

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: Title I, Part A Accountability Waiver Requests for School Year 2020–2021.

OMB Control Number: 1810–NEW.

Type of Review: New collection.

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

Total Estimated Number of Annual Responses: 53.

Total Estimated Number of Annual Burden Hours: 159.

Abstract: On February 22, 2021 the U.S. Department of Education (the Department) invited waivers for the 2020–2021 school year of accountability, school identification, and related reporting requirements under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), pursuant to the Department's authority under section 8401 of the ESEA. The purpose for this new collection is collect waiver requests from each State education agency wishing to use the provided waiver template.

Additional Information: The Department is providing a streamlined process for SEA waiver requests that will speed the process for both the SEA and the Department and help ensure State and local staff are able to maintain focus on the pressing needs of students. Any additional delay will have a negative impact on schools and students. In order to reduce the burden on States, the Department has created an

optional template for States to collect the information required under ESEA section 8401 to request waivers of accountability, school identification, and related reporting requirements. The optional template requests only information that is required under ESEA section 8401.

Dated: March 3, 2021.

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–0189]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Impact Evaluation of Teacher Residency Programs

AGENCY: Institute of Educational Science, 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 April 7, 2021.

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 Meredith Bachman, 202–245–7494.

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: Impact Evaluation of Teacher Residency Programs.

OMB Control Number: 1850–NEW.

Type of Review: A new information collection.

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

Total Estimated Number of Annual Responses: 467.

Total Estimated Number of Annual Burden Hours: 117.

Abstract: The U.S. Department of Education (ED)'s Institute of Education Sciences (IES) requests clearance for data collection activities to support a study of teacher residency programs. Teacher residency programs aim to better prepare new teachers by combining education coursework with extensive on-the-job training. Program participants complete a full-year apprenticeship, or “residency,” under the supervision of an experienced mentor teacher before they become teachers of record. The programs help meet the needs of their partner districts by preparing teachers to fill shortages in high-needs schools and subjects. They offer financial support for residents in exchange for a commitment to teach for at least three to five years in the district, in an effort to improve teacher retention. This financial support may also help expand the pool of teacher candidates by encouraging people to enter the profession who might be deterred by the cost of a traditional teacher preparation program. This request covers collection of classroom rosters from schools to randomly assign students to teachers and to monitor any movement between study classes during the school year. A future request will cover all remaining instruments and data collection activities.

Dated: March 3, 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.

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DEPARTMENT OF EDUCATION

Applications for New Awards; Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—National Center for Students With Disabilities Who Require Intensive Intervention

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2021 for a National Center for Students with Disabilities Who Require Intensive Intervention, Assistance Listing Number 84.326Q. This notice relates to the approved information collection under OMB control number 1820-0028.

DATES:

Applications Available: March 8, 2021.

Deadline for Transmittal of Applications: April 22, 2021.

Deadline for Intergovernmental Review: June 21, 2021.

Pre-Application Webinar Information: No later than March 15, 2021, the Office of Special Education Programs (OSEP) will post pre-recorded informational webinars designed to provide technical assistance (TA) to interested applicants. The webinars may be found at www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html.

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:

Celia Rosenquist, U.S. Department of Education, 400 Maryland Avenue SW, Room 5158, Potomac Center Plaza, Washington, DC 20202-5076. Telephone: (202) 245-7373. Email: Celia.Rosenquist@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 purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program is to promote academic achievement and to improve results for children with disabilities by providing TA, supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

Priority: This competition includes one absolute priority. In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in sections 663 and 681(d) of the Individuals with Disabilities Education Act (IDEA); 20 U.S.C. 1463 and 1481(d).

Absolute Priority: For FY 2021 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is:

National Center for Students with Disabilities Who Require Intensive Intervention.

Background:

Across all disability categories, there is a group of students who do not make expected progress when standardized evidence-based interventions are implemented with fidelity and who, therefore, require intensive intervention. Intensive interventions are interventions and services provided under IDEA that are individually designed by systematically adjusting intervention components, such as duration, frequency, strength, alignment, and comprehensiveness, to address a student's unique, severe, and persistent learning or behavior, or both learning and behavior, difficulties. A significant challenge for State educational agencies (SEAs) and local educational agencies (LEAs) is supporting schools and educators in implementing interventions for students with disabilities who have severe and persistent learning or behavior difficulties who require intensive specialized instruction ("students who require intensive intervention") to succeed in school and be prepared for

postsecondary opportunities.

Incorporating intensive intervention in systems of academic and behavioral instruction and intervention presents challenges due to the complexity of intensive intervention and the needed professional development and organizational resources to effectively support its implementation (e.g., Berkeley et al., 2020; Briesch et al., 2019).

Addressing the complex needs of students who require intensive intervention has presented a significant challenge to SEAs and LEAs in several areas. An ongoing need of SEAs and LEAs has been identifying and implementing evidence-based interventions, especially intensive intervention. Academic data reveals long-standing significant achievement gaps for students with disabilities (e.g., National Assessment of Educational Progress; see Sparks, 2018). In addition to the academic data, it has been well-documented that students with persistent learning or behavior difficulties are at increased risk of being suspended, expelled, or arrested as well as experience other challenges that can severely limit their academic success and postsecondary options (e.g., Brobby, 2018; Mitchell et al., 2019). Another area of challenge for SEAs and LEAs is that systems of academic and behavioral instruction and intervention are often developed and implemented in a parallel and non-integrated manner. For example, SEAs and LEAs may have adopted over time separate tiered frameworks to address academic or behavioral instruction and intervention which may have resulted in differing implementation approaches as well as varying levels of resources such as funding, professional development opportunities, prioritization by leadership, or hiring of personnel. Moreover, such an approach does not recognize that academic and behavioral needs often co-occur and influence one another and can limit the effectiveness of intensive intervention.

Compounding the concern of long-standing significant academic achievement gaps and behavioral challenges for students with disabilities is the impact of the novel coronavirus 2019 (COVID-19) pandemic, the long-term effects of which are unknown. Families, educators, administrators, and other stakeholders have voiced concerns that the disruption in typical instruction due to the COVID-19 pandemic will have a disproportionate negative impact on students who require intensive intervention (e.g., Jones et al., 2020) as well as English learners (e.g., U.S. Government Accountability Office,