

Correction

In the **Federal Register** of July 27, 2015, in FR Doc. 2015–18405, on page 44335, correct the notice by postponing the Session II open meeting portion of the proceeding due to the health reasons of a Board Member. It is expected the Session II open meeting will be rescheduled and separately noticed at some point in the future. The Session I hearing portion of the proceeding will proceed as originally scheduled to convene at 5:00 p.m. in accordance with a revised agenda. The July 25, 2015, notice should be supplemented in the “Matters To Be Considered” section, in the second column, beginning on line 16, after the word “progress.”, with the following additional information from the revised agenda concerning the hearing portion of the proceeding: “The Board will then receive testimony from a senior Board technical staff employee concerning the Board staff’s perspective on the status of DOE’s execution of the Implementation Plan for Board Recommendation 2011–1, corrective actions taken in response to Board Recommendation 2011–1 at WTP, and the results from the extent of condition reviews conducted by DOE.”

Dated: August 25, 2015.

Joyce L. Connery,
Chairman.

[FR Doc. 2015–21411 Filed 8–26–15; 11:15 am]

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2015–ICCD–0108]

Agency Information Collection Activities; Comment Request; High School Longitudinal Study of 2009 (HSLs:09) Second Follow-up Main Study and 2018 Panel Maintenance

AGENCY: National Center for Education Statistics (NCES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 3501 *et seq.*), ED is proposing a revision of an existing information collection.

DATES: Interested persons are invited to submit comments on or before October 27, 2015.

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–2015–ICCD–0108. 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. *Please note that comments submitted by fax or email and those 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 Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Room 2E105, Washington, DC 20202–4537.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Kashka Kubzdela, (202) 502–7411.

SUPPLEMENTARY INFORMATION: The Department of Education (ED), 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. ED is soliciting comments on the proposed information collection request (ICR) that is described below. The Department of Education 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: High School Longitudinal Study of 2009 (HSLs:09) Second Follow-up Main Study and 2018 Panel Maintenance.

OMB Control Number: 1850–0852.

Type of Review: A revision of an existing information collection.

Respondents/Affected Public: Individuals.

Total Estimated Number of Annual Responses: 32,107.

Total Estimated Number of Annual Burden Hours: 24,904.

Abstract: The High School Longitudinal Study of 2009 (HSLs:09) is a nationally representative, longitudinal study of more than 20,000 9th graders in 944 schools in 2009 who are being followed through their secondary and postsecondary years. The study focuses on understanding students’ trajectories from the beginning of high school into postsecondary education or the workforce and beyond. What students decide to pursue when, why, and how are crucial questions for HSLs:09, especially, but not solely, in regards to science, technology, engineering, and math (STEM) courses, majors, and careers. To date, HSLs:09 measured math achievement gains in the first 3 years of high school and, like past studies, surveyed students, their parents, school administrators, school counselors, and teachers. After the initial 2009 data collection, the main study students were re-surveyed in 2012 when most were high school 11th-graders, and again in 2013 when most had just graduated from high school. The second follow-up data collection will take place in early 2016, and will consist of a survey, postsecondary transcript collection, financial aid records collection, and file matching to extant data sources. The second follow-up focuses on postsecondary attendance patterns, field of study selection processes with particular emphasis on STEM, the postsecondary academic and social experience, education financing, employment history including instances of unemployment and underemployment, job characteristics including income and benefits, job values, family formation, and civic engagement. The HSLs:09 data elements are designed to support research that speaks to the underlying dynamics and education processes that influence student achievement, growth, and personal development over time. This request is to conduct the HSLs:09 Second Follow-up Main Study interviews in 2016, the transcript and student financial aid records collections in 2017, and panel maintenance activities in 2018.

Dated: August 25, 2015.

Stephanie Valentine,

Acting Director, Information Collection Clearance Division, Office of the Chief Privacy Officer, Office of Management.

[FR Doc. 2015–21342 Filed 8–27–15; 8:45 am]

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