

the performance targets in the grantee's approved application.

In making a continuation award, the Secretary 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 program contact person listed under **FOR FURTHER INFORMATION CONTACT**, individuals with disabilities can obtain this document and a copy of the application package 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.

David Cantrell,

Deputy Director, Office of Special Education Programs. Delegated the authority to perform the functions and duties of the Assistant Secretary for the Office of Special Education and Rehabilitative Services.

[FR Doc. 2021-10729 Filed 5-20-21; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Applications for New Awards; Hispanic Serving Institutions Science, Technology, Engineering & Mathematics (HSI STEM) and Articulation Program; Correction

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice; correction.

SUMMARY: On April 30, 2021, the Department of Education (Department) published in the **Federal Register** a notice inviting applications (NIA) for new awards for fiscal year (FY) 2021 for the HSI STEM and Articulation Program, Assistance Listing Number 84.031C. This notice corrects the Award Information and Eligibility Information sections of the NIA. All other information in the NIA, including the June 14, 2021, deadline for transmittal of applications, remains the same.

DATES: This correction is applicable May 21, 2021.

FOR FURTHER INFORMATION CONTACT: Jymece Seward, Office of Postsecondary Education, U.S. Department of Education, 400 Maryland Avenue SW, Room 2B159, Washington, DC 20202. Telephone: (202) 453-6138. Email: Jymece.Seward@ed.gov.

If you use a telecommunications device for the deaf or a text telephone, call the Federal Relay Service, toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION: On April 30, 2021, the Department published in the **Federal Register** the FY 2021 NIA for the HSI STEM and Articulation Program (86 FR 22947). This notice corrects the Award Information and Eligibility Information sections of the NIA. Specifically, we clarify that the estimated award dollar amounts are provided on a per year basis, and we correct the indirect cost rate information to specify that this program is subject to an unrestricted indirect cost rate.

All other information in the NIA, including the June 14, 2021, deadline for transmittal of applications, remains the same.

Corrections

In FR Document 2021-09079 appearing on page 22947 in the **Federal Register** of April 30, 2021, the following corrections are made:

1. On page 22949, in the third column, in the section entitled "Award Information", add "per year" after "\$700,000-\$1,000,000".

2. On page 22950, in the second line of the first column, add "per year" after "\$775,000".

3. On page 22950, in the fifth paragraph of the second column, after heading "b. Indirect Cost Rate Information", remove the first sentence and add, in its place, "This program uses an unrestricted indirect cost rate."

Program Authority: 20 U.S.C. 1067q(b)(2)(B).

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a copy of the application package in an accessible format. The Department will provide the requestor with and 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.

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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.

Michelle Asha Cooper,

Acting Assistant Secretary for Postsecondary Education.

[FR Doc. 2021-10740 Filed 5-20-21; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket No. ED-2021-SCC-0039]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; U.S. Department of Education Grant Performance Report Form (ED 524B)

AGENCY: Office of the Secretary (OS), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is proposing an extension without change of a currently approved collection.

DATES: Interested persons are invited to submit comments on or before June 21, 2021.

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

checkbox. Comments may also be sent to ICDocketmgr@ed.gov.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Alfreida Pettiford, 202–245–6110.

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: U.S. Department of Education Grant Performance Report Form (ED 524B).

OMB Control Number: 1894–0003.

Type of Review: An extension without change of a currently approved collection.

Respondents/Affected Public: State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 7,595.

Total Estimated Number of Annual Burden Hours: 169,390.

Abstract: The ED 524B form and instructions are used by many ED discretionary grant programs to enable grantees to meet ED deadline dates for submission of performance reports to the Department.

Dated: May 18, 2021.

Juliana Pearson,

PRA Coordinator, Strategic Collections and Clearance, Governance and Strategy Division, Office of Chief Data Officer, Office of Planning, Evaluation and Policy Development.

[FR Doc. 2021–10763 Filed 5–20–21; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Minority Science and Engineering Improvement Program (MSEIP)

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2021 for the MSEIP, Assistance Listing Number 84.120A. This notice relates to the approved information collection under OMB control number 1840–0109.

DATES:

Applications Available: May 21, 2021.

Deadline for Transmittal of

Applications: July 6, 2021.

Deadline for Intergovernmental Review: September 3, 2021.

Pre-Application Webinar information:

The Department will hold a pre-application meeting via webinar for prospective applicants. Detailed information regarding this webinar will be provided on the website for the MSEIP at www2.ed.gov/programs/idesmsi/index.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: Dr. Bernadette Hence, U.S. Department of Education, 400 Maryland Avenue SW, Room 2B125, Washington, DC 20202. Telephone: (202) 453–7913. Email: Bernadette.Hence@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 MSEIP is designed to effect long-range

improvement in science and engineering education at predominantly minority institutions and to increase the flow of underrepresented ethnic minorities, particularly minority women, into scientific and technological careers.

Background: The COVID–19 pandemic has greatly affected schools and postsecondary institutions nationwide. Almost instantaneously, all educational institutions from pre-K to graduate programs had to establish distance education programs even though many schools, institutions, and families lacked the needed technology, software, and training to teach and learn in a remote environment. Recent research (Liu et al., 2020; Son et al., 2020; Panchal et al., 2021)¹ suggests that the COVID–19 pandemic has resulted in long-term stressors that negatively affect the mental health of students. College students are experiencing numerous pandemic-related effects including closures of universities, loss of income, increased alcohol or substance abuse, suicidal thoughts, and symptoms of anxiety (Panchal et al., 2021). In a recent survey of over 2,000 college students conducted in April 2020, one in five respondents reported that their mental health had significantly worsened during the pandemic (Liu et al., 2020). This baseline data underscores the urgent need to aggressively address the mental health needs of college students through strategies for ensuring mental health service access and intentional outreach to students with special circumstances. In developing a proposed project, we strongly encourage applicants to incorporate interventions and preventive strategies to address the mental health impact of the COVID–19 pandemic on college students.

Priority: This notice contains one competitive preference priority. The competitive preference priority is from the notice of final administrative priority and definitions for discretionary grants program published in the **Federal Register** on December 30, 2020 (85 FR 86545) (Remote Learning NFP).

¹ Liu, C.H., Pinder-Amaker, S., Hahm, H.C. & Chen, J.A. (2020). Priorities for addressing the impact of the COVID–19 pandemic on college student mental health. *Journal of American College Health*, DOI: <https://doi.org/10.1080/07448481.2020.1803882>.

Panchal, N., Kamal, R., Cox, C. & Garfield, R. (2021). The implications of COVID–19 for mental health and substance. <https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use>.

Son, C., Hegde, S., Smith, A. & Wang, X. (2020). Effects of Covid–19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22 (9). DOI: <https://doi.org/10.2196/21279>.