

*Total Estimated Number of Annual Burden Hours: 817.*

**Abstract:** The Rehabilitation Services Administration (RSA) of the U.S. Department of Education's (ED) Office of Special Education and Rehabilitative Services (OSERS) will use this data collection form to capture the performance data from grantees funded under the American Indian Vocational Rehabilitation Services (AIVRS) program (CFDA #84.250). RSA and ED will use the information gathered annually to: (a) Comply with reporting requirements under the Education Department General Administrative Regulations (EDGAR) 34 CFR part 75.118, (b) measure performance on the program in accordance with the program indicators identified in the Government Performance Result Act (GPRA), and (c) provide information annually to Congress on activities conducted under this program.

The proposed changes to the existing form will improve user friendliness, clarity of data element questions, and accuracy of data reported. These revisions are not significantly different from the original collection, but are proposed to provide clarity, consistency, and usability. In order to improve the user friendliness of the form, some sections were reorganized to enhance the natural flow of data collection. Data element questions were revised to improve clarity of the requests, which will result in accuracy of data being reported. On additional data element was inserted in order to ensure grantees remain compliant with regulatory requirements, but the additional data element is offset by the elimination and consolidation of other sections in this ICR. Additionally, ED had revised how it will collect survey data regarding the Training and Technical Needs of AIVRS projects and the entire section of the report is deleted to further reduces burden. The Training and Technical Needs assessment survey will not be conducted independent of the ICR.

Dated: July 23, 2020.

**Kate Mullan,**

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

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## DEPARTMENT OF EDUCATION

[Docket No.: ED-2020-SCC-0124]

### Agency Information Collection Activities; Comment Request; Education Stabilization Fund—Elementary and Secondary School Emergency Relief Fund (ESSER) Recipient Data Collection Form

**AGENCY:** Office of Elementary and Secondary Education (OESE), Department of Education (ED).

**ACTION:** Notice.

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

**DATES:** Interested persons are invited to submit comments on or before September 28, 2020.

**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-2020-SCC-0124. 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 [www.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](mailto: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 6W208D, Washington, DC 20202-8240.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection activities, please contact Gabriella Tanner, 202-453-6129, or email [esserf@ed.gov](mailto:esserf@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:** Education Stabilization Fund—Elementary and Secondary School Emergency Relief Fund (ESSER) Recipient Data Collection Form.

**OMB Control Number:** 1810-NEW.

**Type of Review:** A new information collection.

**Respondents/Affected Public:** State, Local and Tribal Organizations.

**Total Estimated Number of Annual Responses:** 14,656.

**Total Estimated Number of Annual Burden Hours:** 44,248.

**Abstract:** This information collection supports the annual collection of data pertaining to the uses of funds under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). The Department ESSER awards grants to State educational agencies (SEAs) and analogous grants to Outlying Areas for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. LEAs must provide equitable services to students and teachers in non-public schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). The information will be reviewed by Department employees to ensure that ESSER funds are used in accordance with Sec. 18003(d) of the CARES Act and will be shared with the public to promote transparency regarding the allocation and uses of funds.

**ESSER Reporting Requirements:** Data collected through this information

collection will inform Department monitoring and oversight, and public reporting and is in addition to reporting already required under the Federal Funding Accountability and Transparency Act of 2006 (FFATA), Public Law 109–282, as amended by the Digital Accountability and Transparency Act (DATA Act), Public Law 113–101.

**ESSER Reporting Timeframe:** The anticipated reporting periods and associated deadlines for this information collection are as follows:

The First Annual Report is due on January 29, 2021 and applies to the reporting period from March 13, 2020 through September 30, 2020. The Second Annual Report is due on January 31, 2022 and applies to the reporting period from October 1, 2020 through September 30, 2021. The Third Annual Report is due on March 1, 2023 and applies to the reporting period from October 1, 2021 through December 31, 2022.

**Directed Questions:** The Department requests input from data submitters and stakeholders on the following directed questions. Please note that in addition to these questions, public comments are encouraged on all of the changes proposed. While these questions are directed to SEA data submitters, comments from all stakeholders on these topics are welcome.

(1) What data in this form will be difficult to collect or report and why? Are there changes that could be made to improve the quality of the data or reduce the burden? What are the overall challenges to reporting these data on an annual basis?

(2) The Department is interested in reducing the burden of data collection and making use of existing data when at all possible. For example, are the proposed data on LEAs available in State data systems? If data are not available in the State data system, is it feasible for States to collect these data from LEAs that received ESSER funding?

(3) Are the proposed data on student participation and engagement during remote learning currently being tracked by LEAs or SEAs? Are the proposed methods to document student participation and engagement during remote learning reliable? Are there additional methods used by LEAs to document student participation and engagement during remote learning?

(4) Are SEAs and LEAs able to determine to what proportion of students within the LEA had internet access (school or family provided internet access) at home?

(5) Will the proposed method for collecting the number of FTE positions created or retained as a result of ESSER funds awarded to the SEA yield accurate data? Is there an alternative methodology that would improve the accuracy of the data?

(6) What changes should be made to the form to accommodate data collection from the Outlying Areas of the United States, specifically: The US Virgin Islands (VI), Guam (GU), the Commonwealth of the Northern Mariana Islands (CNMI), and American Samoa (AS)?

Dated: July 24, 2020.

**Kate Mullan,**

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

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## DEPARTMENT OF EDUCATION

### Applications for New Awards; Education Innovation and Research (EIR) Program—Early-Phase Grants

**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) 2020 for the EIR program—Early-phase Grants, Catalog of Federal Domestic Assistance (CFDA) number 84.411C (Early-phase Grants). This notice relates to the approved information collection under OMB control number 1855–0021.

#### DATES:

*Applications Available:* July 31, 2020.  
*Deadline for Notice of Intent to Apply:* August 18, 2020.

*Deadline for Transmittal of Applications:* September 10, 2020.

*Deadline for Intergovernmental Review:* November 10, 2020.

*Pre-Application Information:* The Department will post additional competition information for prospective applicants on the EIR program website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/fy-2020-competition-2/>.

**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](http://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf).

#### FOR FURTHER INFORMATION CONTACT:

Ashley Brizzo, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E325, Washington, DC 20202–5900. Telephone: (202) 453–7122. Email: [eir@ed.gov](mailto:eir@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 EIR program, established under section 4611 of the Elementary and Secondary Education Act, as amended (ESEA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent education challenges and to support the expansion of those solutions to serve substantially larger numbers of students.

The central design element of the EIR program is its multi-tier structure that links the amount of funding an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project, with the expectation that projects that build this evidence will advance through EIR's grant tiers: “Early-phase,” “Mid-phase,” and “Expansion.” Applicants proposing innovative practices that are supported by limited evidence can receive relatively small grants to support the development, implementation, and initial evaluation of the practices; applicants proposing practices supported by evidence from rigorous evaluations, such as an experimental study (as defined in this notice), can receive larger grant awards to support expansion across the country. This structure provides incentives for applicants to—(1) explore new ways of addressing persistent challenges that other educators can build on and learn from; (2) build evidence of effectiveness of their practices; and (3) replicate and scale successful practices in new schools, districts, and States while addressing the barriers to scale, such as cost structures and implementation fidelity.