

# FY 2026 Talent Search Pre-application Webinar

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# This Presentation for the FY 2026 Talent Search Pre-application technical assistance webinar has been Pre-Recorded

The Talent Search Staff will be conducting a “Live” Question and Answer (Q&A) session at the end of today’s presentation using the Webinar Q and A box feature

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# Disclaimer

Do not rely solely on the information provided during the presentation or in this document. Please refer to the Application Notice and Instructions and the program regulations that are published in the Federal Register, as these are the official documents governing the Talent Search Grant Competition.

# Workshop Overview

- Talent Search Program Overview
- Participant Eligibility
- Applicant Eligibility
- Selection Criteria
- Priorities
- Submission Logistics
- Questions and Answers

# Program Overview & Goals

- **Talent Search (TS)** is a pre-college program that is administered by the Employment and Training Administration at the U.S. Department of Labor (Labor) on behalf of the U.S. Department of Education (ED). The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education.
- **Goal:** The goal of TS is to increase the number of youth from disadvantaged backgrounds who complete secondary school and enroll in a postsecondary institution.

# Program Statute & Regulations

## ► Statute:

- Title IV. Part A. Subpart 2. Section 402B of the Higher Education Act of 1965, as amended

## ► Regulations:

- 34 CFR Part 643

# Competition Overview

- ▶ Funding available for new grants:  
**\$175,000,000**
- ▶ Anticipated number of new grants:  
**175 new grant projects**
- ▶ Funded for a 5-year performance period

# Allowable Services

## Required Services:

- ▶ As stated by legislation, all projects must offer these services to their participants, though all participants do not have to take part.

## Permissible Services:

- ▶ Optional services that may be offered beyond the required.



# Required Services (1)

- ▶ Connections for participants to high quality academic tutoring services to enable the participants to complete secondary or postsecondary courses.
- ▶ Advice and assistance in secondary school course selection and, if applicable, initial postsecondary course selection.
- ▶ Assistance in preparing for college entrance examinations and completing college admissions applications.

## Required Services (2)

Guidance on and assistance in:

- ▶ secondary school reentry;
- ▶ alternative secondary education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma;
- ▶ entry into general education development (GED) programs; or
- ▶ entry into postsecondary education.

## Required Services (3)

- ▶ Information on the full range of Federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and on resources for locating public and private scholarships.
- ▶ Assistance in completing financial aid applications, including the Free Application for Federal Student Aid (FAFSA).

## Required Services (4)

- ▶ Connections for participants to education or counseling services designed to improve the financial and economic literacy of the participants or the participants' parents, including financial planning for postsecondary education.

# Permissible Services (1)

- Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science and other subjects.
- Personal and career counseling or activities.
- Information and activities designed to acquaint youth with the range of career options available to youth.
- Exposure to the campuses of institutions of higher education, as well as to cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth.

# Permissible Services (2)

- ▶ Programs and activities as described in this section that are specifically designed for participants:
  - who are limited English proficient
  - from groups that are traditionally underrepresented in postsecondary education
  - who are individuals with disabilities
  - who are homeless children or youth
  - who are foster care youth
  - who are other disconnected participants

## Permissible Services (3)

- ▶ Workshops and counseling for families of participants served.
- ▶ Mentoring programs involving elementary or secondary school teachers or counselors, faculty members at institutions of higher education, students, or any combination of these persons.

# Eligible Participants (1)

- **2/3 of all participants served must be both:**
  - Low-income; and
  - Potential first-generation college student.
  
- **Citizenship Requirements:**
  - U.S. citizens or permanent residents
  - Permanent residents of the U.S., Guam, Trust Territory of the Pacific Islands, Micronesia or Marshall Islands.
  - Other non-citizens otherwise eligible to participate in the Title IV programs authorized under the HEA.



## Eligible Participants (2)

- ▶ Anyone who has completed 5 years of elementary education, or is between the ages of 11 and 27.
- ▶ Those older than 27 can be served - if there is no Education Opportunity Centers (EOC) program in the target area.
- ▶ A veteran, regardless of age, can be served.

# Eligible Applicants (3)

- Institutions of higher education;
- Public and private agencies or organizations, including community-based organizations with experience in serving disadvantaged youth;  
*Note: State educational agencies may apply as a public organization.*
- Secondary schools; and  
*Note: Charter Schools may apply as a secondary school.*
- A combination of institutions, agencies, organizations described in paragraphs (a), (b), and (c) of this section.  
*Note: An applicant may submit multiple applications serving different target areas and schools.*

# Project Funding

- ▶ A new applicant **or** an applicant that is currently administering a TS grant must propose to serve no less than **500** participants and the cost per participant cannot be greater than **\$500**.

# Maximum Project Funding

- ▶ For an applicant that has not been designated by their Governor as the state-level applicant, the annual maximum award is **\$1,000,000**.
- ▶ All applicants must serve a minimum of **500** participants annually.
- ▶ For one state-level applicant that has been designated by their Governor as the state-level applicant, or for any Indian tribe receiving points under the competitive priority, the maximum annual award amount is **\$10,000,000**.

# Absolute Priority

**MANDATORY**

Projects or proposals that will do **one or more** of the following:

- (a) expand access to education services that accelerate learning such as high-impact tutoring,
- (b) expand access to one or more of the following at the high school or postsecondary level: distance education, pre-apprenticeships, or Registered Apprenticeships, including Registered Apprenticeships for in-school or out-of-school youth, or
- (c) expand access to programs or coursework that lead to in-demand, industry-recognized postsecondary credentials.

# Maximum Points

- ▶ An applicant can score up to **105 points**:
  - I. **Selection Criteria (up to 100 points)** – points for addressing standard measures that are used to assess the quality of each application.
  - II. **Competitive Preference Priority (0 or 5 points)** – points for including specific strategies/activities in the proposed project under certain parameters.

Quick Q&A check

# I. Selection Criteria

<b>Section</b>	<b>Points</b>
A. Need	24
B. Objectives	8
C. Plan of Operation	30
D. Applicant/Community Support	16
E. Quality of Personnel	9
F. Budget	5
G. Evaluation Plan	8
<b>Total</b>	<b>100</b>

# A. Need for the Project

Maximum Points: **24**

- A1. Low-Income – up to 4 points
- A2. Persistence – up to 2 points
- A3. High School Graduation – up to 4 points
- A4. Postsecondary Enrollment & Completion – up to 6 points
- A5. Rigorous Secondary School Program – up to 2 points
- A6. Other Needs – up to 6 points

# Need for the Project (1)

## **A1. Low-Income**

A high number or high percentage of:

(i) low-income families residing in the target area;

- OR -

(ii) students attending the target schools who are eligible for free or reduced-priced lunch.

# Need for the Project (2)

## **A2. Persistence**

Low rates of high school persistence among individuals in the target schools as evidenced by the annual student persistence rates in the proposed target schools, for the most recent year for which data are available.

# Need for the Project (3)

## **A3. High School Graduation Rates**

Low rates of students in target school(s) who graduate high school with a regular secondary school diploma in the standard number of years for the most recent year for which data are available.

# Need for the Project (4)

## A4. Postsecondary Enrollment and Completion Rates

Low postsecondary enrollment and completion rates among individuals in the target area and schools as evidenced by:

- ▶ Low rates of enrollment in programs of postsecondary education by graduates of the target schools in the most recent year for which data are available; AND
- ▶ A high number or high percentage of individuals residing in the target area with education completion levels below the baccalaureate degree level.

# Need for the Project (5)

## **A5. Rigorous Secondary School Program**

The extent to which the target secondary schools do not offer the courses or academic support to complete a rigorous secondary school program of study or have low participation or low success by low-income or first-generation students in such courses.

# Need for the Project (6)

## A6. Other Needs

Other indicators of need for a TS project include:

- Low academic achievement
- Low standardized test scores of students enrolled in the target schools,
- A high ratio of students to school counselors in the target schools, and
- The presence of unaddressed academic or socio-economic problems of eligible individuals, including foster care youth and homeless children and youth in the target schools or the target area.

## B. Objectives

Maximum Points: **8**

- B1. Secondary School Persistence – up to 2 points
- B2. Secondary School Graduation (regular) – up to 2 points
- B3. Secondary School Graduation (rigorous) – up to 1 point
- B4. Postsecondary Enrollment – up to 2 points
- B5. Postsecondary Degree Attainment – up to 1 point

# Objectives (1)

## **B1. Secondary School Persistence**

\_\_\_ % of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

# Objectives (2)

## **B2. Secondary School Graduation**

(regular secondary school diploma)

\_\_\_% of seniors served during the project year will graduate during the project year **with a regular secondary school diploma**, within the standard number of years.

# Objectives (3)

## **B3. Secondary School Graduation**

(rigorous secondary school program of study)

\_\_\_ % of seniors served during the project year will complete a ***rigorous secondary school program of study*** and will graduate during the project year with a regular secondary school diploma within the standard number of years.

# Objectives (4)

## **B4. Postsecondary Education Enrollment**

\_\_ % of participants, who have graduated with a regular secondary school diploma, during the project year, will **enroll in an institution of higher education** by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of **acceptance but deferred enrollment** until the next academic semester (e.g., spring semester).

# Objectives (5)

## B5. Postsecondary Degree Attainment

\_\_\_ % of participants served during the project year, who **enrolled in an institution of higher education**, by the fall Semester immediately following high school graduation or by the next academic semester (e.g., spring semester) as a result of **acceptance but deferred enrollment, will complete a program of postsecondary education** within six years.

# Objectives – Parameters (1)

- Applicants **MUST** include all 5 Standardized Objectives in the application.
- Applicants **MUST** provide the percentage that the project proposes to achieve for each objective.
- Standardized Objectives **MAY NOT** be changed or rewritten in any way.
- Applicants **MAY** include other process and outcome objectives, but it is not required. Points will not be added or subtracted if you provide additional objectives.

# Objectives – Parameters (2)

- The objectives must be **outcome** driven.
- Each objective will be assessed based on the degree in which it is **ambitious** and **attainable**.
  - **Ambitious:** The applicant's objectives are linked to the needs of the target population and have a high probability of yielding positive outcomes.
  - **Attainable:** The services outlined in the application (e.g., the plan of operation, applicant and community support, and the budget) will allow the applicant to achieve the goals and objectives of the project.

## Objectives – Parameters (3)

- ▶ Applicant must provide **baseline data** to show why the proposed achievement rate for each objective is ambitious and attainable.
- ▶ The proposed percentages for each standardized objective must be entered on the **program profile form** in addition to being addressed in this section.
- ▶ Pay particular attention to the definitions related to your objectives on the Program Profile form.

# C. Plan of Operation

Maximum Points: **30**

- C1. Plan to Inform – up to 3 points
- C2. Plan to Identify and Select – up to 3 points
- C3. Services – up to 10 points
- C4. Coordinate, Collaborate, & Cost-effectiveness – up to 6 points
- C5. Administration – up to 6 points
- C6. Follow Former Participants – up to 2 points

# Plan of Operation (1)

## C1. Plan to Inform

The plan to inform the residents, schools, and community organizations in the target area of the purpose, objectives, and services of the project, and the eligibility requirements for participation in the project.

## C2. Identify and Select

The plan to **identify** and **select** eligible project participants.

# Plan of Operation (2)

## **C3. Participant Services**

The plan for providing the services delineated in §643.4 as appropriate based on the project's assessment of each participant's need for services.

## **C4. Coordinate, Collaborate, and Cost-effectiveness**

The plan to work in a coordinated, collaborative, and cost-effective manner as part of an overarching college access strategy with the target schools or school system and other programs for disadvantaged students to provide participants with access to and assistance in completing a rigorous secondary school program of study.

# Plan of Operation (3)

## C5. Administration

The plan, including **timelines**, **personnel**, and other resources, to ensure the proper and efficient administration of the project, including **the project's organizational structure**; the **time commitment of key project staff**; and financial, personnel, and **records management**.

## C6. Follow Former Participants

The plan to follow former participants as they enter, continue in, and complete postsecondary education.

# D. Applicant and Community Support

Maximum Points: **16**

D1. Resources – up to 8 points

D2. Commitments – up to 8 points

# Applicant and Community Support (1)

## **D1. Resources**

Describe the facilities, equipment, supplies, and other resources committed by the Applicant.

# Applicant and Community Support (2)

## D2. Commitments

Resources secured through written commitments from community partners. An applicant that is:

- i) An **institution of higher education** must include in its application commitments from the target schools and community organizations;
- ii) A **secondary school** must include in its application commitments from institutions of higher education, community organizations, and, as appropriate, other secondary schools and the school district; and
- iii) A **community organization** must include in its application commitments from the target schools and institutions of higher education.

*Note:* Do **NOT** include letters of support in the application, you may instead summarize commitments in a list or chart.

## E. Quality of Personnel

Maximum Points: 9

- E1. Project Director – up to 3 points
- E2. Other Personnel – up to 3 points
- E3. Plan to Employ – up to 3 points

# Quality of Personnel

- i) Qualifications required of the project director position.
- ii) Qualifications required of each of the other personnel to be used in the project.
- iii) The plan to employ personnel who have succeeded in overcoming the disadvantages of circumstances like those of the population of the target area.

# Personnel – Parameters

## Project Director

- ▶ The project must have a full-time project director, unless:
  - The director is also administering 1-2 additional programs for disadvantaged students operated by the sponsoring institution or agency; or
  - The Secretary grants a waiver of this requirement.

*Note:* Do not include resumes in the application.

# F. Budget

Maximum Points: **5**

F1. Reasonable, Cost-Effective, & Adequate – up to 5 points

# Budget

## F1. Reasonable, Cost-Effective, and Adequate

The project budget must be reasonable, cost-effective, and adequate to support the project (e.g., achieving objectives and providing services to the target population).

Provide a budget summary (attached SF-424A) and a detailed line-by-line description of all costs within the narrative section for the **first year only**.

*Note:* TS does not require cost-share or matching funds.

# Allowable Costs (1)

- ▶ Transportation, meals, and if necessary, lodging for participants and project staff for authorized activities, including:
  - Visits to postsecondary educational institutions to obtain information relating to the admission of participants to those institutions;
  - Participation in “College Day” activities;
  - Field trips to observe and meet with persons who are employed in various career fields and who can serve as role models for participants

## Allowable Costs (2)

- ▶ Costs related to the rigorous program of study requirements:
  - Transportation to institutions of higher education or secondary schools not attended by participants, or other locations where the participant receives instruction that is a part of a rigorous secondary school program of study.
  - Tuition costs for a course that is part of a rigorous secondary school program of study.

## Allowable Costs (3)

- ▶ Purchase of testing materials and test preparation programs.
- ▶ Fees for admission applications for postsecondary education, college entrance examinations, or alternative education examinations if a waiver of the fee is unavailable, and if the fee is paid to a third party on behalf of a participant.
- ▶ In-service training of project staff.

## Allowable Costs (4)

- ▶ Rental of building space, if space is not available at the site of the grantee and if the rented space is not owned by the grantee.
- ▶ Purchase, lease, or rental of computer hardware, software and other equipment, **service agreements of such equipment**, and supplies that support the delivery of services to participants, including technology used by participants in a rigorous secondary school program of study and needed for project administration and record keeping.

# Unallowable Costs (5)

- Use of federal funds to prepare an application. This includes costs incurred to attend pre-application workshops.
- Stipends and other forms of direct financial support for participants.
- Application fees for financial aid.
- Research not directly related to the evaluation or improvement of the project.
- Construction, renovation, or remodeling of any facilities.

# G. Evaluation

Maximum Points: **8**

G1-3. Quality of Evaluation Plan – 8 points

# Evaluation

- **G1. Appropriate to the project's objectives.**
- **G2. Uses specific and quantifiable methods to measure the success of the project** in terms of:
  - i) progress made toward achieving objectives (**formative** evaluation); and
  - ii) achievements made at the end of each program year (**summative** evaluation).
- **G3. Provides for disclosure of unanticipated outcomes, using quantifiable measures.**

# Evaluation – Parameters

Plans should clearly indicate:

- Types of data to be collected
- When data will be collected
- What data collection methods will be used
- How the data will be analyzed
- When reports and outcome data will be available
- What information, on a prescribed schedule (monthly, weekly) will be developed in a manner that meets its goals and objectives
- Who is responsible for making sure information is available in a timely manner and is influencing the ongoing management of the project
- Evaluation staff should have no authority over the project's service or management personnel

## II. Prior Experience Points

Maximum Points: **15** points

The 3-year average score for PE is added to the total application score. Yearly point allocations are as follows:

1. Funded Number & Two-Thirds Requirement – up to 3 points
2. Secondary School Promotion – up to 3 points
3. Secondary School Graduation (regular) – up to 3 points
4. Secondary School Graduation (rigorous) – up to 1.5 points
5. Post-Secondary Education Enrollment – up to 3 points
6. Post-Secondary Attainment – up to 1.5 points

# III. Competitive Preference Priority

Maximum Points: **0 or 5 points**

For FY 2026, and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority. An application may receive a maximum of 5 additional points under the competitive preference priority. ED will not review or award points where an applicant fails to clearly identify the competitive preference priority that it wishes ED to consider for purposes of awarding competitive preference priority points.

*\*This CPP should be done as a brief separate attachment, no more than 1 page recommended*

# CPP 1 – Returning Education to the States

Projects or proposals that will be carried out by one or more of the following:

- (a) State educational agencies (as defined in 20 U.S.C. 7801(49)),
- (b) State workforce development agencies or boards,
- (c) State higher education agencies (as defined in 20 U.S.C. 1003(22), or
- (d) An Indian Tribe (as defined in 25 U.S.C. 5304(e)), Tribal organization (as defined in 25 U.S.C. 5304(l)), or Tribal educational agency (as defined in 20 U.S.C. 7452(b)(3))

# Invitational Priority

For FY 2026 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1), we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

# Invitational Priority – Talent Marketplaces (1)

Projects that are designed to strengthen their career and personal counseling activities (as authorized in 402B(c)) to improve student persistence, postsecondary access and opportunity, and create a scalable data infrastructure that connects education to workforce outcomes by doing the following:

# Invitational Priority – Talent Marketplaces (2)

- (a) integrating learning and employment records (LER) with AI-enabled learner wallets to transform student support services into personalized, skills-based pathways to postsecondary success and employment, and
- (b) expanding access to talent marketplaces composed of credential registries (e.g., publishing education and training programs in structured, open, linked, and interoperable data formats), skills based job description generators, LERs that connect Talent Search participants, employers, and education providers through a common currency of skills.

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# Application Submission

# Application Submission (1)

- Application Available: (March 17, 2026)
- Deadline for Transmittal: (May 1, 2026)
- Days allotted for development & submission: (45 days)
- Applications must be submitted electronically using Grants.gov system.
  - PDF file types only

# Application Submission (2)

The Application consists of **Four Parts**:

- **Part I** – SF 424 Form (*Cover Sheet*)
- **Part II** – ED 424A Form (*Budget Information for Non-Construction Programs*)
- **Part III** – Attachments
  - Abstract Form
  - Narrative Form
  - Budget Narrative Form
  - Program Assurance Page
  - Profile Form
- **Part IV** – Other Assurances and Certifications

# Application Submission (3)

## Part I – ED

**Form 424** – The cover sheet requires information, such as:

- Applicant's Legal Name
- Type of Applicant (state government/nonprofit)
- Descriptive Title of Applicant's Project
- Contact information

# Application Submission (4)

## Part II

**ED Form 424A** – The Budget Information for Non-Construction Programs Form outlines the financial plan for carrying out the project. The form requires information, such as:

- Personnel
- Fringe Benefits
- Travel
- Contracts
- Equipment/Supplies
- Indirect Costs

# Application Submission (5)

## Part III

- ▶ **ED Abstract Form** – A one-page overview of the proposed project, such as target area, services, CPP, etc.
- ▶ **Profile Form** – This form highlights critical aspects of the proposed project, such as:
  - PR/award number (if a current grantee), prior experience designation (if a current grantee), list of all target schools, number of participants, CPP, standardized objectives, etc.

*Note:* CPP must be presented in the abstract and also listed on the Profile Form.

## 2026 TALENT SEARCH PROGRAM PROFILE FORM

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**Instructions:** All applicants must complete this page. The completed page must be attached to the Other Attachments Form in the application package in Grants.gov (as a .pdf document) in the application. **DO NOT MODIFY OR AMEND THE CONTENTS OF THIS PAGE.**

1. Applicants currently funded under the Talent Search Program (FY 2021-2026) must provide their current grant award number. This can be found in Block 5 of the Grant Award Notification. New applicants should leave this item blank.

PR/Award Number (Current Grantees Only please provide the last six digits of your current PR#): P044A \_\_\_\_\_

Is this application that's being submitted designated to receive prior experience: Yes  No

2. State/Institution/Agency/Organization/School (Legal Name):  
\_\_\_\_\_

3. All applicants must indicate the address where this project will be physically located.

Project Address: \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

4. Multiple applications submitted: No:  Yes:  How many?

5. Application addresses Priorities (check all that apply):

*Note: See pages 6 and 7 of the Application Notice and Instructions to review the full language of each priority. Narratives for the Absolute and Invitational Priorities, and a letter from the State's governor stating that the application is designated for the CPP, should be included under Other Attachments.*

- I. Absolute Priority- Expanding Education Choice

Projects or proposals that will do one or more of the following:

- a. Expand access to education services that accelerate learning such as high-impact tutoring
- b. Expand access to one or more of the following at the high school or postsecondary level: distance education, pre-apprenticeships, or Registered Apprenticeships, including apprenticeships for in-school or out-of-school youth
- c. Expand access to programs or coursework that lead to in-demand, industry-recognized postsecondary credentials

- II. Competitive Preference Priority- Returning Education to the States

# Application Submission (6)

## Part III (cont'd)

- ▶ **Program Narrative Attachment Form** – This section addresses the selection criteria that reviewers will use to evaluate the quality of application, budget narrative, table of contents, and CPP.

# Application Submission (7)

- **Recommended 65-Page Limit** – The program narrative is recommended to 65 pages (*not including 1 page for the CPP and up to 3 pages each for the AP and IP*). Other attachments and appendices will be counted as part of the application narrative.
  
- Documents that **Do Not** count toward the recommended page limit:
  - Cover Sheet (SF-424)
  - Abstract
  - Profile Form
  - Budget Information for Non-Construction Programs (ED-424A)
  - Assurances and certifications
  - Table of Contents

# Application Submission (8)

## Part III (cont'd)

### ► Program Assurances

- 2/3 of students served must be low-income, potential first-generation college students;
- Collaborate with other Federal TRIO projects, GEAR UP projects, or programs serving similar populations that are serving the same target schools or target area in order to minimize the duplication of services and promote collaborations so that more students can be served;
- Located in a setting accessible to the individuals proposed to be served by the project ; and
- Will not use the TS project to recruit students to the grantee institution.

# Application Submission (9)

## **Part IV – Other Assurances, Certifications**

- ▶ Assurances – Non-Construction Programs (SF 424B)
- ▶ Grants.gov Lobbying Form
- ▶ Disclosure of Lobbying Activities

# Post-Submission (1)

- 1. Pre-Screening** – ED will determine if applications meet eligibility requirements.
- 2. First Peer Review** – A panel of non-federal readers will evaluate and score each application on the basis of the selection criteria. Final scores are ranked in order, highest to lowest, on a funding slate.
- 3. Notice of Success** – Successful applicants scoring within the funding band will receive a grant award notification after their U.S. Representative and U.S. Senators have been notified.

## Post-Submission (2)

- ▶ **Second Peer Review** – ED will administer a second review of eligible unsuccessful applicants, upon request, based on an administrative or scoring technicality.

*Note:* We anticipate that all notifications will be sent and awards will be made by **August 2026** with a September 1 grant start date .

# Terminology Used

- **Employment and Training Administration (ETA)**
- **Pre-apprenticeships** – defined in Workforce Innovation and Opportunity Act (WIOA) regulations at [20 CFR 681.480](#)
- **Talent marketplaces** – in Office of Career, Technical, and Adult Education (OCTAE) [Connecting Talent to Opportunity \(CTO\) Challenge](#) (scroll to third section of the blog)
  - Also in the [Challenge materials](#), see [Definitions and Key Terms](#)
- **Learning and employment records (LER)** – in the [CTO Challenge materials](#), see [Definitions and Key Terms](#) – Note that the CTO Challenge defines a LER as a digital tool maintained by a state workforce agency (SWA) for the purposes of that funding, but the common definition doesn't tie it to a SWA.
- **AI-enabled learner wallets** – this is not a term ETA has defined but is another way of talking about LER.
- **Credential registries** – in the [CTO Challenge materials](#), see [Definitions and Key Terms](#) – Note that the CTO Challenge defines a credential registry as one maintained by a SWA for the purposes of that CTO funding, but the common definition doesn't tie it to a SWA.
  - There's a very well-known Credential Registry maintained by the nonprofit [Credential Engine](#).

# Questions and Answers

Please utilize the Q&A Feature to  
Post your Questions