

Education, Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance (NCEE). The central mission and primary function of the RELs is to support applied research and provide technical assistance to state and local education agencies within their region (ESRA, part D, section 174[f]). The REL program's goal is to partner with educators and policymakers to conduct work that is change-oriented and supports meaningful local, regional, or state decisions about education policies, programs, and practices to improve outcomes for students.

The Regional Educational Laboratory Northwest is developing a toolkit based on the Using Technology to Support Postsecondary Student Learning What Works Clearinghouse (WWC) Practice Guide to support student learning in community college contexts. Community college instructors, across all disciplines, including those who teach in person, hybrid (remote and in person), and online courses, are the primary audience for the Toolkit.

This toolkit's efficacy evaluation will collect information about the professional learning resources, organized as the eAcademy: Professional Learning for Using Technology to Enhance Learning, that will comprise the main component of the Toolkit. In the efficacy study, the eAcademy will be offered to instructors in community colleges in Oregon. The evaluation of the eAcademy includes two parts: first, using a random assignment design, researchers will examine the impact of the eAcademy on instructor knowledge, teaching practices, and student outcomes. Second, researchers will collect implementation data to understand fidelity of implementation, treatment contrast, and how the eAcademy influences instructor and student outcomes.

The research questions include: What is the impact of the eAcademy on instructors' awareness of technology tools for learning, knowledge of how to use technology for learning, and comfort using education technologies to support student learning, what is the impact of the eAcademy on instructors' use of technology to support student learning, and what is the impact of the eAcademy on student engagement, interaction, course completion, and persistence to the next quarter?

The goals of the program evaluation include documenting the content of eAcademy (topics covered and activities provided), the way the eAcademy is implemented, and the treatment dosage to understand fidelity of

implementation. The evaluation study will provide further insight into how the eAcademy is related to instructor- and student-level outcomes, and the implementation study will document treatment contrast between the eAcademy and other available professional resources. eAcademy participation data will be used to affirm whether instructors in the treatment group accessed the professional resources and instructors in the control group did not.

Findings from the implementation study may be used to improve future iterations of the eAcademy and to update the WWC Practice Guide recommendations. They may also generate ideas for new approaches to professional development that lead to better outcomes.

Dated: September 26, 2023.

**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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**BILLING CODE 4000-01-P**

## DEPARTMENT OF EDUCATION

[Docket No.: ED-2023-SCC-0125]

### Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; National Implementation Study of Student Support and Academic Enrichment Grants (Title IV, Part A)

**AGENCY:** Institute of Education Sciences (IES), Department of Education (ED).

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a revision of a currently approved information collection request (ICR).

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

**ADDRESSES:** Written comments and recommendations for proposed information collection requests should be submitted within 30 days of publication of this notice. Click on this link [www.reginfo.gov/public/do/PRAMain](http://www.reginfo.gov/public/do/PRAMain) to access the site. Find this information collection request (ICR) by selecting "Department of Education" under "Currently Under Review," then check the "Only Show ICR for Public Comment" checkbox. [Reginfo.gov](http://Reginfo.gov) provides two links to view documents

related to this information collection request. Information collection forms and instructions may be found by clicking on the "View Information Collection (IC) List" link. Supporting statements and other supporting documentation may be found by clicking on the "View Supporting Statement and Other Documents" link.

**FOR FURTHER INFORMATION CONTACT:** For specific questions related to collection activities, please contact Claire Allen-Platt, (202) 987-1090.

**SUPPLEMENTARY INFORMATION:** 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:* National Implementation Study of Student Support and Academic Enrichment Grants (Title IV, Part A).

*OMB Control Number:* 1850-0968.

*Type of Review:* Revision of a currently approved ICR.

*Respondents/Affected Public:* State, local, and Tribal governments.

*Total Estimated Number of Annual Responses:* 356.

*Total Estimated Number of Annual Burden Hours:* 172.

*Abstract:* This study will collect information about policy and program implementation of the grants administered under title IV, part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), to describe and report on districts' decision-making process for use of title IV, part A funds, how states help inform districts' decisions, and what topic areas and activities are funded with title IV, part A funds. The revision will amend the study to eliminate an optional survey planned for 2024 and add a new information collection. The new collection will obtain information about a new grant administered through title IV-A, the Bipartisan Safer Communities Act (BSCA) Stronger Connections (SC) grant program, which awards funds to states and districts to promote safer, more inclusive learning environments and support the social, emotional, physical, and mental health of students.

Dated: September 25, 2023.

**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. 2023–21336 Filed 9–28–23; 8:45 am]

**BILLING CODE 4000–01–P**

## DEPARTMENT OF EDUCATION

[Docket No.: ED–2023–SCC–0176]

### Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; 2023–24 National Postsecondary Student Aid Study (NPSAS:24) Full-Scale Study—Student Data Collection and Student Records

**AGENCY:** National Center for Education Statistics (NCES), Department of Education (ED).

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a revision of a currently approved information collection request (ICR).

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

**ADDRESSES:** Written comments and recommendations for proposed information collection requests should be submitted within 30 days of publication of this notice. Click on this link [www.reginfo.gov/public/do/PRAMain](http://www.reginfo.gov/public/do/PRAMain) to access the site. Find this information collection request (ICR) by selecting “Department of Education” under “Currently Under Review,” then check the “Only Show ICR for Public Comment” checkbox. *Reginfo.gov* provides two links to view documents related to this information collection request. Information collection forms and instructions may be found by clicking on the “View Information Collection (IC) List” link. Supporting statements and other supporting documentation may be found by clicking on the “View Supporting Statement and Other Documents” link.

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

**SUPPLEMENTARY INFORMATION:** 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:* 2023–24 National Postsecondary Student Aid Study (NPSAS:24) Full-Scale Study—Student Data Collection and Student Records.

*OMB Control Number:* 1850–0666.

*Type of Review:* A revision of a currently approved ICR.

*Respondents/Affected Public:* Individuals and households.

*Total Estimated Number of Annual Responses:* 109,145.

*Total Estimated Number of Annual Burden Hours:* 91,185.

*Abstract:* This request is to conduct the 2023–24 National Postsecondary Student Aid Study (NPSAS:24) Full-Scale Student Data and Student Records Collections. This study is being conducted by the National Center for Education Statistics (NCES), within the Institute of Education Sciences (IES), part of the U.S. Department of Education. This submission covers materials and procedures related to institution sampling, enrollment list collection, and matching to administrative data files as part of the NPSAS:24 data collection. The materials and procedures are based on those developed for previous institution-based data collections, including the 2019–20 National Postsecondary Student Aid Study (NPSAS:20) [OMB #1850–0666 v.23], and the 2017–18 National Postsecondary Student Aid Study Administrative Collection (NPSAS:18–AC) [1850–0666 v.21]. The first NPSAS was implemented by NCES during the 1986–87 academic year to meet the need for national data about significant financial aid issues.

Since 1987, NPSAS has been fielded every 2 to 4 years, most recently during the 2019–20 academic year (NPSAS:20). NPSAS:24 will be nationally-representative. The NPSAS:24 sample size will include about 2,000 institutions from which will be sampled 137,000 nationally representative undergraduate and 25,000 nationally representative graduate students who will be asked to complete a survey and for whom we will collect student records and administrative data. Also, NPSAS:24 is scheduled to serve as the base year for the 2024 cohort of the Baccalaureate and Beyond (B&B)

Longitudinal Study, but no funding is available to field follow-up surveys. In the event Congress appropriates additional funds, the NPSAS:24 sampling design will include a nationally representative sample of students who will complete requirements for the bachelor’s degree during the NPSAS year (*i.e.*, completed at some point between July 1, 2023, to June 30, 2024). Subsets of questions in the student survey will focus on describing aspects of the experience of students in their last year of postsecondary education, including student debt, education experiences, and preparation activities for those planning to teach at the preK through 12th grade level.

Previous submissions were designed to adequately justify the need for and overall practical utility of the full study, presenting the overarching plan for all phases of the data collection and providing as much detail about the measures to be used as is available at the time of this submission. As part of the completed field test, NCES published a notice in the **Federal Register** allowing first a 60- and then a 30-day public comment period. Field test materials, procedures, and results have informed this request for clearance for the full-scale study. For this full-scale study, NCES first published a notice in the **Federal Register** allowing an additional 30-day public comment period on the final details of the NPSAS:24 full-scale study Institution Contacting and List Collection, which was approved in September 2023 (OMB# 1850–0666 v.35). NCES is now submitting a separate clearance package covering the student data collection, including the student record data abstraction and student surveys, for an additional 30-day public comment period.

Dated: September 26, 2023.

**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 ENERGY

[GDO Docket No. EA–503]

### Application for Authorization To Export Electric Energy; CWP Energy, Inc.

**AGENCY:** Grid Deployment Office, Department of Energy.