

APPENDIX A: PROJECT EVALUATION AND OVERSIGHT INTERVENTION IMPACT MODEL—DOD LAB DEMONSTRATION PROGRAM—Continued

| Intervention                               | Expected effects  | Measures   | Data sources   |
|--|---|--|--|
|  | —no negative impact on internal pay equity.   | —internal pay equity .....   | —attitude survey.  |
| <b>4. Combination of All Interventions</b> |   |  |  |
| All .....                                  | —Improved organizational effectiveness.<br>—improved management of R&D workforce.<br>—cross functional coordination ....<br><br>—increased product success .....<br>—cost of innovation ..... | —combination of personnel management measures.<br>—employee/management satisfaction.<br>—perceived effectiveness of planning procedures.<br>—actual/perceived coordination ...<br>—customer satisfaction .....<br>—project training/development cost (staff salaries, contract cost, training hours per employee). | —all data sources.<br>—attitude survey.<br>—attitude survey.<br>—attitude survey.<br>—customer satisfaction surveys.<br>—demo project records.<br>—contract documents. |

**Appendix B: Performance Elements**

All employees will be rated against at least the five generic performance elements listed through “e” in this appendix. Technical competence is a mandatory critical element. Other elements may be identified as critical by agreement between the rater and the employee. In case of disagreements, the decision of the supervisor will prevail. Generally, any performance element weighted 25 or higher should be critical. However, only those employees whose duties require manager/leader responsibilities will be rated on element “f.” Supervisors will be rated against an additional critical performance element, listed at “g.” below:

a. *Technical Competence.* Exhibits and maintains current technical knowledge, skills, and abilities to produce timely and quality work with the appropriate level of supervision. Makes prompt, technically sound decisions and recommendations that add value to mission priorities and needs. For appropriate occupational families, seeks and accepts developmental and/or special assignments. Adaptive to technological change. (Weight range: 15 to 50).

b. *Working Relationships.* Accepts personal responsibility for assigned tasks. Considerate of others’ views and open to compromise on areas of difference, if allowed by technology, scope, budget, or direction. Exercises tact and diplomacy and maintains effective relationships, particularly in immediate work environment and teaming situations. Always willing to give assistance. Shows appropriate respect and courtesy. (Weight Range: 5 to 15).

c. *Communications.* Provides or exchanges oral/written ideas and information in a manner that is timely, accurate and cogent. Listens effectively so that resultant actions show understanding of what was said. Coordinates so that all relevant individuals and functions are included in, and informed of, decisions and actions. (Weight Range: 5 to 15).

d. *Resource Management.* Meets schedules and deadlines, and accomplishes work in order of priority; generates and accepts new ideas and methods for increasing work efficiency; effectively utilizes and properly

controls available resources; supports organization’s resource development and conservation goals. (Weight Range: 15 to 50).

e. *Customer Relations.* Demonstrates care for customers through respectful, courteous, reliable, and conscientious actions. Seeks out and develops solid working relationships with customers to identify their needs, quantifies those needs, and develops practical solutions. Keeps customer informed and prevents surprises. Within the scope of job responsibility, seeks out and develops new programs and/or reimbursable customer work. (Weight Range: 10 to 50).

f. *Management/Leadership.* Actively furthers the mission of the organization. As appropriate, participates in the development and implementation of strategic and operational plans of the organization. Develops and implements tactical plans. Exercises leadership skills within the environment. Mentors junior personnel in career development, technical competence, and interpersonal skills. Exercises due responsibility of technical/acquisition/organizational positions assigned to them. (Weight Range: 0 to 50).

g. *Supervision/EEO.* Works toward recruiting, developing, motivating, and retaining quality team members; takes timely/appropriate personnel actions, applies EEO/merit principles; communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members. (Weight Range: 15 to 50).

Dated: January 15, 2020.

**Aaron T. Siegel,**

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

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**DEPARTMENT OF EDUCATION**

**National Assessment Governing Board; Meeting**

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

**ACTION:** Announcement of an open teleconference meeting.

**SUMMARY:** This notice sets forth the agenda for a January 31, 2020 teleconference meeting of the National Assessment Governing Board (hereafter referred to as Governing Board).

**DATES:** January 31, 2020 from 2:30 p.m. to 3:30 p.m. Eastern Standard Time (EST).

**ADDRESSES:** Teleconference meeting.

**FOR FURTHER INFORMATION CONTACT:** Munira Mwalimu, Executive Officer/ Designated Federal Official for the Governing Board, 800 North Capitol Street NW, Suite 825, Washington, DC 20002, telephone: (202) 357–6938, fax: (202) 357–6945, email: [Munira.Mwalimu@ed.gov](mailto:Munira.Mwalimu@ed.gov).

**SUPPLEMENTARY INFORMATION:**

*Statutory Authority and Function:* The Governing Board is established under the National Assessment of Educational Progress Authorization Act, Title III of Public Law 107–279. The Governing Board is established to formulate policy for NAEP administered by the National Center for Education Statistics (NCES). The Governing Board’s responsibilities include the following: Selecting subject areas to be assessed, developing assessment frameworks and specifications, developing appropriate student achievement levels for each grade and subject tested, developing standards and procedures for interstate and national

comparisons, improving the form and use of NAEP, developing guidelines for reporting and disseminating results, and releasing initial NAEP results to the public. Governing Board members serve 4-year terms, subject to renewal for another 4 years, at the discretion of the Secretary of Education.

### Meeting Agenda

On Friday, January 31, 2020, the National Assessment Governing Board will convene a teleconference meeting in open session to review, discuss, and take action on the draft Assessment and Item Specifications for the 2025 NAEP Mathematics Framework. The draft Mathematics Framework was adopted by the Governing Board on November 16, 2019. This action is being taken pursuant to the Governing Board's delegation of authority issued on November 16, 2019 to the Assessment Development Committee (ADC) and the Committee on Standards, Design, and Methodology (COSDAM) to review and take action on the Assessment and Item Specifications for the 2025 NAEP Mathematics Framework.

ADC and COSDAM members will meet jointly on January 31, 2020 from 2:30 p.m. to 3:30 p.m. ET to review the draft Assessment and Item Specifications for the 2025 NAEP Mathematics Framework. Following discussion, ADC and COSDAM will take joint action on the draft Assessment and Item Specifications for the 2025 NAEP Mathematics Framework. As a resource for developing test items for the 2025 operational assessment, timely review and Board approval of this specifications document provides clarifications of the Board-adopted framework that will support the National Center for Education Statistics (NCES) in assessment development for 2025.

**Public Participation:** Notice of the meeting is required under § 10(a)(2) of the Federal Advisory Committee Act (FACA). The meeting is open to the public. Written statements may be filed with the Governing Board either before or after the meeting. Members of the public who wish additional information on the meeting and participation may contact Munira Mwalimu at the address or telephone number listed above. The Governing Board is empowered to conduct the teleconference meeting in a manner that will facilitate the orderly conduct of business and accomplish meeting objectives in a timely manner.

**Access to Records of the Meeting:** Pursuant to FACA requirements, the public may inspect the meeting report of the teleconference at the National Assessment Governing Board office, 10

working days after the teleconference meeting.

**Reasonable Accommodations:** The NAGB website is accessible to individuals with disabilities. Written comments may be submitted electronically or in hard copy to the attention of the Executive Officer/ Designated Federal Official (see contact information noted above). Information on the Governing Board and its work can be found at [www.nagb.gov](http://www.nagb.gov).

**Electronic Access to this Document:** The official version of this document is the document published in the **Federal Register**. Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available via the Federal Digital System at: [www.gpo.gov/fdsys](http://www.gpo.gov/fdsys). 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 Adobe Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the Adobe website. 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.

**Authority:** Pub. L. 107-279, Title III—National Assessment of Educational Progress § 301.

### Lesley Muldoon,

*Executive Director, National Assessment Governing Board (NAGB), U.S. Department of Education.*

[FR Doc. 2020-00794 Filed 1-17-20; 8:45 am]

**BILLING CODE P**

## DEPARTMENT OF EDUCATION

### Applications for New Awards; Native Hawaiian Education Program; Amendment

**AGENCY:** Office of Elementary and Secondary Education, Department of Education.

**ACTION:** Notice; amendment.

**SUMMARY:** On December 13, 2019, we published in the **Federal Register** a notice inviting applications (NIA) for new awards for fiscal year (FY) 2020 for the Native Hawaiian Education (NHE) program, Catalog of Federal Domestic Assistance (CFDA) number 84.362A. Since that time, Congress passed and the President signed the Department of Education Appropriations Act, 2020 (Act), which provides funding for the awards under this competition. For

fiscal year (FY) 2020, the Act overrides the limitation in section 6205(b) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), to provide that the 5 percent limitation on the use of funds for administrative purposes applies only to direct administrative costs. This document amends the NIA to clearly indicate that the administrative cost cap in ESEA section 6205(b) applies only to direct administrative costs for grants awarded using FY 2020 appropriations.

**DATES:** *Deadline for Transmittal of Applications:* February 11, 2020.

**FOR FURTHER INFORMATION CONTACT:** Joanne Osborne, U.S. Department of Education, 400 Maryland Avenue SW, Room 3E306, Washington, DC 20202. Telephone: (202) 401-1265. Email: [Hawaiian@ed.gov](mailto:Hawaiian@ed.gov).

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service, toll free, at 1-800-877-8339.

**SUPPLEMENTARY INFORMATION:** Following publication of the NIA (84 FR 68154), Congress passed and the President signed the Act, which provides funding for the awards under this competition. The Act provides that the 5 percent limitation in section 6205(b) of the ESEA on the use of funds for administrative purposes applies only to direct administrative costs. Accordingly, we are amending the NIA to notify prospective applicants that no more than five percent of funds awarded for a FY 2020 grant under this program may be used for *direct* administrative costs. Pursuant to this language, for funds awarded in this competition for the NHE program, this five percent limit only includes direct administrative costs, and not indirect costs.

All other requirements and conditions stated in the NIA remain the same.

### Amendments

In FR Doc. No. 2019-26944, in the **Federal Register** of December 13, 2019 (84 FR 68154), on page 68157, in the middle column, we are replacing the text after the heading "Funding Restrictions:" with the following:

No more than five percent of FY 2020 funds awarded for a grant under this program may be used for direct administrative costs (ESEA section 6205(b) and the Department of Education Appropriations Act, 2020 (the Act)). This five percent limit does not include indirect costs.

**Note:** Pursuant to ESEA section 6205(b), in this competition under this program, the five percent limit includes direct and indirect administrative costs. However, in the Act,