

from a panel on the history and context of the NAEP achievement levels. The Governing Board will then discuss the draft Governing Board Policy on Developing Student Achievement Levels for NAEP.

From 4:45 p.m. to 5:15 p.m. the Governing Board will meet in closed session to receive a confidential briefing on ethics from the Office of General Counsel. This meeting is closed because the discussions pertain solely to internal personnel rules and practices of an agency and information of a personal nature wherein disclosure would constitute a clearly unwarranted invasion of personal privacy. As such, the discussions are protected by exemptions 2 and 6 of § 552b(c) of Title 5 of the United States Code.

The November 16, 2018 session of the Governing Board meeting will adjourn at 5:15 p.m.

On Saturday, November 17, 2018, the Governing Board will convene in three closed sessions. During the first closed session, the Nominations Committee will meet from 7:30 a.m. to 8:20 a.m. to discuss and receive updates on nominations received for Governing Board vacancies for terms that begin on October 1, 2019. The Nominations Committee's discussions pertain solely to internal personnel rules and practices of an agency and information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy. As such, the discussions are protected by exemptions 2 and 6 of § 552b(c) of Title 5 of the United States Code.

The second closed session on November 17, 2018 scheduled from 8:30 a.m. to 9:00 a.m. is to receive a briefing from Terry Mazany, Chair of the Search Committee for the Executive Director, on the status of the search process with a proposed timeline for the search. These discussions pertain solely to internal personnel rules and practices of an agency and information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy. As such, the discussions are protected by exemptions 2 and 6 of § 552b(c) of Title 5 of the United States Code.

Following these closed sessions, the Governing Board will meet in open session from 9:00 a.m. to 11:00 a.m. From 9:00 a.m. to 10:15 a.m., the Governing Board will receive a final report from the Chair of the Ad Hoc Committee Terry Mazany on recommendations made by the Ad Hoc Committee on Measures of Postsecondary Preparedness.

Following a 15 minute break, the Governing Board will receive reports

from its standing committees from 10:30 a.m. to 11:00 a.m. Action items for Governing Board consideration include the Governing Board Policy on Developing Student Achievement Levels for NAEP and a proposed Release Plan for the 2018 NAEP Technology and Engineering Literacy Assessment.

From 11:00 a.m. to 12:00 p.m. the Governing Board will meet in its third closed session of the day to receive a briefing on the 2017 NAEP Writing Assessment. This meeting must be conducted in closed session because the assessment test items and data are secure and have not been released to the public. Public disclosure of the secure test items and data would significantly impede implementation of the NAEP assessment program if conducted in open session. Such matters are protected by exemption 9(B) of § 552b(c) of Title 5 of the United States Code.

The November 17, 2018 session of the Governing Board meeting will adjourn at 12:00 p.m.

**Access to Records of the Meeting:** Pursuant to FACA requirements, the public may also inspect the meeting materials at [www.nagb.gov](http://www.nagb.gov) beginning on Thursday, November 15, 2018, by 10:00 a.m. EST. The official verbatim transcripts of the public meeting sessions will be available for public inspection no later than 30 calendar days following the meeting.

**Reasonable Accommodations:** The meeting site is accessible to individuals with disabilities. If you will need an auxiliary aid or service to participate in 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 21 days prior to the meeting.

Written comments may be submitted electronically or in hard copy to the attention of the Executive Officer/ Designated Federal Official (see contact information noted above). Information on the Governing Board and its work can be found at [www.nagb.gov](http://www.nagb.gov).

**Electronic Access to This Document:** The official version of this document is the document published in the **Federal Register**. 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](http://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 Adobe website. You may also access documents of the Department published in the **Federal**

**Register** by using the article search feature at: [www.federalregister.gov](http://www.federalregister.gov). Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

**Authority:** Pub. L. 107-279, Title III—National Assessment of Educational Progress § 301.

Dated: October 22, 2018.

**Lisa Stooksberry,**  
Deputy Executive Director, National Assessment Governing Board (NAGB), U. S. Department of Education.

[FR Doc. 2018-23495 Filed 10-26-18; 8:45 am]

**BILLING CODE 4000-01-P**

## DEPARTMENT OF EDUCATION

[Docket No.: ED-2018-ICCD-0113]

**Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) Main Study First Follow-Up (MS2) Tracking and Recruitment Revision and Operational Field Test Second Follow-Up (OFT3)**

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

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction Act of 1995, ED is proposing a revision of an existing information collection.

**DATES:** Interested persons are invited to submit comments on or before November 28, 2018.

**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-2018-ICCD-0113. 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, 550 12th Street SW, PCP, Room 9089, Washington, DC 20202-0023.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection

activities, please contact Kashka Kubzdela, 202–245–7377 or email [NCES.Information.Collections@ed.gov](mailto:NCES.Information.Collections@ed.gov).

**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:** Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) Main Study First Follow-Up (MS2) Tracking and Recruitment Revision and Operational Field Test Second Follow-Up (OFT3).

**OMB Control Number:** 1850–0911.

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

**Respondents/Affected Public:** Individuals or Households.

**Total Estimated Number of Annual Responses:** 20,113.

**Total Estimated Number of Annual Burden Hours:** 10,891.

**Abstract:** The Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) is the first study conducted by the National Center for Education Statistics (NCES) to follow a nationally representative sample of students as they enter and move through the middle grades (grades 6–8). The data collected through repeated measures of key constructs will provide a rich descriptive picture of the academic experiences and development of students during these critical years and will allow researchers to examine

associations between contextual factors and student outcomes. The study focuses on student achievement in mathematics and literacy along with measures of student socioemotional wellbeing and other outcomes. The study includes students with disabilities for whom descriptive information on their outcomes, educational experiences, and special education services are being collected. In preparation for the Main Study (MS), the data collection instruments and procedures were field tested. An Item Validation Field Test (IVFT) was conducted from January through May 2016 to determine the psychometric properties of assessment and survey items and the predictive potential of items so that valid, reliable, and useful assessment and survey instruments could be developed for the Main Study. The MGLS:2017 Operational Field Test (OFT) Base Year (OFT1) data collection was conducted from January through May 2017 to test the near-final instruments and recruitment and data collection procedures and materials in preparation for the MGLS:2017 Main Study Base Year (MS1). The MS1 data collection took place from January to August 2018, and the OFT First Follow-up (OFT2) data collections from February to May 2018. OFT2 was conducted primarily to obtain information on recruiting, particularly for students in three focal IDEA-defined disability groups: Specific learning disability, autism, and emotional disturbance; obtain a tracking sample that can be used to study mobility patterns in subsequent years; and test protocols, items, and administrative procedures. Originally, NCES planned for MGLS:2017 to conduct annual main study follow-up data collections first beginning in January 2019 and next beginning in January 2020, when most of the students in the sample will be in grades 7 and 8, respectively. In September 2018, OMB approved NCES's request (OMB# 1850–0911 v.20) to revise the study design due to lower than expected response rates experienced in the sixth grade data collection and to: (1) Drop the originally planned seventh grade round of data collection and conduct the Main Study First Follow-up (MS2) data collection in January–July 2020 (when most sample students will be in the eighth grade), (2) notify participating districts and schools of this change in data collection schedule, (3) discontinue the procedures designed to oversample students in specific IDEA-defined disability groups, and (4) conduct MS2 and OFT Second Follow-up (OFT3)

tracking activities. This request is to further modify the study design for MS2 to augment the sample with additional schools to achieve about 776 participating schools in MS2.

Dated: October 24, 2018.

**Tomakie Washington,**

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

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**BILLING CODE 4000–01–P**

## DEPARTMENT OF EDUCATION

[Docket No. ED–2018–ICCD–0112]

### Agency Information Collection Activities; Comment Request; Educational Quality Through Innovative Partnerships (EQUIP) Experimental Sites Initiative

**AGENCY:** Federal Student Aid (FSA), Department of Education (ED).

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction Act of 1995, ED is proposing an extension of an existing information collection.

**DATES:** Interested persons are invited to submit comments on or before December 28, 2018.

**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–2018–ICCD–0112. 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, 550 12th Street SW, PCP, Room 9086, Washington, DC 20202–0023.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection activities, please contact Beth Grebeldinger, 202–377–4018.

**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,