

Fabric 30: Woven twill fabric of viscose rayon (51–61%), cotton (34–44%), and elastomeric (0–10%), classified in subheading 5516.42.0060 of the HTSUS;

Fabric 31: Two-way stretch woven twill fabric of cotton (47–57%), rayon (36–46%), and elastomeric (2–12%), classified in subheading 5211.32 of the HTSUS;

Fabric 32: Woven fabric of cotton (92–100%) and elastomeric (0–8%), classified in subheading 5209.31 of the HTSUS;

Fabric 33: Woven sateen fabric of 100% polyester, classified in subheading 5407.69 of the HTSUS; and

Fabric 34: Woven twill fabric of polyester (40–50%), viscose rayon (38–48%), linen (3–13%), and elastomeric (0–9%), classified in subheading 5515.11 of the HTSUS.

CITA is soliciting public comments regarding this request, particularly with respect to whether the fabrics described above can be supplied by the U.S. domestic industry in commercial quantities in a timely manner. Comments must be received no later than July 21, 2017.

Interested persons are invited to submit such comments or information electronically to *OTEXA_Bahrain_FTA@trade.gov*, and/or in hard copy to: Chairman, Committee for the Implementation of Textile Agreements, Room 30003, U.S. Department of Commerce, 14th and Constitution Avenue NW., Washington, DC 20230.

If comments include business confidential information, commenters must submit a business confidential version in hard copy to the Chairman of CITA, and also provide a public version, either in hard copy or electronically. CITA will protect any information that is marked business confidential from disclosure to the full extent permitted by law. All public versions of the comments will be posted on OTEXA's Web site for Commercial Availability proceedings under the Bahrain FTA: http://otexa.trade.gov/Bahrain_CA.htm.

Terry Labat,

Acting Chairman, Committee for the Implementation of Textile Agreements.

[FR Doc. 2017–10360 Filed 5–19–17; 8:45 am]

BILLING CODE 3510-DR-P

DEPARTMENT OF DEFENSE

Department of the Army

[Docket ID: USA–2016–HQ–0003]

Submission for OMB Review; Comment Request

ACTION: Notice.

SUMMARY: The Department of Defense has submitted to OMB for clearance, the following proposal for collection of information under the provisions of the Paperwork Reduction Act.

DATES: Consideration will be given to all comments received by June 21, 2017.

FOR FURTHER INFORMATION CONTACT: Fred Licari, 571–372–0493.

SUPPLEMENTARY INFORMATION:

Title, Associated Form and OMB Number: DA Civilian Employment and Marketing Feedback; OMB Control Number 0702–XXXX.

Type of Request: New collection.

Number of Respondents: 128.

Responses per Respondent: 1.

Annual Responses: 128.

Average Burden per Response: 1.5 hours.

Annual Burden Hours: 192 hours.

Needs and Uses: The information collection requirement is necessary to provide the data needed to understand the best strategies and implementation tactics to build awareness of Army civilian opportunities and fill critical occupations.

Affected Public: Individuals or households.

Frequency: One-time.

Respondent's Obligation: Voluntary.

OMB Desk Officer: Ms. Jasmeet Seehra.

Comments and recommendations on the proposed information collection should be emailed to Ms. Jasmeet Seehra, DoD Desk Officer, at *Oira_submission@omb.eop.gov*. Please identify the proposed information collection by DoD Desk Officer and the Docket ID number and title of the information collection.

You may also submit comments and recommendations, identified by Docket ID number and title, by the following method:

- *Federal eRulemaking Portal:* <http://www.regulations.gov>. Follow the instructions for submitting comments.

Instructions: All submissions received must include the agency name, Docket ID number and title for this **Federal Register** document. The general policy for comments and other submissions from members of the public is to make these submissions available for public viewing on the Internet at <http://www.regulations.gov>.

www.regulations.gov as they are received without change, including any personal identifiers or contact information.

DOD Clearance Officer: Mr. Frederick Licari.

Written requests for copies of the information collection proposal should be sent to Mr. Licari at WHS/ESD Directives Division, 4800 Mark Center Drive, East Tower, Suite 03F09, Alexandria, VA 22350–3100.

Dated: May 16, 2017.

Aaron Siegel,

Alternate OSD Federal Register Liaison Officer, Department of Defense.

[FR Doc. 2017–10173 Filed 5–19–17; 8:45 am]

BILLING CODE 5001–06–P

DEPARTMENT OF DEFENSE

Department of the Army, Corps of Engineers

Termination of Intent To Prepare a Draft Environmental Impact Statement for a Feasibility Study To Investigate Hydrologic and Hydraulic Problems Threatening Navigation, Aquatic Ecosystem Habitat, Recreation, Flood Damage Reduction and Existing Infrastructure at the Three Rivers Study Site in Arkansas and Desha Counties in Southeast Arkansas

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

ACTION: Notice of Intent; Withdrawal.

SUMMARY: The U.S. Army Corps of Engineers (USACE), Little Rock District, is issuing this notice to advise Federal, state, local governmental agencies and the public that the USACE is withdrawing its Notice of Intent (NOI) to prepare a Draft Environmental Impact Statement (EIS) for the Feasibility Study to Investigate Hydrologic and Hydraulic Problems Threatening Navigation, Aquatic Ecosystem Habitat, Recreation, Flood Damage Reduction and Existing Infrastructure at the Three Rivers Study site in Arkansas and Desha Counties in Southeast Arkansas.

ADDRESSES: U.S. Army Corps of Engineers, Little Rock District, (Attn: Mr. Craig Hilburn), P.O. Box 867, Little Rock, AR 72203–0867.

FOR FURTHER INFORMATION CONTACT: Mr. Craig Hilburn, Biologist, Regional Planning and Environmental Center. Email address: david.c.hilburn@usace.army.mil.

SUPPLEMENTARY INFORMATION: The USACE published a NOI in the **Federal Register** on September 14, 2015 (80 FR 55013) to prepare a Draft EIS pursuant

to the National Environmental Policy Act (NEPA) for the Three Rivers Feasibility Study, Arkansas and Desha Counties, Arkansas. An agency scoping meeting and Planning Charette were held on August 11th and September 9–11, 2015, respectively, to gather input on the scope of the analysis, identify possible alternatives and significant issues to be evaluated in the Draft EIS, as well as, the identification of cooperating agencies. A public news release announcing an open comment period was released September 22, 2015 to solicit public comments from interested parties relating to navigation and ecosystem restoration opportunities within the study area. Since that time, in the course of project planning and preliminary impact analysis, it no longer appears that impacts associated with project implementation would rise to a level necessitating an EIS. In compliance with the NEPA, the Little Rock District will be preparing an Environmental Assessment to address the impacts of the proposed action and alternatives. Therefore, the Little Rock District is withdrawing the NOI to prepare a Draft EIS.

Robert G. Dixon,

Colonel, U.S. Army, District Engineer.

[FR Doc. 2017–10352 Filed 5–19–17; 8:45 am]

BILLING CODE 3720–58–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Personnel Development To Improve Services and Results for Children With Disabilities—National Center for Improving Teacher and Leader Performance To Better Serve Children With Disabilities

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

ACTION: Notice.

SUMMARY: The Department of Education is issuing a notice inviting applications for new awards for fiscal year (FY) 2017 for Personnel Development to Improve Services and Results for Children with Disabilities—National Center for Improving Teacher and Leader Performance to Better Serve Children with Disabilities, Catalog of Federal Domestic Assistance (CFDA) number 84.325A.

DATES: *Applications Available:* May 22, 2017.

Deadline for Transmittal of Applications: July 6, 2017.

Deadline for Intergovernmental Review: September 5, 2017.

FOR FURTHER INFORMATION CONTACT:

Bonnie Jones, U.S. Department of Education, 400 Maryland Avenue SW., Room 5127, Potomac Center Plaza, Washington, DC 20202–5108. Telephone: (202) 245–7395.

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 purposes of this program are to: (1) Help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see sections 662 and 681 of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications 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:

National Center for Improving Teacher and Leader Performance to Better Serve Children with Disabilities.

Background:

Meeting the diverse needs of students with disabilities in inclusive classrooms and other school settings requires a complex combination of knowledge and skills, including the use of practices supported by evidence. Organizations such as the Council of Chief State School Officers and the Council for Exceptional Children, therefore, have developed model standards of essential knowledge and skills that they believe teachers need in order to customize learning and be effective in improving student achievement, including the achievement of students with disabilities. In 2015, the National Policy Board for Educational Administration adopted a new set of professional standards for leaders, known as the Professional Standards for Education Leaders. These standards describe the

knowledge and skills education leaders need to ensure every student is prepared for the 21st century. The curricula in teacher and leader preparation programs must be better aligned with State standards that reflect current knowledge and skills and the use of practices supported by evidence.

Further, under the Higher Education Act of 1965, as amended (HEA), States must annually report on the quality of teacher preparation programs, identify low-performing programs, and provide them with technical assistance (TA). States will need high-quality TA for these activities.

Finally, under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), States must ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. In addition, teacher and school leader incentive programs are authorized under Title II of the ESSA, and the Title II set-aside allows a variety of activities, including reforming teacher and leader certification, teacher evaluation, alternative certification, recruitment and retention, professional development (PD), and the TA provided to local educational agencies (LEAs). State educational agencies (SEAs) and institutions of higher education (IHEs) need high-quality TA to carry out these reform efforts.

This competition will fund a national center to assist SEAs, IHEs, and LEAs, in addressing all of these needs to help ensure that teachers and leaders have the necessary knowledge and skills to successfully meet the diverse needs of students with disabilities.

Priority:

The purpose of this priority is to fund a cooperative agreement to establish and operate a national center for improving teacher and leader performance to better serve children with disabilities to achieve, at a minimum, the following outcomes:

(a) Improved capacity of States to review and strengthen certification or licensure standards and requirements, in collaboration with IHEs and LEAs that operate teacher and leader preparation programs, in order to ensure that these standards: (1) Are derived from frameworks and practices supported by evidence; and (2) reflect the knowledge and skills necessary for teachers and leaders to successfully serve students with disabilities in inclusive classrooms and school settings, including, at a minimum, competencies in evidence-based