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DOD Clearance Officer: Mr. Reginald Lucas.

Requests for copies of the information collection proposal should be sent to Mr. Lucas at whs.mc-alex.esd.mbx.dd-dod-information-collections@mail.mil.

Dated: June 20, 2024.

Aaron T. Siegel,

Alternate OSD Federal Register Liaison Officer, Department of Defense.

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DEPARTMENT OF DEFENSE

Office of the Secretary

Defense Policy Board; Notice of Federal Advisory Committee Meeting

AGENCY: Under Secretary of Defense for Policy, Department of Defense (DoD).

ACTION: Notice of Federal advisory committee meeting.

SUMMARY: The DoD is publishing this notice to announce the following Federal advisory committee meeting of the Defense Policy Board (DPB) will take place.

DATES: Closed to the public; Wednesday, June 26, 2024, from 8:50 a.m. to 5:30 p.m. Closed to the public; Thursday, June 27, 2024, from 9:30 a.m. to 12:00 p.m.

ADDRESSES: The closed meeting will be held in the Rodman Conference Room, 3D852, at The Pentagon, 2000 Defense Pentagon, Washington, DC 20301-2000.

FOR FURTHER INFORMATION CONTACT:

James E. Benkowski, DPB Designated Federal Officer (DFO), 703-697-4758 (Voice), james.e.benkowski2.civ@mail.mil (Email). Mailing address is 2000 Defense Pentagon, Attn: 5E420, Washington, DC 20301-2000.

SUPPLEMENTARY INFORMATION: This meeting is being held under the provisions of chapter 10 of title 5, United States Code (U.S.C.) (commonly

known as the “Federal Advisory Committee Act” or “FACA”), 5 U.S.C. 552b (commonly known as the “Government in the Sunshine Act”), and sections 102–3.140 and 102–3.150 of title 41, Code of Federal Regulations (CFR).

Due to circumstances beyond the control of the DFO and the DoD, the Defense Policy Board was unable to provide public notification required by 41 CFR 102–3.150(a) concerning its June 26–27, 2024 meeting. Accordingly, the Advisory Committee Management Officer for the DoD, pursuant to 41 CFR 102–3.150(b), waives the 15-calendar day notification requirement.

Purpose of the Meeting: To obtain, review, and evaluate classified information related to the DPB’s mission to advise on: (a) issues central to strategic DoD planning; (b) policy implications of U.S. force structure and modernization on DoD’s ability to execute U.S. defense strategy; (c) U.S. regional defense policies; and (d) other defense policy topics of special interest to the DoD, as determined by the Secretary of Defense, the Deputy Secretary of Defense, or the Under Secretary of Defense for Policy.

Agenda: On June 26 and 27, 2024, the DPB will receive classified briefings to evaluate DoD’s readiness to execute a full or total mobilization in a protracted high-intensity conflict. James Benkowski, Designated Federal Officer, will provide opening remarks; Ms. Amanda Dory, Acting Under Secretary of Defense for Policy, and Dr. Janine Davidson, Chair of the Defense Policy Board, will welcome the DPB and explain the meeting’s key objectives; Ms. Madeline Mortelmans, Acting Assistant Secretary of Defense for Strategy Plans and Capabilities, and Ms. Rebecca Zimmerman, Acting Assistant Secretary of Defense for Homeland Defense and Hemispheric Affairs, will discuss DoD’s planning for high-intensity protracted conflicts and associated mobilization readiness requirements; HON Mr. Lloyd James Austin III, Secretary of Defense, will provide a strategic overview of DoD’s preparedness to execute a large-scale mobilization during a protracted high-intensity conflict; Ms. Shawn Skelly, Performing the Duties of the Deputy Under Secretary of Defense for Personnel and Readiness, will provide a briefing on DoD’s approach to large-scale mobilization with a focus on personnel; HON Dr. William LaPlante will discuss DoD’s ability to produce and sustain the materiel and equipment required by the Joint Force during a large-scale mobilization; Lieutenant General Jon Jensen, Acting Vice Chief of

the National Guard Bureau and Director, Army National Guard, will discuss the requirements, plans, and policies for mobilizing the National Guard during a protracted high-intensity conflict; Lieutenant General Dagvin Anderson, Director for Joint Force Development, J7, will provide Joint Staff perspectives on DoD’s readiness for large-scale mobilization; Vice Admiral Eugene Black III, Deputy Chief of Naval Operations for Operations, Plans, and Strategy, and Lieutenant General Patrick Matlock, Deputy Chief of Staff of the Army for Operations, Plans, and Training, will provide Service perspectives on large-scale mobilization planning and readiness; Admiral Samuel Paparo, Commander, U.S. Indo-Pacific Command, will discuss planning for, and expectations regarding, large-scale mobilization during a protracted high-intensity conflict; Dr. Janine Davidson, the DPB Chair, will then lead the DPB in discussions and deliberations on U.S. mobilization readiness. Day One will conclude. Day Two will begin with Dr. Janine Davidson, the DPB Chair, leading the DPB through discussions and deliberations on U.S. mobilization readiness; the DPB will then provide its advice and recommendations to Ms. Amanda Dory, Acting Under Secretary of Defense for Policy, after which the meeting will conclude.

Meeting Accessibility: In accordance with 5 U.S.C. 1009(d) and 41 CFR 102–3.155, the DoD has determined that this meeting shall be closed to the public. The Acting Under Secretary of Defense (Policy), in consultation with the DoD FACA Attorney, has determined in writing that this meeting is closed to the public because the discussions fall under the purview of 5 U.S.C. 552b(c)(1) and are so inextricably intertwined with unclassified material that they cannot reasonably be segregated into separate discussions without disclosing classified material.

Written Statements: In accordance with 5 U.S.C. 1009(a)(3) and 41 CFR 102–3.105(j) and 102–3.140(c), the public or interested organizations may submit written statements to the membership of the DPB at any time regarding its mission or in response to the stated agenda of a planned meeting. Written statements should be submitted to the DPB’s DFO, who’s information is listed in this notice in the **FOR FURTHER INFORMATION CONTACT** section or can be obtained from the GSA’s FACA Database—<http://www.facadatabase.gov/>. Written statements that do not pertain to a scheduled meeting of the DPB may be submitted at any time. However, if

individual comments pertain to a specific topic being discussed at a planned meeting, then these statements must be submitted no later than one business day prior to the meeting in question. The DFO will review all submitted written statements and provide copies to all members.

Dated: June 20, 2024.

Aaron T. Siegel,

Alternate OSD Federal Register Liaison Officer, Department of Defense.

[FR Doc. 2024-13959 Filed 6-25-24; 8:45 am]

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DEPARTMENT OF EDUCATION

Applications for New Awards; Stronger Connections Technical Assistance and Capacity Building Grant 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 fiscal year (FY) 2024 for new awards for the Stronger Connections Technical Assistance and Capacity Building (SCTAC) grant program.

DATES: Applications Available: June 26, 2024. Deadline for Transmittal of Applications: August 26, 2024. Deadline for Intergovernmental Review: October 24, 2024.

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 7, 2022 (87 FR 75045) and available at www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs.

FOR FURTHER INFORMATION CONTACT: Hamed Negron-Perez, U.S. Department of Education, 400 Maryland Avenue SW, Room 4B111, Washington, DC 20202-6132. Telephone: (202) 219-1674. Email: SCTAC@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the SCTAC grant program is to advance

the mental health and well-being of early learners (as defined in this notice), school-age children and youth, and educators and other school staff, by making grants to State educational agencies (SEAs) to provide technical assistance and capacity building to high-need local educational agencies (LEAs) (as defined in this notice).

Assistance Listing Number (ALN): 84.424H.

OMB Control Number: 1894-0006.

Background: The Bipartisan Safer Communities Act (BSCA) allocated \$1 billion in funding to States through the Stronger Connections Grant (SCG) program; SEAs, in turn, subgranted these funds competitively to high-need LEAs to design and enhance initiatives to promote safer, more inclusive, and positive school environments for all students, educators, and school staff including through personnel and programs to support student mental health.

The SCTAC grant program is being established with BSCA funds from the two percent reservation for technical assistance and capacity building under section 4103(a)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). This funding is available to SEAs to provide technical assistance and capacity building services to high-need LEAs for evidence-based (as defined in 34 CFR 77.1) and culturally and linguistically inclusive programs and activities related to mental health and well-being for early learners, school-age children and youth, and educators and other school staff. We encourage SEAs receiving SCTAC funds to prioritize high-need LEAs that did not receive a Stronger Connections subgrant from the SEA for technical assistance and capacity building services under this program.

“Raise the Bar: Lead the World” is the Department’s call to action to transform education and unite around what works—based on decades of experience and research—to advance educational equity and excellence. As part of our Raise the Bar efforts to boldly improve learning conditions, the Department continues to invest in every student’s mental health and well-being.

Recent studies show that children who experience unaddressed mental health issues are more likely to face challenges in school, such as being more likely to repeat a grade and experience chronic absenteeism, and less likely to graduate high school.¹ Amid the

pandemic, data from the Centers for Disease Control and Prevention (CDC) showed that 1 in 3 high school students experienced poor mental health, 1 in 6 adolescents experienced a major depressive episode, and 20 percent of teens seriously considered suicide.² The suicide rate among Black youth similarly is increasing faster than for any other race or ethnic group.³ Of teens seriously considering suicide, rates are alarmingly high for LGBTQ students, with 45% of LGBTQ youth surveyed indicating they seriously considered attempting suicide in the past year.⁴

These data are consistent with research findings about the mental health and well-being of early learners as well. According to the CDC, 17.4 percent of children aged 2–8 years had a diagnosed mental, behavior, or developmental disorder.⁵ This same report showed an increase to 22 percent for children living below 100 percent of the Federal poverty level.

Educators and other school staff are also facing mental health and well-being challenges. According to the Department’s National Center for Education Statistics February 2024 School Pulse Panel, 91 percent of public school principals or vice principals reported some level of concern about the mental health of the teachers or staff at their school and 41 percent reported being “moderately” or “extremely” concerned about this issue.⁶

Educator mental health and well-being carry implications for educator retention, and thus downstream effects on student educational opportunity and achievement, making it a critical priority for States and LEAs. A recent study found that 23 percent of teachers

87: 675–686. Retrieved from: <https://escholarship.org/content/qt6th2r852/qt6th2r852.pdf>.

² Youth Risk Behavior Survey: Data Summary and Trends Report. Centers for Disease Control and Prevention 2011–2021. Retrieved from: https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf.

³ Akkas, Faranza, A. Corr. Black Adolescent Suicide Rate Reveals Urgent Need to Address Mental Health Care Barriers. April 2024. Retrieved from: <https://www.pewtrusts.org/en/research-and-analysis/articles/2024/04/22/black-adolescent-suicide-rate-reveals-urgent-need-to-address-mental-health-care-barriers>.

⁴ <https://www.thetrevorproject.org/survey-2022/>.

⁵ Cree, R.A., Bitsko, R.H., Robinson, L.R., et al. Health Care, Family, and Community Factors Associated with Mental, Behavioral, and Developmental Disorders and Poverty Among Children Aged 2–8 Years—United States, 2016. *MMWR Morb Mortal Wkly Rep* 2018;67:1377–1383. Retrieved from: <http://dx.doi.org/10.15585/mmwr.mm6750a1>.

⁶ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, School Pulse Panel. February 2024. Retrieved from: <https://nces.ed.gov/surveys/spp/results.asp>.

¹ Larson, S., Chapman, S., Spetz, J., & Brindis, C.D. Chronic childhood trauma, mental health, academic achievement, and school-based health center mental health services. *J Sch Health*. 2017;