

The MSC is 26 miles long, beginning at the entrance channel offshore in the Gulf of Mexico and terminating at the Port at Point Comfort. The channel is located 125 miles southwest of Galveston, Texas and 80 miles northeast of Corpus Christi, Texas. The northern reach of the channel is in Calhoun County, while the southern reach and entrance channel are in Matagorda County. The MSC is maintained between 38 and 40 feet (ft) mean lower low water (MLLW) and averages 200 to 300 ft wide. The channel has a 1,000-ft by 1,000-ft primary turning basin located near Point Comfort and the Port. Mean natural water depth in Matagorda Bay is approximately 13 ft, while depth in adjacent bays ranges from seven to eight feet.

The USACE prepared the MSCIP IFR-EIS to document the feasibility of increasing economic efficiencies in the MSC and included identification of a Recommended Plan that proposed deepening the entrance channel to 49 ft MLLW and widening it from 300 ft to 550 ft; deepening the main channel to 47 ft MLLW and widening it from 200 ft to 300 ft; and increasing the turning basin to 1,200 ft by 1,200 ft. The Final IFR-EIS was completed in September 2019 and the Chief of Engineers (Chief's) Report was signed November 15, 2019 and transmitted to the U.S. Congress to request authorization of the MSCIP's Recommended Plan. The Record of Decision was signed by the Assistant Secretary of the Army (ASA) of Civil Works (CW) on April 22, 2020. Congress authorized construction of the MSCIP, in accordance with the plans and subject to conditions as described in the Chief's Report, in section 401 of the Water Resource Development Act of 2020 (Pub. L. 116-260), signed into law by President Trump on December 28, 2020.

The Final IFR-EIS described conceptual designs of the Recommended Plan and disclosed the potential impacts to the human and natural environment from its implementation. The Final IFR-EIS and ROD demonstrated how the Recommended Plan complies with environmental laws, executive orders, and regulations. Since the transmittal of the Chief's Report and construction authorization, the MSCIP has moved from the feasibility phase to the Preconstruction Engineering and Design (PED) phase, which involves completing detailed engineering, design, and technical studies needed to begin construction as recommended in the Chief's Report. In response to additional technical studies and the collection of site-specific data, several modifications

to the Recommended Plan need to be considered, and particularly how the new information changes the effects analysis completed in the Final IFR-EIS. As such, the ASA(CW) rescinded the ROD for the MSCIP in a Memorandum for Record (MFR) dated December 5, 2022.

Following the Council of Environmental Quality (CEQ) regulations (40 CFR parts 1500 through 1508), 40 CFR 1502.9(d), the USACE determined that a Draft SEIS would be prepared because the agency (i) made substantial changes to the proposed action that are relevant to environmental concerns and (ii) there are significant new circumstances or information relevant to environmental concerns and bearing on the proposed action or its impacts.

Expected impacts include short- and long-term impacts to existing aquatic habitats, fish and wildlife including federally protected species and their habitat, water quality, noise, and recreation features. Impacts to aquatic habitats are anticipated to require compensatory mitigation. Additional details related to sediment testing will be described in the SEIS.

3. *Alternatives.* The Final IFR-EIS evaluated a range of alternatives that would modify the existing MSC, as well as a No Action Plan that would maintain the channel at the current dimensions. The Draft SEIS will focus on comparing the Recommended Plan, as described in the Chief's Report and Final IFR-EIS and proposed design changes being considered. The Draft SEIS will evaluate potential benefits and impacts of the design changes in the Recommended Plan including direct, indirect, and cumulative effects to the human and natural environments that balance the interests of navigation safety and commerce and environmental impacts. The USACE also requests identification of potential alternatives, information, and analyses relevant to the proposed action.

4. *Public Participation.* Scoping completed prior to and after publication of this NOI will be used to develop the Draft SEIS. The scoping comment period begins with publication of this notice and ends on July 3, 2023. All comments received during the scoping period are being used to identify additional significant resources and impacts that should be considered in the Draft SEIS. Additional comments received outside the scoping period will be considered prior to the Draft SEIS public review period, to the extent possible. For comments that cannot be addressed prior to the public review period, the comments will be included

with the public review period comments and addressed at that time.

One public scoping meeting is scheduled for June 7, 2023. A Public Notice was published for the scoping meeting on the Galveston District website and in the Legal Notices section of the Bay City Tribune. Public news releases announcing the scoping period timeframe; public meeting date, time, and location; and where to send comments were published in the appropriate local newspapers, on the Galveston District and CPA websites, and were distributed to the local stakeholders and known interested parties.

5. *Coordination.* The USACE will serve as the lead federal agency in the preparation of the Draft SEIS. Other federal and state agencies have been invited to participate throughout the study process as Coordinating or Participating Agencies. Further coordination with environmental agencies will be conducted under the NEPA, the Fish and Wildlife Coordination Act, the Endangered Species Act, the Clean Water Act, the Clean Air Act, the National Historic and Preservation Act, the Magnuson-Stevens Fishery Conservation and Management Act, and the Coastal Zone Management Act.

6. *Availability of Draft SEIS.* The USACE currently estimates that the Draft SEIS will be available for public review and comment in or around late 2023 or early 2024. At that time, the USACE will provide a 45-day public review period for individuals and agencies to review and comment. The USACE will notify all interested agencies, organizations, and individuals of the availability of the draft document at that time.

Wesley E. Coleman, Jr.,

Programs Director, U.S. Army Corps of Engineers, Southwestern Division.

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BILLING CODE P

DEPARTMENT OF EDUCATION

National Advisory Council on Indian Education (NACIE)

AGENCY: National Advisory Council on Indian Education (NACIE), Department of Education.

ACTION: Notice of an open meeting.

SUMMARY: This notice sets forth the agenda, time, and instructions to access or participate in the June 29-30, 2023, virtual meeting of NACIE. This notice provides information about the meeting

to members of the public who may be interested in attending the meeting and how to provide written comment for the meeting.

DATES: The NACIE open virtual meeting will be held on June 29–30, 2023, from 1:00–4:30 p.m. (EST).

FOR FURTHER INFORMATION CONTACT:

Crystal C. Moore, Designated Federal Official, Office of Elementary and Secondary Education (OESE)/Office of Indian Education (OIE), U.S. Department of Education, 400 Maryland Avenue SW, Office 3W243, Washington, DC 20202. Telephone: 202–453–5593, Email: Crystal.Moore@ed.gov.

SUPPLEMENTARY INFORMATION:

Statutory Authority and Function:

NACIE is authorized by section 6141 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended (20 U.S.C. 7471). The work of NACIE was expanded by Executive Order 14049. In accordance with section 6141 of the ESEA, NACIE shall advise the Secretary of Education and the Secretary of Interior on the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under title VI, part A of the ESEA, with respect to which the Secretary of Education has jurisdiction and (1) that includes Indian children or adults as participants or (2) that may benefit Indian children or adults. Also in accordance with section 6141 of the ESEA, NACIE shall make recommendations to the Secretary of Education for filling the position of Director of Indian Education whenever a vacancy occurs and shall submit to Congress, no later than June 30 of each year, a report on its activities that includes recommendations that are considered appropriate for the improvement of Federal education programs that include Indian children or adults as participants or that may benefit Indian children or adults, and recommendations concerning the funding of any such program. In accordance with section 3 of Executive Order 14049, NACIE shall advise the Co-Chairs of the White House Initiative on Advancing Educational Equity, Excellence and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities (WHI–NATCU), in consultation with the WHI–NATCU, on (1) what is needed for the development, implementation, and coordination of educational programs and initiatives to improve educational opportunities and outcomes for Native Americans; (2) how to promote career pathways for in-demand jobs for Native

American students, including registered apprenticeships as well as internships, fellowships, mentorships, and work-based learning initiatives; (3) ways to strengthen Tribal Colleges and Universities and increase their participation in agency programs; (4) how to increase public awareness of and generate solutions for the educational and training challenges and equity disparities that Native American students face and the causes of these challenges and disparities; (5) approaches to establish local and national partnerships with public, private, philanthropic, and nonprofit stakeholders to advance the policy set forth in Section 1 of Executive Order 14049, consistent with applicable law; and (6) actions for promoting, improving, and expanding educational opportunities for Native languages, traditions, and practices to be sustained through culturally responsive education. Also, in accordance with section 3 of Executive Order 14049, NACIE and the Executive Director of the WHI–NATCU (Executive Director) shall, as appropriate and consistent with applicable law, facilitate frequent collaborations between the WHI–NATCU and Tribal Nations, Alaska Native Entities, and other Tribal organizations. Finally, in accordance with Section 3 of Executive Order 14049, NACIE shall consult with the Executive Director so that the Executive Director can address NACIE's efforts pursuant to section 3(a) of Executive Order 14019 in the annual report of the WHI–NATCU submitted to the President.

Meeting Agenda: The purpose of this meeting is to convene NACIE and conduct the following business: review of bylaws and charter; taking action to establish subcommittees; discussion of advice to be provided to the Secretary of Interior and Secretary of Education; vote to approve NACIE's Annual Report to Congress; and discussion with other federal stakeholders (e.g., U.S. Department of the Interior, Bureau of Indian Education (BIE), WHI–NATCU, and U.S. Department of Education, Office of Indian Education).

Instructions for Accessing the Meeting

Members of the public may access the NACIE meeting via virtual teleconference. Up to 350 lines will be available on a first come, first serve basis for those who wish to join via teleconference. The dial-in, listen only phone number for the meeting is 1–669–254–5252, Meeting ID: 160 419 7650, passcode: 700243. The web link to register to access the meeting via [Zoom.gov](https://www.zoomgov.com/) is <https://www.zoomgov.com/meeting/register/vJltc-ihqT0vGn9d84t3fIDBSw5SZnum6YQ>.

Public Comment: Members of the public interested in submitting written comments may do so via email to Crystal Moore at Crystal.Moore@ed.gov. Written comments should pertain to the work of NACIE.

Reasonable Accommodations: The virtual meeting is 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 no later than June 22, 2023. 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.

Access to Records of the Meeting: The Department will post the official minutes of this meeting on the OESE website, <https://oese.ed.gov/offices/office-of-indian-education/national-advisory-council-on-indian-education-oie/>, 21 days after the meeting. Pursuant to 5 U.S.C. 1009(b), the public may also inspect NACIE records at the Office of Indian Education, United States Department of Education, 400 Maryland Avenue SW, Washington, DC 20202, Monday–Friday, 8:30 a.m. to 5:00 p.m. (EST). Please email Crystal Moore at Crystal.Moore@ed.gov to schedule an appointment.

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: § 6141 of the ESEA, as amended (20 U.S.C. 7471).

James F. Lane,

Principal Deputy Assistant Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant
Secretary Office of Elementary and Secondary
Education.

[FR Doc. 2023-11788 Filed 6-1-23; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; National Center on School Infrastructure

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

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2023 for the National Center on School Infrastructure (NCSI), Assistance Listing Number 84.184R. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES:

Applications Available: June 5, 2023.

Deadline for Transmittal of Applications: August 7, 2023.

Deadline for Intergovernmental Review: October 6, 2023.

Pre-Application Webinar Information: Information about a pre-application webinar will be available on the program website at: <https://oese.ed.gov/offices/school-infrastructure-programs-sip/>.

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 December 7, 2022 (87 FR 75045), and available at <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>. Please note that these Common Instructions supersede the version published on December 27, 2021.

FOR FURTHER INFORMATION CONTACT:

Staci Cummins, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-6450. Telephone: 202-987-1674. Email: oese.school.infrastructure@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the NCSI program is to establish a national center on school infrastructure that will serve as a clearinghouse of resources for States and local educational agencies (LEAs) related to improving and developing safe, healthy, sustainable, and equitable public school infrastructure through public school infrastructure improvements, and provide technical assistance (TA) to Supporting America's School Infrastructure (SASI) grantees and high-need LEAs seeking to leverage available resources to improve public school facilities for all students.

Background:

Schools, especially those in high-need LEAs, face ongoing challenges in ensuring that their school facilities provide safe, healthy, sustainable, and equitable learning environments. Fifty million students and 6 million adults spend their days learning and working in public school buildings.¹ Public schools account for the second most expansive public State and local infrastructure in the country, after highways. Yet, a 2020 U.S. Government Accountability Office (GAO) report found that an estimated 54 percent of LEAs in the United States reported that they need to replace or update major systems in more than half of their buildings,² and the 2021 Report Card for America's Infrastructure rated the Nation's school buildings as a D-plus.³ In addition to necessary updates, the average public school building was 44 years old as of 2012, according to the most recent comprehensive dataset on public school facilities, the 2013 National Center on Education Statistics Condition of America's Public School Facilities.⁴

LEAs, especially those in low-income neighborhoods, face challenges related to project financing, Federal and State grant application procedures, and understanding how to leverage available resources to improve school infrastructure. In making necessary infrastructure updates, LEAs face an estimated annual gap of \$85 billion between the level of investment and level of need to maintain safe and up-to-date facilities, according to the 2021

State of Our Schools Report by the 21st Century School Fund.⁵ Relatedly, the 2021 State of our Schools Report indicates that most school facility financing is provided locally and almost half of States provide little to no funding to LEAs for school infrastructure. Eleven States provide no funding at all, and an additional 10 States provide between 1 and 9 percent of an LEA's costs for maintaining school infrastructure.⁶ Without State funding, LEAs rely on local property or sales tax revenue; schools in low-income communities do not have sufficient revenue to finance enough borrowing to address their accumulated deficiencies from aged infrastructure. In this way, schools in low-income communities are disproportionately impacted by inequitable funding systems across the country.

Despite decades of inequitable school funding systems and aging school infrastructure across the country, the COVID-19 pandemic illuminated the scope of the issue and the harm dilapidated school buildings have on our students and educators. In many public schools, the poor state of facilities hampered the return to in-person learning during the COVID-19 pandemic or led to lost instructional time when school ventilation systems were unable to maintain safe and healthy classroom conditions. Specifically, the GAO report found that an estimated 41 percent of school districts need to update or replace heating, ventilation, and air-conditioning (HVAC) systems in at least half of their schools, representing about 36,000 schools nationwide. If not addressed, HVAC-related problems, such as older systems that leak and damage flooring or ceiling tiles, can lead to indoor air quality problems and mold, aggravate asthma, and result in lost learning time.

The increase in extreme weather exacerbates these issues. For example, schools that do not have air-conditioning have had to adjust schedules to accommodate extreme heat or retrofit buildings with air-conditioning, requiring additional updates to piping and insulation to avoid air quality problems caused by moisture and condensation. Due to recent increases in extreme weather conditions, maintaining safe and

¹ <https://nces.ed.gov/programs/coe/indicator/cga/public-school-enrollment>.

² <https://www.gao.gov/assets/gao-20-494.pdf>.

³ https://infrastructurereportcard.org/wp-content/uploads/2020/12/National_IRC_2021-report.pdf.

⁴ <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014022>.

⁵ https://static1.squarespace.com/static/5a5ccab5b5ff20008734885eb/t/618aab5d79d53d3ef439097c/1636477824193/SOOS-IWBI2021-2_21CSF+print_final.pdf.

⁶ https://static1.squarespace.com/static/5a5ccab5b5ff20008734885eb/t/618aab5d79d53d3ef439097c/1636477824193/SOOS-IWBI2021-2_21CSF+print_final.pdf.