

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

**Note:** The Secretary encourages applicants to address this criterion by providing such information as:

- The title, responsibilities, and time commitment of each key individual helping implement the project's goals and objectives.
- A year-to-year timeline for undertaking important project activities, with benchmarks for determining whether the project is achieving its stated goals and objectives.
- The strategies for monitoring whether or not the project is meeting its goals and objectives, and for making mid-course corrections, as appropriate.
- The strategies for including the identified partners and other stakeholders in meeting the project's goals and objectives.
- Evidence of committed engagement by identified partners.

2. *Applicant's Past Performance and Compliance History:* In accordance with 34 CFR 75.217(d)(3)(ii), the Secretary may consider an applicant's past performance and compliance history when evaluating applications and in making funding decisions.

## VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Reporting:* At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

4. *Performance Measures:* The Secretary has established two performance measures for assessing the effectiveness of the SLP: (1) the percentage of participants who become certified principals including assistant principals who are then placed and retained in schools in high-need LEAs, and (2) the percentage of principals including assistant principals who participate in professional activities, show an increase in their pre-post scores on a standardized measure of principal skills, and are retained in their positions in schools in high-need LEAs for at least two years. Grantees will be expected to provide data on each component of the two measures.

## VII. Agency Contacts

### FOR FURTHER INFORMATION CONTACT:

Beatriz Ceja, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W210, Washington, DC 20202-5960. Telephone: (202) 205-5009 or by e-mail: [Schoolleadershipmatters@ed.gov](mailto:Schoolleadershipmatters@ed.gov).

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

## VIII. Other Information

*Accessible Format:* Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

*Electronic Access to This Document:* You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

**Note:** The official version of this document is the document published in the **Federal**

**Register.** Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: February 2, 2010.

**James H. Shelton, III,**

*Assistant Deputy Secretary for Innovation and Improvement.*

[FR Doc. 2010-2561 Filed 2-4-10; 8:45 am]

**BILLING CODE 4000-01-P**

## DEPARTMENT OF EDUCATION

### National Assessment of Educational Progress (NAEP) in Reading

**AGENCY:** U.S. Department of Education, National Assessment Governing Board.

**ACTION:** Notice of opportunity for public comment for evaluating and finalizing achievement levels definitions for the National Assessment of Educational Progress (NAEP) in Reading.

**SUMMARY:** The National Assessment Governing Board is soliciting public comment and recommendations for improvements to the achievement levels definitions for the National Assessment of Educational Progress (NAEP) in reading. These achievement levels definitions describe the reading skills and abilities that students *should* demonstrate at each achievement level.

Public and private parties and organizations are invited to provide written comments and recommendations. Voluntary participation by all interested parties is urged. This notice sets forth the review schedule, identifies the kind of information that the Governing Board is required to verify regarding achievement levels, and provides information for accessing additional materials that will be useful for this review. This document is intended to notify members of the general public of their opportunity to provide comment.

### Background

Under Public Law 107-279, the National Assessment Governing Board (NAGB) is authorized to formulate policy guidelines for NAEP. The legislation specifies that the Governing Board is to develop appropriate student achievement levels for each subject and grade tested, as provided in section 303(e). Such levels are determined by identifying the knowledge that can be measured and verified objectively using widely accepted professional assessment standards; and developing achievement levels that are consistent with relevant widely accepted professional assessment standards and

based on the appropriate level of subject matter knowledge for grade levels to be assessed, or the age of the students, as the case may be.

In preparation for reporting the results of the new assessment of reading at grades 4, 8, and 12, the Governing Board convened panels of reading content experts to participate in a study for producing draft achievement levels descriptions. The Governing Board seeks comment on the draft achievement levels descriptions and recommendations for improvements. All responses will be taken into consideration before finalizing the definitions for Board adoption. Once adopted, these descriptions will be used in reporting performance on NAEP relative to the achievement levels in 2009 and for all subsequent assessments until a new framework is developed for the reading NAEP.

#### Review Materials for Comment and Review

Materials for this review are located at <http://www.nagb.org/newsroom/release/release-012710.htm>.

(1) *Policy Definitions*: The Governing Board adopted *policy definitions* of student performance that identify in very general terms what is meant by Basic, Proficient, and Advanced achievement levels. These policy definitions apply for any subject and grade assessed in NAEP, and they are used for developing the achievement levels descriptions to be used in reporting NAEP results in a specific subject and grade—such as for the 2009 reading NAEP at grades 4, 8, and 12. The policy definitions are posted on the web site for this review.

(2) *Draft Achievement Level Descriptions for Reading*: The *draft achievement levels descriptions* for reading at the Basic, Proficient, and Advanced levels for grades 4, 8, and 12. The achievement levels descriptions (ALDs) were written to describe how students *should* be able to perform on the reading NAEP assessment in order to demonstrate achievement that the Governing Board has defined as Basic, Proficient, and Advanced for NAEP.

(3) *Reading Framework*: In addition to the policy definitions of Basic, Proficient, and Advanced achievement, the achievement levels descriptions must represent the *framework* used for developing the reading NAEP. Please see chapter 2 of the *Reading Framework for the 2009 National Assessment of Educational Progress* for more information about the NAEP reading assessment and details regarding the cognitive targets assessed.

(4) *Focus Questions*: Finally, some of the *aspects of the achievement levels descriptions* that the Governing Board must address are included. All comments will be appreciated, and your comments on and recommendations regarding these aspects will be especially appreciated.

The Board is seeking comment from policymakers, teachers, researchers, state and local reading specialists, members of professional reading and teacher organizations, and members of the public.

It is anticipated that the finalized achievement levels descriptions will be presented for approval at the Governing Board meeting on March 4–6, 2010.

#### Timelines

Comments must be received by February 10, 2010 and sent to: National Assessment Governing Board, 800 North Capitol Street, NW., Suite 825, Washington, DC 20002, Attention: Susan Loomis: Public Comment, FAX: (202) 357–6945, E-mail: [Susan.Loomis@ed.gov](mailto:Susan.Loomis@ed.gov).

#### FOR FURTHER INFORMATION CONTACT:

Susan Loomis, National Assessment Governing Board, 800 North Capitol Street, NW., Suite 825, Washington, DC 20002–4233, Telephone: (202) 357–6940.

#### SUPPLEMENTARY INFORMATION:

Specific questions that the Board seeks responses to include the following:

1. How well do the reading achievement levels descriptions (ALDs) for each grade and level represent the policy definitions *overall*? You may want to address each grade level separately.

2. Does the progression *within each grade* from Basic to Proficient to Advanced in the reading skills that students should demonstrate seem reasonable?

3. Does the progression across the three grade levels of reading skills required for performance *within each achievement level* (Basic/Proficient/Advanced) seem reasonable?

4. Is the relative emphasis of the cognitive targets in the achievement levels descriptions appropriate for each achievement level and grade?

5. Finally, are the achievement definitions useful, i.e., do they convey an understanding of what students should be able to do in reading at the different grade levels?

Your comments and recommendations for improving the achievement levels descriptions will be appreciated.

*Electronic Access to This Document*: You may view this document, as well as

all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister/index.html>. To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free at 1–888–293–6498; or in the Washington, DC, area at (202) 512–1530.

**Note**: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: February 2, 2010.

**Mary Crovo**,

*Deputy Executive Director, National Assessment Governing Board, U.S. Department of Education.*

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## DEPARTMENT OF ENERGY

[Case No. CAC–022]

### Energy Conservation Program for Consumer Products: Decision and Order Granting a Waiver to Hallowell International (Hallowell) From the Department of Energy Residential Central Air Conditioner and Heat Pump Test Procedures

**AGENCY**: Office of Energy Efficiency and Renewable Energy, Department of Energy.

**ACTION**: Decision and order.

**SUMMARY**: This notice publishes the U.S. Department of Energy's (DOE) decision and order in Case No. CAC–022. DOE grants a waiver to Hallowell from the existing DOE test procedure applicable to residential central air conditioners and heat pumps. The waiver pertains to Hallowell's boosted compression heat pumps, a product line that uses three-stage technology to enable efficient heating at very low outdoor temperatures. The existing test procedure accounts for two-capacity operation, but not three-capacity operation. Therefore, Hallowell has suggested an alternate test procedure to calculate the heating performance of its three-stage boosted compression products. As a condition of this waiver, Hallowell must test and rate its boosted compression heat pump products according to the alternate test procedure set forth in this notice.