

Dated: April 2, 2021.

Angela Somma,

Chief, Endangered Species Division, Office of Protected Resources, National Marine Fisheries Service.

[FR Doc. 2021-07189 Filed 4-6-21; 8:45 am]

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DEPARTMENT OF DEFENSE

Office of the Department of the Air Force

Record of Decision for the United States Air Force Special Use Airspace Optimization at Holloman Air Force Base Environmental Impact Statement

AGENCY: Department of the Air Force, DoD.

ACTION: Notice of availability of record of decision.

SUMMARY: On March 29, 2021, the Department of the Air Force (DAF) signed the Record of Decision (ROD) for the Special Use Airspace Optimization at Holloman Air Force Base Environmental Impact Statement.

ADDRESSES: Ms. Robin Divine, AFCEC/CZN, 2261 Hughes Avenue, Suite 155, JBSA—Lackland Air Force Base, Texas 78236-9853, (210) 925-2730; robin.divine@us.af.mil.

SUPPLEMENTARY INFORMATION: The Department of the Air Force has decided to expand the lateral and vertical boundaries of the existing Talon Military Operations Area (MOA) and associated Air Traffic Control Assigned Airspace (ATCAA) in eastern New Mexico. The expanded MOA/ATCAA will support training for pilots stationed at Holloman Air Force Base.

The DAF decision documented in the ROD was based on matters discussed in the Final Environmental Impact Statement, inputs from the cooperating agencies, Native American Tribes, members of the public, and regulatory agencies, and other relevant factors. The Final Environmental Impact Statement was made available to the public on February 5, 2021 through a Notice of Availability in the **Federal Register** (Volume 86, Number 23, page 8356) with a waiting period that ended on March 8, 2021.

Authority: This Notice of Availability is published pursuant to the regulations (40 CFR part 1506.6) implementing the provisions of the National Environmental Policy Act (42 U.S.C. 4321, *et seq.*) and the Air Force's Environmental Impact Analysis

Process (32 CFR parts 989.21(b) and 989.24(b)(7)).

Adriane Paris,

Acting Air Force Federal Register Liaison Officer.

[FR Doc. 2021-07187 Filed 4-7-21; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Personnel Development To Improve Services and Results for Children With Disabilities—Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2021 for Personnel Development to Improve Services and Results for Children with Disabilities—Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, Assistance Listing Number 84.325D. This notice relates to the approved information collection under OMB control number 1820-0028.

DATES:

Applications Available: April 8, 2021.

Deadline for Transmittal of

Applications: June 7, 2021.

Deadline for Intergovernmental

Review: August 6, 2021.

Pre-Application Webinar Information: No later than April 13, 2021, the Office of Special Education and Rehabilitative Services (OSERS) will post pre-recorded informational webinars designed to provide technical assistance to interested applicants. The webinars may be found at www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html.

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 February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

FOR FURTHER INFORMATION CONTACT:

Celia Rosenquist, U.S. Department of Education, 400 Maryland Avenue SW, Room 5158, Potomac Center Plaza, Washington, DC 20202-5076. Telephone: (202) 245-7373. Email: Celia.Rosenquist@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 purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Priorities: This competition includes two absolute priorities and two competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priorities and competitive preference priorities are from allowable activities specified in the statute (see sections 662 and 681 of the Individuals with Disabilities Education Act (IDEA); 20 U.S.C. 1462 and 1481).

Absolute Priorities: For FY 2021 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 either Absolute Priority 1 or Absolute Priority 2. Applicants may apply under both absolute priorities but must submit separate applications if they do so.

These priorities are:

Absolute Priority 1—Preparation of Special Education, Early Intervention, and Related Services Faculty.

Background:

The purpose of this priority is to support existing doctoral degree programs that prepare special education, early intervention, and related services personnel who are well-qualified for, and can act effectively in, leadership positions as researchers and preparers of special education, early intervention, and related services personnel in institutions of higher education (IHEs). There is a well-documented need for leadership personnel to fill faculty positions within IHEs in special education, early intervention, and related services (Castillo et al., 2014; Montrosse & Young, 2012; Robb et al., 2012; Smith et al., 2011; Smith et al., 2010; Woods & Snyder, 2009). These leaders conduct