

affect cetaceans and vary spatially and temporally across species; and to determine the route of exposure. Authorized research includes vessel surveys targeting live cetaceans; tissue collection of dead, stranded cetaceans; cell line development of tissue samples; and the import/export/receipt of biological samples collected in foreign waters/countries. Research activities on live animals include recordings and observations, biological sampling that includes use of an unmanned aircraft system, tracking, and incidental harassment during vessel surveys. The permit is valid through February 28, 2021.

In compliance with the National Environmental Policy Act of 1969 (42 U.S.C. 4321 *et seq.*), a final determination has been made that the activity proposed is categorically excluded from the requirement to prepare an environmental assessment or environmental impact statement.

As required by the ESA, issuance of this permit was based on a finding that such permit: (1) Was applied for in good faith; (2) will not operate to the disadvantage of such endangered species; and (3) is consistent with the purposes and policies set forth in section 2 of the ESA.

Dated: March 8, 2016.

Julia Harrison,

*Chief, Permits and Conservation Division,
Office of Protected Resources, National
Marine Fisheries Service.*

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DEPARTMENT OF DEFENSE

Department of the Army

Board of Visitors, United States Military Academy (USMA)

AGENCY: Department of the Army, DoD.

ACTION: Notice of committee meeting.

SUMMARY: Under the provisions of the Federal Advisory Committee Act of 1972 the Government in the Sunshine Act of 1976 and the Code of Federal Regulations, the Department of Defense announces that the following Federal advisory committee meeting will take place.

DATES: Monday, April 4, 2016, Time 1:30–4:30 p.m. Members of the public wishing to attend the meeting will be required to show a government photo ID upon entering West Point in order to gain access to the meeting location. All members of the public are subject to security screening.

ADDRESSES: The meeting will be held in the Haig Room, Jefferson Hall, West Point, New York 10996.

FOR FURTHER INFORMATION CONTACT: Mrs. Deadra K. Ghostlaw, the Designated Federal Officer for the committee, in writing at: Secretary of the General Staff, ATTN: Deadra K. Ghostlaw, 646 Swift Road, West Point, NY 10996; by email at: deadra.ghostlaw@usma.edu or BoV@usma.edu; or by telephone at (845) 938-4200.

SUPPLEMENTARY INFORMATION: The committee meeting is being held under the provisions of the Federal Advisory Committee Act of 1972 (5 U.S.C., Appendix, as amended), the Government in the Sunshine Act of 1976 (5 U.S.C. 552b, as amended), and 41 CFR 102–3.150. The USMA BoV provides independent advice and recommendations to the President of the United States on matters related to morale, discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and any other matters relating to the Academy that the Board decides to consider.

Purpose of the Meeting: This is the 2016 Organizational Meeting of the USMA BoV. Members of the Board will be provided updates on Academy issues.

Proposed Agenda: The Board Chair will discuss the following topics: Election of 2016 committee Chair and Vice Chair, set dates for the Summer and Fall Board Meetings, 2015 Annual Report Update, Federal Advisory Committee Act Final Rule, Swearing in of Board Members, Board Charter Renewal, and Review of USMA Board of Visitors Rules. The Superintendent will then give the following updates: Key Past/Upcoming Events Since last Board of Visitors Meeting, First Semester Highlights, Class of 2020 Admissions Update, Military Program Review, Class of 2016 Branching Update, Intellectual Capital for the Army, SHARP (Sexual Harassment and Assault Response and Prevention) Update, Athletic Department Restructure Timeline, Construction Update, Department of Defense Warrior Games, and Upcoming Events.

Public's Accessibility to the Meeting: Pursuant to 5 U.S.C. 552b and 41 CFR 102–3.140 through 102–3.165 and subject to the availability of space, this meeting is open to the public. Seating is on a first to arrive basis. Attendees are requested to submit their name, affiliation, and daytime phone number seven business days prior to the meeting to Mrs. Ghostlaw, via electronic mail, the preferred mode of submission, at the address listed in the **FOR FURTHER**

INFORMATION CONTACT section. Pursuant to 41 CFR 102–3.140d, the committee is not obligated to allow a member of the public to speak or otherwise address the committee during the meeting, and members of the public attending the committee meeting will not be permitted to present questions from the floor or speak to any issue under consideration by the committee. Because the committee meeting will be held in a Federal Government facility on a military post, security screening is required. A government photo ID is required to enter post. Please note that security and gate guards have the right to inspect vehicles and persons seeking to enter and exit the installation. The United States Military Academy, Jefferson Hall, is fully handicap accessible. Wheelchair access is available at the south entrance of the building. For additional information about public access procedures, contact Mrs. Ghostlaw, the committee's Designated Federal Officer, at the email address or telephone number listed in the **FOR FURTHER INFORMATION CONTACT** section.

Written Comments or Statements: Pursuant to 41 CFR 102–3.105(j) and 102–3.140 and section 10(a)(3) of the Federal Advisory Committee Act, the public or interested organizations may submit written comments or statements to the committee, in response to the stated agenda of the open meeting or in regard to the committee's mission in general. Written comments or statements should be submitted to Mrs. Ghostlaw, the committee Designated Federal Officer, via electronic mail, the preferred mode of submission, at the address listed in the **FOR FURTHER INFORMATION CONTACT** section. Each page of the comment or statement must include the author's name, title or affiliation, address, and daytime phone number. Written comments or statements should be submitted to Mrs. Ghostlaw, the committee Designated Federal Officer, via electronic mail, the preferred mode of submission, at the address listed in the **FOR FURTHER INFORMATION CONTACT** section. Written comments or statements being submitted in response to the agenda set forth in this notice must be received by the Designated Federal Official at least seven business days prior to the meeting to be considered by the committee. The Designated Federal Official will review all timely submitted written comments or statements with the committee Chairperson and ensure the comments are provided to all members of the committee before the meeting. Written comments or statements received after

this date may not be provided to the committee until its next meeting.

Pursuant to 41 CFR 102–3.140d, the committee is not obligated to allow a member of the public to speak or otherwise address the committee during the meeting. However, the committee Designated Federal Official and Chairperson may choose to invite certain submitters to present their comments verbally during the open portion of this meeting or at a future meeting. The Designated Federal Officer, in consultation with the committee Chairperson, may allot a specific amount of time for submitters to present their comments verbally.

Brenda S. Bowen,

Army Federal Register Liaison Officer.

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DEPARTMENT OF EDUCATION

Applications for New Awards; Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—National Center for Students with Disabilities Who Require Intensive Intervention

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

ACTION: Notice.

SUMMARY: *Overview Information:* Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities—National Center for Students with Disabilities Who Require Intensive Intervention

Notice inviting applications for a new award for fiscal year (FY) 2016.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.326Q.

DATES: *Applications Available:* March 14, 2016.

Deadline for Transmittal of Applications: April 28, 2016.

Deadline for Intergovernmental Review: June 27, 2016.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program is to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects,

disseminating useful information, and implementing activities that are supported by scientifically based research.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see sections 663 and 681(d) of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2016 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is:

National Center for Students with Disabilities Who Require Intensive Intervention.

Background:

Providing effective evidence-based (as defined in this notice) instruction and intervention for all students, including students with disabilities, is critical for their success in postsecondary settings. Recent data demonstrate that academic and behavioral outcomes for students with disabilities continue to be poor.

In 2015, for example, a large proportion of students with disabilities scored below the basic level¹ on the National Assessment of Educational Progress (NAEP) in both reading (4th grade: 70 percent; 8th grade: 67 percent) and math (4th grade: 49 percent; 8th grade: 72 percent) (U.S. Department of Education, 2015). In the 2011–12 school year, students with disabilities were more than twice as likely to receive an out-of-school suspension as their non-disabled peers, and over half (58 percent) were subjected to seclusion (U.S. Department of Education, 2014). Further, students with emotional disturbance or a specific learning disability were suspended at higher rates than other students with disabilities (Losen, Hodson, Ee, & Martinez, 2014). Nationally, in the 2011–12 school year, it is estimated that nearly 18 million instructional days were lost for all U.S. public school children due to exclusionary discipline (Losen, Hodson, Keith, Morrison, & Belway, 2015).

Significant and persistent academic and behavioral difficulties can limit success in school and postsecondary opportunities. A recent report suggests that the graduation rate for students with disabilities (61.9 percent) is much lower than the graduation rate for all students (81.4 percent) (DePaoli et al.,

2015). Students with disabilities are also less likely to have enrolled in postsecondary education, have lower salaries when employed, and have higher involvement with the criminal justice system than their non-disabled peers (Sanford et al., 2011).

For some students, the typical evidence-based instruction and behavioral supports provided in the classroom are not sufficient to address their educational needs or prepare them for postsecondary opportunities. They will need individualized, more intensive intervention composed of practices that are evidence-based.

Interventions can be intensified in multiple ways (e.g., dosage, group size, intervention components, interventionist expertise) (e.g., Barnett, Daly, Jones, & Lentz, 2004; Coddling & Lane, 2014; Daly, Martens, Barnett, Witt, & Olson, 2007; Mellard, McKnight, & Jordan, 2010; Warren, Fey, & Yoder, 2007), and for students at risk of, or identified as having, a disability, research has demonstrated the effectiveness of intensive interventions in improving reading outcomes (e.g., Allor, Mathes, Roberts, Cheatham, & Al Otaiba, 2014; Al Otaiba et al., 2014; Denton et al., 2013; Solis, Miciak, Vaughn, & Fletcher, 2014; Wanzek et al., 2013); mathematics outcomes (e.g., Bryant et al., 2014; Dennis, 2015; Fuchs, Fuchs, Powell, Seethaler, Cirino, & Fletcher, 2008; Gersten et al., 2009); and behavioral outcomes (e.g., Gage, Lewis, & Stichter, 2012; Goh & Bambara, 2012).

The co-occurrence of academic and behavioral difficulties has been well documented, yet the exact nature of the relationship is still not well understood (e.g., Algozzine, Wang, & Violette, 2011; Morgan & Sideridis, 2013). However, recent research on integrating academic and behavioral interventions has demonstrated promise for improving student outcomes (e.g., Algozzine et al., 2012; Chaparro, Smolkowski, Baker, Hanson, & Ryan-Jackson, 2012; Stewart, Benner, Martella, Marchand-Martella, 2007). In an analysis of academic, behavioral, and integrated academic and behavioral intervention models, Stewart et al. (2007) found greater gains in reading and behavior for the integrated intervention model than the academic or behavioral intervention models alone.

In short, there are students with disabilities who have persistent learning or behavior difficulties and who need intensive intervention to succeed in school and to be prepared for postsecondary opportunities. However, States, districts, and schools need assistance in developing or refining and coordinating their systems of instruction

¹ For NAEP achievement level definitions, see: <https://nces.ed.gov/nationsreportcard/achievement.aspx>.