

Certificate serves as the means by which the U.S. Department of Education obtains the information needed to pay off the holders of the loans that the borrower wants to consolidate.

The proposed changes to the forms currently approved under OMB No. 1845–0007 include the following:

- Revised language in the promissory notes where necessary to reflect changes to the terms and conditions of Direct Loans made by final regulations published on November 1, 2022 (87 FR 65904) and July 10, 2023 (88 FR 43820).
- To eliminate duplication of content, we have consolidated the information presented in the current Terms and Conditions and Borrowers Rights and Responsibilities Statement (BRR) into a single Terms and Conditions/BRR section.
- To make it easier for borrowers to complete the promissory notes, we have incorporated the instructions within the body of the promissory notes at the beginning of each section to which the instructions apply.
- To reduce the number of forms in this collection, we have eliminated the Additional Loan Listing Sheet and added extra spaces to list loans in the Consolidation Application/Promissory Note itself.
- To accommodate changes made to the Departments systems used in processing promissory notes, the current data field in all of the promissory notes that asks for the borrowers middle initial has been changed to request the borrowers full middle name, and a new data field asking for any suffix to the borrowers name (e.g., Jr. or Sr.) has been added.
- We have revised the Privacy Act Statement in each of the promissory notes based on the most recent updates to the applicable Systems of Records Notices.

Dated: May 22, 2024.

**Kun Mullan,**

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

[FR Doc. 2024–11713 Filed 5–28–24; 8:45 am]

**BILLING CODE 4000–01–P**

**DEPARTMENT OF EDUCATION**

**[Docket No.: Docket Search Results ED–2024–SCC–0075]**

**Agency Information Collection Activities; Comment Request; Providing Reading Interventions for Students in Middle School Toolkit Evaluation**

**AGENCY:** Institution 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 July 29, 2024.

**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 Docket Search Results ED–2024–SCC–0075. 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](http://www.regulations.gov) site is not available to the public for any reason, the Department will temporarily accept comments at [ICDocketMgr@ed.gov](mailto: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 Anousheh Shayestehpour, (202) 987–1148.

**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:* Providing Reading Interventions for Students in Middle School Toolkit Evaluation.

*OMB Control Number:* 1850–NEW.

*Type of Review:* New ICR.

*Respondents/Affected Public:* Individuals or Households.

*Total Estimated Number of Annual Responses:* 2,647.

*Total Estimated Number of Annual Burden Hours:* 851.

*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.

Grades 6–8 mark an extended and crucial period in which students are expected to master increasingly complex literacy skills (Biancarosa & Snow, 2006; Hagaman et al., 2016). By the middle school grades, reading instruction typically shifts from a focus on fundamental literacy skills, such as decoding and phonemic awareness, to genre-specific textual conventions,

comprehension strategies, and learning curricular content from texts (Chall, 1983; Goldman & Snow, 2015). For students without the fundamental skills to read fluently, decode accurately, and comprehend text, the more advanced literacy practices needed for secondary content acquisition and text reading can be out of reach. Students who struggle with reading at the middle school level often have limited ability to access curricular content aligned to grade-level standards in English language arts and other subject areas (Torgesen et al., 2007) and may experience adverse educational outcomes with respect to attendance (Fisher & Frey, 2014), graduation rates (Daniel et al., 2006), and mental health (Daniel et al., 2006; Mugnaini et al., 2009).

The purpose of this evaluation is to test the efficacy of the Providing Reading Interventions for Students in Middle School Toolkit, or the PRISMS Toolkit. This toolkit supports the application of evidence-based recommendations from the What Works Clearinghouse (WWC) Providing Reading Interventions for Students in Grades 4–9 Educator’s Practice Guide (hereafter, practice guide; Vaughn et al., 2022) through a suite of professional development activities. We anticipate that the toolkit will impact teacher knowledge, self-efficacy, and instructional practice. These changes in teacher knowledge, beliefs, and practice, in turn, will positively impact student outcomes, including student engagement, as measured by student engagement in reading and school attendance, and reading proficiency.

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’ engagement and literacy outcomes. The evaluation will also assess the implementation of the toolkit and how it may be effectively scaled. The evaluation will take place in 52 schools across an estimated 10 districts in Texas and will focus on teachers and students in grade 6–8. 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 reading interventions that could be beneficial for all students in grade 6–8, but particularly those who are reading below grade level expectations.

Dated: May 22, 2024.

**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. 2024–11677 Filed 5–28–24; 8:45 am]

**BILLING CODE 4000–01–P**

## DEPARTMENT OF ENERGY

### Environmental Management Site-Specific Advisory Board, Paducah

**AGENCY:** Office of Environmental Management, Department of Energy.

**ACTION:** Notice of open meeting.

**SUMMARY:** This notice announces a meeting of the Environmental Management Site-Specific Advisory Board (EM SSAB), Paducah. The Federal Advisory Committee Act requires that public notice of this meeting be announced in the **Federal Register**.

**DATES:** Thursday, June 20, 2024; 5:30 p.m.–7 p.m. CDT

**ADDRESSES:** West Kentucky Community and Technical College, Emerging Technology Center, Room 215, 5100 Alben Barkley Drive, Paducah, Kentucky 42001.

**FOR FURTHER INFORMATION CONTACT:** Robert “Buz” Smith, Federal Coordinator, by Phone: (270) 441–6821 or Email: [Robert.Smith@pppo.gov](mailto:Robert.Smith@pppo.gov).

**SUPPLEMENTARY INFORMATION:**

*Purpose of the Board:* The purpose of the Board is to provide advice and recommendations concerning the following EM site-specific issues: clean-up activities and environmental restoration; waste and nuclear materials management and disposition; excess facilities; future land use and long-term stewardship. The Board may also be asked to provide advice and recommendations on any EM program components.

*Tentative Agenda:*

- Administrative Activities
- Public Comment Period

*Public Participation:* The meeting is open to the public. The EM SSAB, Paducah will make every effort to accommodate persons with physical disabilities or special needs. If you require special accommodations due to a disability, please contact Robert “Buz” Smith in advance of the meeting. The EM SSAB, Paducah will hear oral public comments during the meeting. Written statements may be filed either before or after the meeting. Written comments received by no later than 5 p.m. CDT on

Monday, June 17, 2024, will be read aloud during the meeting. Written comments submitted by 5 p.m. CDT on Friday, June 28, 2024, will be included in the minutes. Please submit written comments to Robert “Buz” Smith with “Public Comment” in the subject line. The Deputy Designated Federal Officer is empowered to conduct the meeting in a fashion that will facilitate the orderly conduct of business.

*Minutes:* Minutes will be available by writing or calling Eric Roberts, Board Support Manager, Emerging Technology Center, Room 221, 4810 Alben Barkley Drive, Paducah, KY 42001; Phone: (270) 554–3004. Minutes will also be available at the following website: <https://www.energy.gov/pppo/pgdp-cab/listings/meeting-materials>.

*Signing Authority:* This document of the Department of Energy was signed on May 22, 2024, by Alyssa Petit, Deputy Committee Management Officer, pursuant to delegated authority from the Secretary of Energy. That document with the original signature and date is maintained by DOE. For administrative purposes only, and in compliance with requirements of the Office of the Federal Register, the undersigned DOE **Federal Register** Liaison Officer has been authorized to sign and submit the document in electronic format for publication, as an official document of the Department of Energy. This administrative process in no way alters the legal effect of this document upon publication in the **Federal Register**.

Signed in Washington, DC on May 23, 2024.

**Treena V. Garrett,**

*Federal Register Liaison Officer, U.S. Department of Energy.*

[FR Doc. 2024–11720 Filed 5–28–24; 8:45 am]

**BILLING CODE 6450–01–P**

## DEPARTMENT OF ENERGY

**RIN 1901–AB55**

### Request for Information Regarding the Advanced Technology Vehicles Manufacturing Loan Program

**AGENCY:** Loan Programs Office, Department of Energy.

**ACTION:** Request for information (“RFI”).

**SUMMARY:** The Loan Programs Office (“LPO”) of the U.S. Department of Energy (“DOE”) is seeking public input on this RFI to inform LPO’s implementation of the Inflation Reduction Act of 2022 provisions relating to the Advanced Technology Vehicles Manufacturing Loan Program (the “ATVM Program”).