

comments should be submitted to Mr. Donald Tison, DFO, via facsimile or electronic mail, the preferred modes of submission. Each page of the comment must include the author's name, title or affiliation, address, and daytime phone number. All comments received before Wednesday, June 10, 2015, will be provided to the Commission before the June 18, 2015, meeting. Comments received after Wednesday, June 10, 2015, will be provided to the Commission before its next meeting. All contact information may be found in the **FOR FURTHER INFORMATION CONTACT** section.

### Oral Comments

In addition to written statements, twenty minutes will be reserved for individuals or interest groups to address the Commission on June 18, 2015. Those interested in presenting oral comments to the Commission must summarize their oral statement in writing and submit with their registration. The Commission's staff will assign time to oral commenters at the meeting; no more than five minutes each for individuals. While requests to make an oral presentation to the Commission will be honored on a first come, first served basis, other opportunities for oral comments will be provided at future meetings.

### Registration

Individuals and entities who wish to attend the public hearing and meeting on Thursday, June 18, 2015 are encouraged to register for the event with the DFO using the electronic mail and facsimile contact information found in the **FOR FURTHER INFORMATION CONTACT** section. The communication should include the registrant's full name, title, affiliation or employer, email address, day time phone number. This information will assist the Commission in contacting individuals should it decide to do so at a later date. If applicable, include written comments and a request to speak during the oral comment session. (Oral comment requests must be accompanied by a summary of your presentation.) Registrations and written comments should be typed.

### Additional Information

The DoD sponsor for the Commission is the Deputy Chief Management Officer. The Commission is tasked to submit a report, containing a comprehensive study and recommendations, by February 1, 2016 to the President of the United States and the Congressional defense committees. The report will contain a detailed

statement of the findings and conclusions of the Commission, together with its recommendations for such legislation and administrative actions it may consider appropriate in light of the results of the study. The comprehensive study of the structure of the Army will determine whether, and how, the structure should be modified to best fulfill current and anticipated mission requirements for the Army in a manner consistent with available resources.

Dated: June 4, 2015.

**Aaron Siegel,**

*Alternate OSD Federal Register Liaison Officer, Department of Defense.*

[FR Doc. 2015-14029 Filed 6-8-15; 8:45 am]

**BILLING CODE 5001-06-P**

## DEPARTMENT OF DEFENSE

### Office of the Secretary

#### Defense Policy Board; Notice of Federal Advisory Committee Meeting

**AGENCY:** Department of Defense, Office of the Under Secretary of Defense (Policy).

**ACTION:** Federal advisory committee meeting notice.

**SUMMARY:** The Department of Defense (DoD) is publishing this notice to announce the following Federal advisory committee meeting of the Defense Policy Board (DPB). This meeting will be closed to the public.

**DATES:** *Quarterly Meeting:* Tuesday June 30, 2015, from 8:30 a.m. to 5:00 p.m. and Wednesday, July 1, 2015, from 8:00 a.m. to 11:00 a.m.

**ADDRESSES:** The Pentagon, 2000 Defense Pentagon, Washington, DC 20301-2000.

**FOR FURTHER INFORMATION CONTACT:** Ms. Ann Hansen, 2000 Defense Pentagon, Washington, DC 20301-2000. Phone: (703) 571-9232.

**SUPPLEMENTARY INFORMATION:** This meeting is being held under the provisions of the Federal Advisory Committee Act (FACA) of 1972 (5 U.S.C., Appendix, as amended), the Government in the Sunshine Act of 1976 (5 U.S.C. 552b, as amended) ("the Sunshine Act"), and the Federal Advisory Committee Management Act; Final Rule 41 CFR parts 101-6 and 102-3 ("the FACA Final Rule").

#### Purpose of 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 force modernization and

on DoD's ability to execute U.S. defense strategy; (c) U.S. regional defense policies; and (d) other research and analysis of topics raised by the Secretary of Defense, the Deputy Secretary or the Under Secretary of Defense for Policy.

### Meeting Agenda

Beginning at 8:30 a.m. on June 30 through the end of the meeting on July 1, the DPB will have secret through top secret (SCI) level discussions on national security issues regarding Russia regional implications.

### Meeting Accessibility

Pursuant to the Sunshine Act and the FACA Final Rule, the Department of Defense has determined that this meeting shall be closed to the public. The Under Secretary of Defense (Policy), in consultation with the Department of Defense FACA Attorney, has determined in writing that this meeting be closed to the public because the discussions fall under the purview of Section 552b(c)(1) of the Sunshine Act and are so inextricably intertwined with unclassified material that they cannot reasonably be segregated into separate discussions without disclosing secret or higher classified material.

### Committee's Designated Federal Officer or Point of Contact

Ann Hansen, *osd.pentagon.ousd-policy.mbx.defense-board@mail.mil*.

### Written Statements

Pursuant to 41 CFR §§ 102-3.105(j) and 102-3.140(c) and section 10(a)(3) of the FACA, 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 Designated Federal Officer (DFO); the DFO's contact information is listed in this notice or it 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 five business days prior to the meeting in question. The DFO will review all submitted written statements and provide copies to all committee members.

Dated: June 4, 2015.

Aaron Siegel,

Alternate OSD Federal Register Liaison  
Officer, Department of Defense.

[FR Doc. 2015-14070 Filed 6-8-15; 8:45 am]

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## DEPARTMENT OF EDUCATION

### Applications for New Awards; Skills for Success Program

**AGENCY:** Office of Innovation and Improvement, Department of Education

**ACTION:** Notice.

*Overview Information:* Skills for Success Program.

Notice inviting applications for new awards for fiscal year (FY) 2015.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.215H.

**DATES:**

*Applications Available:* June 11, 2015.

*Deadline for Notice of Intent To*

*Apply:* June 29, 2015.

*Date of Informational Meeting:* June 24, 2015.

*Deadline for Transmittal of Applications:* July 29, 2015.

*Deadline for Intergovernmental Review:* September 28, 2015.

### Full Text of Announcement

#### I. Funding Opportunity Description

*Purpose of Program:* The Skills for Success Program supports Local Educational Agencies<sup>1</sup> (LEAs) and their partners in implementing, evaluating, and refining tools and approaches for developing the non-cognitive skills of middle-grades students in order to increase student success. Grants provide funding for the implementation, evaluation, and refinement of existing tools and approaches (e.g., digital games, growth mindset classroom activities, experiential learning opportunities) that integrate the development of students' non-cognitive skills into classroom-level activities and existing strategies designed to improve schools. As grantees implement their projects, we expect them to collect, analyze, and use data to improve their tools and strategies throughout the project period. Ultimately, we expect grantees to identify and validate scalable tools and approaches that can be used by educators of high-need middle-grades students across the country. In addition, we expect that these grants will help build the capacity of LEAs and their partners to conduct research and apply that research to

school- and district-level practices. This program also encourages sustainable partnerships that can continue the use of effective tools and approaches beyond the grant period.

*Background:* An emerging body of research indicates that interventions that focus on enhancing student attributes, such as growth mindsets, resilience, self-control, and other social and behavioral skills, such as self-efficacy, can have a significant and lasting impact on student achievement and behavior. This research suggests that non-cognitive factors may play an important role in students' academic, career, and life outcomes.<sup>2</sup> For example, teaching students that their minds can grow and develop through routine and focused practice, as compared to referring to intelligence as a fixed trait like eye color, can increase students' academic success.<sup>3</sup> This competition is designed to build on that research by expanding our knowledge and understanding about the tools and approaches for promoting non-cognitive skills or how educators can improve their students' non-cognitive skills as part of their broader efforts to enhance student educational outcomes, including efforts to improve academic achievement and attendance and reduce chronic absenteeism and exclusionary discipline.

For the FY 2015 competition, this program focuses on projects that implement, evaluate, and refine existing tools and approaches that are designed to improve students' non-cognitive skills during the middle grades. We consider the middle grades (grades 5–8) to be a particularly critical time in students' academic trajectories, especially in the context of increased expectations for what students should know and be able to do in order to be adequately prepared for college and career opportunities. Moreover, recent research demonstrates that educators of students in middle grades may be able to encourage non-cognitive skills development to improve student academic and behavioral outcomes.<sup>4</sup>

<sup>2</sup> The University of Chicago Consortium of Chicago School Research (June 2012). *Teaching Adolescents to Become Learners: The Role of Non-cognitive Factors in Shaping School Performance*. Available at: <https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>.

<sup>3</sup> Blackwell, L.A., Trzesniewski, K.H., & Dweck, C.S. (2007). Implicit Theories of intelligence and achievement across the junior high school transition: A longitudinal study and an intervention. *Child Development*, 78, 246–263. Available at: [mtoliveboe.org/cmsAdmin/uploads/blackwell-theories-of-intelligence-child-dev-2007.pdf](http://mtoliveboe.org/cmsAdmin/uploads/blackwell-theories-of-intelligence-child-dev-2007.pdf).

<sup>4</sup> Yeager, David S., and Gregory M. Walton (April 2011). *Social-Psychological Interventions in*

This competition supports projects that improve upon existing tools and approaches for enhancing students' non-cognitive skills by implementing these tools and approaches and collecting and using data, as well as leveraging other analytical methods, throughout the project. Through these grants, and LEAs' partnerships with nonprofit organizations, Institutions of Higher Education (IHEs), other LEAs, or some combination thereof, we expect to build LEAs' long-term capacity to implement, evaluate, and improve strategies that enhance students' non-cognitive skills. These partnerships could support capacity building by bringing additional resources and expertise to the implementation and evaluation of these tools and approaches. Strong partnerships could also help LEAs continue their work to develop students' non-cognitive skills beyond the grant period. By identifying and strengthening tools and approaches that enhance students' non-cognitive skills, LEAs are also expected to expand the impact of their projects by sharing their emerging practices with other LEAs or schools. Partnerships with nonprofit organizations and IHEs may also aid these dissemination efforts.

We include two absolute priorities in the FY 2015 competition. Applicants must address both absolute priorities.

The first absolute priority requires applicants to design projects that build upon existing tools and approaches that encourage middle-grades students to develop their non-cognitive skills. These projects are expected to improve student outcomes and behaviors; enhance the tools and approaches being utilized to enrich students' non-cognitive skills and behaviors through iterative analyses and improvements; and build knowledge from which other LEAs and schools can benefit. As efforts and investments in the non-cognitive area grow, we think it is important to identify potentially scalable strategies and models for students in the middle grades, and to build the evidence base supporting these approaches in order to determine how educators can effectively help students develop such skills and behaviors. These approaches might include, for example, implementing educator-led interventions for both individual students and groups of students (that are carried out directly with students), fostering changes in educators' instructional practices, or redesigning learning environments. Additionally, we ask applicants to

Education: They're Not Magic. Available at: [https://web.stanford.edu/~gwalton/home/Research\\_files/YeagerWalton2011.pdf](https://web.stanford.edu/~gwalton/home/Research_files/YeagerWalton2011.pdf).

<sup>1</sup> Defined terms are noted throughout this document with initial capitals.