

275–6012 no later than Wednesday, November 22, 2023. Additional details will be required from all members of the public attending in-person that do not have Gatehouse building access. Once registered, participant access information will be provided.

Special Accommodations: Individuals requiring special accommodations to access the public meeting should contact Mr. Rubens Lacerda at least five (5) business days prior to the meeting so that appropriate arrangements can be made.

Written Statements: Any member of the public wishing to provide comments to the DHB related to its current taskings or mission may do so at any time in accordance with section 10(a)(3) of the FACA, 41 CFR 102–3.105(j) and 102–3.140, and the procedures described in this notice. Written statements may be submitted to the DHB’s Designated Federal Officer (DFO), CAPT Clausen, at shawn.s.clausen.mil@health.mil. Supporting documentation may also be included, to establish the appropriate historical context and to provide any necessary background information. If the written statement is not received at least five (5) business days prior to the meeting, the DFO may choose to postpone consideration of the statement until the next open meeting. The DFO will review all timely submissions with the DHB President and ensure they are provided to members of the DHB before the meeting that is subject to this notice. After reviewing the written comments, the President and the DFO may choose to invite the submitter to orally present their issue during an open portion of this meeting or at a future meeting.

Dated: October 23, 2023.

Natalie M. Ragland,
Alternate OSD Federal Register Liaison
Officer, Department of Defense.

[FR Doc. 2023–23713 Filed 10–26–23; 8:45 am]

BILLING CODE 6001–FR–P

DEPARTMENT OF EDUCATION

Historically Black Colleges and Universities Capital Financing Advisory Board

AGENCY: Historically Black Colleges and Universities Capital Financing Advisory Board, Department of Education (Department), Office of Postsecondary Education (OPE).

ACTION: Notice of an open meeting.

SUMMARY: This notice sets forth the agenda, time, and instructions for how to access or attend the meeting of the Historically Black Colleges and Universities Capital Financing Advisory

Board (Board). This notice provides information about the meeting to members of the public who may be interested in attending and instructions for how to provide written comment. Notice of this meeting is required by Section 1009(a)(2) of 5 U.S.C. chapter 10 (Federal Advisory Committees).

DATES: The Board will hold a hybrid meeting on November 13, 2023, from 10:00 a.m. to 12:30 p.m. EST.

FOR FURTHER INFORMATION CONTACT: Donald Watson, Executive Director/ Designated Federal Official, U.S. Department of Education, Office of Postsecondary Capital Financing, 400 Maryland Avenue SW, Washington, DC 20202; telephone (202) 453- 6166, or email donald.watson@ed.gov.

SUPPLEMENTARY INFORMATION:

Statutory Authority and Function: The Board is established by 20 U.S.C. 1066f. The Board is also governed by 5 U.S.C. chapter 10 (Federal Advisory Committees), which sets forth standards for the formation and use of advisory committees. The purpose of this Board is to advise the Secretary of Education (Secretary) and the designated bonding authority on the most effective and efficient ways to implement construction financing on the campuses of Historically Black Colleges and Universities (HBCUs). The Board also advises Congress regarding progress made in implementing the HBCU Capital Financing Program.

Meeting Agenda: The meeting agenda will include roll call; an update from the Executive Director of the HBCU Capital Financing Program; a discussion regarding several recommendations from the Board to the Secretary and to Congress; the Board may vote on those recommendations, and a discussion regarding dates and locations for meetings that will be held during calendar year 2024. The public comment period will begin immediately following the discussion of meeting dates and locations.

Instructions for Accessing and Attending the Meeting

Individuals can attend the meeting in person at 400 Maryland Ave. SW, 1st Floor, Washington, DC, Lyndon Baines Johnson Auditorium. Individuals attending virtually must register online at https://ed-gov.zoomgov.com/webinar/register/WN_A3GrX6U_QASIFA-yVWC_bQ any time before the meeting begins on November 13, 2023 or join using an H.323/SIP room system:

H.323: 161.199.138.10 (U.S. West) or 161.199.136.10 (U.S. East).

Meeting ID: 160 344 0326.

Passcode: 080503.

SIP: 1603440326@sip.zoomgov.com.

Passcode: 080503.

Public Comment: Members of the public interested in submitting written comments may do so via email to Donald Watson donald.watson@ed.gov no later than 11:59 p.m. Eastern Time (ET) on November 9, 2023. Please note that written comments should pertain to the work of the Board.

Reasonable Accommodations: The 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), please notify the contact person listed in this notice no later than two weeks 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.

Access to Records of the Meeting: The Department will post the official minutes of this meeting on the Resources—Historically Black College and University Capital Financing Program website, <https://www2.ed.gov/programs/hbcucapfinance/resources.html>, no later than 60 days after the meeting. Pursuant to 5 U.S.C. 1009(b), the public may also inspect the meeting materials and other Board records at 400 Maryland Avenue SW, Washington, DC 20202, by emailing Donald Watson at donald.watson@ed.gov, or calling (202) 453–6166 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: 20 U.S.C. 1066f.

Nasser H. Paydar,

Assistant Secretary, Office of Postsecondary Education.

[FR Doc. 2023–23771 Filed 10–26–23; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

[Docket No.: ED–2023–SCC–0185]

Agency Information Collection Activities; Comment Request; Regional Educational Laboratory (REL) Southwest Write To Succeed Evaluation

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 December 26, 2023.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please use <https://www.regulations.gov> by searching the Docket ID number ED–2023–SCC–0185. 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](https://www.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 Christopher Boccanfuso, 202–453–7383.

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: Regional Educational Laboratory (REL) Southwest Write to Succeed Evaluation.

OMB Control Number: 1850–NEW.

Type of Review: A new ICR.

Respondents/Affected Public: State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 2,453.

Total Estimated Number of Annual Burden Hours: 366.

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.

Supporting equitable educational opportunities and achievement for English learner students in New Mexico is a high priority for the New Mexico

Public Education Department (NMPED, n.d., 2021). In light of analysis showing English learner students in the state have lower rates of English language arts (ELA) proficiency (Arellano et al., 2018), plus legal rulings in the state that English learner students' rights to a sufficient public education have been violated (NMPED, 2022a), NMPED created a strategic plan that includes supporting the whole child through literacy instruction that is culturally and linguistically responsive (NMPED, 2022b). Improving English learner students' English proficiency and the literacy skills of all students is a top priority of NMPED and the district and regional partners of REL Southwest. To address this problem, REL Southwest is implementing, refining, and building evidence for the Write to Succeed professional learning program. The core focus of the Write to Succeed program is scaffolded writing instruction that can support all students but with embedded opportunities to meet the language needs to English learner students. Prior to this study, the program will be further enhanced with supports for teacher collaboration and culturally and linguistically relevant instructional routines, as prior work with New Mexico partners has indicated these are two elements in need of further support.

This study is designed to measure the efficacy and implementation of the Write to Succeed. The evaluation team plans to conduct an independent evaluation using a school-level, cluster randomized control trial design to assess the program's impact on teachers' practices and beliefs and students' language and literacy outcomes. The evaluation will also assess the implementation of the program and how it may be effectively scaled. The evaluation will take place in 40 schools across an estimated 10 districts in New Mexico and will focus on teachers and students in grades 4–8. The evaluation will produce a report and presentations to study participants, practitioners, policymakers, and researchers, and infographics and blog posts for a wider audience of educators and policymakers. These will be designed to inform district and school leaders and teachers about scaffolded writing practices that could be beneficial for English learner students and all students.