATION: NDOT's stated project purpose is to rehabilitate

the existing roadway and to maximize utilization of existing transportation infrastructure and right-of-way, to improve the safety and reliability of the roadway, and bring the roadway up to current NDOT design standards for a major arterial highway. The project is needed due to ongoing risk of flooding, unreliable operations, and interruptions to regional connectivity.

The Corps is requesting scoping comments on the Project, preliminary alternatives, the NEPA compliance process, and to solicit input on the issues and alternatives to be evaluated and other related matters. Additional information and links related to the EIS can be found at <https://www.nwo.usace.army.mil/Missions/Regulatory-Program/Nebraska/EIS-Highway-12/>.

The Corps has invited the U.S. Environmental Protection Agency, National Park Service, U.S. Fish and Wildlife Service, the Federal Highway Administration, and Knox County to continue as cooperating agencies in the formulation of the EIS. Additionally, the Corps has invited the Nebraska Department of Environmental Quality and the Nebraska Department of Game and Parks to continue to serve as participating agencies during the preparation of the EIS.

The SDEIS will be prepared according to the Corps' procedures for implementing the National Environmental Policy Act (NEPA) of 1969, as amended, 42 U.S.C. 4332(2)(c), and consistent with the Corps' policy to facilitate public understanding and review of agency proposals. As part of the EIS process, a full range of reasonable alternatives, including the proposed Project and no action, will be evaluated.

John L. Moeschen,

Nebraska State Program Manager, Regulatory Branch.

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DEPARTMENT OF EDUCATION

Applications for New Awards; Comprehensive Literacy State Development Program

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education is issuing a notice inviting applications for new awards for fiscal year (FY) 2019 for the Comprehensive Literacy State Development (CLSD) program, Catalog

of Federal Domestic Assistance (CFDA) number 84.371C. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES:

Applications Available: May 3, 2019.

Deadline for Transmittal of Applications: June 3, 2019.

Deadline for Intergovernmental Review: August 1, 2019.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

FOR FURTHER INFORMATION CONTACT:

Cindy Savage, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E230, Washington, DC 20202-6450. Telephone: (202) 453-5998. Email: cindy.savage@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Comprehensive Literacy State Development (CLSD) program awards competitive grants to advance literacy skills, through the use of evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners (as defined in this notice), and children with disabilities (as defined in this notice).

Background: The fiscal year 2019 competition for new CLSD awards fully transitions the program to the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA). We have, therefore, focused this year's competition very closely on the requirements in the statute. In addition, we have included two competitive preference priorities that highlight key policy ideas on which we would like to see States focus their literacy plans or encourage eligible subgrant applicants to focus their local literacy plans. First, we give competitive preference to projects that would include evidence-based family literacy strategies as a key