

Accommodation files (last published at 77 FR 29596 (May 18, 2012)).

Dated: December 14, 2021.

Alberta Mills,

Secretary, U.S. Consumer Product Safety Commission.

[FR Doc. 2021-27438 Filed 12-17-21; 8:45 am]

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DEPARTMENT OF EDUCATION

[Docket No.: ED-2021-SCC-0169]

Agency Information Collection Activities; Comment Request; School Pulse Panel Data Collection Winter Collections Revision

AGENCY: Institute of Educational Science (IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is requesting the Office of Management and Budget (OMB) to conduct an emergency review of a new information collection.

DATES: Approval by the OMB has been requested by or before [December 17, 2021]. Interested persons are invited to submit comments on or January 19, 2022.

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-2021-SCC-0169. 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, ED will temporarily accept comments at 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 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 Strategic Collections and Clearance Governance and Strategy Division, U.S. Department of Education, 400 Maryland Ave. SW, LBJ, Room 6W208B, Washington, DC 20202-4537.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Carrie Clarady, 202-245-6347.

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: School Pulse Panel Data Collection Activities.

OMB Control Number: 1850-0963.

Type of Review: A revision of a currently approved collection.

Respondents/Affected Public: State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 17,280.

Total Estimated Number of Annual Burden Hours: 4,752.

Abstract: The School Pulse Panel is a new study conducted by the National Center for Education Statistics (NCES), part of the Institute of Education Sciences (IES), within the United States Department of Education, to collect extensive data on issues concerning the impact of the COVID-19 pandemic on students and staff in U.S. public primary, middle, high, and combined-grade schools. The survey will ask school district staff and sampled school principals about topics such as instructional mode offered; enrollment counts of subgroups of students using various instructional modes; learning loss mitigation strategies; safe and healthy school mitigation strategies; special education services; use of technology; use of federal relief funds; and information on staffing. Because this data collection is extremely high

priority and time sensitive, it will undergo Emergency Clearance. Because this data collection is extremely high priority and time sensitive, it will undergo Emergency Clearance. It will not go through a 60-day public comment period and will only undergo a 30-day public comment period after clearance has been granted. NCES has also submitted a parallel ICR package to undergo the usual 60-day and 30-day clearance processes so that data collection can continue beyond the expiration of the emergency clearance.

The administration of the School Pulse Panel study is in direct response to President Biden's Executive Order 14000: Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers. It will be one of the nation's few sources of reliable data on a wealth of information focused on school reopening efforts, virus spread mitigation strategies, services offered for students and staff, and technology use, as reported by school district staff and principals in U.S. public schools. About 1,200 public elementary, middle, high, and combined-grade schools will be selected to participate in a panel where school and district staff will be asked to provide requested data monthly during the 2021-22 school years. This approach provides the ability to collect detailed information on various topics while also assessing changes in reopening efforts over time. Given the high demand for data collection during this time, the content of the survey may change on a quarterly basis.

Emergency Justification: In October 2021, the SPP was suspended for the months of October, November, and December due to low response rates for the first month of the collection (OMB 1850-0963 v6). During that pause, the Institute of Education Sciences used that time to redesign the study to improve response rates. A primary strategy for that was to reduce burden in each month's collection and to rotate content to address data needs of the agencies across months. Additionally, we are actively recruiting schools in a more comprehensive manner in order to start the January collection with a more robust, committed panel of schools. This submission includes planned communication materials and items to be collected in January, February, and March. The SPP study itself is extremely important particularly now that COVID-19 has not waned, and the pulse model is one that the agency will need after the pandemic subsides for other quick-turnaround data needs.

Dated: December 15, 2021.

Stephanie Valentine,

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

[FR Doc. 2021-27476 Filed 12-17-21; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Statewide Family Engagement Centers

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2022 for the Statewide Family Engagement Centers (SFEC) program, Assistance Listing Number (ALN) 84.310A. This notice relates to the approved information collection under the Office of Management and Budget (OMB) control number 1894-0006.

DATES:

Applications Available: December 20, 2021.

Deadline for Transmittal of Applications: February 18, 2022.

Deadline for Intergovernmental Review: April 19, 2022.

Pre-Application Webinar Information: For information about the pre-application webinar, visit the SFEC website at: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/statewide-family-engagement-centers-program/>.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on February 13, 2019 (84 FR 3768) and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

FOR FURTHER INFORMATION CONTACT: Beth Yeh, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E335, Washington, DC 20202-5970. Telephone: (202) 205-5798. Email: beth.yeh@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:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The SFEC program is authorized under title IV, part E of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The purpose of the SFEC program is to provide financial support to organizations that provide technical assistance and training to State educational agencies (SEAs) (as defined in the notice) and local educational agencies (LEAs) (as defined in the notice) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. The Secretary is authorized to award grants to statewide organizations (or consortia of such organizations) to establish SFECs that (1) carry out parent education and family engagement in education programs, and (2) provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such programs.

Background: Deep and meaningful family engagement is critical to the success of all schools and all students. The SFEC program seeks to promote high-impact cradle-to-career family, school, and community engagement by funding centers that build the capacity of all stakeholders—including families, SEAs, LEAs, school-level staff and personnel, and community-based organizations—to engage in effective partnerships that support equity, student opportunities and achievement, and students' and families' social and emotional needs.

Family, school, and community engagement must be viewed as a shared responsibility among all parties, in order to be effective. The engagement should be continuous from birth to young adulthood and should take place wherever children learn—at home, in school, and in their community.

The Department's Dual Capacity-Building Framework for Family-School Partnerships¹ identifies several key conditions essential to the design of high-quality activities and initiatives for building the capacity of families, SEAs, LEAs, and school staff to partner in ways that support school improvement and student opportunities and achievement. These conditions highlight the fact that high-quality activities are purposefully designed and

linked to school and LEA achievement goals (e.g., school readiness, student achievement, and school improvement).

The Dual Capacity-Building Framework promotes the integration of initiatives into the support structures and processes at the SEA and LEA levels, including training, professional development, teaching and learning, resource development and community collaboration. The framework also recommends that these initiatives operate with adequate resources, including public-private partnerships, to ensure meaningful and effective strategies that have the power to impact student learning and achievement.

Building on years of research and lessons learned from programs such as the Parent Training and Information Centers,² the high-impact family engagement envisioned in SFEC requires a focus on State and local policy, as well as initiatives designed to promote parental involvement (as defined in this notice) and other direct support for parents, families, and the organizations that serve them.

In this year's SFEC competition, the Department also seeks to continue to build an evidence base for the program by providing incentives to applicants that propose: (1) Projects (as defined in the notice) that are supported by evidence (Competitive Preference Priority 1); and (2) robust evaluations. Such projects would, if well implemented, yield promising evidence (as defined in this notice). To this end, we include a competitive preference priority encouraging projects that are based on evidence and a selection criterion factor that encourages applicants to further explain the conceptual framework, which can be outlined in a logic model.

In addition, through Competitive Preference Priorities 2-4, we seek applications that propose to address the impacts from the COVID-19 pandemic (Competitive Preference Priority 2), promote equity (Competitive Preference Priority 3), and support coordination (Competitive Preference Priority 4). These priorities are important for this SFEC program competition for a variety of reasons. The COVID-19 pandemic has required LEAs and schools to work closely with families as schools moved in and out of remote learning, implemented return to school plans, and have supported students' social, emotional, mental health, and academic needs after significant disruption and

¹ See: www2.ed.gov/documents/family-community/frameworks-resources.pdf.

² The Parent Training and Information Centers program is one of the primary vehicles under the Individuals with Disabilities Education Act (IDEA) for providing information and training to parents of children with disabilities.