

Institute of Education Sciences (IES) of the U.S. Department of Education. HS&B:21 will follow a nationally representative sample of ninth grade students from the start of high school in the fall of 2021 to the spring of 2024 when most will be in twelfth grade. A field test will be conducted one year prior to the full-scale study. The study sample will be freshened in 2024 to create a nationally representative sample of twelfth-grade students. A high school transcript collection and additional follow-up data collections beyond high school are also planned. In preparation for the HS&B:21 Base-Year Full-Scale study (BYFS), scheduled to take place in the fall of 2021, the Office of Management and Budget (OMB) approved (OMB# 1850-0944 v.1-5) a request to conduct the HS&B:21 Base-Year Field Test (BYFT) and the BYFS sampling and state, school district, school, and parent recruitment activities, both of which began in the fall of 2019. These activities include collecting student rosters and selecting the BYFS sample. BYFT activities ended in December 2019.

The study initially planned to conduct its BYFS data collection in the fall of 2020 and published all materials for a 60D review in February 2020. Due to the COVID-19 pandemic, it was decided to postpone this collection for one year and pause the review after the 60D period was completed in April 2020. OMB provided approval to adjust the schedule in June 2020 (OMB# 1850-0944 v.6). This submission for 30D review is to request approval for the Fall 2021 BYFS study data collection. A document describing all changes between the documents presented in the 60D review and those presented in the 30D review is attached to this package.

Part A of this submission presents information on the basic design of HS&B:21. Part B discusses the statistical methods employed. Part C presents justification for the questionnaire content. Appendix A provides the communication materials to be used during state, school district, school, and parent BYFS recruitment and data collection activities. Appendix B provides the full-scale data collection instruments. The primary contractor to NCES for this study is RTI International (Contract # 919900-18-R0018).

Dated: November 23, 2020.

**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

[Docket No.: ED-2020-SCC-0155]

### **Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and approval; Comment Request; Early Childhood Longitudinal Study, Kindergarten Class of 2022-23 (ECLS-K:2023) Kindergarten and First-Grade Field Test Data Collection, National Sampling, and National Recruitment**

**AGENCY:** Institute of Education Sciences (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 December 30, 2020.

**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](http://www.reginfo.gov/public/do/PRAMain). Find this particular information collection request by selecting "Department of Education" under "Currently Under Review," then check "Only Show ICR for Public Comment" checkbox.

**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:* Early Childhood Longitudinal Study, Kindergarten Class of 2022-23 (ECLS-K:2023) Kindergarten and First-Grade Field Test Data Collection, National Sampling, and National Recruitment.

*OMB Control Number:* 1850-0750.

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

*Respondents/Affected Public:* Individuals and Households *Total Estimated Number of Annual Responses:* 20,895.

*Total Estimated Number of Annual Burden Hours:* 15,510.

*Abstract:* The Early Childhood Longitudinal Study (ECLS) program, conducted by the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES) of the U.S. Department of Education (ED), draws together information from multiple sources to provide rich, descriptive data on child development, early learning, and school progress. The ECLS program studies deliver national data on children's status at birth and at various points thereafter; children's transitions to nonparental care, early care and education programs, and school; and children's experiences and growth through the elementary grades. The Early Childhood Longitudinal Study, Kindergarten Class of 2022-23 (ECLS-K:2023) is the fourth cohort in the series of early childhood longitudinal studies. The study will advance research in child development and early learning by providing a detailed and comprehensive source of current information on children's early learning and development, transitions into kindergarten and beyond, and progress through school. The ECLS-K:2023 will provide data about the population of children who will be kindergartners in the 2022-23 school year, and will go beyond its predecessor kindergarten cohort studies by adding a round of data collection in the spring

prior to children's kindergarten year, known as the "preschool round." Collecting parent data beginning in preschool will enable the study to measure influences on children's development before entry into formal schooling, including children's home environments and access to early care and education. The ECLS-K:2023 will focus on children's early school experiences continuing through the fifth grade, and will include collection of data from parents, teachers, and school administrators, as well as direct child assessments. This request is to conduct a field test of the ECLS-K:2023 preschool data collection activities from January through October 2020, to field test the preschool data collection materials and procedures. This ECLS-K:2023 preschool field test will be followed by the kindergarten-first grade field test (planned for August–December 2021), the spring preschool national data collection (January–June 2022), and the fall (August–December 2022) and spring (March–July 2023) kindergarten national data collections—which will be requested under separate clearance submissions.

Dated: November 23, 2020.

**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**

[Docket No.: ED–2020–SCC–0142]

**Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and approval; Comment Request; 2020/22 Beginning Postsecondary Students (BPS:20/22) Field Test**

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

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction Act of 1995, ED is proposing a reinstatement with change of a previously approved information collection.

**DATES:** Interested persons are invited to submit comments on or before December 30, 2020.

**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/](http://www.reginfo.gov/public/)

*do/PRAMain*. Find this particular information collection request by selecting "Department of Education" under "Currently Under Review," then check "Only Show ICR for Public Comment" checkbox.

**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:* 2020/22 Beginning Postsecondary Students (BPS:20/22) Field Test.

*OMB Control Number:* 1850–0631.

*Type of Review:* A reinstatement with change of a previously approved information collection.

*Respondents/Affected Public:* Individuals and Households *Total Estimated Number of Annual Responses:* 7,568.

*Total Estimated Number of Annual Burden Hours:* 1,226.

*Abstract:* The 2020/22 Beginning Postsecondary Students Field Test (BPS:20/22) is conducted by the National Center for Education Statistics, part of the Institute of Education Sciences, within the Department of Education, and is part of the Beginning Postsecondary Students Longitudinal Study data collection program at [https://](https://nces.ed.gov/surveys/bps/)

[nces.ed.gov/surveys/bps/](https://nces.ed.gov/surveys/bps/). The Sample Collection will begin 03/01/21 and end 06/30/21.

BPS is designed to follow a cohort of students who enroll in postsecondary education for the first time during the same academic year, irrespective of the date of high school completion. The study collects data on students' persistence in and completion of postsecondary education programs; their transition to employment; demographic characteristics; and changes over time in their goals, marital status, income, and debt, among other indicators. Data from BPS are used to help researchers and policymakers better understand how financial aid influences persistence and completion, what percentages of students complete various degree programs, what are the early employment and wage outcomes for certificate and degree attainees, and why students leave school.

BPS:20/22 will be a nationally-representative sample of approximately 37,000 students who were first-time beginning students during the 2019–20 academic year. The BPS:20/22 field test will include approximately 3,700 students who first began in the 2018–19 academic year. These students will be asked to complete a survey and administrative data will also be collected for them. Administrative data matching will be conducted with sources including the National Student Loan Data System (NSLDS), containing federal loan and grant files; the Central Processing System (CPS), which houses and processes data contained in the Free Application for Federal Student Aid (FAFSA) forms; the National Student Clearinghouse (NSC) which provides enrollment and degree verification; vendors of national undergraduate, graduate, and professional student admission tests; and possible other administrative data sources such as the Veterans Benefits Administration (VBA). These data will be obtained through file matching/downloading.

This submission covers BPS:20/22 field test materials and procedures required for conducting the student survey and for matching data to administrative records. Following the field test study in 2021, NCES will provide the Office of Management and Budget (OMB) with a memorandum summarizing any changes planned for the full-scale data collection, and a revised OMB package. The materials that will be used in the BPS:20/22 full-scale study will be based upon the field test materials included in this submission. Additionally, this submission is designed to adequately justify the need for and overall practical