

Safety Board, 625 Indiana Avenue NW, Suite 700, Washington, DC 20004–2001.

FOR FURTHER INFORMATION CONTACT:

Deborah A. Bisciegia by telephone at (202) 669–9138 or by email at debbieb@dnfsb.gov.

SUPPLEMENTARY INFORMATION: 5 U.S.C. 4314 (c)(1) through (5) requires each agency to establish, in accordance with regulations prescribed by the Office of Personnel Management, one or more performance review boards. The PRB shall review and evaluate the initial summary rating of the senior executives' performance, the executives' responses, and the higher-level officials' comments on the initial summary rating. In addition, the PRB will review and recommend executive performance bonuses and pay increases.

The DNFSB is a small, independent Federal agency; therefore, the members of the DNFSB SES Performance Review Board listed in this notice are drawn from the SES ranks of other agencies. The following persons comprise a standing roster to serve as members of the Defense Nuclear Facilities Safety Board SES Performance Review Board:

Dolline L. Hatchett, Director, Office of Safety Recommendations and Communications, National Transportation Safety Board;

Andrea Kock, Deputy Office Director for Engineering, Office of Nuclear Reactor Regulation, Nuclear Regulatory Commission;

Catherine Haney, Deputy Executive Director for Materials, Waste, Research, State, Tribal, Compliance, Administration and Human Capital Programs, Nuclear Regulation Commission.

Authority: 5 U.S.C. 4314.

Dated: February 14, 2022.

Joyce L. Connery,

Chair.

[FR Doc. 2022–03509 Filed 2–17–22; 8:45 am]

BILLING CODE 3670–01–P

DEPARTMENT OF EDUCATION

[Docket No.: ED–2022–SCC–0021]

Agency Information Collection Activities; Comment Request; Program for the International Assessment of Adult Competencies (PIAAC) Cycle II 2022 Main Study

AGENCY: Institute of Educational Science (IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is proposing a revision of a currently approved information collection.

DATES: Interested persons are invited to submit comments on or before April 19, 2022.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please use <https://www.regulations.gov> by searching the Docket ID number ED–2022–SCC–0021. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <https://www.regulations.gov> by selecting the Docket ID number or via postal mail, commercial delivery, or hand delivery. If the [regulations.gov](https://www.regulations.gov) site is not available to the public for any reason, ED 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 by fax or email and those submitted after the comment period will not be accepted.* Written requests for information or comments submitted by postal mail or delivery should be addressed to the PRA Coordinator of the Strategic Collections and Clearance Governance and Strategy Division, U.S. Department of Education, 400 Maryland Ave. SW, LBJ, Room 6W208B, Washington, DC 20202–8240.

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

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: Program for the International Assessment of Adult Competencies (PIAAC) Cycle II 2022 Main Study.

OMB Control Number: 1850–0870.

Type of Review: A revision of a currently approved collection.

Respondents/Affected Public: Individuals and Households.

Total Estimated Number of Annual Responses: 30,857.

Total Estimated Number of Annual Burden Hours: 9,726.

Abstract: The Program for the International Assessment of Adult Competencies (PIAAC) is a cyclical, large-scale study of adult skills and life experiences focusing on education and employment. PIAAC is an international study designed to assess adults in different countries over a broad range of abilities, from simple reading to complex problem-solving skills, and to collect information on individuals' skill use and background. The U.S. will administer the PIAAC 2022 assessment to a nationally representative sample of adults, along with a background questionnaire with questions about their education background, work history, the skills they use on the job and at home, their civic engagement, and sense of their health and well-being. The results are used to compare the skills capacities of the workforce-aged adults in participating countries, and to learn more about relationships between educational background, employment, and other outcomes. PIAAC is coordinated by the Organization for Economic Cooperation and Development (OECD) and developed by participating countries with the support of the OECD. In the United States, the National Center for Education Statistics (NCES), within the U.S. Department of Education (ED) conducts PIAAC. NCES has contracted with Westat to administer the PIAAC Cycle II Field Test data collection in the U.S. The United States participated in the PIAAC Main Study data collection in 2012 and conducted national supplement data collections in 2014 and 2017. All three of these collections are part of PIAAC Cycle I, in which 39 countries participated (24 countries in 2012, 9 new countries in 2014, and 5 more new countries in 2017) with close to 200,000 adults assessed across the 39 countries over the three data collections. A new PIAAC cycle is to be conducted internationally every 10 years, and

PIAAC Cycle II Main Study data collection will be conducted from September 2022 through April 2023. In preparation for the main study collection, PIAAC Cycle II began with an Operational Field Test in 2021, in which 34 countries are expected to participate with the primary goal of testing the PIAAC 2022 planned operations. In recognition of the continuing global pandemic OECD shifted the timeline of PIAAC Cycle II Field Test and Main Study. Originally, the Field Test was scheduled for 2020 and the Main Study for 2021. The first shift in timeline was to move the Field Test to 2021 and the Main Study to 2022. The second shift in the PIAAC Cycle II collection affected the timing and nature of the field test, which was operational only and included a reduced field test effort both in scope and in sampling. In addition, the reduced Operational Field Test shifted the timeline from April through June 2021 to June through August 2021. This submission describes the final plans for the administration of the PIAAC Cycle II 2022 Main Study. As the OECD is still working to finalize some materials for this study, the Appendices will be updated with final materials before the 30D public comment period.

Dated: February 15, 2022.

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. 2022-03543 Filed 2-17-22; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Applications for New Awards; Indian Education Discretionary Grant Programs—Native Youth Community Program

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

ACTION: Notice.

SUMMARY: The Department of Education is issuing a notice inviting applications for new awards for fiscal year (FY) 2022 for Demonstration Grants for the Indian Children and Youth Program (Demonstration program), Assistance Listing Number (ALN) 84.299A. This notice relates to the approved information collection under OMB control number 1810-0722.

DATES:

Applications Available: February 18, 2022.

Deadline for Notice of Intent to Apply: March 10, 2022.

Date of Pre-Application Webinar: March 7, 2022.

Deadline for Transmittal of Applications: April 19, 2022.

Deadline for Intergovernmental Review: June 20, 2022.

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/fo/fo/docs/unique-entity-identifier-transition-fact-sheet.pdf>.

FOR FURTHER INFORMATION CONTACT:

Donna Bussell, U.S. Department of Education, 400 Maryland Avenue SW, Room 3W239, Washington, DC 20202-6335. Telephone: (202) 453-6813. Email: donna.bussell@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 Demonstration program is to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Indian students in preschool, elementary, and secondary schools.

Background: For FY 2022, the Department will use the priority for Native Youth Community Projects (NYCP) to support community-led, comprehensive projects to help American Indian/Alaska Native (AI/AN) children become college- and career-ready. NYCP funding is one of many efforts across the Federal government to coordinate, measure progress, and make investments in Native youth programs. These grants are designed to help communities improve educational outcomes for Native youth, specifically

college- and career-readiness, through strategies tailored to address the specific challenges and build upon the specific opportunities and culture within a community. Such strategies can include supplemental academic programs or courses, social-emotional services, cultural education, and other support services for AI/AN students and families.

Recognizing the importance of Tribal Nations to the education of Native youth, NYCP projects are based on a partnership that includes at least one Tribe and one school district or Department of the Interior Bureau of Indian Education (BIE)-funded school. We expect that this partnership will facilitate capacity building within the community, generating positive results and practices for student college- and career readiness beyond the period of Federal financial assistance. The requirement in this competition for a written partnership agreement helps to ensure that all relevant partners needed to achieve the project goals are included from the outset.

Further, a key priority of the Department is to promote equity in student access to educational resources and opportunities. This competition includes a competitive preference priority to encourage projects that bridge the purpose of NYCP (to improve Native children and youth's college- and career-readiness) and the Secretary's supplemental priority on promoting equity in student access to educational resources and opportunities by supporting community-led projects that engage school-age children in career exploration opportunities, with an emphasis on learning about the teaching profession. For example, applicants could propose projects that are designed to provide middle and high school students with career exploration opportunities such as: Classes about the teaching profession, hands-on teaching experience, guided support and mentorship from an experienced educator, college credit toward a future degree, and resources to know where and how to pursue a degree in education. By increasing exploration of the teaching profession among Native youth, the Department hopes to recruit future educators from traditionally underrepresented backgrounds or the communities they serve.

Priorities: This competition includes one absolute priority and three competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(ii), the absolute priority is from 34 CFR 263.20 and 263.21(c)(1); Competitive Preference Priority 1 is from 34 CFR 263.21(b)(1); and Competitive