



**BILLING CODE 4000-01-P**

**DEPARTMENT OF EDUCATION**

**[Docket No.: ED-2023-SCC-0161]**

**Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Evaluation of the REL Appalachia Teaching Math to Young Children Toolkit**

**AGENCY:** Institute of Education Sciences (IES), Department of Education (ED).

**ACTION:** Notice

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**SUMMARY:** In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a review of a currently approved information collection request (ICR).

**DATES:** Interested persons are invited to submit comments on or before **[INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER]**.

**ADDRESSES:** Written comments and recommendations for proposed information collection requests should be submitted within 30 days of publication of this notice. Click

on this link [www.reginfo.gov/public/do/PRAMain](http://www.reginfo.gov/public/do/PRAMain) to access the site. Find this information collection request (ICR) by selecting “Department of Education” under “Currently Under Review,” then check the “Only Show ICR for Public Comment” checkbox. [Reginfo.gov](http://www.reginfo.gov) provides two links to view documents related to this information collection request. Information collection forms and instructions may be found by clicking on the “View Information Collection (IC) List” link. Supporting statements and other supporting documentation may be found by clicking on the “View Supporting Statement and Other Documents” link.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection activities, please contact Amy Johnson, (202) 453-7439.

**SUPPLEMENTARY INFORMATION:** 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:* Evaluation of the REL Appalachia Teaching Math to Young Children Toolkit

*OMB Control Number:* 1850-0991

*Type of Review:* Revision of a currently approved ICR.

*Respondents / Affected Public:* Individuals or Households

*Total Estimated Number of Annual Responses:* 7,040

*Total Estimated Number of Annual Burden Hours:* 792

*Abstract:* Mathematics knowledge acquired in early childhood provides a critical foundation for long-term student success in math as well as reading (Duncan et al., 2007; Watts et al., 2014), but the professional development (PD) and curricular support for preschool teachers often lack specific content and training on high-quality math instruction delivered by math content experts. To address this problem, the REL Appalachia toolkit development team is developing a toolkit to provide preschool teachers with support in implementing core teaching practices essential to promoting early math skills and knowledge in children. The toolkit is based on the Teaching Math to Young Children IES practice guide (Frye et al., 2013) and is being developed in collaboration with state and district partners in Virginia.

In this revision, IES requests clearance for data collection instruments and the collection of district administrative data for an efficacy study of the toolkit as part of the REL Appalachia (REL AP) contract.

The study will assess the efficacy of the professional development resources included in the toolkit. The evaluation will also assess how teachers implement the toolkit to provide context for the efficacy findings and guidance to improve the toolkit and its future use.

The evaluation will take place in 50 schools across approximately 10 school divisions in Virginia and focus on mathematics teaching practices and student mathematics knowledge and skills in preschool classrooms. The purpose of this study will be to measure the efficacy and implementation of the REL AP–developed toolkit designed to improve teacher practice and preschool students’ math learning outcomes. The toolkit evaluation will produce a report for district and school leaders who are considering strategies to improve math learning in preschool. The report will be designed to help them decide whether and how to use the toolkit to help them implement the practice guide recommendations.

**Dated:** April 9, 2024.

**Juliana Pearson,**

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