

languages and area studies for periods of six to 12 months.

The Department will use the following DDRA measures to evaluate its success in meeting this objective:

DDRA GPRA Measure 1: The percentage of DDRA fellows who increased their foreign language scores in speaking, reading, and/or writing by at least one proficiency level.

DDRA GPRA Measure 2: The percentage of DDRA fellows who complete their degree in their program of study within four years of receipt of the fellowship.

DDRA GPRA Measure 3: The percentage of DDRA fellows who found employment that utilized their language and area studies skills within eight years of receiving their award.

DDRA GPRA Measure 4: Efficiency Measure—The cost per DDRA fellow who found employment that utilized their language and area studies skills within eight years.

The information provided by grantees in their performance report submitted via IRIS will be the source of data for this measure. Reporting screens for institutions and fellows may be viewed at: http://iris.ed.gov/iris/pdfs/DDRA_director.pdf, http://iris.ed.gov/iris/pdfs/DDRA_fellows.pdf.

VII. Agency Contact

FOR FURTHER INFORMATION CONTACT:

Pamela J. Maimer, Ph.D., International and Foreign Language Education, U.S. Department of Education, 1990 K Street NW., Room 6100, Washington, DC 20006–6078. Telephone: (202) 502–7704 or by email: ddra@ed.gov.

If you use a TDD or a TTY, 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, audiotope, or compact disc) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT** in Section VII of this notice.

Electronic Access to This Document: 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 via the Federal Digital System at: 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 for 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.

Dated: May 14, 2014.

Lynn B. Mahaffie,

Senior Director, Policy Coordination, Development, and Accreditation Service, delegated the authority to perform the functions and duties of the Assistant Secretary for Postsecondary Education.

[FR Doc. 2014–11520 Filed 5–16–14; 8:45 am]

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

National Board for Education Sciences; Meeting

AGENCY: Institute of Education Sciences, U.S. Department of Education.

ACTION: Notice.

SUMMARY: This notice sets forth the schedule and proposed agenda of an upcoming meeting of the National Board for Education Sciences (NBES). The notice also describes the functions of the Committee. Notice of this meeting is required by Section 10(a)(2) of the Federal Advisory Committee Act and is intended to notify the public of their opportunity to attend the meeting.

DATES: June 16, 2014.

Time: 9:00 a.m. to 3:30 p.m. Eastern Standard Time

ADDRESSES: 80 F Street NW., Large Board Room, Washington, DC 20001

FOR FURTHER INFORMATION CONTACT: Ellie Pelaez, 555 New Jersey Avenue NW., Room 600 E, Washington, DC 20208; phone: (202) 219–0644; fax: (202) 219–1402; email: Ellie.Pelaez@ed.gov.

SUPPLEMENTARY INFORMATION: The National Board for Education Sciences is authorized by Section 116 of the Education Sciences Reform Act of 2002 (ESRA), 20 U.S.C. 9516. The Board advises the Director of the Institute of Education Sciences (IES) on, among other things, the establishments of activities to be supported by the Institute, on the funding for applications for grants, contracts, and cooperative agreements for research after the completion of peer review, and reviews and evaluates the work of the Institute.

On June 16, 2014, starting at 9 a.m., the Board meeting will commence and members will approve the agenda. From 9:05 to 10:15 a.m., IES Director John Easton, and Commissioners of IES's national centers will give an overview of

recent developments at IES. This session will be followed by a question and answer period regarding the Commissioners' reports. A break will take place from 10:15 to 10:30 a.m.

The Board meeting will resume from 10:30 to 12 p.m. when the Board will discuss the future of IES Training Grants. NBES Chair David Chard and John Easton will provide the opening remarks, followed by remarks from Thomas Brock, Commissioner of the National Center for Education Research (NCER) and Joan McLaughlin, Commissioner of the National Center for Special Education Research (NCSEER). Roundtable discussion by board members will take place after. The meeting will break for lunch from 12 to 1 p.m.

From 1 p.m. to 3 p.m., the Board will consider the topic, "Multi-tiered Systems of Support in the Context of College and Career Readiness Standards." Following opening remarks by David Chard and Joan McLaughlin, Board members will hear remarks by IES-funded researchers with expertise in screening and progress monitoring, intervention, data-based decision making and professional development. A roundtable discussion of the topic will follow.

Closing remarks and a consideration of next steps from the IES Director and NBES Chair will take place from 3 p.m. to 3:30 p.m., with adjournment scheduled for 3:30 p.m.

There will not be an opportunity for public comment. However, members of the public are encouraged to submit written comments related to NBES to Ellie Pelaez (see contact information above). A final agenda is available from Ellie Pelaez (see contact information above) and is posted on the Board Web site <http://ies.ed.gov/director/board/agendas/index.asp>. Individuals who will need accommodations for a disability in order to attend the meeting (e.g., interpreting services, assistance listening devices, or materials in alternative format) should notify Ellie Pelaez no later than June 9, 2014. We will attempt to meet requests for accommodations after this date but cannot guarantee their availability. The meeting site is accessible to individuals with disabilities.

Records are kept of all Board proceedings and are available for public inspection at 555 New Jersey Avenue NW., Suite 602, Washington, DC 20208, from the hours of 9 a.m. to 5 p.m., Eastern Standard Time Monday through Friday.

Electronic Access to This Document: You may view this document, as well as 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: www.ed.gov/news/fed-register/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 1-866-512-1800; or in the Washington, DC area at (202) 512-0000.

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

Dated: May 14, 2014.

John Q. Easton,

Director, Institute of Education Science.

[FR Doc. 2014-11543 Filed 5-16-14; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Notice of Opportunity for Public Comment and Recommendations for Finalizing the National Assessment of Educational Progress (NAEP) Achievement Levels Descriptions

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

ACTION: Notice of opportunity for public comment and recommendations for finalizing the National Assessment of Educational Progress (NAEP) Achievement Levels Descriptions.

SUMMARY: The *National Assessment Governing Board* is soliciting public comment for guidance in finalizing the Achievement Levels Descriptions (ALDs) for the NAEP 2014 Technology and Engineering Literacy (TEL) at Grade 8. More information on the Governing Board's work is at www.nagb.gov/.

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.

The *NAEP TEL assessment* was administered for the first time in 2014 to a nationally representative sample of over 22,000 grade 8 students (see <http://nces.ed.gov/nationsreportcard/tel/>). The ALDs illustrate what students should know and be able to do at each achievement level—Basic, Proficient, and Advanced—in Technology and Engineering Literacy in order to demonstrate student performance on the NAEP assessment. It is anticipated that the finalized achievement levels descriptions will be presented for approval at the Governing Board meeting on July 31–August 2, 2014.

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.

Resources for Public Comment

(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 setting achievement levels and reporting NAEP results in a specific subject and grade—such as for the 2014 NAEP TEL at grade 8. The policy on achievement levels (which includes the general policy definitions) can be found at <http://www.nagb.org/content/nagb/assets/documents/policies/developing-student-performance.pdf>.

(2) *Draft achievement levels descriptions:* The draft achievement levels descriptions for the 2014 NAEP TEL at the Basic, Proficient, and Advanced levels for grade 8 are as follows:

Basic: 8th grade students performing at a basic level should demonstrate an understanding that humans can develop solutions by creating and using technologies. They should be able to identify the positive and negative effects that technology can have on the natural and designed world. They should be able to use a systematic process to solve a simple problem that responsibly

addresses a human need or want. Students should distinguish components in selected technological systems and recognize that technologies require maintenance. They should select common information and communications technology tools and media for specified purposes, tasks, and audiences. Students should be able to find and evaluate sources, organize and display information to address simple research tasks, give credit for use of the work of others, and use feedback from team members.

Proficient: 8th grade students performing at the proficient level should be able to use a variety of technologies and work with others using a systematic design process in which they iteratively plan, analyze, generate, and communicate solutions. They should be able to explain how technology and society influence each other by comparing the benefits and limitations of the technologies' impacts. Students should be able to analyze the interaction among components in technological systems and consider how the behavior of a single part affects the whole. They should be able to diagnose the cause of a simple technological problem. Students should be able to select and use appropriate, more advanced tools and media for a variety of purposes, tasks, and audiences. They should be able to contribute to a team and provide constructive feedback. Students should be able to find, evaluate, organize, and display information to answer research questions, solve problems, and achieve goals, giving credit for use of the work of others.

Advanced: 8th grade students performing at an advanced level should be able to use a variety of common and specialized information technologies to achieve goals, to produce and communicate solutions to complex problems, and to explain potential implications for individuals and society. 8th grade students performing at the advanced level should be able to explain the complex relationships between technologies and society and predict the effects of these relationships on society and the natural world. Given criteria and constraints, students should be able to plan, design, and use evidence to evaluate and refine multiple possible solutions to a need or problem and justify their solutions. Students should be able to explain the relationship among components in technological systems and anticipate maintenance issues, identify root causes, and repair faults. Students should be able to integrate the use of multiple tools and media, to evaluate and use information, to communicate