

- Readiness for schooling; and
- Developmental outcomes for infants and toddlers with or at risk for disabilities.
  - At kindergarten through 12th grade, key measures include:
    - Higher achievement in reading, writing, science, technology, engineering, and math;
    - Improvement in other indicators of achievement besides student performance on assessments, such as annual student attendance and retention rates and, where applicable and available, student academic growth, high school graduation rates, and postsecondary enrollment and persistence rates.
    - Improvement in non-academic outcomes such as, but not limited to, parent satisfaction, school climate, student mental health, and civic engagement.
    - Improved teaching and learning;
    - Improved behaviors and social skills that support learning in school and successful transitions; and
    - Functional outcomes that improve success in school and transitions to employment, independent living, and postsecondary education for students with disabilities.
  - At the postsecondary level, key measures include:
    - Enrollment in, and completion of, programs that prepare learners for successful careers and lives;
    - Family sustaining wages post-completion;
    - Improved teaching and learning; and
    - Acquisition of skills by adults.

#### *Increasing Dissemination and Use*

- Increase outreach to teachers and other educators, parents and families, learners, administrators, researchers, policymakers, and the public using both traditional and new media.
  - Enhance the experience of *What Works Clearinghouse* users, adding features that make its reviews more useful and usable.
  - Increase the number of *What Works Clearinghouse* Practice Guides and Intervention Reports, ensuring that they are written in an accessible manner and supported by material that increases the use of this information.
  - Develop and refine education research methods including new methods that take advantage of large administrative data sets and increased computing power.
    - Expand the use of research using longitudinal data sets.
    - Invest in postsecondary programs that develop a pipeline of talented education researchers, especially

programs that include apprenticeships in education agencies.

- Encourage partnerships between researchers and private companies, both non-profit and for-profit, to put interventions that work into more schools and in the hands of more teachers, parents and families, and learners.

**Accessible Format:** Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or compact disc) on request to the person listed under **FOR FURTHER INFORMATION CONTACT**.

**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.

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**Mark Schneider,**

*Director, Institute of Education Sciences.*

[FR Doc. 2019-05970 Filed 3-27-19; 8:45 am]

**BILLING CODE 4000-01-P**

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## DEPARTMENT OF ENERGY

### Federal Energy Regulatory Commission

#### Combined Notice of Filings

Take notice that the Commission has received the following Natural Gas Pipeline Rate and Refund Report filings:

#### Filings Instituting Proceedings

*Docket Numbers:* RP19-849-000.

*Applicants:* Elba Express Company, L.L.C.

*Description:* Compliance filing Annual Interruptible Revenue Crediting Report 2019.

*Filed Date:* 3/20/19.

*Accession Number:* 20190320-5000.

*Comments Due:* 5 p.m. ET 4/1/19.

*Docket Numbers:* RP19-850-000.

*Applicants:* Florida Gas Transmission Company, LLC.

*Description:* § 4(d) Rate Filing: Fuel Filing for FTS-WD-2 on 3-20-19 to be effective 4/1/2019.

*Filed Date:* 3/20/19.

*Accession Number:* 20190320-5126.

*Comments Due:* 5 p.m. ET 3/27/19.

The filings are accessible in the Commission's eLibrary system by clicking on the links or querying the docket number.

Any person desiring to intervene or protest in any of the above proceedings must file in accordance with Rules 211 and 214 of the Commission's Regulations (18 CFR 385.211 and 385.214) on or before 5:00 p.m. Eastern time on the specified comment date. Protests may be considered, but intervention is necessary to become a party to the proceeding.

eFiling is encouraged. More detailed information relating to filing requirements, interventions, protests, service, and qualifying facilities filings can be found at: <http://www.ferc.gov/docs-filing/efiling/filing-req.pdf>. For other information, call (866) 208-3676 (toll free). For TTY, call (202) 502-8659.

Dated: March 21, 2019.

**Nathaniel J. Davis, Sr.,**

*Deputy Secretary.*

[FR Doc. 2019-05898 Filed 3-27-19; 8:45 am]

**BILLING CODE 6717-01-P**

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## DEPARTMENT OF ENERGY

### Federal Energy Regulatory Commission

[Docket No. EL19-55-000]

#### Hoosier Energy Rural Electric Cooperative, Inc.; Notice of Filing

Take notice that on March 20, 2019, Hoosier Energy Rural Electric Cooperative, Inc. filed a proposed revenue requirement filing for reactive supply and voltage control for its Livingston Generating and Orchard Hills Generating Stations, under PJM Interconnection L.L.C., Tariff Schedule 2.

Any person desiring to intervene or to protest this filing must file in accordance with Rules 211 and 214 of the Commission's Rules of Practice and Procedure (18 CFR 385.211, 385.214). Protests will be considered by the Commission in determining the appropriate action to be taken, but will not serve to make protestants parties to the proceeding. Any person wishing to become a party must file a notice of intervention or motion to intervene, as appropriate. Such notices, motions, or protests must be filed on or before the comment date. On or before the