

about public health and environmental impacts, as well as questions about who stands to benefit from the deployment of these systems. Responsible CCUS projects should engage communities and Tribes in co-development of projects and approaches; protect communities from pollution; and incorporate environmental justice and equity considerations, especially in communities that are already exposed to multiple pollution sources.

CEQ recommends that agencies undertake measures to facilitate a transparent process and meaningful public engagement. In addition to developing robust Tribal consultation and stakeholder engagement plans and conducting regular engagement, agencies should prioritize the development and application of environmental justice best practices for CCUS efforts.⁹ Actions that should be taken include:

- Evaluating the impacts of proposed CCUS actions on potential host communities early in the planning process;
- Providing information about the impacts, costs and benefits of CCUS in advance of Tribal consultation and stakeholder engagement;
- Consulting Tribal Nations on potential CCUS projects in a manner that strengthens Nation-to-Nation relationships;
- Avoiding the imposition of additional burdens on overburdened and underserved communities, including by evaluating direct, indirect, and cumulative effects and identifying and implementing appropriate mitigation and avoidance measures; and
- Ensuring transparent decisions and accountability to Tribes and communities with respect to any applicable mitigation measures designed to reduce environmental impacts.

When feasible, CEQ further recommends that agencies with substantial CCUS technology development and deployment activities initiate interdisciplinary RDD&D programs and robust community engagement in the context of CCUS technology deployment. This can help to ensure that RDD&D on CCUS is informed by diverse academic

perspectives and aligned with community objectives and goals. These agencies include DOE, EPA, DOT, and the National Science Foundation. The White House Office of Science and Technology Policy should coordinate this interdisciplinary research.

3. Understanding Environmental Impacts

The CEQ CCUS Report also highlighted the need to further assess and quantify potential impacts on local criteria air pollutants and other emissions resulting from carbon capture retrofits at industrial facilities in response to concerns regarding potential cumulative emissions from single and/or multiple sources.¹⁰ In addition to assessing criteria pollutants associated with CCUS activities, agencies should also assess carbon dioxide emissions from project infrastructure. OCS sequestration projects should further consider possible impacts on water column carbonate chemistry.

CEQ recommends that agencies, including EPA and DOE, collaborate on studies regarding the effect of carbon capture deployment on air quality in the United States. Such studies will be coordinated by CEQ, and may include evaluating use of air dispersion modeling as part of comprehensive air quality impacts analysis and will be used to develop additional guidance for considering air quality impacts as part of the planning and permitting process for CCUS activities. CEQ also recommends that agencies, including DOE, EPA, DOI, and NOAA, collaborate on additional studies that are needed to better monitor and verify CCUS results and understand the impacts to living marine resources associated with geologic sequestration and monitoring efforts on the OCS.

In addition, CEQ recommends that agencies share best practices with respect to data collection and reporting on CCUS projects. For example, DOE now requires recipients of funding to collect and report data regarding the non-carbon dioxide air emissions associated with carbon capture projects.

4. Carbon Capture and Utilization and Carbon Dioxide Removal

Each technical approach for CCU and CDR differs in technical maturity, market potential, cost, and carbon dioxide reduction potential. Each may also have different societal and environmental impacts and benefits. Enabling commercialization of CCU and

CDR will ultimately require increased transparency to build public confidence in the emissions reductions associated with these projects and their durability. Such transparency can be accomplished through publicly available analyses, such as life-cycle analyses, and/or the establishment of standards or certification for products.

Commercialization of CCU and CDR can be further expedited through Federal procurement and other economic incentives. The IJA supports engineered carbon removal, including by creating regional DAC hubs.

Agencies with activities and responsibilities for CCU and CDR regulations, standards, and greenhouse gas reporting, such as EPA, DOE, the National Institute of Standards and Technology, and other relevant agencies, should consider consolidating and publishing a repository for life-cycle analysis (LCA) methodology, results, and information related to CCU and CDR, building on existing collaboration through the Federal LCA Commons. As DOE further develops standards and certifications needed to facilitate the commercialization of CCU technologies as required in the IJA, CEQ recommends that DOE and other agencies with equities in CCUS standards consider evaluating how standards and certifications can increase Federal procurement of CCU, CCUS, and CDR technologies.

Brenda Mallory,
Chair.

[FR Doc. 2022-03205 Filed 2-15-22; 8:45 am]

BILLING CODE 3325-F2-P

DEPARTMENT OF EDUCATION

Extension of Application Deadline Date; Application for New Awards; Statewide Family Engagement Centers

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

ACTION: Notice.

SUMMARY: On December 20, 2021, the Department of Education (Department) published in the **Federal Register** a notice inviting applications (NIA) for the fiscal year (FY) 2022 Statewide Family Engagement Centers (SFEC) Program competition, Assistance Listing Number 84.310A. Because the SFEC application package was not posted on *Grants.gov* until January 10, 2022, we are extending the deadline for transmittal of applications to March 11, 2022. We are also extending the

⁹ See, e.g., E.O. 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations (Feb. 11, 1994); Environmental Justice: Guidance Under the National Environmental Policy Act (Dec. 10, 1997), https://www.epa.gov/sites/default/files/2015-02/documents/ej_guidance_nepa_ceq1297.pdf; Promising Practices for EJ Methodologies in NEPA Reviews (Mar. 2016), https://www.epa.gov/sites/default/files/2016-08/documents/nepa_promising_practices_document_2016.pdf.

¹⁰ See, e.g., CEQ CCUS Report at 40 (June 2021), <https://www.whitehouse.gov/wp-content/uploads/2021/06/CEQ-CCUS-Permitting-Report.pdf>.

deadline for intergovernmental review until May 10, 2022.

DATES:

Deadline for transmittal of applications: March 11, 2022.

Deadline for intergovernmental review: May 10, 2022.

FOR FURTHER INFORMATION CONTACT: Beth Yeh, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E335, Washington, DC 20202–6135. Telephone: (202) 205–5798. Email: beth.yeh@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: On December 20, 2021, the Department published an NIA for the SFEC competition in the **Federal Register** (86 FR 71880). However, the SFEC application package was not posted on *Grants.gov* until January 10, 2022. Therefore, we are extending the deadline for transmittal of applications for the competition by 21 days until March 11, 2022, at 11:59:59 p.m. Eastern Time. This extension will allow applicants more time to prepare and submit their applications. Applicants that have already timely submitted applications under the FY 2022 SFEC competition may resubmit applications but are not required to do so. If a new application is not submitted, the Department will use the application that was submitted by the original deadline. If a new application is submitted, the Department will consider the application that is last submitted and timely received.

All other requirements and conditions stated in the NIA remain the same.

Program Authority: 20 U.S.C. 7241–46.

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.

Ruth E. Ryder,

Deputy Assistant Secretary for Policy and Programs Office of Elementary and Secondary Education.

[FR Doc. 2022–03448 Filed 2–15–22; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Jacob K. Javits Gifted and Talented Students Education Program

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 new awards for fiscal year (FY) 2022 for the Jacob K. Javits Gifted and Talented Students Education (Javits) program, Assistance Listing Number 84.206A. This notice relates to the approved information collection under the Office of Management and Budget (OMB) control number 1894–0006.

DATES:

Applications Available: February 16, 2022.

Deadline for Notice of Intent To Apply: March 8, 2022.

Deadline for Transmittal of Applications: April 4, 2022.

Deadline for Intergovernmental Review: June 1, 2022.

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 phase-out of DUNS numbers is available at <https://www2.ed.gov/about/offices/list/office/docs/unique-entity-identifier-transition-fact-sheet.pdf>.

FOR FURTHER INFORMATION CONTACT: M. Jeanette Horner-Smith, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E252, Washington, DC 20202–6450. Telephone: (202) 453–6661. Email: Mildred.Horner-Smith@ed.gov or, Jennifer Brianas, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E239, Washington, DC 20202–6450. Telephone: (202) 401–0299. Email: Jennifer.Brianas@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.

Pre-Application Meeting Information: The Department will hold a pre-application meeting via Microsoft Teams for prospective applicants. For information about the pre-application meeting, visit the Javits website at: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/jacob-k-javits-gifted-and-talented-students-education-program/>.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Javits program supports *evidence-based*¹ research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of *elementary schools* and *secondary schools* nationwide to identify *gifted and talented* students and meet their special educational needs. A major emphasis of the program is on identifying and serving students traditionally underrepresented in gifted and talented programs (including economically disadvantaged individuals, individuals who are *English learners*, and *children with disabilities*), including the training of personnel in the identification and education of *gifted and talented* students and in the use, where appropriate, of gifted and talented services, materials, and methods, for all students.

Background: Through this competition, the Department seeks to increase the focus on students who are traditionally underserved and underrepresented in gifted and talented programs by funding projects that are

¹ Terms defined in this notice are italicized.