Highly Migratory Fish Stocks in the Western and Central Pacific Ocean, can be found on the WCPFC website: *http://www.wcpfc.int.*

Meeting Topics

The purpose of the June 8, 2022 meeting is to discuss outcomes of the 2021 regular session of the WCPFC (WCPFC18), U.S. priorities leading up to the 2022 regular session of the WCPFC (WCPFC19) and potential management measures for tunas and other issues of interest.

Special Accommodations

The web conference is accessible to people with disabilities. Requests for sign language interpretation or other auxiliary aids were requested to be directed to Emily Reynolds at 808–725–5039 by May 25, 2022.

Authority: 16 U.S.C. 6902 *et seq.*

Dated: May 20, 2022.

Jennifer M. Wallace,
Acting Director, Office of Sustainable Fisheries, National Marine Fisheries Service.
[FR Doc. 2022–11345 Filed 5–25–22; 8:45 am]
BILLING CODE 3510–22–P

DEPARTMENT OF DEFENSE

Office of the Secretary

Charter Renewal of Department of Defense Federal Advisory Committees—Board of Regents, Uniformed Services University of the Health Sciences

AGENCY: Department of Defense (DoD).
ACTION: Charter renewal of Federal Advisory Committee.

SUMMARY: The DoD is publishing this notice to announce that it is renewing the charter for the Board of Regents, Uniformed Services of the Health Sciences (BoR USUHS).

FOR FURTHER INFORMATION CONTACT: Jim Freeman, DoD Advisory Committee Management Officer, 703–692–5952.

SUPPLEMENTARY INFORMATION: The BoR USUHS' charter is being renewed in accordance with the Federal Advisory Committee Act (FACA) (5 U.S.C., appendix) and 41 CFR 102–3.50(a). The charter and contact information for the BoR USUHS' Designated Federal Officer (DFO) are found at *https://www.facadatabase.gov/FACA/apex/FACAPublicAgencyNavigation.*

The BoR USUHS will provide independent advice and recommendations on academic and administrative matters critical to the full accreditation and successful operation of the Uniformed Services University of

the Health Sciences ("the University") and carrying out the Secretary's responsibility to conduct the business of the University.

Pursuant to 10 U.S.C. 2113a(b), the BoR USUHS shall consist of 16 members appointed by the Secretary of Defense and the Deputy Secretary of Defense ("the DoD Appointing Authority"), as follows: (a) Nine persons outstanding in the fields of health care, higher education administration, or public policy, who shall be appointed from civilian life by the DoD Appointing Authority; (b) the Secretary of Defense, or his or her designee, who shall be an ex officio member; (c) the Director of the Defense Health Agency, who shall be an ex officio member; (d) the Surgeons General of the Uniformed Services, who shall be ex officio members; and (e) the President of the University, who shall be a non-voting, ex officio member.

BoR USUHS members who are not ex officio members shall be appointed by the DoD Appointing Authority pursuant to 10 U.S.C. 2113a(b)(1) and (c) for a six-year term of service except that: (a) Any member appointed to fill a vacancy occurring before the expiration of the term for which his or her predecessor was appointed shall be appointed for the remainder of such term; and, (b) any member whose term of office has expired shall continue to serve until his or her successor is appointed.

Appointments for BoR USUHS members who are not ex officio members shall be renewed on an annual basis in accordance with DoD policy and procedures. No member, unless approved by the DoD Appointing Authority, may serve on more than two DoD Federal advisory committees at one time.

BoR USUHS members who are not full-time or permanent part-time Federal civilian officers or employees, or active duty members of the Uniformed Services, shall be appointed as experts or consultants pursuant to 5 U.S.C. 3109 to serve as special government employee members. BoR USUHS members who are full-time or permanent part-time Federal civilian officers or employees, or active duty members of the Uniformed Services, shall be designated pursuant to 41 CFR 102–3.130(a) to serve as regular government employee (RGE) members.

Pursuant to 10 U.S.C. 2113a(d), the DoD Appointing Authority shall appoint the BoR USUHS Chair for a term of service of one-to-two years, with annual renewal which shall not exceed the member's approved BoR USUHS appointment, in accordance with DoD policy and procedures.

All BoR USUHS members are appointed to exercise their own best judgment on behalf of the DoD, without representing any particular points of view, and to discuss and deliberate in a manner that is free from conflicts of interest.

Pursuant to 10 U.S.C. 2113a(e), BoR USUHS members (other than ex officio members) shall be entitled to receive compensation at a rate determined by the DoD Appointing Authority, for each day of attendance at the BoR USUHS meetings, in addition to travel and other necessary expenses connected with their official duties on the BoR USUHS, in accordance with the provision of 5 U.S.C. 5703(b), (d) and 5707. RGE members shall only be reimbursed for official BoR USUHS-related travel and per diem.

The public or interested organizations may submit written statements to the BoR USUHS about the BoR USUHS' mission and functions. Written statements may be submitted at any time or in response to the stated agenda of planned meeting of the BoR USUHS. All written statements shall be submitted to the DFO for the BoR USUHS, and this individual will ensure that the written statements are provided to the membership for their consideration.

Dated: May 20, 2022.

Aaron T. Siegel,
Alternate OSD Federal Register Liaison Officer, Department of Defense.
[FR Doc. 2022–11295 Filed 5–25–22; 8:45 am]
BILLING CODE 5001–06–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Education Research and Special Education Research Grant Programs

AGENCY: Institute of Education Sciences, Department of Education.
ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2023 for the Education Research and Special Education Research Grant Programs, Assistance Listing Numbers (ALNs) 84.305B, 84.305S, 84.324A, and 84.324B. This notice relates to the approved information collection under OMB control number 4040–0001.

DATES: The dates when applications are available and the deadlines for transmittal of applications invited under this notice are indicated in the chart at the end of this notice and in the

Requests for Applications (RFAs) that are posted at the following website: *https://ies.ed.gov/funding.*

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 December 27, 2021 (86 FR 73264) and available at *www.federalregister.gov/d/2021-27979.* Please note that these Common Instructions supersede the version published on February 13, 2019, and, in part, describe the transition from the requirement to register in *SAM.gov* a Data Universal Numbering System (DUNS) number to the implementation of the Unique Entity Identifier (UEI). More information on the phase-out of DUNS numbers is available at *https:// www2.ed.gov/about/offices/list/ofo/ docs/unique-entity-identifier-transition-fact-sheet.pdf.*

FOR FURTHER INFORMATION CONTACT: The contact person associated with a particular research competition is listed in the chart at the end of this notice, as well as in the relevant RFA and application package.

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:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: In awarding the research grants, the Institute of Education Sciences (IES) intends to provide national leadership in expanding knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all learners from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education). The IES research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, IES provides support for programs of research in areas of demonstrated national need. In

awarding research training grant programs, IES aims to prepare individuals to conduct rigorous and relevant education and special education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners.

Competitions in This Notice: IES is announcing four research competitions through two of its centers:

The IES National Center for Education Research (NCER) is announcing two competitions—one competition in each of the following areas: Education research training and using longitudinal data to support State education policymaking.

The IES National Center for Special Education Research (NCSER) is announcing two competitions—one competition in each of the following areas: Special education research and special education research training.

NCER Competitions

The Research Training Programs in the Education Sciences Competition (ALN 84.305B). Under this competition, NCER will consider only applications that address one of the following topics:

• Early Career Mentoring Program for Faculty at Minority-Serving Institutions (MSIs).[1]

• Methods Training in Data Science for Education Researchers.

Using Longitudinal Data to Support State Education Policymaking (ALN 84.305S). Under this competition, NCER will only consider applications that address State agencies' use of their State's education longitudinal data systems to identify and reduce opportunity- and achievement gaps for learners from prekindergarten through adult education.

NCER will not compete the Education Research (ALN 84.305A), Statistical and Research Methodology in Education (ALN 84.305D), or Systematic Replication in Education Research (ALN

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[1] To qualify as an MSI for the purpose of the Early Career Mentoring Program, the institution must be eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA. Information on eligibility under these authorities is available on the FY 2022 Eligibility Matrix at this link. MSIs include Alaska Native and Native Hawaiian-Serving Institutions (ANNH), American Indian Tribally Controlled Colleges and Universities (TCCU), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI), Hispanic-Serving Institutions (HSI), Historically Black Colleges and Universities (HBCU), Predominantly Black Institutions (PBI), and Native American-Serving, Nontribal Institutions (NASNTI). Please note that institutions eligible only for the Department's Title III Part A Strengthening Institutions program (SIP) are not considered MSIs for the purpose of this competition unless they also meet the eligibility requirements for a specific MSI category.

84.305R) grant programs in FY 2023. If funding is available in FY 2023, the Director intends to use the grant slate developed in FY 2022 for the Education Research (ALN 84.305A) and the Systematic Replication in Education Research (ALN 84.305R) grant programs to make new awards to high-quality applications that remain unfunded on this slate.

NCSER Competitions

The Special Education Research Competition (ALN 84.324A). Under this competition, NCSER encourages a broad range of research, including studies that may have more than one research focus (such as reading and behavior) and may focus broadly on students with disabilities or on a particular disability (such as autism spectrum disorders). The range of research supported through this program includes, but is not limited to, programs to improve child development and school readiness; academic and/or behavioral interventions; instructional practices and/or professional development programs for teachers and other school-based personnel; strategies for improving the family support and engagement critical to the success of students with disabilities; policies and systems-level interventions and programs to address school finance, school-community collaborations, or school structures that affect educational progress for students with disabilities; transition from secondary school to postsecondary education, career, and/or independent living; as well as access to, persistence in, and completion of postsecondary education.

The Research Training Programs in Special Education Competition (ALN 84.324B). Under this competition, NCSER will consider only applications that address Early Career Development and Mentoring.

Exemption from Proposed Rulemaking: Under section 191 of the Education Sciences Reform Act, 20 U.S.C. 9581, IES is not subject to section 437(d) of the General Education Provisions Act, 20 U.S.C. 1232(d), and is therefore not required to offer interested parties the opportunity to comment on matters relating to grants.

Program Authority: 20 U.S.C. 9501 *et seq.*

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 77, 81, 82, 84, 86, 97, 98, and 99.

In addition, the regulations in 34 CFR part 75 are applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.109(a), 75.200, 75.201, 75.209, 75.210, 75.211, 75.217(a)–(c), 75.219, 75.220, 75.221, 75.222, 75.230, 75.250(a), and 75.708. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Note: The open licensing requirement in 2 CFR 3474.20 does not apply to these competitions.

II. Award Information

Types of Awards: Discretionary grants and cooperative agreements.

Fiscal Information: Although Congress has not yet enacted an appropriation for FY 2023, IES is inviting applications for these competitions now so that applicants can have adequate time to prepare their applications. The actual level of funding, if any, depends on final congressional action. IES may announce additional competitions later in 2022.

Estimated Range of Awards: See chart at the end of this notice. The size of the awards will depend on the scope of the projects proposed.

Estimated Number of Awards: The number of awards made under each competition will depend on the quality of the applications received for that competition and the availability of funds.

For all competitions, contingent on the availability of funds and the quality of applications, we may make additional awards in FY 2024 from the list of highly-rated unfunded applications submitted in response to the FY 2023 competition announcement.

Note: The Department is not bound by any estimates in this notice.

Project Period: See chart at the end of this notice.

III. Eligibility Information

1. *Eligible Applicants:* For the Special Education Research (ALN 84.324A) grant competition, applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply. Eligible applicants include, but are not limited to, nonprofit and for-

profit organizations and public and private agencies and institutions of higher education, such as colleges and universities.

For the Early Career Development and Mentoring Program under the Research Training Programs in Special Education (ALN 84.324B), applicants must be an institution of higher education in the United States and its territories.

For the Early Career Mentoring Program under the Research Training Programs in the Education Sciences (ALN 84.305B), applicants must be a minority-serving institution of higher education located in the territorial United States.

For the Methods Training in Data Science for Education Researchers program (ALN 84.305B), applicants must have the ability and capacity to conduct training in data science methods and be located in the territorial United States.

For the Using Longitudinal Data to Support State Education Policymaking (ALN 84.305S) grant program, eligible applications must include the eligible State agency or State postsecondary system responsible for the education issue, program, or policy to be examined. Eligible State agencies include the State education agency (SEA) responsible for the State's K–12 sector as well as State agencies responsible for other specific education sectors such as prekindergarten, career and technical education, postsecondary education, and adult education. In addition, a State postsecondary system may serve as the State agency. State agencies may apply alone, or in conjunction with research organizations such as universities and research firms, and/or with other appropriate organizations (such as other State agencies or local education agencies).

2. *Cost Sharing or Matching:* These programs do not require cost sharing or matching.

3. *Subgrantees:* Under 34 CFR 75.708(b) and (c) a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to the following types of entities: Nonprofit and for-profit organizations and public and private agencies and institutions of higher education. The grantee may award subgrants to entities it has identified in an approved application.

IV. Application and Submission Information

1. *Application Submission Instructions:* Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs,

published in the **Federal Register** on December 27, 2021 (86 FR 73264) and available at *www.federalregister.gov/d/ 2021-27979,* which contain requirements and information on how to submit an application. Please note that these Common Instructions supersede the version published on February 13, 2019, and, in part, describe the transition from the requirement to register in *SAM.gov* a DUNS number to the implementation of the UEI. More information on the phase-out of DUNS numbers is available at *https:// www2.ed.gov/about/offices/list/ofo/ docs/unique-entity-identifier-transition-fact-sheet.pdf.*

2. *Other Information:* Information regarding program and application requirements for the competitions will be contained in the currently available IES Application Submission Guide and in the NCER and NCSER RFAs, which will be available on or before June 30, 2022, on the IES website at: *https:// ies.ed.gov/funding/.* The dates on which the application packages for these competitions will be available are indicated in the chart at the end of this notice.

3. *Content and Form of Application Submission:* Requirements concerning the content of an application are contained in the RFA for the specific competition. The forms that must be submitted are in the application package for the specific competition.

4. *Submission Dates and Times:* The deadline date for transmittal of applications for each competition is indicated in the chart at the end of this notice and in the RFAs for the competitions.

We do not consider an application that does not comply with the deadline requirements.

5. *Intergovernmental Review:* These competitions are not subject to Executive Order 12372 and the regulations in 34 CFR part 79.

6. *Funding Restrictions:* We reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

V. Application Review Information

1. *Selection Criteria:* For all of its grant competitions, IES uses selection criteria based on a peer review process that has been approved by the National Board for Education Sciences. The Peer Review Procedures for Grant Applications can be found on the IES website at *https://ies.ed.gov/director/ sro/peer_review/application_review.asp.*

For the 84.324A competition, peer reviewers will be asked to evaluate the significance of the application, the quality of the research plan, the

qualifications and experience of the personnel, the resources of the applicant to support the proposed activities, and the quality of the dissemination history and dissemination plan. These criteria will be described in greater detail in the RFAs.

For the 84.324B competition, peer reviewers for the early career development and mentoring program will be asked to evaluate the significance of the application, the quality of the research plan, the quality of the career development plan, the qualifications and experience of the personnel, the resources of the applicant to support the proposed activities, and the quality of the dissemination plan. These criteria are described in greater detail in the RFA.

For the 84.305B early career mentoring program competition, peer reviewers will be asked to evaluate the significance of the application, the quality of the research plan, the quality of the career development plan, the qualifications and experience of the personnel, the resources of the applicant to support the proposed activities, and the quality of the dissemination plan.

For the 84.305B methods training program competition, peer reviewers will be asked to evaluate the significance of the application, the quality of the research training plan, the qualifications and experience of the personnel, the resources of the applicant to support the proposed activities, and the quality of the dissemination plan. These criteria are described in greater detail in the RFA.

For the 84.305S competition, peer reviewers will be asked to evaluate the significance of the application, the quality of the research plan, the applicability and availability of the data to be analyzed, and the quality of the plans to disseminate and use the findings in State decision-making. These criteria are described in greater detail in the RFA.

For all IES competitions, applications must include budgets no higher than the relevant maximum award as set out in the relevant RFA. IES will not make an award exceeding the maximum award amount as set out in the relevant RFA.

2. *Review and Selection Process:* We remind potential applicants that in reviewing applications in any discretionary grant competition, IES may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, compliance with the IES policy regarding public access to research, and compliance with grant

conditions. IES may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, IES also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. *Risk Assessment and Specific Conditions:* Consistent with 2 CFR 200.206, before awarding grants under these competitions, the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, IES may impose specific conditions and, under 2 CFR 3474.10, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. *Integrity and Performance System:* If you are selected under these competitions to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), under 2 CFR 200.206(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.

5. *In General:* In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant

Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. 115–232) (2 CFR 200.216);

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities (2 CFR 200.340).

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may also notify you informally.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Grant Administration:* Applicants should budget for an annual meeting of up to three days for project directors to be held in Washington, DC.

4. *Reporting:* (a) If you apply for a grant under one of the competitions announced in this notice, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance

report, including financial information, as directed by IES. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by IES under 34 CFR 75.118. IES may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to *www.ed.gov/ fund/grant/apply/appforms/ appforms.html.*

5. *Performance Measures:* To evaluate the overall success of its education research and special education research grant programs, IES annually assesses the percentage of projects that result in peer-reviewed publications and the number of IES-supported interventions with evidence of efficacy in improving learner education outcomes. In addition, NCSER annually assesses the number of newly developed or modified interventions with evidence of promise for improving learner education outcomes. School readiness outcomes include pre-reading, reading, pre-writing, early mathematics, early science, and social-emotional skills that prepare young children for school. Student academic outcomes include learning and achievement in academic content areas, such as reading, writing, math, and science, as well as outcomes that reflect students' successful progression through the education system, such as course and grade completion; high school graduation; and postsecondary enrollment, progress, and completion. Social and behavioral competencies include social and emotional skills, attitudes, and behaviors that are important to

academic and post-academic success. Employment and earnings outcomes include hours of employment, job stability, and wages and benefits, and may be measured in addition to student academic outcomes. Additional education outcomes for students with or at risk of a disability (as defined in the relevant RFA) include developmental outcomes for infants and toddlers (birth to age three) pertaining to cognitive, communicative, linguistic, social, emotional, adaptive, functional, or physical development; and developmental and functional outcomes that improve education outcomes, transition to employment, independent living, and postsecondary education; and employment and earning outcomes for students with disabilities.

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, IES considers, among other things: Whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; whether a grantee is in compliance with the IES policy regarding public access to research; and if IES has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application.

In making a continuation award, IES also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities

receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: On request to the relevant program contact person listed in the chart at the end of this notice, as well as in the relevant RFA and application package, individuals with disabilities can obtain this document and a copy of the RFA 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.

ALN and name	Application package available	Deadline for transmittal of applications	Estimated range of awards *	Project period	For further information contact
National Center for Education Research (NCER)					
84.305B Research Training Programs in the Education Sciences. ■ Early Career Mentoring Program for MSI Faculty. ■ Methods Training in Data Science for Education Researchers.	June 30, 2022	September 8, 2022	$80,000 to $266,000	Up to 4 years	Katina Stapleton, *Katina.Stapleton@ed.gov.*
84.305S Using Longitudinal Data to Support State Education Policymaking.	June 30, 2022	September 8, 2022	$100,000 to $333,000	Up to 3 years	Allen Ruby, *Allen.Ruby@ ed.gov.*
National Center for Special Education Research (NCSER)					
84.324A Special Education Research	June 30, 2022	September 8, 2022	$200,000 to $760,000	Up to 5 years	Emily Weaver, *Emily.Weaver@ed.gov.*
84.324B Research Training Programs in Special Education. ■ Early Career Development and Mentoring.	June 30, 2022	September 8, 2022	$100,000 to $200,000	Up to 4 years	Katherine Taylor, *Katherine.Taylor@ed.gov.*

* These estimates are annual amounts.
Note: The Department is not bound by any estimates in this notice.
Note: If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7–1–1.

[FR Doc. 2022–11355 Filed 5–25–22; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Fund for the Improvement of Postsecondary Education—Open Textbooks Pilot Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2022 for the Open Textbooks Pilot program conducted under the Fund for the Improvement of Postsecondary Education (FIPSE), Assistance Listing Number (ALN) 84.116T. This notice relates to the approved information collection under OMB control number 1894–0006.

DATES: *Applications Available:* May 26, 2022.

Deadline for Transmittal of Applications: July 25, 2022.

Deadline for Intergovernmental Review: September 23, 2022.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grants Programs, published in the **Federal Register** on December 27, 2021 (86 FR 73264) and available at *www.federalregister.gov/d/2021-27979.* Please note that these Common Instructions supersede the version published on February 13, 2019, and, in part, describe the transition from the requirement to register in *SAM.gov* a Data Universal Numbering System (DUNS) number to the implementation of the Unique Entity Identifier (UEI). More information on the phase-out of DUNS numbers is available at *https:// www2.ed.gov/about/offices/list/ofo/ docs/unique-entity-identifier-transition-fact-sheet.pdf.*

FOR FURTHER INFORMATION CONTACT: Kurrinn Abrams, U.S. Department of Education, 400 Maryland Avenue SW, 2nd floor, Washington, DC 20202. Telephone: (202) 987–1920. Email: *kurrinn.abrams2@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:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Open Textbooks Pilot program supports projects at eligible institutions of higher education (IHEs) that create new open textbooks (as defined in this notice) and expand the use of open textbooks and course materials in courses that are part of a degree-granting program, particularly those with high enrollments. Applicants are encouraged to develop projects that demonstrate the greatest potential to achieve the highest level of savings for students through sustainable, expanded use of open educational resources in high-enrollment courses (as defined in this notice) or in programs that prepare individuals for in-demand fields.

Background: The cost of attending college has steadily increased over the last ten years, driven in part by the increased cost of college textbooks. College textbook costs increased 41 percent between 2011 and 2018.[1] Although they decreased slightly between 2019 and 2021, the cost of college textbooks was still 36 percent higher in 2021 than in 2011.[2]

Increasing textbook costs introduce an additional barrier to college access and completion, particularly for low-income students. In recent years, the development of open textbooks and other open educational resources has emerged as a potential solution. In fact, in a study conducted by the Open Textbook Alliance, switching from textbooks to open educational resources nationwide in the ten introductory core-curriculum courses surveyed in the study would save students an estimated $1.5 billion per year on course materials.[3]

In addition to the cost-saving benefits of open resources, there are additional benefits for students and faculty. Open textbooks and open educational resources increase equity because institutions are able to freely distribute these resources and provide students access to high-quality, up-to-date, and relevant content and materials; and access to open resources can empower faculty to customize learning materials to better meet the needs of their

students. Open textbooks and open educational resources can further provide students the opportunity to reallocate financial aid money to other important educational resources and necessary costs of attending college.[4]

While open textbooks often are available for general education or introductory courses, the Department seeks to promote degree completion by supporting the development of open textbooks at all levels within an academic program. This program therefore emphasizes expanding the use of existing open textbooks in general education or introductory courses, as well as developing open textbooks for several required courses in one or more high-enrollment majors to ensure that students will benefit from cost savings throughout their programs.

Priorities: These priorities are from the Notice of Final Priorities, Requirements, and Definitions (NFP) for this program published in the **Federal Register** on September 15, 2020 (85 FR 57138).

Absolute Priorities: For FY 2022, and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), we consider only applications that meet each of these priorities.

These priorities are:

Absolute Priority 1—Improving Collaboration and Dissemination.

To meet this priority, an eligible applicant must propose to lead and carry out projects that involve a consortia of institutions, instructors, and subject matter experts, including no less than three IHEs, along with relevant employers, workforce stakeholders (as defined in this notice), and/or trade or professional associations (as defined in this notice). Applicants must explain how the members of the consortium will work together to develop and implement open textbooks that: (a) Reduce the cost of college for large numbers of students through a variety of cost saving measures; and (b) contain instructional content and ancillary instructional materials that align student learning objectives with the skills or knowledge required by large numbers of students (at a given institution or nationally), or in the case of a career and technical postsecondary program, meet industry standards in in-demand industry sectors or in-demand occupations (as defined in this notice).

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[1] Bureau of Labor Statistics, U.S. Dept. of Labor, *The Economics Daily,* "Cost of college tuition has remained stable since September 2019" (Aug. 31, 2021), available at *https://www.bls.gov/opub/ted/ 2021/cost-of-college-tuition-has-remained-stable-since-september-2019.htm.*

[2] Ibid.

[3] Student Public Interest Research Groups, "Open 101: An Action Plan for Affordable Textbooks" (Jan. 25, 2018), available at *https://studentpirgs.org/ 2018/01/25/open-101-action-plan-affordable-textbooks/.*

[4] U.S. Department of Education, Office of Educational Technology, "Open Education: Why Use Openly Licensed Educational Resources?", available at *https://tech.ed.gov/open/.*