

to certain applications—including applications addressing dropout prevention and special populations—and in response to this comment, in addition to the points to be awarded to applicants based on the selection criteria and Priorities 1–3, the Department will award five additional points to applications that address, among other things, dropout prevention and the needs of special population students. Also, in response to the commenter's additional concerns, we note that in section 204(c)(5) of Perkins III, recruitment and counseling activities are stated to be key tech-prep components that must be geared to meeting the needs of participating students.

Changes: A change has been made. A "Special Considerations" section has been added to this notice, immediately before the "Selection Criteria" section, wherein we state that, in addition to the points to be awarded to applicants based on the selection criteria and Priorities 1–3, the Department will award five additional points to applications that: (1) Provide for effective employment placement activities; (2) Effectively address the issues of school dropout prevention and reentry, as well as the needs of special populations; (3) Provide education and training in career areas or skills in which there are significant workforce shortages, including the information technology industry; and (4) Demonstrate how tech-prep programs will help students meet high academic and employability competencies.

Uses of Funds

Comment: One commenter requested funds to survey workplace literacy, English as a Second Language (ESL), General Educational Development (GED), and basic education programs in Milwaukee, Wisconsin.

Discussion: Since the programs identified appear to be adult literacy programs rather than tech-prep education programs, the proposed activity would not be allowable under TPDP.

Change: None.

Project Period

We have concluded that funding multi-year projects for a project period of five years entirely from the FY 2002 and FY 2003 appropriations is necessary for TPDP grantees to meet fully the statutory purposes of section 207 and the requirements of this notice. Such a funding arrangement will enable projects to engage in an adequate recruitment effort to meet their enrollment goals, and to implement

both the full, two-year secondary component and the full, two-year postsecondary component of the TPDP project for the first student cohort during the grant award period.

Requirements

To achieve the purposes of section 207 of Perkins III, we establish the following requirements. These requirements will apply to all applicants seeking funding under this competition.

(1) Each applicant must submit a signed Consortium Agreement (Agreement), providing evidence that each of the categories of membership required under section 207 has been satisfied, and that each of the required members is eligible for membership under the provisions of Perkins III. The Agreement must contain a signature of commitment from any participating secondary school, community college, and business member, affirming that those entities have formed a consortium to develop, implement, and sustain a TPDP project as described under section 207 of Perkins III. The Agreement also must describe the roles and responsibilities of each consortium member within the proposed project. The format for the Agreement will be included in the application package.

(2) Each applicant must submit enrollment goals for the number of students in each student cohort to be enrolled in each year of the TPDP project.

(3) Each applicant must provide an assurance that it will enroll its first student cohort and begin classes no later than September of the calendar year after the year in which the grant award is made, and enroll its second, third, and fourth student cohorts by September of each subsequent year of the proposed project.

(4) Each applicant must submit a complete Proposed Project Course Sequence Plan (Plan) to demonstrate how the proposed instructional program represents a sequential, four-year program of study that meets the specific criteria set forth in sections 202(a)(3) and 204(c) of Perkins III. The Plan must list the course sequences for each program of study within the proposed TPDP project, describing the specific academic and technical coursework required for all four years of the program. The Plan also must summarize program entrance requirements and specify the associate degree or postsecondary certificate to be earned upon completion of the program. The format for the Plan will be included in the application package.

(5) Each TPDP-funded project must involve a secondary school physically located on the site of a community college and provide a complete program of academic and technical coursework at the community college that, at a minimum, meets State requirements for high school graduation. Students must be enrolled full-time in the high school on the community college campus. However, enrolled students may participate in extracurricular activities at their original high school. Proposed projects that involve only the "virtual" location of a secondary school on the site of a community college, and projects that involve only satellite community college sites located on the premises of secondary schools, are not eligible for support under this competition.

(6) Each TPDP-funded project must carry out an evaluation to determine the impact of the project on a comprehensive set of student outcomes, including: Academic and technical skills achievement; high school graduation; enrollment and completion of postsecondary education; postsecondary remedial coursework; labor market entry; and, to the extent feasible, earnings or earnings increase after program completion. In conducting this evaluation, each TPDP project must use either an experimental design, in which students are randomly assigned to the demonstration program or another program, or a quasi-experimental design, in which each program participant is matched with a non-participant possessing similar pre-program characteristics, such as test scores on State academic assessments, grade point average, class rank, technical coursework or course of study, and socioeconomic status.

(7) Each TPDP project must submit annual reports of anticipated enrollment. The reports of anticipated enrollment must include the number of students in each cohort enrolled for the coming year and, if that differs from the enrollment goals stated in the approved application, the reasons. The reports of anticipated enrollment will be due at the end of April of each project year.

(8) Each TPDP project must submit annual project performance reports and a final project performance report. Both the annual and final performance reports must summarize the TPDP project's progress and significant accomplishments, with respect to both the process of implementation and the outcomes of student participation; provide data regarding enrollment, persistence, and program completion for each student cohort; identify barriers to continued progress and outline