

*Proposed Priority 1—Highly Qualified Teachers*

*Comment:* Three commenters were concerned that, as proposed, Priority 1 would require community colleges seeking TPDP funds to meet the teacher quality standards of the Elementary and Secondary Education Act (ESEA), as amended by the NCLB, Federal legislation that does not govern postsecondary institutions. They believed the use of this proposed priority would extend NCLB into an inappropriate arena.

*Discussion:* By its nature, the TPDP is a collaborative effort between secondary and postsecondary education. For this reason, it is appropriate to include priorities that reflect the focus of NCLB with respect to a component of a TPDP project taught by a secondary teacher. Our examination of currently funded TPDP projects revealed two different models for providing core academic classes—one in which secondary teachers taught core academic classes on the campus of the community college and another in which postsecondary instructors taught core academic classes for dual high school and community college credit. However, as it was not the Department's intent to expand the applicability of NCLB's provisions beyond elementary and secondary education and into the arena of community college hiring, the proposed priority has been revised.

*Change:* Under Priority 1 as revised, we will give competitive preference by awarding up to five additional points to applications that: (a) Require all secondary teachers teaching core academic subjects to be highly qualified, as such term is defined by section 9101(23) of the ESEA, as amended by NCLB; and (b) require all postsecondary teachers teaching core academic subjects to meet State standards for community college faculty.

*Eligibility Requirements*

*Comment:* One commenter urged the Department to allow technical centers to apply for TPDP funding. This individual believed that technical centers have both the resources and the expertise to house a successful tech-prep high school.

*Discussion:* Section 207 provides that funds are to be used to "enable eligible consortia to carry out tech-prep education projects that involve the location of a secondary school on the site of a community college." In light of this statutory requirement, a technical center that serves students on a full-time basis may be a TPDP site only if it is

located on the campus of a community college.

*Change:* None.

*Comment:* One commenter recommended that community colleges play a greater role in tech-prep programs.

*Discussion:* The TPDP already places community colleges in a pivotal role in the development and implementation of tech-prep programs, given that the statute requires eligible consortia to implement tech-prep education projects that involve the location of a secondary school on the site of a community college.

*Change:* None.

*Comment:* One commenter recommended that community-based organizations (CBOs) be encouraged to play a greater role in tech-prep programs.

*Discussion:* While section 207 does not identify CBOs as required members of eligible consortia, it does not preclude their participation. Thus, CBOs are eligible for consortium membership, or may serve some other function in a TPDP project, should an applicant choose to include them.

*Change:* None.

*Comment:* One commenter thought that four-year colleges and universities should be involved in tech-prep curriculum reform efforts.

*Discussion:* Under the provisions of section 207(d), tech-prep articulation agreements with four-year institutions cannot be supported with TPDP funds. However, section 207 does not preclude the participation of four-year colleges and universities in a TPDP project. They are eligible for consortium membership if an applicant chooses to include them, and they can participate in curriculum reform efforts within the context of the TPDP project.

*Change:* A change has been made. For information purposes, "Allowable Costs" and "Unallowable Costs" sections have been added to this notice immediately following the "Requirements" section. These sections indicate, among other things, that articulation agreements with four-year institutions cannot be funded under the TPDP and discuss the allowability of several other types of costs about which we frequently receive questions.

*Comment:* One commenter recommended that one of the required partners in the grant application be a tech-prep consortium.

*Discussion:* The requirements for membership in a TPDP consortium are taken from the statutory language in section 204(a) and section 207(b) of Perkins III. A tech-prep consortium under section 204, which receives funds

under the State Tech-Prep Education Program, would not necessarily be eligible for funding under the TPDP because section 204 does not require inclusion of a business member. In contrast, section 207 specifically states that TPDP funds may only be awarded to a consortium that includes a business member.

*Change:* None.

*Academic Preparation for Postsecondary Education*

*Comments:* One commenter stated that tech-prep programs should be academically rigorous in order to support the transition from high school to college for more students, and that tech-prep programs should avoid tracking and serve a diverse student population. The commenter also recommended that recruitment and retention strategies be geared toward minority students.

*Discussion:* All students participating in TPDP projects should be expected to meet or exceed State academic standards and to enroll in postsecondary education. This expectation is reflected in the "Project Design" and "Project Evaluation" selection criteria. As to the commenter's recommendations that TPDP recruitment and retention strategies be geared toward minority students, the TPDP has several provisions related to special populations aimed at assisting students to overcome barriers that might interfere with recruitment or retention, or otherwise prevent them from succeeding in a TPDP project. While minority students are not necessarily special population students, minority students would be included in the definition of "special populations" to the extent that they are economically disadvantaged or single parents, face other barriers to educational achievement, including limited English proficiency, or otherwise meet the definition of "special populations" in section 3(23) of Perkins III. There are already several criteria factors in this notice that are intended to address the needs of all special population students. In addition, section 207(d)(3) of Perkins III requires the Secretary to give "special consideration" to consortia submitting applications that meet the requirements of paragraphs (1), (3), (4), and (5) of section 205(d). Specifically, section 205(d)(3) addresses dropout prevention and the needs of special populations. Also, section 205(d)(5) addresses how tech-prep programs will help students meet high academic and employability competencies. In order to more fully implement the statutory requirement that special consideration be provided