

20581; (202) 418-5086; email: mdarcy@cftc.gov.

SUPPLEMENTARY INFORMATION:

Title: Clearing Member Risk Management (OMB Control No. 3038-0094). This is a request for an extension of a currently approved information collection.

Abstract: Section 3(b) of the Commodity Exchange Act (“Act” or “CEA”) provides that one of the purposes of the Act is to ensure the financial integrity of all transactions subject to the Act and to avoid systemic risk. Section 8a(5) of the CEA authorizes the Commission to promulgate such regulations that it believes are reasonably necessary to effectuate any of the provisions or to accomplish any of the purposes of the CEA. Risk management systems are critical to the avoidance of systemic risk.

Section 4s(j)(2) of the CEA requires each Swap Dealer (“SD”) and Major Swap Participant (“MSP”) to have risk management systems adequate for managing its business. Section 4s(j)(4) of the CEA requires each SD and MSP to have internal systems and procedures to perform any of the functions set forth in Section 4s.

Section 4d of the CEA requires Futures Commission Merchants (“FCMs”) to register with the Commission. It further requires FCMs to segregate customer funds. Section 4f of the CEA requires FCMs to maintain certain levels of capital and Section 4g of the CEA establishes reporting and recordkeeping requirements for FCMs.

Pursuant to these provisions, the Commission adopted Commission regulation 1.73 which applies to clearing members that are FCMs and Commission regulation 23.609 which applies to clearing members that are SDs or MSPs. These provisions require these clearing members to have procedures to limit the financial risks they incur as a result of clearing trades and liquid resources to meet the obligations that arise. The regulations require each clearing member to: (1) Establish credit and market risk-based limits based on position size, order size, margin requirements, or similar factors; (2) use automated means to screen orders for compliance with the risk-based limits; (3) monitor for adherence to the risk-based limits intra-day and overnight; (4) conduct stress tests of all positions in the proprietary account and all positions in any customer account that could pose material risk to the futures commission merchant at least once per week; (5) evaluate its ability to meet initial margin requirements at least once per week; (6) evaluate its ability to meet

variation margin requirements in cash at least once per week; (7) evaluate its ability to liquidate the positions it clears in an orderly manner, and estimate the cost of the liquidation at least once per month; and (8) test all lines of credit at least once per quarter.

Each of these items has been observed by Commission staff as an element of an existing sound risk management program at an SD, MSP, or FCM. The Commission regulations require each clearing member to establish written procedures to comply with this regulation and to keep records documenting its compliance. The information collection obligations imposed by the regulations are necessary to implement certain provisions of the CEA, including ensuring that registrants exercise effective risk management and for the efficient operation of trading venues among SDs, MSPs, and FCMs.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. On February 22, 2022, the Commission published in the **Federal Register** notice of the proposed extension of this information collection and provided 60 days for public comment on the proposed extension, 87 FR 9582 (“60-Day Notice”). The Commission did not receive any relevant comments on the 60-Day Notice.

Burden Statement: The Commission is revising its estimate of the burden for this collection to reflect the current number of respondents and estimated burden hours. The respondent burden for this collection is estimated to be as follows:

Estimated Number of Respondents: 167 (108 Clearing Member Swap Dealers and 59 Clearing Member Futures Commission Merchants).

Estimated Average Burden Hours per Respondent: 504 hours.

Estimated Total Annual Burden Hours: 84,168 hours.

Frequency of Collection: As needed.

There are no capital costs or operating and maintenance costs associated with this collection.

(Authority: 44 U.S.C. 3501 *et seq.*)

Dated: April 22, 2022.

Robert Sidman,

Deputy Secretary of the Commission.

[FR Doc. 2022-09019 Filed 4-26-22; 8:45 am]

BILLING CODE 6351-01-P

DEPARTMENT OF EDUCATION

National Assessment Governing Board

National Assessment Governing Board; Meeting

AGENCY: National Assessment Governing Board, Department of Education.

ACTION: Notice of open and closed meetings.

SUMMARY: This notice sets forth the agenda for the National Assessment Governing Board (hereafter referred to as Governing Board) meeting scheduled for May 12–13, 2022. This notice provides information about the meeting to members of the public who may be interested in attending and/or providing written comments related to the work of the Governing Board. Notice of this meeting is required under the Federal Advisory Committee Act (FACA).

ADDRESSES: Westin Crystal City, 1800 Richmond Highway, Arlington, VA 22202.

FOR FURTHER INFORMATION CONTACT:

Munira Mwalimu, Executive Officer/ Designated Federal Official for the Governing Board, 800 North Capitol Street NW, Suite 825, Washington, DC 20002, telephone: (202) 357-6906, fax: (202) 357-6945, email: Munira.Mwalimu@ed.gov.

SUPPLEMENTARY INFORMATION:

Statutory Authority and Function: The Governing Board is established under the National Assessment of Educational Progress Authorization Act, Title III of Public Law 107-279. Information on the Governing Board and its work can be found at www.nagb.gov.

The Governing Board formulates policy for the National Assessment of Educational Progress (NAEP) administered by the National Center for Education Statistics (NCES). The Governing Board’s responsibilities include: (1) Selecting subject areas to be assessed; (2) developing assessment frameworks and specifications; (3) developing appropriate student achievement levels for each grade and subject tested; (4) developing standards and procedures for interstate and national comparisons; (5) improving the form and use of NAEP; (6) developing guidelines for reporting and disseminating results; and (7) releasing initial NAEP results to the public.

Standing Committee Meetings

The Governing Board’s standing committees will meet to conduct regularly scheduled work planned for this Quarterly Board Meeting and any items undertaken by committees for

consideration by the full Governing Board. (Please see committee meeting minutes for previous meetings, available at <https://www.nagb.gov/governing-board/quarterly-board-meetings.html>). Committee meeting agendas will be posted on the Governing Board's website www.nagb.gov five business days prior to the meetings.

Committee Meetings

Monday, May 9, 2022

Nominations Committee (Closed Session)

5:30 p.m.–7:00 p.m.

Thursday, May 12, 2022

Executive Committee Meeting

8:30 a.m.–9:00 a.m. (Open Session)

Friday, May 13, 2022

Reporting and Dissemination Committee (R&D)

8:30 a.m.–11:00 a.m. (Open Session)

Friday, May 13, 2022

Assessment Development Committee (ADC)

8:30 a.m.–10:45 a.m. (Open Session)

10:45 a.m.–11:00 a.m. (Closed Session)

Friday, May 13, 2022

Committee on Standards, Design and Methodology

8:30 a.m.–9:30 a.m. (Open Session)

9:30 a.m.–11:00 a.m. (Closed Session)

Quarterly Governing Board Meeting

The plenary sessions of the May 12–13, 2022 quarterly meeting of the Governing Board will be held on the following dates and times:

Thursday, May 12, 2022: Open Meeting: 9:15 a.m.–5:30 p.m.

Friday, May 13, 2022: Open Meeting: 11:15 a.m.–11:30 a.m.; Closed Meeting: 11:30 a.m.–3:30 p.m.

May 12, 2022 Meeting

On Thursday, May 12, 2022, the plenary session of the Governing Board meeting will meet in open session from 9:15 a.m. to 11:15 a.m. From 9:15 a.m. to 9:30 a.m. Chair Beverly Perdue will welcome members, review, and approve the May 12–13, 2022 quarterly Governing Board meeting agenda and minutes from the March 3–4, 2022 quarterly Governing Board meeting.

Thereafter, from 9:30 a.m. to 9:45 a.m. Lesley Muldoon, Executive Director of the Governing Board, will update members on ongoing work. From 9:45 a.m. to 10:00 a.m., Peggy Carr, Commissioner, National Center for Education Statistics (NCES), will provide an update on National Assessment of Educational Progress (NAEP) activities. Peggy Carr and Lesley

Muldoon will then discuss proposed approaches to NAEP innovation from 10:00 a.m. to 11:15 a.m. followed by a 15-minute break.

The Governing Board will hear a panel presentation from 11:30 a.m. to 1:30 p.m. on State Perspectives on Opportunities for NAEP to Innovate. This session will be followed by a 15-minute break. The Governing Board will reconvene from 1:45 p.m. to 3:15 p.m. to receive a briefing from Daniel McGrath, Acting Associate Commissioner, NCES, on plans for analyzing and reporting NAEP 2022. Following a 15-minute break, the Vice Chair of the Assessment Development Committee will lead a discussion on the Board charge to the NAEP Science Assessment Framework Panels. The Director of the Institute of Education Sciences, Mark Schneider, then will provide an update from 4:30 p.m. to 5:00 p.m. After which, members will engage in open discussion from 5:00 p.m. to 5:30 p.m. before the meeting is adjourned on May 12, 2022.

Friday, May 13, 2022

The May 13, 2022 session will begin with standing committee meetings from 8:30 a.m. to 11:00 a.m., followed by a 15-minute break. From 11:15 a.m. to 11:30 a.m., the Governing Board will take action on the Charge to the NAEP Science Framework Panels.

The Governing Board will meet in closed session from 11:30 a.m. to 2:00 p.m. to participate in the NAEP Budget Workshop. This session must be closed to the public because the budget discussions pertain to current and future NAEP contracts and must be kept confidential to maintain the integrity of the federal acquisition process. Public disclosure of this confidential information would impede implementation of the NAEP assessment program if conducted in open session. Such matters are protected by exemption 9(B) of § 552b(c) of Title 5 of the United States Code.

Following a short break, the Governing Board will reconvene in the second closed session from 2:15 p.m. to 3:30 p.m. to receive and discuss results from the NAEP Achievement Level Descriptor Study in Mathematics and Reading. This briefing must be held in closed session because study results are not yet public. Public disclosure of secure results would impede implementation of the NAEP assessment program if conducted in open session. Such matters are protected by exemption 9(B) of § 552b(c) of Title 5 of the United States Code.

The May 13, 2022 session of the Governing Board meeting will adjourn at 3:30 p.m.

The Quarterly Board meeting and committee meeting agendas, together with meeting materials, will be posted on the Governing Board's website at www.nagb.gov no later than five working days prior to each meeting.

Access to Records of the Meeting: Pursuant to FACA requirements, the public may also inspect the meeting materials at www.nagb.gov five business days prior to each meeting. The official verbatim transcripts of the public meeting sessions will be available for public inspection no later than 30 calendar days following each meeting.

Reasonable Accommodations: The meeting is accessible to individuals with disabilities. If you will need an auxiliary aid or service to participate in the meeting (e.g., interpreting service, assistive listening device, or materials in an alternate format), notify the contact person listed in this notice no later than ten working days prior to each meeting.

Written Comment: Written comments related to the work of the Governing Board may be submitted electronically or in hard copy to the attention of the Executive Officer/Designated Federal Official (see contact information noted above).

Public Participation: Members of the public may attend all open sessions of the standing committees and open plenary sessions of the Governing Board meeting.

Electronic Access to this Document: The official version of this document is the document published in the **Federal Register**. Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available via the Federal Digital System at: www.gpo.gov/fdsys. 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 Adobe Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the Adobe website. 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.

Authority: Public Law 107–279, Title III—National Assessment of Educational Progress § 301.

Munira Mwalimu,

Executive Officer, National Assessment Governing Board (NAGB), U.S. Department of Education.

[FR Doc. 2022–09001 Filed 4–26–22; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Education Innovation and Research (EIR) Program—Early-Phase Grants

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

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2022 for the EIR program—Early-phase Grants, Assistance Listing Number 84.411C (Early-phase Grants). This notice relates to the approved information collection under OMB control number 1894–0006.

DATES:

Applications Available: April 29, 2022.

Deadline for Notice of Intent to Apply: May 27, 2022.

Deadline for Transmittal of Applications: July 21, 2022.

Deadline for Intergovernmental Review: September 21, 2022.

Pre-Application Information: The Department will post additional competition information for prospective applicants on the EIR program website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/fy-2022-competition/>.

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 phaseout of DUNS numbers is available at www2.ed.gov/about/offices/list/fof/

[docs/unique-entity-identifier-transition-fact-sheet.pdf](#).

FOR FURTHER INFORMATION CONTACT:

Yvonne Crockett, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E344, Washington, DC 20202–5900. Telephone: (202) 453–7122. Email: eir@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 EIR program, established under section 4611 of the Elementary and Secondary Education Act, as amended (ESEA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based (as defined in this notice), field-initiated innovations to improve student achievement and attainment for high-need students and to rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent education challenges and to support the expansion of those solutions to serve substantially higher numbers of students.

The central design element of the EIR program is its multitier structure that links the amount of funding an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project, with the expectation that projects that build this evidence will advance through EIR’s grant tiers: “Early-phase,” “Mid-phase,” and “Expansion.”

“Early-phase,” “Mid-phase,” and “Expansion” grants differ in terms of the level of prior evidence of effectiveness required for consideration for funding, the expectations regarding the kind of evidence and information funded projects should produce, the level of scale funded projects should reach, and, consequently, the amount of funding available to support each type of project.

Early-phase grants must demonstrate a rationale (as defined in this notice). Early-phase grants provide funding for the development, implementation, and feasibility testing of a program, which prior research suggests has promise, for the purpose of determining whether the program can successfully improve student achievement and attainment for high-need students. Early-phase grants are not intended simply to implement established practices in additional locations or address needs that are

unique to one particular context. The goal is to determine whether and in what ways relatively new practices can improve student achievement and attainment for high-need students.

This notice invites applications for Early-phase grants only. The notices inviting applications for Mid-phase and Expansion grants are published elsewhere in this issue of the **Federal Register**.

Background

While this notice is for the Early-phase tier only, the premise of the EIR program is that new and innovative educational programs and practices can help to overcome the persistent and significant challenges to student success, particularly for underserved and high-need students.

Note: The EIR program statute refers to “high-need students” but allows applicants to define the term as it relates to the proposed project, population, and setting. In addressing the needs of underserved students, the statutory requirement for serving “high-need students” can also be addressed.

These innovations need to be evaluated, and, if sufficient evidence of effectiveness can be demonstrated, the intent is for these innovations to be replicated and tested in new populations and settings. EIR is not intended to provide support for practices that are already commonly implemented by educators, unless significant adaptations of such practices warrant testing to determine if they can accelerate achievement or increase the likelihood that the practices can be widely, efficiently, and effectively implemented in new populations and settings.

As an EIR project is implemented, grantees are encouraged to learn more about how the practices improve student achievement and attainment and to develop increasingly rigorous evidence of effectiveness and new strategies to efficiently and cost-effectively scale to new school districts, regions, and States. To meet the required evidence level, applicants must develop a logic model (as defined in this notice), theory of action, or another conceptual framework that includes the goals, objectives, outcomes, and key project components (as defined in this notice) of the project.

All EIR applicants and grantees should also consider how they need to develop their organizational capacity, project financing, or business plans to sustain their projects and continue implementation and adaptation after Federal funding ends. The Department intends to provide grantees with