

review, in Section I: Program Information.

- Five new multiple choice questions in Section VII: Teacher Shortages and Teacher Preparation, which are replacing three open text items.
- A new “other” response option for a multiple choice item in Section IX: Improvement Efforts.
- A new multiple choice and open text item in Section IX: Improvement Efforts.
- A new section (Section X) about the impact of COVID-19. The section would have three questions in the first data collection year in which it is implemented, due to retrospective questions going back to academic year 2019–20, but only one question in subsequent data collection years.
- Minor revisions to the gender and race/ethnicity categories in Section I: Program Information.

Dated: March 27, 2023.

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. 2023–06667 Filed 3–30–23; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

[Docket No.: ED–2023–SCC–0054]

Agency Information Collection Activities; Comment Request; Grant Reallotment

AGENCY: Office of Special Education and Rehabilitative Services (OSERS), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing an extension without change of a currently approved information collection request (ICR).

DATES: Interested persons are invited to submit comments on or before May 30, 2023.

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–2023–SCC–0054. 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, the Department 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 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 Manager of the Strategic Collections and Clearance Governance and Strategy Division, U.S. Department of Education, 400 Maryland Ave. SW, LBJ, Room 6W203, Washington, DC 20202–8240.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact David Steele, 202–245–6520.

SUPPLEMENTARY INFORMATION: The Department, 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. The Department is soliciting comments on the proposed information collection request (ICR) that is described below. 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: Grant Reallotment.

OMB Control Number: 1820–0692.

Type of Review: An extension without change of a currently approved ICR.

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

Total Estimated Number of Annual Responses: 323.

Total Estimated Number of Annual Burden Hours: 11.

Abstract: The Rehabilitation Act of 1973, as amended (the Act), authorizes

the Rehabilitation Services Administration (RSA) Commissioner to reallot to other grant recipients that portion of a recipient’s annual grant that cannot be used. To maximize the use of appropriated funds under the formula grant programs, RSA has established a reallotment process for the State Vocational Rehabilitation Services (VR); State Supported Employment Services (Supported Employment); Independent Living Services for Older Individuals Who Are Blind (OIB); Client Assistance Program (CAP); and Protection and Advocacy of Individual Rights (PAIR) programs. The authority for RSA to reallot formula grant funds is found at sections 110(b)(2) (VR), 622(b) (Supported Employment), 752(i)(4) (OIB), 112(e)(2) (CAP), and 509(e) (PAIR) of the Act.

The information will be used by the RSA State Monitoring and Program Improvement Division (SMPID) to reallot formula grant funds for the awards mentioned above.

Dated: March 27, 2023.

Juliana Pearson,

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

[FR Doc. 2023–06625 Filed 3–30–23; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

[Docket ID ED–2023–OESE–0043]

Request for Information Regarding the Innovative Assessment Demonstration Authority

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

ACTION: Request for information.

SUMMARY: The Department of Education (Department) is requesting information on successful approaches to innovative assessment implementation that can encourage State educational agencies (SEAs) to pursue the Innovative Assessment Demonstration Authority (IADA) and improve statewide assessments. We will use this information to inform our implementation of IADA, under title I, part B of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA).

DATES: We must receive your comments on or before May 1, 2023.

ADDRESSES: Submit your comments to this request for information (RFI) through the Federal eRulemaking Portal

at [regulations.gov](https://www.regulations.gov). Information on using [Regulations.gov](https://www.regulations.gov), including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site, under "FAQ." Comments submitted by hand delivery, fax, email, or after the comment period will not be accepted. However, if you require an accommodation or cannot otherwise submit your comments via [regulations.gov](https://www.regulations.gov), please contact the program contact person listed under **FOR FURTHER INFORMATION CONTACT**. To ensure that the Department does not receive duplicate copies, please submit your comments only one time. To ensure that your comments have maximum effect in informing the Department's knowledge base of innovations in assessments, we encourage you to clearly identify the question number that each comment addresses. Additionally, please include the Docket ID at the top of your comments.

Privacy Note: The Department's policy is generally to make comments received from members of the public available for public viewing 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. Commenters should not include in their comments any information that identifies other individuals or that permits readers to identify other individuals. The Department reserves the right to redact at any time any information that identifies other individuals, includes information that would allow readers to identify other individuals, or includes threats of harm to another person.

This is an RFI 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 become the property of the U.S. Government and will not be returned.

FOR FURTHER INFORMATION CONTACT:

Patrick Rooney, U.S. Department of Education, 400 Maryland Avenue SW, Room 3W202, Washington, DC 20202. Telephone: (202) 453-5514. Email: patrick.rooney@ed.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: The ESEA requires annual assessments of all students in grades 3–8 and assessments of students once in high school. When developed thoughtfully, these assessments are tools for advancing learning and promoting equity. When assessments are done poorly, in excess, or without a clear purpose, they divert time and resources from teaching and learning. The ESEA affords States important discretion in implementing assessment systems, including the opportunity to pilot new approaches or designs in summative assessments through IADA.

IADA is authorized in section 1204 of the ESEA, and the implementing regulations for IADA are found in 34 CFR 200.104 through 34 CFR 200.108.¹ IADA regulations address the following topics: definitions (§ 200.104); application requirements (§ 200.105); selection criteria (§ 200.106); transition to statewide use (§ 200.107); and extensions, waivers, and withdrawal of authority (§ 200.108).

IADA seeks to help States interested in fostering and scaling up high-quality, innovative assessments that will replace their current summative assessments. An SEA would require this demonstration authority if the SEA proposes to develop an innovative assessment in any grade or subject that requires academic assessments (section 1111(b)(2)(B) of the ESEA). Additionally, the SEA seeking IADA must first administer the assessment, initially, to students in only a subset of its local educational agencies (LEAs) or schools. Under IADA, schools participating in a pilot assessment would not have to also administer the current statewide assessment in that grade or subject to all students in those LEAs or schools. The State will scale up the innovative assessment over time, eventually using it statewide at the end of the demonstration authority. During the period of the demonstration authority, the results of IADA assessment must be used in the State's accountability system and the results must be included on State and local report cards.

Since 2018, five States have been awarded IADA.² Most recently, in 2021,

the Department provided States with an opportunity³ to apply for the IADA, but no States applied. The Department has received informal feedback from several States and stakeholders that one reason SEAs are reluctant to apply for IADA stems from perceived barriers within the current IADA regulations.

Section 1204(b)(2) of the ESEA establishes the five-year period for the demonstration authority, and ESEA section 1204(g) provides the Department with the discretion to extend the authority for an additional two years (if certain conditions are met as specified in 34 CFR 200.108(a)(1)). The ESEA further permits the Secretary to grant additional waivers to a State to extend the State's IADA authority, and the Department's regulations clarify that such waivers would be granted one year at a time.⁴ Section 1204(e)(2)(A)(iv) of the ESEA requires that the State's application must demonstrate that the innovative assessment system will include valid and reliable results that are comparable to all students and for each subgroup of students described in section 1111(b)(2)(B)(xi), as compared to the results for such students on the State assessments under section 1111(b)(2). The Department has heard concerns that the regulations confine State ability to meet this comparability requirement in the statute such that it stifles innovation in new assessments. Section 200.105(b)(4)(i) currently provides the following five options for a State to meet the comparability requirement in the ESEA:

(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (*i.e.*, 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.

(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2)

States are available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/iada/>.

³ See: www.federalregister.gov/public-inspection/2021-00882/applications-for-new-authorities-innovative-assessment-demonstration-authority.

⁴ See: ESEA section 1204(j)(3) and 34 CFR 200.108(c)(2).

¹ See: www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-200/subpart-E/subject-group-ECFR9277b2b0db822d9?toc=1.

² New Hampshire and Louisiana in 2018; Georgia and North Carolina in 2019; and Massachusetts in 2020. Applications and Annual Reports from these

of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (*i.e.*, 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.

(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.

(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.

(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in section 200.2(b)(11)(i)(A)–(I) and section 1111(b)(2)(B)(xi) and section 1111(h)(1)(C)(ii) of the Act.

The Department is seeking comments on whether these five approaches are sufficient to support States as they consider developing an assessment for implementation under the IADA authority, what additional examples or models of measuring comparability the Department should consider, and information about ideas or practices States might use to demonstrate comparability under section 200.105(b)(4)(i)(E).

In addition, current IADA regulations do not specify a timeline by which a State approved under IADA must begin to administer an operational IADA assessment in some schools or LEAs. Accordingly, the Department is seeking comments on whether the Department approving a State for IADA that includes a planning period would be helpful to the State in its development work.

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 the Department will not directly acknowledge or respond to comments, including comments that contain specific questions or inquiries. Receipt of comments in response to this request for information does not imply that the Department has decided to issue guidance, technical assistance, or other resources.

Detailed Questions: The Department invites stakeholders who are aware of policies and practices in educational assessment that are specifically relevant for innovation to address the following questions in their comments.

1. The Department is interested in whether there are additional considerations or approaches to comparability, whether through changes to current IADA regulations or additional guidance (for elaborating on the “other method” in section 200.105(b)(4)(i)(E)), for the innovative assessment.

a. Are there other methodologies that could be used as models to provide comparable results to current statewide assessments without compromising the innovative nature of the new assessments?

b. Are there ways that a State could plan for an orderly transition from using the achievement standards for the current statewide assessments to achievement standards for the innovative assessment as it scales to statewide use?

c. We note that ESEA section 1204(e)(2)(A)(iv) states that the IADA “generate results that are valid and reliable, and comparable, for all students and for each subgroup of students described in section 1111(b)(2)(B)(xi), as compared to the results for such students on the State assessments under section 1111(b)(2);” and ESEA section 1204(e)(2)(A)(x) states that the IADA “generate an annual, summative achievement determination, based on the aligned State academic achievement standards under section 1111(b)(1) and based on annual data, for each individual student.” Within these statutory requirements, are there other issues with respect to comparability that the Department should clarify, either in regulation or guidance to help states meet this requirement? Please be specific in: (a) describing the issue; (b) identifying the proposed change to address the issue; and (c) identifying how the change will lead to a State being more likely to apply for IADA.

2. Current IADA regulations do not specify a timeline by which a State approved under IADA must administer an operational IADA assessment in some schools or LEAs.

a. Would a State be more likely to submit an IADA application if the Department explicitly provided one or two planning years, after the granting of IADA authority, before the State first administers an operational IADA assessment in some schools or LEAs?

b. Noting that the State would need to have enough detail about its plan for the Department to grant IADA approval or pre-approval, please describe the benefit to the State that would be provided with one or two years of planning time as well as suggestions for the types of activities the State would undertake during the planning time?

3. Please describe any other barriers in the Department’s regulations that might preclude a State from applying for IADA. Please be specific in: (a) identifying the regulatory provision; (b) describing the issue; (c) identifying the proposed change to address the issue; and (d) identifying how the change will lead to a State being more likely to apply for IADA.

In providing feedback, commenters are encouraged to cite published research on promising practices and methodologies for innovative assessment design and implementation. The Department is committed to improving the public’s access to, and the discoverability of, education research. In service of that goal, we encourage responders to share any publications with us and we invite authors, those who hold copyright, 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. The Department is committed to making its publications available to all members of the public. If you have difficulty understanding English, you may, free of charge, request language assistance services for Department information by calling 1–800–USA–LEARN (1–800–872–5327) (TTY: 1–800–877–8339) or email us at Ed.Language.Assistance@ed.gov.

James F. Lane,

*Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant
Secretary Office of Elementary and Secondary
Education, U.S. Department of Education.*

[FR Doc. 2023–06697 Filed 3–30–23; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Peer Review Opportunities With the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE); Office of Elementary and Secondary Education (OESE); Office of English Language Acquisition (OELA); Office of Postsecondary Education (OPE); and Office of Special Education and Rehabilitative Services (OSERS)

AGENCY: Office of Career, Technical, and Adult Education; Office of Elementary and Secondary Education; Office of English Language Acquisition; Office of Postsecondary Education; and Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

SUMMARY: The U.S. Department of Education (Department) announces opportunities for individuals to participate in its peer review process for competitive grant funding under the programs administered by OCTAE, OESE, OELA, OPE, and OSERS.

DATES: Requests to serve as a peer reviewer for fiscal year 2023 will be accepted on an ongoing basis, aligned with this year's grant competition schedule. Requests to serve as a peer reviewer should be submitted at least four weeks prior to the program's application deadline noted on the Department's website under "Forecast

of Funding Opportunities" at www2.ed.gov/fund/grant/find/edlite-forecast.html. This notice highlights the specific needs of OCTAE, OESE, OELA, OPE, and OSERS.

ADDRESSES: An individual interested in serving as a peer reviewer must register and upload his or her resume in the Department's grants management system known as "G5" at www.g5.gov.

FOR FURTHER INFORMATION CONTACT:

OCTAE: Daphne Bonaparte, U.S. Department of Education, 400 Maryland Avenue SW, Room 10–358, Potomac Center Plaza, Washington, DC 20202–5076. Telephone: (202) 987–1561. Email: CTE@ed.gov.

OESE: Andrew Brake, U.S. Department of Education, 400 Maryland Avenue SW, Room 3W344, Washington, DC 20202. Telephone: (202) 453–6136. Email: andrew.brake@ed.gov.

OELA: Celeste McLaughlin, U.S. Department of Education, 400 Maryland Avenue SW, Room H3214, Potomac Center Plaza, Washington, DC 20202–5076. Telephone: (202) 245–7693. Email: NAM@ed.gov.

OPE: Tonya Hardin, U.S. Department of Education, 400 Maryland Avenue SW, Room 2C205, Washington, DC 20202. Telephone: (202) 453–7694. Email: tonya.hardin@ed.gov.

OSERS: Kate Friday, U.S. Department of Education, 400 Maryland Avenue SW, Room 5081B, Potomac Center Plaza, Washington, DC 20202–5076. Telephone: (202) 245–7605. Email: kate.friday@ed.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: The mission of the Department is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. The Department pursues its mission by funding grant programs that will improve access to high-quality educational opportunities and programs that pursue innovations in teaching and learning with a focus on underserved students. The Department also funds programs in other areas as authorized by statute. Grant funds are awarded to State educational agencies; local educational agencies (*i.e.*, school districts); State, local, or Tribal governments; nonprofit organizations; institutions of higher education; and other entities through a competitive process referred to as a grant competition.

Each year the Department convenes panels of external education professionals and practitioners to serve

as peer reviewers.¹ Peer reviewers evaluate and score submitted applications against competition-specific criteria and announced priorities. Application scores are then used to inform the Secretary's funding decisions.

Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, directs Federal agencies to "assess whether underserved communities and their members face systemic barriers in accessing benefits and opportunities available pursuant to those policies and programs." The Department is committed to increasing the racial and ethnic diversity of peer reviewers—an important element of the Department's efforts to implement this Executive order. Moreover, the Department is particularly interested in peer reviewers who represent diverse experiences and perspectives, including experiences working with diverse and underserved communities, and whose expertise pertains to OCTAE, OESE, OELA, OPE, and OSERS grant competitions, and this emphasis on increasing peer reviewer diversity is included in the Department's Agency Equity Plan, available at www2.ed.gov/documents/equity/2022-equity-plan.pdf.

This year, OCTAE is managing one grant competition: Career-Connected High School Initiative.

This year, OESE is managing approximately 25 grant competitions to fund a range of projects that support, education innovation and research; educator growth and diversity; magnet schools; charter schools; literacy; history and civics; family engagement; community schools; Indian education; school infrastructure; and out-of-school time learning, among others.

OELA is managing one grant competition: Native American and Alaska Native Children in School Program.

OPE is managing approximately 20 grant competitions to fund a wide range of projects, including projects to support improvements in educational quality, management, and financial stability at colleges and universities that enroll high numbers of underserved students; projects designed to increase college enrollment among students in high-poverty schools; projects designed to

¹ Please note that the Institute of Education Sciences (IES) uses different peer review processes and procedures than those described in this notice. More information on the IES peer review process can be found at: https://ies.ed.gov/director/sro/application_review.asp. IES also administers its research grant competitions on a different timeline from other offices in the Department.