

existing demographic data into the Diversity Questionnaire data collection tool is correctly estimated to be 30 minutes and does not warrant a revision. Finally, for comments related to organizational capacity, AmeriCorps believes that all organizations have the capacity to fill out the tool in a timely and responsive manner; instructions in the tool were updated to say that organizations should complete the form to the “best of their ability.”

Title of Collection: AmeriCorps Diversity Questionnaire Form.

OMB Control Number: 3045–0187.

Type of Review: Renewal.

Respondents/Affected Public:

Businesses and Organizations and State, Local, or Tribal Governments.

Total Estimated Number of Annual Responses: 3,500.

Total Estimated Number of Annual Burden Hours: 1,750.

Abstract: The information provided by prospective and current grantees and sponsors through the AmeriCorps Diversity Questionnaire Form will enable AmeriCorps to better understand the demographic characteristics of current grantees, potential grantees, and the people served by AmeriCorps programs. The aim is to further AmeriCorps’ efforts to consider the diversity of communities and participants in its grantmaking and direct service activities and create programs that represent and serve the full diversity of the community/our country.

The information requested in the Diversity Questionnaire Form will be collected in the aggregate for each grantee, applicant for funding, and sponsor receiving an AmeriCorps resource. First, it will provide AmeriCorps with a deeper understanding of the demographics of grantee and sponsor organizations and people served by AmeriCorps programs. Second, AmeriCorps will take the data into account in its grantmaking and resource allocation decisions, particularly to better reach those who are underserved. Over the next 5 years, AmeriCorps aims to ensure that 40% of all those served by AmeriCorps members and AmeriCorps Seniors volunteers are people in poverty. (AmeriCorps uses “people in poverty” as its proxy measure for “underserved,” recognizing that data shows that a higher proportion of people in poverty are people of color and other minority populations.) Third, the data will enable AmeriCorps to better target training, technical assistance, and outreach to potential grantees and sponsors, in particular those who are new to AmeriCorps, with the goal of creating

programs that represent and serve the full diversity of our nation’s communities.

When it collects this data for the first time, AmeriCorps will request that the Diversity Questionnaire Form be filled by every current grantee and applicant for funding and resource allocation. Following this baseline, AmeriCorps expects this questionnaire to be included with grant renewal and new applications on an annual basis. Estimated time for completion of the form is less than 30 minutes, based on staff testing of the survey. Questions have been crafted for ease of reporting and efficient collection.

In AmeriCorps’ grant making processes, the questionnaire will be submitted electronically as part of the grant application and guidance about the form will be part of an in-depth set of grant application instructions. Additionally, the form will be used to collect data from sponsor applicants for directly-managed programs such as AmeriCorps’ National Civilian Community Corps (NCCC). Staff will be available to provide individualized assistance, if needed, to organizations filling out the form.

AmeriCorps also seeks to continue using the currently approved information collection until the revised information collection is approved by OMB. The currently approved information collection is due to expire on 3/31/2022.

Comments submitted in response to this notice will be summarized and/or included in the request for OMB approval. Comments are invited on: (a) Whether the collection of information is necessary for the proper performance of the functions of the agency, including whether the information shall have practical utility; (b) the accuracy of the agency’s estimate of the burden of the collection of information; (c) ways to enhance the quality, utility, and clarity of the information to be collected; (d) ways to minimize the burden of the collection of information on respondents, including through the use of automated collection techniques or other forms of information technology; and (e) estimates of capital or start-up costs and costs of operation, maintenance, and purchase of services to provide information. Burden means the total time, effort, or financial resources expended by persons to generate, maintain, retain, disclose, or provide information to or for a Federal agency. This includes the time needed to review instructions; to develop, acquire, install, and utilize technology and systems for the purpose of collecting, validating, verifying,

processing, and maintaining information, and disclosing and providing information; to train personnel and to be able to respond to a collection of information; to search data sources, to complete and review the collection of information; and to transmit or otherwise disclose the information. All written comments will be available for public inspection on [regulations.gov](https://www.regulations.gov).

Dated: January 6, 2022.

Anna Mecagni,

Chief of Program Operations.

[FR Doc. 2022–00474 Filed 1–12–22; 8:45 am]

BILLING CODE 6050–28–P

DEPARTMENT OF EDUCATION

[Docket ID ED–2022–IES–1]

Request for Information on Effective Interventions To Improve Middle School Science Achievement and Mathematics Achievement in Grades 3 Through 5 for Students With Disabilities

AGENCY: Institute of Education Sciences, Department of Education.

ACTION: Request for information.

SUMMARY: The National Center for Education Evaluation and Regional Assistance (NCEE) at the U.S. Department of Education’s (Department) Institute of Education Sciences (IES) is charged by Congress to identify and encourage the use of evidence-based practices in education. Through this request for information (RFI), NCEE seeks public input about the characteristics of middle school science and upper elementary mathematics interventions as well as information on publicly available research describing their efficacy. Feedback from developers of such interventions would be of particular value to the Department.

DATES: We must receive your comments by February 14, 2022.

ADDRESSES: Submit your response to this RFI through the Federal eRulemaking Portal. We will not accept submissions by postal mail, commercial mail, hand delivery, fax, or email. To ensure that we do not receive duplicate copies, please submit your comments only once. In addition, please include the Docket ID at the top of your comments.

Federal eRulemaking Portal: Go to www.regulations.gov to submit your comments electronically. Information on using *Regulations.gov*, including instructions for accessing agency documents, submitting comments, and

viewing the docket, is available on the site under the “FAQ” tab.

Privacy Note: The Department’s policy for comments received from members of the public is to make these submissions available for public viewing in their entirety on the Federal eRulemaking Portal at www.regulations.gov. Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available. We encourage, but do not require, that each respondent include his or her name, title, institution or affiliation, and the name, title, mailing and email addresses, and telephone number of a contact person for his or her institution or affiliation, if any.

FOR FURTHER INFORMATION CONTACT: Matthew Soldner, Commissioner, National Center for Education Evaluation and Regional Assistance & Agency Evaluation Officer, Institute of Education Sciences, U.S. Department of Education, 400 Maryland Avenue SW, Room 4160, Potomac Center Plaza, Washington, DC 20202–7240. Telephone: (202) 245–8385. Email: Matthew.Soldner@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll-free, at 1–800–877–8339.

SUPPLEMENTARY INFORMATION:

Background:

As evidenced by recent results from the National Assessment of Educational Progress (NAEP), too many of the Nation’s students struggle with building foundational skills in science (see <https://go.usa.gov/xehQC>) and math (see <https://go.usa.gov/xehQY>). The problem is particularly acute among student groups that education systems have historically underserved.

In NAEP’s 2019 assessment of twelfth graders’ science proficiency, 69 percent of Black students, 56 percent of Hispanic students, 58 percent of Native Hawaiian/Other Pacific Islander students, and 51 percent of American Indian/Alaska Native students were identified as “Below NAEP Basic.” On the same assessment, 75 percent of twelfth grade students with disabilities demonstrated proficiency “Below NAEP Basic,” a rate double that of their peers not identified with a disability. These results signal a need to intervene early in students’ academic careers, with the aim of increasing the likelihood that students are scientifically literate by the time they leave high school.

For many students, mastery of foundational math skills is also a significant challenge. The success of students with disabilities is of particular concern. In 2017, 54 percent of fourth graders with disabilities scored “Below NAEP Basic” in math, compared to only 15 percent of students without disabilities. Students entering fourth grade with poor whole number knowledge are more likely to struggle in later grades than their peers with a better understanding,^{1,2} and it is in fourth grade where curricula increasingly focus on rational numbers and fractions.³ Not developing proficiency in these domains has negative and long-term implications for students. In addition to being critical to life skills including personal finance, cooking, and healthcare, this knowledge is critical to later mathematical learning, including algebra.

As part of its continuing effort to respond to disruptions caused by the COVID–19 pandemic, IES plans to promote the advancement and testing of programs and products (interventions) that can improve students’ proficiency in science and mathematics. We are particularly interested in (1) interventions that can improve middle grades students’ science achievement, particularly among students in the lowest quartile of proficiency regardless of disability status; and (2) digital interventions that can improve the math proficiency of third to fifth grade students with or at risk of developing disabilities, with an emphasis on the domains of whole numbers, rational numbers, and fractions. Through this RFI, IES is seeking information from developers and program providers about relevant interventions. This includes interventions that developers and program providers believe are already wholly responsive to the needs identified above as well as those that could be responsive to these needs if modified slightly.

When responding to this RFI, developers or program providers

intending to serve students “at risk” of developing a disability should clearly identify the disability or disability categories that proposed beneficiaries are at risk of developing and specific factors that place them at heightened risk. The determination may include, for example, factors used for moving children and youth to higher tiers in a Response-to-Intervention model. Factors based solely on general population characteristics, such as labeling a student “at risk” for disabilities because they are from low-income families or are English language learners, are not sufficient for this purpose.

This is a request for information only. This RFI is not a request for proposals (RFP) or a promise to issue an RFP or a notice inviting applications. This RFI does not commit the Department to contract for any supply or service whatsoever. Further, we are not seeking proposals and will not accept unsolicited proposals. The Department will not pay for any information or administrative costs that you may incur in responding to this RFI. The documents and information submitted in response to this RFI will not be returned.

We will review every comment, and, as described above, electronic comments in response to this RFI will be publicly available on the Federal eRulemaking Portal at www.regulations.gov. Please note that IES will not directly respond to comments.

Solicitation of Comments

We invite developers or program providers with interventions relevant to improved achievement in (1) middle school science, or (2) upper elementary math with an emphasis on students with or at risk of developing a disability to share the following in their comments:

- (1) The name of their intervention;
- (2) The curricular focus of their intervention (*i.e.*, middle school science or upper elementary math);
- (3) A brief description of the intervention, potentially including (a) its major components and pedagogical features, (b) its delivery modality (*e.g.*, face-to-face; via an online platform accessed through a browser or mobile app), (c) its intended duration and intensity (*e.g.*, 60 minutes, three times a week, for six weeks), and (d) the extent to which information on student progress is available for educators and family members/caretakers;
- (4) The extent to which the intervention, as it is currently available, focuses on improving the proficiency of diverse groups of students, particularly

¹ Barbieri, C.A., Rodrigues, J., Dyson, N., & Jordan, N.C. (2020). Improving fraction understanding in sixth graders with mathematics difficulties: Effects of a number line approach combined with cognitive learning strategies. *Journal of Educational Psychology*, 112(3), 628.

² Namkung, J.M., Fuchs, L.S., & Koziol, N. (2018). Does initial learning about the meaning of fractions present similar challenges for students with and without adequate whole-number skill? *Learning and Individual Differences*, 61, 161–167. doi:10.1016/j.lindif.2017.11.018

³ Siegler, R.S., Duncan, G.J., Davis-Kean, P.E., Duckworth, K., Claessens, A., Engel, M., Susperreguy, M.I., & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23, 691–697. doi:10.1177/0956797612440101

(a) low-performing students and (b) students with or at risk of developing a disability;

(5) The extent to which the intervention is accessible to students with disabilities;

(6) If available, a link or links to publicly available information about the outcomes associated with the intervention's use, including third-party evaluations; and

(7) If available, a link or links to web pages that provide additional relevant detail about the intervention, such as information about its cost or its developers.

The Institute is committed to improving the public's access to, and the discoverability of, research on the efficacy of education interventions. In service of that goal, we invite developers who have commissioned studies of their interventions' efficacy and who hold copyright to those studies, or their authorized representatives, to consider depositing eligible content into ERIC: the Institute of Education Sciences' bibliographic

and full-text database of education research (<https://eric.ed.gov/>). More information about submitting content to ERIC, including our selection policy and how to access the online submission portal, can be found at <https://eric.ed.gov/submit/>.

Accessible Format: On request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**, individuals with disabilities can obtain this document in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at www.govinfo.gov. 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 Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also 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.

Mark Schneider,

Director, Institute of Education Sciences.

[FR Doc. 2022-00627 Filed 1-12-22; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

Notice of Effectiveness of Exempt Wholesale Generator Status

	Docket Nos.
Route 66 Solar Energy Center, LLC	EG22-1-000
Cypress Creek Fund 7 Tenant, LLC	EG22 EG22-2-000
Cypress Creek Fund 6 Tenant, LLC	EG22 EG22-3-000
Cypress Creek Fund 5 Tenant, LLC	EG22 EG22-4-000
CCP-PL Lessee, LLC	EG22 EG22-5-000
Hecate Energy Highland LLC	EG22 EG22-6-000
EnerSmart Chula Vista BESS LLC	EG22 EG22-7-000
Sagebrush Line, LLC	EG22 EG22-8-000
PGR 2021 Lessee 2, LLC	EG22 EG22-9-000
Beulah Solar, LLC	EG22 EG22-10-000
Ellis Solar, LLC	EG22 EG22-11-000
King Creek Wind Farm 1 LLC	EG22 EG22-12-000
King Creek Wind Farm 2 LLC	EG22 EG22-13-000
Calhoun Solar Energy LLC	EG22 EG22-14-000
ENGIE 2020 ProjectCo-NH1 LLC	EG22 EG22-15-000
Dunns Bridge Solar Center, LLC	EG22 EG22-16-000
Jackson Generation, LLC	EG22 EG22-17-000
MPH AL Pierce, LLC	EG22 EG22-18-000

Take notice that during the month of December 2021, the status of the above-captioned entities as Exempt Wholesale Generators became effective by operation of the Commission's regulations. 18 CFR 366.7(a)(2021).

Dated: January 7, 2022.

Debbie-Anne A. Reese,
Deputy Secretary.

[FR Doc. 2022-00618 Filed 1-12-22; 8:45 am]

BILLING CODE 6717-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. CP21-134-000]

Transcontinental Gas Pipe Line Company, LLC; Notice of Availability of the Environmental Assessment for the Proposed Happytown Abandonment Project

The staff of the Federal Energy Regulatory Commission (FERC or Commission) has prepared an environmental assessment (EA) for the Happytown Abandonment Project, proposed by Transcontinental Gas Pipe Line Company, LLC (Transco) in the above-referenced docket. Transco

requests authorization to abandon pipelines and four-meter stations that have not been utilized in over 20 years and are not expected to be used in the future, all located in Pointe Coupée Parish, Louisiana.

The EA assesses the potential environmental effects of the abandonment activities of the Happytown Abandonment Project in accordance with the requirements of the National Environmental Policy Act (NEPA). The FERC staff concludes that approval of the proposed project, with appropriate mitigating measures, would not constitute a major federal action significantly affecting the quality of the human environment.