stressors, identify gaps in the suicide prevention system, and identify best practices and collaboration efforts between suicide prevention stakeholders.

Affected Public: Individuals or households.

Annual Burden Hours: 1,803.75.
Number of Respondents: 7,215.
Responses per Respondent: 1.
Annual Responses: 7,215.
Average Burden per Response: 15 minutes.

Frequency: One-time.

Headquarters Marine Corps will distribute a link to the Stakeholder Survey and invitation email to each command Commanding Officer, who will then forward the link to specified stakeholders including: Suicide Prevention Program Officers, Behavioral Health Branch Heads, Embedded Preventive Behavioral Health Capability (EPBHC) Analysts, Coordinators, or Directors, EPBHC Specialists, Navy Chaplain/Religious Program Assistant, Embedded Mental Health Provider, and Corpsman or Unit Doctors. These individuals can follow the link on any computer or personal media device to the survey hosted on Max Survey. Upon completion of the survey, participants click the submit button and then exit the survey platform. Data will be gathered and stored on MAX Survey's electronic platform. After the data collection period ends, data will be downloaded and stored on a secure shared-drive that requires a CAC-enabled computer, and appropriate user privileges to gain access.

Dated: April 26, 2022.

Aaron T. Siegel,
Alternate OSD Federal Register Liaison Officer, Department of Defense.

[FR Doc. 2022–09284 Filed 4–28–22; 8:45 am]

BILLING CODE 5001–06–P

DEPARTMENT OF EDUCATION

[Docket No.: ED–2022–SCC–0020]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Health Education Assistance Loan (HEAL)

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 without change of a currently approved collection.

DATES: Interested persons are invited to submit comments on or before May 31, 2022.

ADDRESSES: Written comments and recommendations for proposed information collection requests should be sent within 30 days of publication of this notice to *www.reginfo.gov/public/do/PRAMain.* Find this information collection request by selecting ''Department of Education'' under ''Currently Under Review,'' then check ''Only Show ICR for Public Comment'' checkbox. Comments may also be sent to *ICDocketmgr@ed.gov.*

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, 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: Health Education Assistance Loan (HEAL).

OMB Control Number: 1845–0126.
Type of Review: Extension without change of a currently approved collection.

Respondents/Affected Public: Private Sector.

Total Estimated Number of Annual Responses: 174.

Total Estimated Number of Annual Burden Hours: 98.

Abstract: This is a request for an extension of the Office of Management and Budget (OMB) approval of information collection requirements associated with the forms of the Health Education Assistance Loan (HEAL) Program, currently approved under OMB No. 1845–0126, which expires June 30, 2022. Clearance of this information collection is necessary to provide borrowers with information on the cost of their loan(s) including Truth in Lending information and to provide the Department with information to monitor the financial status of the HEAL program and to identify which lenders may have excessive delinquencies and defaulted loans. The information collection is essential for reporting and retaining information for sound and responsible program management.

Dated: April 25, 2022.

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. 2022–09151 Filed 4–28–22; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

[Docket ID ED–2022–IES–0051]

Request for Information on the Existence and Use of Large Datasets To Address Education Research Questions

AGENCY: Institute of Education Sciences, Department of Education.
ACTION: Request for information.

SUMMARY: The National Center for Education Research (NCER), a center within the U.S. Department of Education's Institute of Education Sciences, funds and coordinates high-quality, innovative research that addresses the biggest challenges facing education in the 21st century. Through this request for information (RFI), NCER seeks public input to help us identify existing large datasets that may be useful for research and to understand the challenges and limitations that may affect access and their value for research.

DATES: We must receive your comments by May 31, 2022.

ADDRESSES: Comments must be submitted via the Federal eRulemaking Portal at *regulations.gov.* However, if you require an accommodation or cannot otherwise submit your comments via *regulations.gov,* please contact the program contact person

listed under **FOR FURTHER INFORMATION CONTACT**. The Department will not accept comments by fax or by email. To ensure that the Department does not receive duplicate copies, please submit your comments only once. Additionally, please include the Docket ID at the top of your comments.

The Department strongly encourages you to submit any comments or attachments in Microsoft Word format. If you must submit a comment in Adobe Portable Document Format (PDF), the Department strongly encourages you to convert the PDF to ''print-to-PDF'' format, or to use some other commonly used searchable text format. Please do not submit the PDF in a scanned format. Using a print-to-PDF format allows the Department to electronically search and copy certain portions of your submissions to assist in the process.

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 their name, title, institution or affiliation, and the name, title, mailing and email addresses, and telephone number of a contact person for the institution or affiliation, if any.

FOR FURTHER INFORMATION CONTACT: Erin Higgins, Program Officer, National Center for Education Research, Institute of Education Sciences, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202–7240. Telephone: (202) 706–8509. You may also email your questions to *Erin.Higgins@ed.gov,* but as described above, comments must be submitted via the Federal eRulemaking Portal at *regulations.gov.*

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7–1–1.

SUPPLEMENTARY INFORMATION:

Background

The number of large education-related datasets is growing, and we have new opportunities to leverage these data to address critical questions of policy and practice. For example, State longitudinal data systems (SLDS) can support research on the questions that State agencies have about a specific education issue, program, or policy. SLDSs have the potential to support lower-cost, faster research by avoiding the need for costly primary data collection. Similarly, education technologies generate large amounts of data that—after ensuring students' privacy is protected—can potentially provide valuable insights about learning. Despite the large amount of raw data collected by these technologies, there are legal, practical, and methodological barriers to conducting research that leverages these types of datasets to understand and improve students' education outcomes. Education researchers seeking to conduct studies using these datasets confront challenges related to the validity of data elements and the logistics of data access in ways that protect students' privacy, consistent with local, State, and Federal law. Researchers face significant barriers and costs to access these datasets, which leads to only a small number of education studies with large sample sizes, despite the known advantages of these types of studies.

There are examples of the potential insights to be gained from these data, and the fields of educational data mining and learning analytics have developed methods and insights for working with large datasets. For example, researchers have analyzed data collected in the digital administration of NAEP, which has led to insights into multiple aspects of student test-taking strategies.[1][2]

Data privacy is central to the ethical conduct of research. Any plans to leverage the large amounts of data that are being collected through education technology, State longitudinal data systems, and other sources must be designed to minimize the risk of disclosure in order to protect the privacy of students.

Through this RFI, we seek public comment to help us identify existing

large datasets, especially those that are generated using education technology, that may be useful for research; identify best practices for creating new, large datasets that are valuable for research; understand the challenges and limitations that may impact data access; and develop and implement plans to protect students' privacy.

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 the 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 stakeholders who are aware of large datasets relevant to education and learning, especially those generated through education technology; stakeholders who have perspectives on the value of these datasets for education research; and stakeholders who are aware of challenges and limitations to both access and use of large datasets to share responses to the following questions in their comments:

(1) What public or restricted use education-related datasets are available for training students in data mining/machine learning methods? What training needs are not being met by the datasets that are currently available?

(2) What open or restricted use education-related datasets are available to train new artificial intelligence models or to test hypotheses using data mining/machine learning methods? What research needs are not being met by the datasets that are currently available?

(3) What work do researchers need to do to access, and then explore the quality of, an existing dataset before conducting research with it? What aspects of this work could be reduced or conducted just once so that future researchers can reduce the time needed to complete a research project?

(4) How do researchers determine the validity of data elements within previously collected datasets? What

[1] Arslan, B., Gong., T., Feng, G., Agard, C., & Keehner, M. (2021, June 8). *Going beyond scores: Understanding fourth-graders' scientific inquiry practices with process data.* [Paper presentation]. The 2021 Virtual Annual Meeting of the National Council on Measurement in Education.

[2] Wang, N. & Circi, R. (2020, August). *Revisiting Omit and Not-Reached Scoring Rule using NAEP Process Data.* In J. Weeks (Chair). *Diving into NAEP Process Data to Understand Students' Test Taking Behaviors.* Symposium accepted to the meeting of the 2021 National Council on Measurement in Education, Baltimore, MD.

challenges are frequently encountered related to how those data align to constructs of interest?

(5) What are promising approaches to testing and improving the validity of metrics within large datasets, especially those datasets that are developed through interactions with education technology?

(6) How likely is it that existing datasets, especially those that come out of education technology, contain data that are valuable for researchers and of sufficient quality that research could be conducted with a high amount of rigor?

(7) To what extent do existing datasets capture enough information to address research questions related to diversity, equity, inclusion, and accessibility? What additional data should be collected to address these questions?

(8) What are the best practices for creating new datasets or linking existing datasets and sharing them with researchers (open or restricted use) while prioritizing the privacy of individuals and adhering to local, State, and Federal laws? What barriers and limitations exist?

(9) What role can IES play in developing infrastructure that supports the use of large-scale datasets for education research?

Accessible Format: By 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. 2022–09239 Filed 4–28–22; 8:45 am]
BILLING CODE 4000–01–P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

Combined Notice of Filings #1

Take notice that the Commission received the following electric corporate filings:

Docket Numbers: EC22–57–000.
Applicants: Northern Wind Energy Redevelopment, LLC.
Description: Joint Application for Authorization Under Section 203 of the Federal Power Act of Northern Wind Energy Redevelopment, LLC, et al.
Filed Date: 4/22/22.
Accession Number: 20220422–5296.
Comment Date: 5 p.m. ET 5/13/22.

Docket Numbers: EC22–58–000.
Applicants: Vandolah Power Company, L.L.C.
Description: Application for Authorization Under Section 203 of the Federal Power Act of Vandolah Power Company, L.L.C.
Filed Date: 4/25/22.
Accession Number: 20220425–5191.
Comment Date: 5 p.m. ET 5/16/22.

Take notice that the Commission received the following electric rate filings:

Docket Numbers: ER20–1697–002.
Applicants: Midcontinent Independent System Operator, Inc., AEP Indiana Michigan Transmission Company, Inc.
Description: Compliance filing: Midcontinent Independent System Operator, Inc. submits tariff filing per 35: 2022–04–25_AEP Compliance on Order 864 for ADIT to be effective 1/27/2020.
Filed Date: 4/25/22.
Accession Number: 20220425–5355.
Comment Date: 5 p.m. ET 5/16/22.

Docket Numbers: ER20–1740–002.
Applicants: American Transmission Systems, Incorporated, PJM Interconnection, L.L.C.
Description: Compliance filing: American Transmission Systems, Incorporated submits tariff filing per 35: ATSI submits compliance filing in ER20–1740 revising Att. H–21A and Att. II to be effective 12/1/2020.
Filed Date: 4/25/22.
Accession Number: 20220425–5180.

Comment Date: 5 p.m. ET 5/16/22.

Docket Numbers: ER20–1957–002.
Applicants: Gulf Power Company.
Description: Compliance filing: Supplement to Amended Compliance Filing to be effective 1/27/2020.
Filed Date: 4/25/22.
Accession Number: 20220425–5325.
Comment Date: 5 p.m. ET 5/16/22.

Docket Numbers: ER20–2577–002.
Applicants: Southwest Power Pool, Inc., American Electric Power Service Corporation
Description: Compliance filing: American Electric Power Service Corporation submits tariff filing per 35: Compliance Filing in Response to Order Issued in ER20–2577 (AEP West Transcos) to be effective 1/27/2020.
Filed Date: 4/25/22.
Accession Number: 20220425–5341.
Comment Date: 5 p.m. ET 5/16/22.

Docket Numbers: ER21–1807–004.
Applicants: Hill Top Energy Center LLC.
Description: Compliance filing: Settlement Compliance Filing Under Docket Nos. ER21–1807 and EL21–81 to be effective 7/30/2021.
Filed Date: 4/25/22.
Accession Number: 20220425–5258.
Comment Date: 5 p.m. ET 5/16/22.

Docket Numbers: ER22–109–000.
Applicants: Cheyenne Light, Fuel and Power Company.
Description: Report Filing: Supplemental Information to Jurisdictional Agreement Filing to be effective N/A.
Filed Date: 4/15/22.
Accession Number: 20220415–5167.
Comment Date: 5 p.m. ET 5/6/22.

Docket Numbers: ER22–709–001.
Applicants: Missouri Joint Municipal Electric Utility Commission, Southwest Power Pool, Inc.
Description: Tariff Amendment: Missouri Joint Municipal Electric Utility Commission submits tariff filing per 35.17(b): Deficiency Response— Missouri Joint Municipal Utility Commission Formula Rate to be effective 12/31/9998.
Filed Date: 4/25/22.
Accession Number: 20220425–5198.
Comment Date: 5 p.m. ET 5/16/22.

Docket Numbers: ER22–709–002.
Applicants: Missouri Joint Municipal Electric Utility Commission, Southwest Power Pool, Inc.
Description: Tariff Amendment: Southwest Power Pool, Inc. submits tariff filing per 35.17(b): Supplemental to Deficiency Response of MJMEUC to be effective 12/31/9998.
Filed Date: 4/25/22.
Accession Number: 20220425–5297.