

standards adopted by the State under section 1111(b)(1) of the ESEA, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of the ESEA;

(e) CTE Concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the ESEA, as measured by the academic assessments in science as described in section 1111(b)(2) of the ESEA;

(f) At least one of the following:

(i) The percentage of CTE

Concentrators graduating from high school having attained a Recognized Postsecondary Credential;

(ii) 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

(h) 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 when, 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](http://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](http://www.federalregister.gov). Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated: April 10, 2019.

**Scott Stump,**

*Assistant Secretary for Career, Technical, and Adult Education.*

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**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–ICCD–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](mailto: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 written 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 identifying and supporting children and youth with disabilities. The study is one component of a Congressionally-mandated National Assessment of IDEA.

The purpose of this data collection is to develop an up-to-date national picture of 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.

Dated: April 10, 2019.

**Stephanie Valentine,**

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

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## 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.

*Description:* Application for Authorization Under Section 203 of the Federal Power Act, et al. of Osceola Windpower, LLC, et al.

*Filed Date:* 4/5/19.