

There are no capital costs or operating and maintenance costs associated with this collection.

Authority: 44 U.S.C. 3501 *et seq.*

Dated: April 20, 2023.

Robert Sidman,

Deputy Secretary of the Commission.

[FR Doc. 2023–08666 Filed 4–24–23; 8:45 am]

BILLING CODE 6351–01–P

DEPARTMENT OF EDUCATION

President's Advisory Commission on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics

AGENCY: President's Advisory Commission on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, U.S. Department of Education.

ACTION: Announcement of an open meeting.

SUMMARY: This notice sets forth the agenda for the May 10, 2023, meeting of the President's Advisory Commission on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics (Commission) and provides information on how members of the public may attend the meeting and submit written comments pertaining to the work of the Commission. Notice of this meeting is required by the Federal Advisory Committees and is intended to notify the public of its opportunity to attend.

DATES: The meeting of the Commission will be held on May 10, 2023, from 11 a.m. to 5 p.m. Eastern Standard Time.

ADDRESSES: Eisenhower Executive Office Building, 1650 Pennsylvania Avenue, Washington, DC 20504. Members of the public can attend the meeting virtually.

FOR FURTHER INFORMATION CONTACT: Emmanuel Caudillo, Designated Federal Official for the Commission, U.S. Department of Education, 400 Maryland Avenue SW, Room 7E324, Washington, DC 20202, telephone: (202) 453–5529, or email: Emmanuel.Caudillo@ed.gov.

SUPPLEMENTARY INFORMATION:

The Commission's Statutory Authority and Function: The Commission is established by Executive Order 14045 (September 13, 2021) and continued by Executive Order 14048 (September 30, 2021). The Commission is also governed by the provisions of 5 U.S.C. Chapter 10, which sets forth standards for the formation and use of advisory committees. The Commission's duties are to advise the President, through the Secretary of Education, on

matters pertaining to educational equity and economic opportunity for the Hispanic and Latino community in the following areas: (i) what is needed for the development, implementation, and coordination of educational programs and initiatives at the U.S. Department of Education (Department) and other agencies to improve educational opportunities and outcomes for Hispanics and Latinos; (ii) how to promote career pathways for in-demand jobs for Hispanic and Latino students, including registered apprenticeships, internships, fellowships, mentorships, and work-based learning initiatives; (iii) ways to strengthen the capacity of institutions, such as Hispanic-serving Institutions, to equitably serve Hispanic and Latino students and increase the participation of Hispanic and Latino students, Hispanic-serving school districts, and the Hispanic community in the programs of the Department and other agencies; (iv) how to increase public awareness of and generate solutions for the educational and training challenges and equity disparities that Hispanic and Latino students face and the causes of these challenges; and (v) approaches to establish local and national partnerships with public, private, philanthropic, and nonprofit stakeholders to advance the mission and objectives of this order, consistent with applicable law.

Meeting Agenda: The agenda for the Commission meeting includes the swearing in of members of the Commission; presentations from leaders from the White House, U.S. Department of Education and other federal agencies on topics related to Executive Order 14045; and discussion regarding next steps towards advancing the members' duties as outlined in Executive Order 14045 and referenced in this notice.

Access to the Meeting: Members of the public may register to attend the meeting virtually by completing the link at <https://www.ed.gov/hispanicinitiative> or emailing WhiteHouseHispanicInitiative@ed.gov by 5 p.m. EDT on Tuesday, May 9, 2023. Instructions on how to access the meeting will be emailed to members of the public that register to attend the meeting and will be posted to <https://www.ed.gov/hispanicinitiative> by Tuesday, May 9, 2023 by 6 p.m. EDT.

Submission of written public comments: Written comments pertaining to the work of the Commission may be submitted electronically to WhiteHouseHispanicInitiative@ed.gov. Include in the subject line: "Written Comments: Public Comment." The email must include the name(s), title, organizations/affiliation,

mailing address, email address, and telephone number of the person(s) making the comment. Comments should be submitted as a Microsoft Word document or in a medium compatible with Microsoft Word (not a PDF file) that is attached to the email) or provided in the body of an email message. Please do not send material directly to members of the Commission.

Access to Records of the Meeting: The Department will post the official report of the meeting on the Commission's web page at <https://www.ed.gov/hispanicinitiative> no later than 90 days after the meeting. Pursuant to U.S.C. 1009(b), the public may request to inspect meeting materials and other records of the Commission at 400 Maryland Avenue SW, Washington, DC, by emailing Emmanuel.Caudillo@ed.gov or by calling (202) 453–5529 to schedule an appointment.

Reasonable Accommodations: The meeting platform and access code are accessible to individuals with disabilities. If you will need an auxiliary aid or service for the meeting (e.g., interpreting service, assistive listening device, or materials in an alternate format), notify the contact person listed in this notice at least one week before the meeting date. Although we will attempt to meet a request received after that date, we may not be able to make available the requested auxiliary aid or service because of insufficient time to arrange it.

Electronic Access to this Document: The official version of this document is the document published in the **Federal Register**. Free internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available via the Federal Digital System at: www.gpo.gov/fdsys. At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site. You also may access documents of the Department published in the **Federal Register** by using the article search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Authority: Executive Order 14045 (September 13, 2021) and continued by Executive Order 14048 (September 30, 2021).

Donna Harris-Aikens,

Deputy Chief of Staff for Strategy, Office of the Secretary.

[FR Doc. 2023-08692 Filed 4-24-23; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket No.: ED-2023-SCC-0069]

Agency Information Collection Activities; Comment Request; REL Pacific Efficacy and Implementation Evaluation of the Secondary Writing 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 June 26, 2023.

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-2023-SCC-0069. 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 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 Elizabeth Nolan, (312) 730-1532.

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: REL Pacific Efficacy and Implementation Evaluation of the Secondary Writing Toolkit.

OMB Control Number: 1850-NEW.

Type of Review: New ICR.

Respondents/Affected Public: Individuals or Households.

Total Estimated Number of Annual Responses: 1,705.

Total Estimated Number of Annual Burden Hours: 416.

Abstract: The current authorization for the Regional Educational Laboratories (REL) program is under the Education Sciences Reform Act of 2002, Part D, Section 174, (20 U.S.C. 9564), administered by the Department of Education, Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance (NCEE). The central mission and primary function of the RELs is to support applied research and provide technical assistance to state and local education agencies within their region (ESRA, Part D, section 174(f)). The REL program's goal is to partner with educators and policymakers to conduct work that is change-oriented and supports meaningful local, regional, or state decisions about education policies, programs, and practices to improve outcomes for students.

Literacy, including writing, is closely tied to student success throughout K-12 education, which impacts high school graduation (National Institute for Literacy, 2008; NCES, 2020) and ultimately, income beyond graduation

(US Bureau of Labor Statistics, 2019). Despite the importance of writing to life and learning, teachers report that the training they receive on teaching writing, both prior to entering the field and while teaching, is minimal or insufficient (Graham, 2019). To address this problem, the REL Pacific toolkit development team is developing a Secondary Writing Toolkit to support teachers in implementing Hawai'i evidence-based instructional strategies to improve writing among students in grades 6-8. The toolkit is based on the Teaching Secondary Students to Write Effectively WWC Practice Guide and is being developed in collaboration with district and school partners in Hawai'i.

REL Pacific will design the Toolkit to help teachers improve their writing instruction so that students in Hawai'i become stronger, more effective writers. The Toolkit uses Professional Learning Communities (PLCs) facilitated by one of the teachers in the school (peer facilitator) to help teachers learn new instructional skills. Teachers also have access to instructional resources as part of the Toolkit to support their use of evidence-based strategies in their classrooms.

This study is designed to measure the efficacy and implementation of the REL Pacific-developed toolkit designed to improve writing among students in grades 6-8. The toolkit evaluation team plans to conduct an independent evaluation using a school-level, cluster randomized controlled trial design to assess the efficacy of the school-based professional learning resources included in the toolkit. The evaluation will also assess how teachers and facilitators implement the toolkit to provide context for the efficacy findings and guidance to improve the toolkit and its future use. The evaluation will take place in 40 schools in Hawai'i and focus on all students in grades 6-8. The toolkit evaluation will produce a report for district and school leaders who are considering strategies to improve writing among secondary students. The report will provide guidance on using the Toolkit professional development and resources to help teachers implement the Practice Guide (PG) recommendations.

Dated: April 19, 2023.

Juliana Pearson,

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

[FR Doc. 2023-08657 Filed 4-24-23; 8:45 am]

BILLING CODE 4000-01-P