nontraditional fields.

Programs of Study that lead to
Concentrators who receive a Recognized
Postsecondary Credential during
Concentrators who, during the second
level are—

(a) The percentage of CTE
Concentrators graduating from high
school having attained a Recognized
Postsecondary Credential;

(b) The percentage of CTE
Concentrators graduating from high
school having attained postsecondary
credits in the relevant CTE program or
Program of Study earned through a Dual
or Concurrent Enrollment Program or
another Credit Transfer Agreement; or

(iii) The percentage of CTE
Concentrators graduating from high
school having participated in Work-
Based learning;

(g) The percentage of CTE
Concentrators who, in the second
quarter after exiting from secondary
education, are in postsecondary
education or advanced training, are in
military service or a service program
that receives assistance under title I of
the National and Community Service
Act of 1990 (42 U.S.C. 12511 et seq.), are
volunteers as described in section 5(a)
of the Peace Corps Act (22 U.S.C.
2504(a)), or are employed; and

(b) The percentage of CTE
Concentrators in CTE programs and
Programs of Study that lead to
nontraditional fields.

The core indicators of performance for
CTE Concentrators at the postsecondary
level are—

(a) The percentage of CTE
Concentrators who, during the second
quarter after program completion,
remain enrolled in postsecondary
education, are in advanced training,
military service, or a service program
that receives assistance under title I of
the National and Community Service
Act of 1990 (42 U.S.C. 12511 et seq.), are
volunteers as described in section 5(a)
of the Peace Corps Act (22 U.S.C.
2504(a)), or are placed or retained in
employment;

(b) The percentage of CTE
Concentrators who receive a Recognized
Postsecondary Credential during
participation in or within one year of
program completion; and

(c) The percentage of CTE
Concentrators in CTE programs and
Programs of Study that lead to
nontraditional fields.

**Project-Specific Performance
Measures:**

Applicants must propose project-
specific Performance Measures and
Performance Targets consistent with the
objectives of the proposed project.

Applications must provide the
following information as directed under
34 CFR 75.110(b) and (c):

(a) Performance Measures. How each
proposed Performance Measure would
accurately measure the performance of the
project and how the proposed
Performance Measures would be
consistent with the Performance
Measures established for the program
funding the competition.

(b) Baseline data.

(i) Why each proposed Baseline is
valid; or

(ii) If the applicant has determined
that there are no established Baseline
data for a particular Performance
Measure, an explanation of why there is
no established Baseline and of how and
when, during the project period, the
applicant would establish a valid
Baseline for the Performance Measure.

(c) Performance Targets. Why each
proposed Performance Target is
ambitious yet achievable compared to
the Baseline for the Performance
Measure and, during the project
period, the applicant would meet the
Performance Target(s).

(d) Data collection and reporting.

(i) The data collection and reporting
methods the applicant would use and
why those methods are likely to yield
reliable, valid, and meaningful
performance data; and

(ii) The applicant’s capacity to collect
and report reliable, valid, and
meaningful performance data, as
evidenced by high-quality data
collection, analysis, and reporting in
other projects or research.

All grantees must submit an annual
performance report with information
that is responsive to these Performance
Measures.

6. **Continuation Awards:** In making a
continuation award under 34 CFR
75.253, the Secretary considers, among
other things: Whether a grantee has
made substantial progress in achieving
the goals and objectives of the project;
whether the grantee has expended funds
in a manner that is consistent with its
approved application and budget; and,
if the Secretary has established
performance measurement
requirements, the performance targets in
the grantee’s approved application.

In making a continuation award, the
Secretary also considers whether the
grantee is operating in compliance with
the assurances in its approved
application, including those applicable
to Federal civil rights laws that prohibit
discrimination in programs or activities
receiving Federal financial assistance
from the Department (34 CFR 100.4,
104.5, 106.4, 108.8, and 110.23).

**VII. 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 compact disc) on
request to the program contact person
listed under FOR FURTHER INFORMATION
CONTACT. If you use a TDD or a TTY, call
the FRS, toll free, at 1–800–877–8339.

**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.


Scott Stump,
Assistant Secretary for Career, Technical, and
Adult Education.

[FR Doc. 2019–07456 Filed 4–12–19; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

[Docket No.: ED–2019–ICCD–0050]

Agency Information Collection
Activities; Comment Request;
Individuals With Disabilities Education
Act (IDEA) State and Local
Implementation Study 2019

AGENCY: Institute of Education Sciences
(IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the
Paperwork Reduction Act of 1995, ED is
proposing a new information collection.

DATES: Interested persons are invited to
submit comments on or before June 14,
2019.

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–2019–ICD–0050. 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, ED 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 by fax or email and those 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 Director of the Information Collection Clearance Division, U.S. Department of Education, 550 12th Street SW, PCP, Room 9089, Washington, DC 20202–0023.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Erica Johnson, 202–245–7676.

SUPPLEMENTARY INFORMATION: The Department of Education (ED), 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. ED is soliciting comments on the proposed information collection request (ICR) that is described below. The Department of Education 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 all comments received in response to this notice will be considered public records.

Title of Collection: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. OMB Control Number: 1850–NEW. Type of Review: A new information collection.

Respondents/Affected Public: State, Local, and Tribal Governments.

Total Estimated Number of Annual Responses: 1,153.

Total Estimated Number of Annual Burden Hours: 970.

Abstract: The data collection for the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 will examine how states, districts, and schools are implementing IDEA in order to provide ED, Congress, and other stakeholders with knowledge that can inform the next reauthorization of IDEA and, ultimately, how services are provided to children. This study of IDEA is necessary because a decade has passed since the previous IDEA national implementation study, and subsequent developments may have influenced the context and implementation of special education and early intervention.

The surveys will be administered in Fall 2019. All respondents will have the opportunity to complete an electronic survey (or paper survey, if preferred). The survey respondents are described briefly below:

State Surveys: The study team will administer three separate electronic surveys that focus on the Part C program for infants and toddlers (administered to the Part C infants and toddlers program coordinator), the Part B program for preschool-age children (administered to the Part B program for preschool-age children coordinator), and the Part B program for school-age children and youth (administered to the special education director). Three surveys are necessary because different state administrators are likely to oversee IDEA programs for children at those different age levels. The state surveys will be administered to the respondents in each of the 61 state-level entities that receive IDEA funding: all 50 states, the District of Columbia, 8 U.S. territories, the Bureau of Indian Education, and the Department of Defense Education Activity.

School District Surveys: The study team will administer two separate electronic surveys that focus on the Part B program for preschool-age children (administered to the Part B program for pre-school age children coordinator) and the IDEA Part B program for school-age children and youth (administered to the special education director). If a district does not have a Part B program for preschool-age children coordinator, the study team will work with the district to identify the survey’s most appropriate respondent, likely someone in the pre-school special education leadership. Two surveys are necessary because different district staff members are likely to oversee IDEA programs for students at those different age levels. The study team will administer the Part B program for preschool-age children survey to a nationally representative sample of 602 school districts and the Part B program for school-age children survey to a nationally representative sample of 665 school districts. (Of the 665 districts selected overall, 63 do not offer pre-kindergarten instruction and are not eligible for the preschool-age district survey.)

School Surveys: A single school survey covers the Part B program for school-age children, the Part B program for preschool-age children, the transition from the Part C infants and toddlers program, and transition planning for secondary school students. The school survey will be administered to the school principal or lead special education staff. The study team will administer an electronic survey to a nationally representative sample of 2,750 schools from the 665 selected districts.


Stephanie Valentine, PRA Clearance Coordinator, Information Collection Clearance Program, Information Management Branch, Office of the Chief Information Officer.

[FR Doc. 2019–07424 Filed 4–12–19; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

Combined Notice of Filings #1

Take notice that the Commission received the following electric corporate filings:

Docket Numbers: EC19–76–000. Applicants: Osceola Windpower, LLC, Endeavor Wind I, LLC.


Filed Date: 4/5/19.