

improve the resilience of communities behind levees. The National Levee Safety Program has four major components which include: National Levee Safety Guidelines; Integrated Levee Management; National Levee Database; and Implementation Support. These four components are intended to work together to accomplish the goals of the program. There are fact sheets and additional information related to each of these components at www.leveesafety.org.

As part of the development of the National Levee Safety Program, USACE and FEMA developed a three-phased stakeholder engagement plan to continue their commitment to seek feedback from stakeholders at various phases of the program's development. Phase 1, which took place between December 2021 and March 2022, was focused on gathering initial input on the purpose and scope of the program. Phase 2, which took place between March and June 2023, included activities focused on soliciting feedback on options for draft products, including the National Levee Safety Guidelines and supplemental resources. For this notice, which is associated with Phase 3, comments are being sought on the full draft of the Guidelines.

The draft Guidelines contain voluntary best practices that are intended to be scalable and adaptable to local conditions. Topics in the draft Guidelines range from basic concepts and terminology to consistent approaches for levee-related activities throughout the life of a levee. In addition, strategies to reduce flooding impacts to people, property, and the environment are also covered. Finally, the value of addressing how climate change impacts levees, how natural and nature-based features can be integrated into levees, and understanding the needs of underserved and overburdened communities is also emphasized throughout the publication. The complete publication can be found at www.leveesafety.org/pages/nlsg or on www.regulations.gov under docket number COE-2021-0007. It is available by individual chapters or as one complete document. In preparation for release of the draft first edition of the National Levee Safety Guidelines, USACE hosted two webinars to provide an overview of the draft Guidelines and the comment process. The webinars were recorded and can be found at www.leveesafety.org/pages/nlsg.

Questions to Assist in Providing Feedback: Commentors are encouraged to consider the following questions to guide their feedback on the draft National Levee Safety Guidelines:

1. Did you find the document to be beneficial for you or your organization? Please explain your response.

2. Is there sufficient detail on the principles and practices described in the draft Guidelines? If not, what additional detail should be included?

3. Is there an activity that is missing? What should be explained more?

4. What other suggestions do you have for improving the draft National Levee Safety Guidelines?

Topic-Specific Webinars: To help with this effort, USACE has conducted a series of topic-specific webinars that provide background information on development of the draft National Levee Safety Guidelines, more detail on related content from applicable chapters, examples from various chapters that support the topic of the webinar, and information on how to submit feedback. Each webinar was recorded and posted on www.leveesafety.org/pages/nlsg.

The topic-specific webinars include:

- Levee Operations and Maintenance
- Emergency Planning, Response, and Recovery Related to Levees
- Living with Levees: Building Resilient Communities
- Assessing, Designing, and Constructing Levees
- Environmental Considerations in Flood Risk Management

Michael L. Connor,

Assistant Secretary of the Army (Civil Works).

[FR Doc. 2024-15814 Filed 7-17-24; 8:45 am]

BILLING CODE 3720-58-P

DEPARTMENT OF EDUCATION

[Docket No.: ED-2024-SCC-0092]

Agency Information Collection Activities; Comment Request; Federal Student Loan Program: Internship/Residency and Loan Debt Burden Forbearance Forms

AGENCY: Federal Student Aid (FSA), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a revision of a currently approved information collection request (ICR).

DATES: Interested persons are invited to submit comments on or before September 16, 2024.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please use <http://www.regulations.gov> by searching the Docket ID number ED-

2024-SCC-0092. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting the Docket ID number or via postal mail, commercial delivery, or hand delivery. If the regulations.gov site is not available to the public for any reason, the Department will temporarily accept comments at ICDocketMgr@ed.gov. Please include the docket ID number and the title of the information collection request when requesting documents or submitting comments. Please note that comments submitted after the comment period will not be accepted. Written requests for information or comments submitted by postal mail or delivery should be addressed to the Manager of the Strategic Collections and Clearance Governance and Strategy Division, U.S. Department of Education, 400 Maryland Ave., SW, LBJ, Room 6W203, Washington, DC 20202-8240.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Beth Grebeldinger, 202-570-8414.

SUPPLEMENTARY INFORMATION: The Department, 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. The Department is soliciting comments on the proposed information collection request (ICR) that is described below. The Department 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: Federal Student Loan Program: Internship/Residency

and Loan Debt Burden Forbearance Forms.

OMB Control Number: 1845–0018.

Type of Review: A revision of a currently approved ICR.

Respondents/Affected Public: Individuals and Households

Total Estimated Number of Annual Responses: 2,215,812.

Total Estimated Number of Annual Burden Hours: 181,495.

Abstract: These forms serve as the means by which borrowers in the William D. Ford Federal Direct Loan (Direct Loan), Federal Family Education Loan (FFEL) and the Federal Perkins Loan (Perkins Loan) Programs may request forbearance of repayment on their loans if they meet certain conditions. The U.S. Department of Education and other loan holders uses the information collected on these forms to determine whether a borrower meets the eligibility requirements for the specific type of forbearance. The Service Forbearance (SERV Forb) and the Student Loan Debt Forbearance (SLDB Forb) forms are currently approved under OMB No. 1845–0018. The General forbearance (GEN Forb) form is currently approved under OMB No. 1845–0031. For greater simplicity and to make it easier to maintain consistency among the various forbearance forms, the Department is consolidating the two current collections into a single collection under OMB No. 1845–0018. This review request merges the number of respondents/responses/burden hours for both collections.

Dated: July 15, 2024.

Kun Mullan,

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

[FR Doc. 2024–15858 Filed 7–17–24; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

Applications for New Awards; Fund for the Improvement of Postsecondary Education—Tribal Controlled Colleges or Universities (TCCUs) Research and Development Infrastructure (RDI) Grant Program

AGENCY: Office of Postsecondary 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) 2024 for the RDI grant program.

DATES:

Applications Available: July 18, 2024.

Deadline for Transmittal of Applications: September 16, 2024.

Deadline for Intergovernmental Review: November 15, 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:

Jason Cottrell, Ph.D., U.S. Department of Education, 400 Maryland Avenue SW, Room 5C122, Washington, DC 20202–4260. Telephone: (202) 453–7530. Email: Jason.Cottrell@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 RDI grant program is designed to provide Historically Black Colleges and Universities (HBCUs), TCCUs, and Minority-Serving Institutions (MSIs), including Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs), Alaska Native and Native Hawaiian Serving Institutions (ANNH), Hispanic Serving Institutions (HSIs), Native American Serving Non-Tribal Institutions (NASNTIs), and/or Predominantly Black Institutions (PBIs), or consortia led by an eligible institution of higher education (institution), with funds to implement transformational investments in research infrastructure, including research productivity, faculty expertise, graduate programs, physical infrastructure, human capital development, and partnerships leading to increases in external funding.

For HBCUs and MSIs, the RDI grant program supports institutions in increasing their level of research activity in alignment with the Carnegie Classification designations. For TCCUs, which currently have their own Carnegie Classification, this program seeks to support an increase in research activities, undergraduate research opportunities, faculty development, research development, and infrastructure, including physical

infrastructure and human capital development.

Assistance Listing Number: 84.116H.

OMB Control Number: 1894–0006.

Background: TCCUs provide access to a postsecondary education for many of the Nation's American Indian and Alaska Native students. In the fall of 2021, the 35 Title IV degree-granting TCCUs enrolled over 13,000, or 14 percent of, American Indian and Alaska Native undergraduate students.¹ Between July 2021 and June 2022, 20 of those TCCUs cumulatively conferred 380 bachelor's degrees to American Indian and Alaska Native students, representing 87.4 percent of all bachelor's degrees conferred by TCCUs.²

Because of their central role in educating American Indian and Alaska Native students, it is important for TCCUs to have the resources they need to excel in research activity. Teaching and research go hand in hand in ensuring student³ and institutional success.⁴ Research activity can impact funding, faculty and student recruitment and retention, and student research opportunities, and promote diversity in graduate students and faculty at an institution.

TCCUs play a critical role in educating Native students and provide opportunities to produce research on American Indian issues from an American Indian and Alaska Native perspective.⁵ According to the National Academies, data provided to their committee looking at MSIs and Science, Technology, Engineering, and Mathematics (STEM) showed that 93 percent of the students enrolled in STEM programs at four-year TCCUs in the fall of 2016 were Native American and Alaska Natives.⁶

However, TCCUs face obstacles in their efforts to sustain and implement extensive research activities. Administrations often have difficulty maintaining research activities due to the young nature of the institutions and

¹ U.S. Department of Education, IPEDS, Fall Enrollment component.

² U.S. Department of Education, IPEDS, Completions component.

³ NSSE. (n.d.). Digging Deeper Into the Quality of High-Impact Practices: HIPs Must be “Done Well” to Achieve Benefits.

⁴ Rosowsky, D. (2022, March 2). The Role of Research at Universities: Why it Matters. In *Forbes.com*.

⁵ Stull, G., Spyridakis, D., Gasman, M., Castro Samayoa, A., & Booker, Y. (2015). Redefining Success: How Tribal Colleges and Universities Build Nations, Strengthen Sovereignty, and Persevere Through Challenges.

⁶ Espinosa, L.L., McGuire, K., Miles Jackson, L. (2019). Minority Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce.