

Needs and Uses: The Commission uses these notifications in order to effectively discharge its statutory duty to determine whether a particular ocean common carrier is a controlled carrier and therefore subject to the requirements of 46 U.S.C. 40701–40706.

Frequency: The submission of notifications from controlled carriers is not assigned to a specific time frame by the Commission; they are submitted as circumstances warrant. The Commission only requires notification when a majority portion of an ocean common carrier becomes owned or controlled by a government, or when a controlled carrier newly begins operation in any United States trade.

Type of Respondents: Controlled carriers are ocean common carriers which are owned or controlled by a government.

Number of Annual Respondents: The Commission cannot anticipate when a new controlled carrier may enter the United States trade or when ownership or control of a carrier will change so that notification is required. Over the past three years, the Commission has received, on average, fewer than one notification per year.

Estimated Time per Response: The estimated time for each notification is 2 hours

Total Annual Burden: For purposes of calculating total annual burden, the Commission assumes one response annually. The Commission thus estimates the total annual burden to be 2 hours (1 response × 2 hours per response).

Rachel E. Dickon,
Secretary.

[FR Doc. 2021–08957 Filed 4–28–21; 8:45 am]

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FEDERAL RESERVE SYSTEM

Change in Bank Control Notices; Acquisitions of Shares of a Bank or Bank Holding Company

The notificants listed below have applied under the Change in Bank Control Act (Act) (12 U.S.C. 1817(j)) and § 225.41 of the Board's Regulation Y (12 CFR 225.41) to acquire shares of a bank or bank holding company. The factors that are considered in acting on the applications are set forth in paragraph 7 of the Act (12 U.S.C. 1817(j)(7)).

The public portions of the applications listed below, as well as other related filings required by the Board, if any, are available for immediate inspection at the Federal Reserve Bank(s) indicated below and at

the offices of the Board of Governors. This information may also be obtained on an expedited basis, upon request, by contacting the appropriate Federal Reserve Bank and from the Board's Freedom of Information Office at <https://www.federalreserve.gov/foia/request.htm>. Interested persons may express their views in writing on the standards enumerated in paragraph 7 of the Act.

Comments regarding each of these applications must be received at the Reserve Bank indicated or the offices of the Board of Governors, Ann E. Misback, Secretary of the Board, 20th Street and Constitution Avenue NW, Washington, DC 20551–0001, not later than May 14, 2021.

A. Federal Reserve Bank of Minneapolis (Chris P. Wangen, Assistant Vice President), 90 Hennepin Avenue, Minneapolis, Minnesota 55480–0291:

1. **John C. Feltl, Chanhassen, Minnesota, individually, and as trustee of the JCF Trust, Minnetonka, Minnesota; and Elizabeth F. Frye, individually, and as trustee of the EFF Trust, both of Minnetrista, Minnesota;** to become members of the John C. Feltl and Elizabeth F. Frye family group, previously known as the Mary Joanne Feltl Family Group, a group acting in concert, to retain voting shares of Inver Grove Bancshares, Inc., and thereby indirectly retain voting shares of Key Community Bank, both of Inver Grove Heights, Minnesota.

Board of Governors of the Federal Reserve System, April 26, 2021.

Michele Taylor Fennell,
Deputy Associate Secretary of the Board.

[FR Doc. 2021–08989 Filed 4–28–21; 8:45 am]

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DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families

Submission for OMB Review; Variations in Implementation of Quality Interventions (VIQI) Project (0970–0508)

AGENCY: Office of Planning, Research, and Evaluation, Administration for Children and Families, HHS.

ACTION: Request for public comment.

SUMMARY: The Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), is requesting a 3-year extension with

changes to continue collecting data for the study Variations in Implementation of Quality Interventions (VIQI). In addition to extending data collection, OPRE proposes to update burden estimates to accommodate a different sample size of centers, administrators, teachers, and coaches; to revise data collection instruments and activities for the impact evaluation and process study in line with lessons learned during the pilot study; to add a second timepoint of data collection for the teacher reports to questions about children; to provide one new instrument to collect parent report of children's skills and behaviors; and to provide one new instrument in anticipation of COVID–19 necessitating further information gathering to contextualize findings from the impact evaluation and process study.

DATES: Comments due within 30 days of publication. OMB must make a decision about the collection of information between 30 and 60 days after publication of this document in the **Federal Register**. Therefore, a comment is best assured of having its full effect if OMB receives it within 30 days of publication.

ADDRESSES: Written comments and recommendations for the proposed information collection should be sent within 30 days of publication of this notice to www.reginfo.gov/public/do/PRAMain. Find this particular information collection by selecting “Currently under 30-day Review—Open for Public Comments” or by using the search function.

SUPPLEMENTARY INFORMATION:

Description: Through the VIQI Project, OPRE aims to inform policymakers, practitioners, and stakeholders about effective ways to support the quality and effectiveness of early care and education (ECE) centers for promoting young children's learning and development. The VIQI Project completed a pilot study in about 40 centers in three metropolitan areas in 2018–2019 that is informing a year-long impact evaluation and process study that involves testing the effectiveness of two curricular and professional development models aiming to strengthen the quality of classroom processes and children's outcomes. The impact evaluation and process study is expected to begin in the fall of 2021 and will include about 140 community-based and Head Start ECE centers spread across about 12 different metropolitan areas in the United States.

The VIQI Project will consist of a 3-group experimental design where the initial quality and other characteristics of ECE centers are measured. For details

about the study design, see the Supporting Statements at https://www.reginfo.gov/public/do/PRAViewDocument?ref_nbr=202008-0970-009.

In anticipation of changes to center characteristics due to COVID-19, annual burden estimates and instruments have been updated to accommodate a different sample size of centers, administrators, teachers, and coaches for the impact evaluation and process study.

The previously approved data collection instruments for the impact evaluation and process study include the following:

(1) Instruments for Screening and Recruitment of ECE Centers. We do not propose any changes to these materials;

(2) Baseline Instruments. Modifications made to surveys remove items that showed little variation in the pilot study, edit item wording to increase clarity and ease of understanding, and add a few new items to capture new constructs of interest based upon the insights gained from the pilot study. The child assessment and classroom observation instruments have been updated to reflect the selected

assessments and observations. We added an additional time point of data collection (baseline) for teacher reports on questions about children in the classroom and have added in questions about children’s academic skills. Parent/guardian reports to questions about children in the classroom have been added to gather information about children’s skills at the beginning of the impact evaluation and process study.

Administrator/teacher COVID-19 supplemental survey questions have been added to gather information about how the pandemic has changed typical center and classroom programming and functioning, if there is a need to contextualize findings from the impact evaluation and process study due to circumstances surrounding the COVID-19 pandemic at the time of data collection;

(3) Follow-Up Instruments. Modifications made to surveys remove items that showed little variation in the pilot study, edit item wording to increase clarity and ease of understanding, and add a few new items to capture new constructs of interest

based upon insights gained from the pilot study. The child assessment and classroom observation instruments have been updated to reflect the selected assessments and observations. We added in questions about children’s academic skills to the teacher reports on questions about children in the classroom. Parent/guardian reports to questions about children have been added to gather information about children’s skills at the end of the impact evaluation and process study; and

(4) Fidelity of Implementation Instruments. Modifications to the Coach Log have been made to remove or consolidate items that showed little variation or proved less useful in the pilot study and to edit item wording to increase clarity and ease of understanding.

Respondents: Staff members working in Head Start grantee and community-based child care oversight agencies, staff members working in about 140 ECE centers in about 12 metropolitan areas across the United States, and parents and children being served in these centers.

ANNUAL BURDEN ESTIMATES

| Instrument | Number of respondents (total over request period) | Number of responses per respondent (total over request period) | Average burden per response (in hours) | Total burden (in hours) | Annual burden (in hours) |
|---|---|--|--|-------------------------|--------------------------|
| Instruments for Screening and Recruitment of ECE Centers for the Impact Evaluation and Process Study | | | | | |
| Landscaping protocol with Stakeholder Agencies (staff burden in Head Start (HS) <i>grantee</i> and community-based child care <i>agencies</i>) | 120 | 1 | 1.50 | 180 | 60 |
| Screening protocol for phone calls (staff burden in HS <i>grantees</i> and community-based child care <i>agencies</i>) | 132 | 1 | 2.0 | 264 | 88 |
| Screening protocol for phone calls (HS and community-based child care <i>center</i> staff burden) | 336 | 1 | 1.2 | 403 | 134 |
| Protocol for follow-up calls/in-person visits for screening and recruitment activities (staff burden in HS <i>grantees</i> and community-based child care <i>agencies</i>) | 610 | 1 | 1.5 | 915 | 305 |
| Protocol for follow-up calls/in-person visits for screening and recruitment activities (HS and community-based child care <i>center</i> staff burden) | 950 | 1 | 1.2 | 1140 | 380 |
| Baseline Instruments for the Impact Evaluation and Process Study | | | | | |
| Baseline administrator survey | 175 | 1 | 0.6 | 105 | 35 |
| Baseline coach survey | 59 | 1 | 0.6 | 35 | 12 |
| Baseline teacher/assistant teacher survey | 1050 | 1 | 0.6 | 630 | 210 |
| Baseline parent/guardian information form in Impact Evaluation only | 6300 | 1 | 0.1 | 630 | 210 |
| Baseline classroom observation protocol (teacher burden) | 420 | 1 | 0.3 | 126 | 42 |
| Baseline protocol for child assessments in Impact Evaluation only (child burden) | 4200 | 1 | 0.5 | 2100 | 700 |
| Parent/guardian reports to questions about children (administered as part of the baseline parent/guardian information form) | 6300 | 1 | 0.1 | 630 | 210 |
| Teacher reports to questions about children in classroom (administered as part of the baseline teacher survey) | 420 | 10 | 0.17 | 714 | 238 |

ANNUAL BURDEN ESTIMATES—Continued

| Instrument | Number of respondents (total over request period) | Number of responses per respondent (total over request period) | Average burden per response (in hours) | Total burden (in hours) | Annual burden (in hours) |
|---|---|--|--|-------------------------|--------------------------|
| Administrator/teacher COVID-19 supplemental survey questions (administered as part of or in addition to administrator and/or teacher survey, to contextualize findings from impact evaluation and process study due to circumstances surrounding COVID-19 at the time of data collection) | 980 | 1 | 0.25 | 245 | 82 |
| Follow-Up Instruments for Impact Evaluation and Process Study | | | | | |
| Follow-up administrator survey | 140 | 1 | 0.5 | 70 | 23 |
| Follow-up coach survey | 47 | 1 | 0.5 | 24 | 8 |
| Follow-up teacher/assistant teacher survey | 840 | 1 | 0.75 | 630 | 210 |
| Parent/guardian reports to questions about children | 6300 | 1 | 0.1 | 630 | 210 |
| Teacher reports to questions about children in classroom (administered as part of the follow-up teacher survey) ... | 420 | 10 | 0.17 | 714 | 238 |
| Follow-up classroom observation protocol (teacher burden) | 420 | 3 | 0.3 | 378 | 126 |
| Follow-up protocol for child assessments in Impact Evaluation only (child burden) | 4200 | 1 | 0.9 | 3780 | 1260 |
| Fidelity of Implementation Instruments for the Process Study | | | | | |
| Coach log | 47 | 108 | 0.25 | 1269 | 423 |
| Teacher/assistant teacher log | 840 | 36 | 0.25 | 7560 | 2520 |
| Implementation fidelity observation protocol (teacher burden) | 80 | 1 | 0.3 | 24 | 8 |
| Interview/Focus group protocol (administrator, teacher/assistant teacher and coach burden) | 236 | 1 | 1.5 | 354 | 118 |

Estimated Total Annual Burden Hours: 7,850.

Authority: 42 U.S.C. 9858(a)(5); 42 U.S.C. 9835; and 42 U.S.C. 9844.

Mary B. Jones,

ACF/OPRE Certifying Officer.

[FR Doc. 2021-08916 Filed 4-28-21; 8:45 am]

BILLING CODE 4184-23-P

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Food and Drug Administration

[Docket No. FDA-2015-N-1837]

Agency Information Collection Activities; Proposed Collection; Comment Request; Electronic User Fee Payment Request Forms

AGENCY: Food and Drug Administration, HHS.

ACTION: Notice.

SUMMARY: The Food and Drug Administration (FDA or Agency) is announcing an opportunity for public comment on the proposed collection of certain information by the Agency. Under the Paperwork Reduction Act of 1995 (PRA), Federal Agencies are required to publish notice in the

Federal Register concerning each proposed collection of information, including each proposed extension of an existing collection of information, and to allow 60 days for public comment in response to the notice. This notice solicits comments on electronic user fee payment request forms.

DATES: Submit either electronic or written comments on the collection of information by June 28, 2021.

ADDRESSES: You may submit comments as follows. Please note that late, untimely filed comments will not be considered. Electronic comments must be submitted on or before June 28, 2021. The <https://www.regulations.gov> electronic filing system will accept comments until 11:59 p.m. Eastern Time at the end of June 28, 2021. Comments received by mail/hand delivery/courier (for written/paper submissions) will be considered timely if they are postmarked or the delivery service acceptance receipt is on or before that date.

Electronic Submissions

Submit electronic comments in the following way:

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

Comments submitted electronically, including attachments, to <https://www.regulations.gov> will be posted to the docket unchanged. Because your comment will be made public, you are solely responsible for ensuring that your comment does not include any confidential information that you or a third party may not wish to be posted, such as medical information, your or anyone else's Social Security number, or confidential business information, such as a manufacturing process. Please note that if you include your name, contact information, or other information that identifies you in the body of your comments, that information will be posted on <https://www.regulations.gov>.

- If you want to submit a comment with confidential information that you do not wish to be made available to the public, submit the comment as a written/paper submission and in the manner detailed (see "Written/Paper Submissions" and "Instructions").

Written/Paper Submissions

Submit written/paper submissions as follows:

- **Mail/Hand delivery/Courier (for written/paper submissions):** Dockets Management Staff (HFA-305), Food and