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DEPARTMENT OF EDUCATION

34 CFR Part 75

[Docket ID ED-2026-OS-3169]

Proposed Priorities and Definitions—Secretary's Supplemental Priorities and Definitions

AGENCY: U.S. Department of Education.

ACTION: Proposed priorities and definitions.

SUMMARY: The Secretary proposes to amend the Notice of Final Priorities and Definitions - Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States published in the *Federal Register* on September 9, 2025, the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities published in the *Federal Register* on February 12, 2026, the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness published in the *Federal Register* on April 13, 2026, and the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education published in the *Federal Register* on April 13, 2026. The proposed amendments are needed to ensure that the U.S. Department of Education (ED, or the Department) has priorities that

represent the full spectrum of learners, reflect the expertise of the Federal agencies that are active partners in our mission, and incorporate lessons learned from implementation in FY 2026 grant competitions.

DATES: We must receive your comments on or before [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

ADDRESSES: Comments must be submitted via the Federal eRulemaking Portal at Regulations.gov. See the SUPPLEMENTARY INFORMATION section for more details.

FOR FURTHER INFORMATION CONTACT: Zachary Rogers, U.S. Department of Education, 500 D Street SW, Room [insert], Washington, DC 20024. Telephone: (202) 260-1144. Email: SSP@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Invitation to Comment: We invite you to submit comments regarding the proposed amendments to the priorities and definitions. ED welcomes public comments on the parts and definitions that are new or would be amended through this notice. The Department will respond to comments within the scope of this notice, including comments related to new or proposed changes. Comments regarding provisions of the final priorities and definitions that the Department does

not propose to change, or on the Department's interagency agreements, will not be addressed. Comments must be submitted via the Federal eRulemaking Portal at Regulations.gov. However, if you require an accommodation or cannot otherwise submit your comments via Regulations.gov, please contact the program contact person listed under **FOR FURTHER INFORMATION CONTACT**. ED will not accept comments by fax or by email, or comments submitted after the comment period closes. To ensure that ED does not receive duplicate copies, please submit your comments only once. Additionally, please include the Docket ID at the top of your comments.

Federal eRulemaking Portal: Go to www.Regulations.gov to submit your comments electronically. Information on using Regulations.gov, including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under "FAQ." Also included on Regulations.gov is a commenter checklist that addresses how to submit effective comments.

In instances where individual submissions appear to be duplicates or near duplicates of comments prepared as part of a writing campaign, ED may choose to post to Regulations.gov one representative sample comment along with the total comment count for that campaign. ED will consider these comments along with all other comments received. In instances where individual submissions are

bundled together (submitted as a single document or packaged together), ED will post all of the substantive comments included in the submissions along with the total comment count for that document or package to Regulations.gov. Comments containing personal threats will not be posted to Regulations.gov and may be referred to the appropriate authorities.

During and after the comment period, you may inspect public comments about the proposed priority and definitions by accessing Regulations.gov. To inspect comments in person, please contact the person listed under **FOR FURTHER INFORMATION CONTACT.**

Privacy Note: ED's policy is to generally make all comments received from members of the public available for public viewing in their entirety on the Federal eRulemaking Portal at Regulations.gov. Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available.

Assistance to Individuals with Disabilities in Reviewing the Rulemaking Record: On request, we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for this document. If you want to schedule an appointment for this type of accommodation or auxiliary aid, please

contact the person listed under **FOR FURTHER INFORMATION CONTACT.**

Program Authority: 20 U.S.C. 1221e-3, 3474, 6301 *et. seq.*, 5 U.S.C. 311 *et seq.*

Background

The Secretary proposes to amend the Notice of Final Priorities and Definitions - Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States published in the *Federal Register* on September 9, 2025 (90 FR 43514), the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities published in the *Federal Register* on February 12, 2026 (91 FR 6625), the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness published in the *Federal Register* on April 13, 2026 (91 FR 18780), and the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education published in the *Federal Register* on April 13, 2026 (91 FR 18774).

To date, ED has announced partnerships with six agencies designed to reduce federal education bureaucracy, improve the efficient delivery of federally funded programs and activities to better support students and families, and

move closer to fulfilling the President's promise to return education to the states. The new partnerships with the Departments of Labor (DOL), Interior (DOI), Health and Human Services (HHS), State, Justice (DOJ), and Treasury have brought new thinking to the ED's grant programs. These partner agencies bring extensive experience in topics such as education choice scholarships, workforce readiness and career pathways, including Registered Apprenticeships and talent marketplaces; and Tribal self-determination. We are proposing amendments to the Secretary's Supplemental Priorities and Definitions as discussed in this notice to ensure our programs reflect the expertise our partner agencies offer, ensuring students are better positioned for success throughout their education journey and prepared to successfully enter, navigate, and advance in the workforce.

Additionally, after more than a year of visiting schools and communities across the country, hearing directly from students, educators, school leaders, State, Tribal and local officials, and other stakeholders about effective practices and emerging needs, and gaining practical experience implementing the existing Secretary's Supplemental Priorities and Definitions, ED has identified opportunities to strengthen and refine the priorities. This experience has provided valuable insight into how the existing priorities operate in practice, where additional clarity or emphasis may be warranted, and where new or

evolving policy areas should be addressed. Accordingly, ED has identified new topics for inclusion and aspects of the existing priorities and definitions that warrant revision to ensure that future implementation efforts reflect lessons learned, respond to developments in the education and workforce landscape, and remain closely aligned with the Administration's priorities.

Proposed Changes

We discuss the proposed changes to the priorities and definitions under the final notices to which they pertain. Generally, we do not address proposed changes that are technical or otherwise minor in effect.

Proposed Changes from Artificial Intelligence (AI) to Super Intelligence (SI)

Current Priorities and Definitions: We finalized definitions of artificial intelligence (AI) and AI literacy in the Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education.

Proposed Priorities and Definitions: We propose, with limited exceptions described in the next paragraph, to use the term "Super Intelligence" to replace "Artificial Intelligence" and use "SI" to replace "AI" in every use of the terms. This includes the following changes:

(1) proposing to rename the title of the notice from the "Notice of Final Priority and Definitions-Secretary's Supplemental Priority and Definitions on Advancing

Artificial Intelligence in Education" to the "Notice of Final Priority and Definitions-Secretary's Supplemental Priority and Definitions on Advancing Super Intelligence in Education."

(2) proposing to rename the title of the final priority from "Advancing Artificial Intelligence in Education" to "Advancing Super Intelligence in Education."

(3) proposing to rename the definition of "Artificial Intelligence (AI)" to "Super Intelligence (SI)."

(4) proposing to rename the definition of "AI literacy" to "SI literacy."

The exceptions to replacing "Artificial Intelligence" with "Super Intelligence" are in the definition of SI and in the title of the following document: "Department of Labor's Artificial Intelligence Literacy Framework." The definition of SI includes reference to "artificial intelligence" therefore, we will continue to use "artificial intelligence" when referring to the definition of SI. Later in this notice we propose to add reference to a DOL document in the newly titled Priority on Advancing Super Intelligence in Education, and we describe our proposal and our reasons for doing so. This document and all references to it, will retain the title of "Department of Labor's Artificial Intelligence Literacy Framework."

For the newly titled SI definition, we propose to adopt the definition of SI included in President Trump's

Executive Order (EO) 14344 "Inaugurating the Era of Super Intelligence," dated September 29, 2026, which says that SI means the technologies and systems encompassed by the term "artificial intelligence" as defined 15 U.S.C. 9401(3). The newly titled SI literacy definition would be revised to incorporate the importance of understanding how SI works and how to use SI tools effectively and responsibly.

Finally, we propose to add the definitions of SI and SI literacy to all uses of the terms in the Secretary's Supplemental Priorities on Evidence-Based Literacy, Educational Choice, and Returning Education to the States, the Secretary's Supplemental Priority on Meaningful Learning Opportunities, and the Secretary's Supplemental Priority on Career Pathways and Workforce Readiness.

Reasons: On September 29, 2026, the President issued EO 14434 (91 FR 63129) directing executive departments and agencies to replace the terms "Artificial Intelligence" and "AI" with "Super Intelligence" and "SI" in official correspondence, public communications, policy documents, and other non-statutory documents. EO 14344 explains that this terminology is intended to reflect the continuously advancing technological frontier and the expanding capabilities and applications of these technologies. Consistent with this direction, the Department proposes to update the terms used throughout the priorities and definitions by replacing references to "Artificial

Intelligence" and "AI" with "Super Intelligence" and "SI," as discussed previously. These revisions align the priority with current Federal terminology and the Administration's direction for executive branch agencies while maintaining the substantive focus of the priority on preparing students and educators to understand, use, and benefit from these rapidly advancing technologies.

We also propose to adopt the definition of Super Intelligence from EO 14344. We believe this definition, as specified in EO 14344, is most appropriate because this definition provides terminology for implementing these priorities unless and until it is superseded by subsequent Presidential action consistent with applicable law or by an Act of Congress.

Consistent with this discussion, we propose to rename the definition of "AI literacy" to "SI literacy" and to revise the definition. The current definition of AI literacy means technical knowledge, durable skills, civic awareness, and future ready attitudes, including AI related ethical reasoning, critical social inquiry, interdisciplinary problem-solving, and creativity, required to thrive in a world influenced by AI. The definition also indicates that AI literacy enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and implications. In addition to replacing "AI" with "SI", we propose to add to

the definition the importance of understanding how SI works and how to use SI tools effectively and responsibly. We believe the amendment improves the clarity of the SI literacy definition and is necessary for promoting the appropriate integration of SI into education.

We propose to add the definitions of "SI" and "SI literacy" across all uses of the terms in the four notices proposed for revision in this proposed rule. Using common terminology and definitions across all of the supplemental priorities will help ensure consistency in understanding and implementation in ED's grant programs.

Proposed Changes to the Notice of Final Priorities and Definitions - Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States (90 FR 43514)

Changes to Priority Text

Current Priority: Part (a) of the Expanding Education Choice priority focuses on increasing access to public charter schools and other innovative school models, including charter schools that have specific focus areas.

Proposed Priority: We propose to revise part (a) to include technical, trade, and vocational schools in addition to public charter schools and other innovative school models; revise part (a)(i)(1) to expand the focus area on science, technology, engineering, and mathematics (STEM) to include super intelligence (SI), SI literacy, and

cybersecurity; and revise part (a)(i)(2) to qualify that career and technical education includes programs that integrate pre-apprenticeship and Registered Apprenticeship pathways.

Reasons: We propose to add technical, trade, and vocational schools to part (a) to emphasize these programs as important education and training options for students and families. Additionally, these options will help achieve our goal of ensuring that we prioritize access to demand-driven career pathways and workforce preparedness. We propose to add explicit reference to SI, SI literacy, and cybersecurity to part (a)(i)(1) to affirm these as important topics within STEM. And, we propose in part (a)(i)(2) to emphasize programs integrating pre-apprenticeships and Registered Apprenticeships pathways as valuable career and technical education choice options that are aligned with employer needs.

Current Priority: Part (a)(iii) promotes projects that provide technical assistance to relevant parties about the establishment and operation of charter schools, including navigating State and local statutes and regulations. Part (f)(ii) promotes projects that provide families with assistance in understanding State and local requirements for homeschooling.

Proposed Priority: We propose to revise (a)(iii) such that the provision of technical assistance includes support

navigating Tribal statutes and regulations. And, we propose to redesignate (f)(i) and (ii) to be (g)(i) and (ii), and to revise the newly-designated (g)(ii) to include assistance with understanding Tribal requirements for homeschooling.

Reasons: We propose these changes to ensure that the technical assistance contemplated by the priority fully reflects the range of legal and regulatory frameworks that may apply to charter schools and home-based education programs. As initially drafted, the priority expressly contemplated assistance with navigating applicable requirements but did not specifically identify Tribal statutes, regulations, or homeschooling requirements. Upon further review, we determined that expressly including Tribal requirements would provide greater clarity and ensure that the priority appropriately accounts for circumstances in which Tribal law or requirements may be relevant. Explicitly recognizing these requirements alongside other applicable legal and regulatory frameworks will help ensure that the technical assistance available under the priority is sufficiently comprehensive and responsive to the different jurisdictions and communities in which these educational options may operate.

Current Priority: Part (c) of the Expanding Education Choice priority is specific to supporting dissemination of information related to school choice options.

Proposed Priority: We are proposing to broaden part (c) to include two subparts. The current part (c) would be redesignated as (c)(ii). The newly proposed (c)(i) would encourage projects that provide technical assistance for education services available to students through scholarships supported by the about the Education Freedom Tax Credit (EFTC). We are proposing to revise the stem for part (c) to focus on the advancement and implementation of education choice options broadly.

Reasons: The Department proposes to expand this priority to support the effective implementation of education choice initiatives, including the new EFTC. Providing technical assistance about education services available to students through scholarships supported by the EFTC will help ensure that eligible participants understand the opportunities available under the tax credit and how to access and implement these options. Broadening this priority will also allow the Department to support projects that strengthen the infrastructure necessary to expand educational freedom, empower families to make informed decisions, and increase access to education options that best meet students' individual needs.

Current Priority: The current Expanding Education Choice priority does not include options for specific supports for student parents; talent marketplaces for postsecondary

enrollment; or children and youth in foster care or kinship care, or their caregivers.

Proposed Priority: We propose to add three new parts to the Expanding Education Choice priority and redesignate the current parts as appropriate. Newly designated part (f) would focus on expanding access to childcare and other supports for student-parents. A second part, newly designated part (j), would focus on expanding access to talent marketplaces and other best practices for postsecondary enrollment to include pre-apprenticeships and Registered Apprenticeships. A third part, newly designated part (o), would focus on children and youth in foster care or kinship care, or their caregivers, by promoting projects that improve educational stability and academic outcomes, supporting caregiver engagement in the education of children in their care, and expanding access to supports across the education spectrum from early childhood to postsecondary. Additionally, we propose to redesignate the other parts of this priority to conform with the proposed additions described above.

Reasons: We propose to amend this priority to ensure that students and families have access to a broader range of educational pathways and supports that allow them to pursue an education aligned with their unique needs, circumstances, and career goals. These additions reflect feedback from our Federal partners at HHS and DOL, whose

expertise and experience administering programs serving children, families, workers, and other populations helped identify additional ways in which the priority could more fully reflect the range of choices and supports that contribute to educational access and success.

In particular, HHS highlighted the importance of recognizing that meaningful education choice may depend on whether students and families can access the supports necessary to take advantage of those opportunities. This includes access to child care and other supports for student parents, as well as educational stability, caregiver engagement, and coordinated supports for children and youth in foster or kinship care. Incorporating these areas recognizes that students' individual circumstances can affect their ability to access and persist in educational opportunities and provides greater flexibility for ED, where consistent with applicable program authorities, to support projects that address those circumstances across the education continuum.

DOL similarly brought its expertise in workforce development and career-connected learning to identify opportunities to broaden the priority's treatment of postsecondary choice. In particular, DOL highlighted pre-apprenticeships and Registered Apprenticeships as additional pathways that can expand the range of high-quality postsecondary education and training options

available to students. Including these pathways alongside talent marketplaces and approaches to postsecondary enrollment better reflects effective tools that connect jobseekers with employers and the variety of routes students may pursue to acquire skills, credentials, and experience that support their education and career goals. Taken together, these changes strengthen the priority by recognizing that expanding education choice involves not only increasing the number or type of educational options available, but also helping students and families access and successfully navigate those options. Drawing on the specialized expertise of HHS and DOL allows ED to more comprehensively reflect the range of educational pathways and supports that may help students pursue opportunities best suited to their individual needs and goals.

Current Priority: Part (f) of the Returning Education to the States priority includes an option for projects or proposals that are carried out by entities identified, designated, or endorsed by a Governor or a chief State education official.

Proposed Priority: We propose to amend part (f) to include projects or proposals that are carried out by entities identified, designated, or endorsed by an Indian Tribe's highest ranking elected official.

Reasons: In the current priority, we included Tribes, Tribal organizations and Tribal education agencies in the

list of eligible entities (i.e., part (g)) and noted ED's ability to preference support for Tribes using this part of the priority. However, in our use of part (f) in an FY 2026 grant competition we received questions about endorsements from Tribes. After considering the priority in light of these questions, we determined that it would be beneficial to add an Indian Tribe's highest ranking elected official to the existing parties (i.e., Governor and chief State education official) in part (f). This proposed addition further recognizes the sovereignty of Tribal nations and importance of an applicant being identified, designated, or endorsed by a Tribe's highest ranking elected official for projects or proposals that will be carried out to support Native American children, youth, and families.

Changes to Definitions

Current Definitions: The current set of definitions finalized with the Secretary's Supplemental Priorities on Evidence-Based Literacy, Educational Choice, and Returning Education to the States does not include definitions of SI, SI literacy, talent marketplaces, pre-apprenticeship or Registered Apprenticeship.

Proposed Definitions: We propose to add definitions of SI, SI literacy, talent marketplaces, pre-apprenticeship, and Registered Apprenticeship.

Reasons: We propose to add definitions of these terms to support the revised priorities proposed in this notice. The new definitions would apply to all uses of these terms in the Secretary's Supplemental Priorities on Evidence-Based Literacy, Educational Choice, and Returning Education to the States.

See our previous discussion about the terms SI and SI literacy for more information about the basis of these definitions.

We propose to add a definition of talent marketplace. The proposed definition is the same definition used in the Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness published in the *Federal Register* on April 13, 2026. Using consistent definitions across all of the Secretary's Supplemental Priorities provides greater clarity for the public, reduces the potential for confusion or conflicting interpretations, and allows applicants and other stakeholders to operate from a common understanding of established terms.

We propose to add definitions of pre-apprenticeship and Registered Apprenticeship. The proposed definition of pre-apprenticeship is drawn from the Workforce Innovation and Opportunity Act (WIOA) Final Rule (81 FR 56072 codified in 20 CFR 681.480) and informed by DOL's *Framework for Effective Pre-Apprenticeships* in Training and Employment Notice No. 05-26. The proposed definition of Registered

Apprenticeship is drawn from the National Apprenticeship Act (29 U.S.C. Chapter 4C) and 29 CFR Parts 29 and 30. Where possible, using consistent definitions across the Federal government provides greater clarity for the public, reduces the potential for confusion or conflicting interpretations across Federal programs, and allows applicants and other stakeholders to operate from a common understanding of established terms. Given ED's close partnership with DOL, as well as DOL's role in administering the national Registered Apprenticeship system, aligning with the existing Federal definitions of pre-apprenticeship and Registered Apprenticeship promotes consistency across agencies and ensures that references to pre-apprenticeship and Registered Apprenticeship have the same meaning across Federal education and workforce programs.

Proposed Changes to the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities (91 FR 6625)

Current Priority: Part (a)(i) of the priority focuses on strengthening core instruction through improving mathematics instruction. Part (a)(i) currently includes seven parts.

Proposed Priority: We propose to add a new part (a)(i)(6) focused on aligning mathematics instruction with critical

workplace math skills and real-world applications identified through engagement with national or regional employers, and re-number the current part (a)(i)(6) and succeeding parts in this paragraph.

Reasons: We propose to add this part based on feedback from our partners at DOL, which highlighted the importance of strengthening the connection between mathematics instruction and the mathematical skills students will need to succeed in the workforce. DOL's workforce expertise underscored the value of ensuring that students have opportunities to understand how mathematical concepts are applied in real-world workplace settings and across a range of career pathways.

While the current priority already emphasizes evidence-based mathematics instruction and improved student achievement, we determined that it would be beneficial to more explicitly connect those academic foundations to workforce readiness. By encouraging engagement with national or regional employers to identify critical workplace mathematics skills and real-world applications, this addition will help ensure that mathematics instruction can both build strong academic foundations and demonstrate the relevance of those skills to future education, training, and employment opportunities. The revision therefore strengthens the connection between mathematics achievement and career preparation and better reflects the

role that strong mathematics skills can play in preparing students for high-skill, high-wage, or in-demand occupations.

Current Priority: The priority currently includes two parts focused on high-quality instructional materials (HQIM) in one or more specified subject areas: part (a)(ii) of the priority focuses on providing or expanding access to HQIM and part (a)(iii) focuses on providing or expanding access to training on implementing HQIM. Part (a)(iii) currently includes three parts.

Proposed Priority: We propose to amend part (a)(ii)(1) and (a)(iii)(1) to expand the focus areas on STEM to include SI and cybersecurity. We also propose to add a new part (a)(ii)(2) and (a)(iii)(2) to include career and technical education programs of study, including programs integrating pre-apprenticeship and Registered Apprenticeship pathways, and to re-number the current (a)(ii)(2) and (a)(iii)(2) and succeeding parts in those paragraphs.

Reasons: We are adding explicit references to SI and cybersecurity to emphasize these as critical components of STEM education and to incentivize the development and availability of HQIM in these subject areas. As SI becomes increasingly integrated across education, the workplace, and daily life, students need access to high-quality instructional content that supports the development of foundational SI knowledge and skills and prepares them to

engage with these technologies effectively. The added focus on cybersecurity reflects the importance of ensuring students have access to the high-quality instruction needed to meet evolving cybersecurity demands.

Additionally, we propose to include career and technical education programs of study under the HQIM paragraph to promote opportunities to strengthen the quality and rigor of these critical programs. This addition reflects, in particular, feedback from our partners at DOL, whose expertise in workforce development, apprenticeship, and career-connected learning led them to underscore the importance of ensuring that students participating in Career and Technical Education (CTE) have access to high-quality instructional content that prepares them for both continued education and employment. DOL also highlighted the value of creating stronger connections between classroom instruction and the skills students will need to succeed in the workplace, including through pre-apprenticeship and Registered Apprenticeship pathways.

Expanding the priority's focus on HQIM to expressly include CTE programs of study recognizes that high-quality instructional materials are important not only in traditional academic subjects, but also in career-connected learning. CTE programs increasingly integrate rigorous academic content, technical knowledge, hands-on learning, and preparation for industry-recognized credentials and

further education and training. Specifically including these programs would encourage the development, adoption, and use of high-quality materials that strengthen the instructional foundation of CTE, better connect academic and technical learning, and help ensure that students are prepared to successfully transition from education into additional training, Registered Apprenticeship, or employment.

Together, these additions reflect feedback from our Federal partners and broaden the HQIM provision to better account for emerging instructional needs and the range of educational pathways through which students develop the knowledge and skills necessary for future success.

Current Priority: Part (a)(v) focuses on creating and supporting implementation of strategic staffing models to incentivize educators and best leverage staffing in innovative ways to support student learning and achievement.

Proposed Priority: We propose to amend part (a)(v) to expand the focus area on models for teacher and paraprofessional advancement to include Registered Apprenticeships.

Reasons: We propose this change to explicitly promote Registered Apprenticeships as an innovative model for teacher and paraprofessional preparation and advancement. Feedback from our partners at DOL, drawing on expertise in

apprenticeship and workforce development, highlighted the value of these structured, work-based pathways. Explicitly including Registered Apprenticeships would encourage approaches that combine related instruction with paid, on-the-job learning and create additional pathways for individuals to enter and advance in the education profession.

Current Priority: Part (a) of the priority is focused on strengthening core instruction in several areas.

Proposed Priority: We propose to add a new focus designated as part (a)(vii). This new proposed part will support professional development and technical assistance for local school board members and superintendents to improve student academic outcomes by establishing measurable outcome goals, using academic data to monitor progress, and incorporating regular monitoring of outcomes into local governance practices.

Reasons: The decisions that local school board members and superintendents make about budgets, staffing, programs, and priorities have a significant impact on student academic outcomes. We propose to add this new focus on professional development and technical assistance to support them in their work and equip them with the knowledge and skills to interpret and use data about student academic outcomes.

Current Priority: The current priority does not include text specific to student attendance and engagement.

Proposed Priority: We propose to add a new part (f) focused on supporting students and families by implementing strategies to improve student attendance and engagement.

Reasons: We propose this change to promote grant projects that address the critical challenge of student absenteeism and improve student attendance and engagement through approaches that support students and families. Feedback from our partners at HHS, drawing on their expertise serving children and families, reinforced the importance of addressing barriers that may contribute to absenteeism and disengagement. Explicitly including this focus in the priority will provide greater flexibility to support strategies that strengthen students' connection to school and help ensure they are present and engaged in learning.

Current Priority: The current priority does not include text specific to building State and local capacity to strengthen governance with a focus on student outcomes.

Proposed Priority: We propose to add a new part (g) that will focus on building State and local capacity to strengthen governance, including supporting locally elected school boards and superintendents in establishing and monitoring measurable academic outcomes.

Reasons: Consistent with the previously mentioned proposed addition regarding professional development and technical assistance for local school board members and

superintendents, we propose new part (g) to emphasize the need for building State and local capacity as it relates to governance centered around student outcomes. New part (g) will enable ED to leverage States to carry out this important work with the local leaders who govern their school systems.

Changes to Definitions:

Current Definitions: The current set of definitions finalized with the Secretary's Supplemental Priority on Meaningful Learning Opportunities does not include definitions of SI, pre-apprenticeship or Registered Apprenticeship.

Proposed Definition: We propose to add definitions of SI, pre-apprenticeship, and Registered Apprenticeship.

Reasons: We propose to add definitions of these terms to support the revised priority proposed in this notice. The new definitions would apply to any use of these terms in the priority. Please see the earlier discussions of ED's rationale for proposing these specific definitions of SI, pre-apprenticeship, and Registered Apprenticeship.

Proposed Changes to the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness (91 FR 18780)

Current Priority: The current Career Pathways and Workforce Readiness priority addresses the key components

of the career pathway continuum, with each component articulated as a distinct area of focus.

Proposed Priority: We propose to add a new part (a) focused on the integration of activities across the full career pathway continuum to include a description of how the proposed activities will be aligned to support students, workers, and jobseekers in accessing high-quality career pathways leading to high-skill, high-wage, or in-demand occupations.

Reasons: Based on feedback from DOL, we identified an opportunity to build on the priority's existing focus on the key components of the career pathway continuum by more explicitly encouraging that those activities be intentionally connected and mutually reinforcing. This addition reflects DOL's workforce development expertise and emphasizes stronger alignment and transitions among education, training, and employment opportunities to support students, workers, and jobseekers as they progress toward high-skill, high-wage, or in-demand occupations.

Current Priority: Part (a) supports workforce development programs aligned with State priorities and provides a comprehensive list of the activities that support those programs may include, such as alignment of workforce activities across State agencies, identifying credentials, providing support for trades and work-based learning opportunities and supporting pre-apprenticeships.

Proposed Priority: We propose to redesignate the current part (a) to part (b) consistent with the proposed addition to this priority described immediately above. We propose to revise newly designated part (b) overall to expand (b)(i) to include the coordination of activities with local entities that support workforce development; add a new part (b)(ii) that focuses on coordinating activities with Tribal workforce priorities and with Tribes that support workforce development; and redesignating the proposed part (b)(ii) and succeeding paragraphs in this priority. In newly designated (b)(iii) (current part (a)(ii)) we propose to include a focus on aligning workforce activities among Tribes and local entities. We also propose to revise the text in the parenthetical to clarify that the examples are of entities that support workforce development, and we have added "career exploration" to the list of examples.

Reasons: We propose these changes based on feedback from our Federal partners at DOL and DOI and their respective expertise in workforce development and Tribal education and workforce priorities. Feedback from DOL highlighted opportunities to strengthen coordination among State and local entities that support workforce development and to more expressly recognize career exploration as part of a comprehensive approach to preparing individuals for career pathways. Feedback from DOI identified opportunities to more expressly recognize Tribal workforce priorities and

the role of Tribes and Tribal organizations in supporting workforce development. Together, these changes build on the priority's existing comprehensive approach by strengthening coordination across State, local, and Tribal workforce systems and better reflecting the range of entities that contribute to workforce development.

Current Priority: Part (a)(iii) focuses on activities that support States in identifying in-demand and high value industry-recognized credentials and re-evaluating existing lists of credentials, and part (a)(vi) focuses on promoting the attainment of those same postsecondary credentials.

Proposed Priority: We propose to redesignate these parts to (b)(iv) and (b)(vii) respectively, consistent with the proposed additions to this priority described previously. We propose to amend newly designated (b)(iv) and (b)(vii) to remove the modifiers of "in-demand and high-value" and instead use "high-quality" to describe the credentials that States should be identifying. Additionally, within newly designated (b)(iv), we propose to add the evaluation of credentials as an activity that would support States, expand settings in which such credentials may be identified, and support alignment of credentials across State education and workforce systems. In carrying out these activities, States would consider the Department of Labor's Training and Employment Notice (TEN) 04-26 as a resource for identifying approaches to evaluating and

aligning credentials. We also propose to add aligning education and training programs with the high-quality industry-recognized credential identified.

Reasons: Informed by feedback from DOL based on its expertise in workforce development and credential quality, we propose these changes to more clearly and consistently describe the credentials addressed by the priority. The changes also strengthen alignment with credentials already identified through State workforce systems and education and training programs, while recognizing the importance of evaluating credential quality and promoting greater consistency across education and workforce systems.

Current Priority: Part (a)(v) focuses on the development of industry-led sector partnerships.

Proposed Priority: We propose to redesignate this part to (b)(vi). In newly designated (b)(vi), we include development and expansion of partnerships with specific roles being laid out for employers to identify the in-demand skills and competencies, validate education and training models and credentials, and modify training based on hiring needs.

Reasons: Based on feedback from DOL and its expertise in workforce development and industry-led sector partnerships, we identified an opportunity to build on the existing priority by supporting not only the development of new partnerships, but also the expansion of effective existing

partnerships. We also propose to more clearly articulate the role of employers within these partnerships, including identifying in-demand skills and competencies, validating education and training models and credentials, and informing modifications to training based on hiring needs. These changes strengthen the connection between education and training programs and evolving workforce needs and help ensure that industry partnerships are meaningfully informed by employers.

Current Priority: Current part (a)(viii) focuses on strategies to expand the availability of pre-apprenticeships and Registered Apprenticeships, including supporting apprenticeship intermediaries, Registered Apprenticeships for in-school and out-of-school youth, and providing technical assistance for states to advance these strategies.

Proposed Priority: We propose to redesignate (a)(viii) to (b)(ix). Within the newly designated (b)(ix) we propose several revisions and additions. We propose to revise (b)(ix)(1) to clarify that we are referring to Registered Apprenticeships, and we propose to amend (b)(ix)(2) to include the expansion of pre-apprenticeships. Newly designated (b)(ix)(3) proposes to include the expansion of Registered Apprenticeship opportunities and proposes to add "adult learners" to the individuals who are identified as the beneficiaries of the apprenticeships described in this

subpart. We propose to add a new part, (b)(ix)(4), to promote strategies to improve participant access, retention, completion, credential attainment, and employment outcomes for learners of all ages and redesignate the existing (b)(ix)(4) as (b)(ix)(5). Additionally, we propose to add (b)(ix)(6) to incorporate developing or strengthening partnerships among employers, labor-management organizations, industry associations, education and training providers, Registered Apprenticeship sponsorship, workforce development boards, community-based organizations, and other partners to support the design, implementation, and scaling of Registered Apprenticeship programs; and we propose to add (b)(ix)(7) to promote the alignment of pre-apprenticeship and Registered Apprenticeship programs with industry-recognized credentials, postsecondary credit, career pathways, and supportive services to improve participant access, completion, and employment outcomes.

Reasons: Based on feedback from DOL and its expertise in Registered Apprenticeship and workforce development, we identified opportunities to strengthen the priority's existing focus on pre-apprenticeships and Registered Apprenticeships by more expressly supporting the expansion of these opportunities and the partnerships necessary to sustain and scale them. These changes emphasize the importance of pre-apprenticeship programs that provide

clear pathways into Registered Apprenticeship programs or other high-quality industry-recognized opportunities and strengthen alignment with established standards and practices in the field. The proposed changes to (b)(ix)(3) and the proposed addition of (b)(ix)(4) are intended to promote strategies for participant success for learners of all ages. The proposed changes also recognize the importance of expanding access to these opportunities for adult learners, including individuals seeking to enter or reenter the workforce, transition to new careers, or develop additional skills to advance in their current fields. By expressly including adult learners, the priority better reflects the role of pre-apprenticeships and Registered Apprenticeships in supporting lifelong learning, workforce participation, and economic mobility. The additions of (b)(ix)(6) and (b)(ix)(7) also recognize that successful apprenticeship pathways rely on intentional coordination among employers, labor-management organizations, industry associations, education and training providers, workforce development boards, community-based organizations, and other partners. More explicitly incorporating these partners and aligning apprenticeship opportunities with credentials, postsecondary credit, career pathways, and supportive services can strengthen the continuum from preparation and training to completion and employment.

Current Priority: Part (a)(vii) discusses the provision of work-based learning opportunities and examples of such opportunities in which a student would receive wages or credit.

Proposed Priority: We propose to redesignate this part to (b)(viii) consistent with the proposed additions to this priority described previously. We propose to specify that the opportunities should be qualified by being high-skill, high-wage or within an in-demand industry sector or occupation.

Reasons: Based on feedback from DOL, informed by its expertise in workforce development and labor market needs, we propose these changes to strengthen the connection between work-based learning and meaningful employment opportunities. Emphasizing opportunities in high-skill, high-wage, or in-demand industry sectors or occupations would help ensure that work-based learning provides students with relevant workplace experience and skills that support successful transitions into employment and continued career advancement.

Current Priority: Part (b) of the Career Pathways and Workforce readiness priority is focused on the need for awareness of the range of postsecondary educational and career options.

Proposed Priority: We propose to redesignate this part to part (c) consistent with the proposed additions to this

priority described previously. And, we propose to amend the language in part (c) to include career and college navigation, coaching, and supportive services to promote greater awareness of the range of postsecondary educational and career options, including employment outcomes and earnings, of the students that pursue each of these options.

Reasons: Based on feedback from DOL and its expertise in workforce development and career pathways, we identified an opportunity to build on the priority's existing focus on awareness of postsecondary education and career options by more clearly identifying the types of navigation, coaching, exploration, advising, and support that can help students understand and pursue those options. DOL's feedback also highlighted the value of providing students with information about employment outcomes, including earnings, to strengthen the connection between education and career decision-making and help students make informed choices about pathways that lead to education, training, and employment opportunities.

Current Priority: The current priority does not include a specific mention of support for workforce-readiness activities and in identifying those activities in the field.

Proposed Priority: We propose to add a part (d) to support workforce readiness activities, including employability

skills, digital literacy, SI literacy, financial literacy, resume and interview preparation, job search assistance, workplace expectations, decision-making skills, and other skills needed to obtain and retain employment in high-skill, high-wage, or in-demand occupations.

Reasons: Based on feedback from DOL and its expertise in preparing individuals to enter and succeed in the workforce, we identified an opportunity to more expressly recognize workforce-readiness activities within the priority. While the priority already addresses a range of activities that connect education and training to employment, this addition more clearly reflects the foundational skills and supports that can help individuals successfully obtain and retain employment. Specifically identifying activities such as employability skills, digital and financial literacy, SI literacy, job-search preparation, understanding workplace expectations, and decision-making skills also strengthens alignment between ED's career pathways efforts and workforce development practices in the field and demonstrates readiness for work in an SI-driven economy.

Current Priority: Part (e)(iii)(2) focuses on creating targeted pathways for instructional assistants, paraprofessionals, substitute teachers, and other such positions, and allowing them to earn credentials.

Proposed Priority: We propose to redesignate this part to (g)(iii)(2) consistent with the proposed additions to this priority described previously. We propose to include language at the end of this part that includes Registered Apprenticeship programs as a specific type of pathway.

Reasons: Based on consultation with DOL and its expertise in Registered Apprenticeship programs, we identified an opportunity to more explicitly recognize Registered Apprenticeships as a pathway for instructional assistants, paraprofessionals, substitute teachers, and individuals in similar positions to earn credentials and advance within the education profession. This addition highlights the applicability of the Registered Apprenticeship model within the education workforce and provides greater specificity regarding how the pathways already contemplated under the priority may be implemented.

Current Priority: The priority did not address alignment of Registered Apprenticeship programs with education preparation programs, State certification or licensure requirements. It also did not address supports, including mentoring and coaching.

Proposed Priority: We propose adding a new part(g)(iii)(6) and a part (g)(iii)(7). Proposed part (g)(iii)(6) would incorporate supporting articulation, credit transfer, or other alignment between educator Registered Apprenticeship programs, educator preparation programs, and State

certification or licensure requirements. Proposed part (g)(iii)(7) incorporates developing or expanding supports for apprentices in educator Registered Apprenticeship programs, such as mentoring, coaching, academic support, exam preparation, or other services that support completion and certification.

Reasons: Based on consultation with DOL and its expertise in Registered Apprenticeship programs, we identified opportunities to strengthen the priority's support for successful educator Registered Apprenticeships. In particular, DOL's feedback highlighted the importance of connecting Registered Apprenticeship programs with educator preparation programs and State certification or licensure requirements, as well as providing apprentices with supports that facilitate successful completion. Proposed parts (6) and (7) more expressly recognize these elements by supporting alignment and articulation across programs and requirements and by identifying mentoring, coaching, academic support, exam preparation, and other services that can help apprentices progress through the pathway, complete their program, and obtain the credentials necessary to enter the profession.

Changes to Definitions

Current Definitions: The current set of definitions finalized with the Secretary's Supplemental Priority on Career Pathways and Workforce Readiness does not include

definitions of pre-apprenticeship, Registered Apprenticeship, SI, or SI literacy.

Proposed Definitions: We propose to add definitions of pre-apprenticeship, Registered Apprenticeship, SI, and SI literacy.

Reasons: We propose to add definitions of these terms to support the revised priority proposed in this notice. The new definitions would apply to all uses of the terms in the Secretary's Supplemental Priority on Career Pathways and Workforce Readiness. Please see the earlier discussion of ED's rationale for proposing these definitions of pre-apprenticeship and Registered Apprenticeship.

See our previous discussions about the terms pre-apprenticeship, Registered Apprenticeship, SI, and SI literacy for more information about the basis of these definitions.

Current Definition: The definition of Learning and Employment Record (LER) finalized with the Secretary's Supplemental Priority on Career Pathways and Workforce Readiness does not include any descriptors for operationalizing the definition. Additionally, the definition of Skills-Based Job Description Generator incorrectly repeats the definition of Learning and Employment Record.

Proposed Definition: We are proposing to revise the definition of Learning and Employment Record to include

these necessary descriptors, and we are proposing a new definition of Skills-Based Job Description Generator that correctly reflects our intended definition.

Reasons: The revised definitions of Learning and Employment Record and Skills-Based Job Description generator describe these terms as more than a digital tool and explain more thoroughly the meaning and essence of each.

Proposed Changes to the Notice of Final Priority and Definitions - Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education (91 FR 18774)

Current Priority: Part (a)(vii) is focused on partnering with State educational agencies or local educational agencies in the offering of dual-enrollment course opportunities.

Proposed Priority: We propose to amend subpart (vii) of part (a) to include Tribal education agencies and Tribal organizations (as defined in 20 U.S.C. 7452(b)(3) and 25 U.S.C. 5304(l) respectively) along with State education agencies and local educational agencies.

Reasons: We propose this change to ensure that the priority appropriately recognizes the role of Tribal education agencies and Tribal organizations in expanding access to dual-enrollment opportunities. In considering feedback from Federal partners at DOI, including their

expertise in Tribal education, and through Tribal consultation on grants-related issues, we identified an opportunity to more expressly reflect Tribal organizations throughout the priorities. Adding Tribal education agencies and Tribal organizations to this provision clarifies that partnerships to expand dual-enrollment opportunities may include these entities and better reflects the range of education partners that can support students' access to postsecondary coursework and pathways.

Current Priority: The priority includes two parts, (a) and (b). Part (a) provides 11 subparts, (i) through (xi), that speak to the expansion of the understanding of AI in education.

Proposed Priority: In addition to the earlier discussion about proposed changes to the terms and definitions of SI and SI literacy, we propose adding a subpart (viii) to part (a) that addresses partnering with employers or industry associations to develop educational materials and training programs that provide industry or occupational specific SI literacy and further SI skills development. Additionally, we propose to redesignate the current subpart (viii) and succeeding subparts of part (a) to conform with the numbering of this proposed subpart.

Reasons: We propose this addition based on feedback received through our continued partnership with DOL. Drawing on its expertise in workforce development and

engagement with employers and industry, DOL identified an opportunity to strengthen the priority by more explicitly connecting SI literacy and skills development with the needs of specific industries and occupations. This revision highlights the value of engaging employers and industry associations in developing educational materials and training programs so that students can develop SI skills relevant to evolving workplace needs. This addition also advances the goals of the President's Executive Order on *Advancing Artificial Intelligence Education for American Youth,* Exec. Order No. 14277, 90 Fed. Reg. 17519 (April 28, 2025), including its emphasis on equipping students with the skills necessary to use and create the next generation of AI technology and preparing them for an AI-enabled workforce.

Current Priority: There are 11 subparts under part (a). Each of the 11 subparts discusses AI literacy with one or more specific focus areas.

Proposed Priority: We propose adding a subpart (ix) to promote SI literacy efforts aligned with the five content areas and seven delivery principles outlined within the DOL's February 13, 2026 AI Literacy Framework (Notice 07-25), and redesignate the succeeding subparts accordingly. See the previous discussion for maintaining use of the term AI in reference to DOL's AI Literacy Framework.

Additionally, we propose to redesignate the current subpart (ix) and succeeding subparts of part (a) to conform with the numbering of this proposed subpart.

Reasons: We propose this addition to reflect ED's continued coordination with DOL on efforts to strengthen SI literacy and prepare learners for an increasingly SI-enabled workforce. DOL's February 13, 2026 AI Literacy Framework (Notice 07-25) provides a common structure for SI literacy through five content areas and seven delivery principles that can help connect education and workforce preparation. Referencing the Framework in this priority will promote greater alignment across Federal SI literacy efforts and provide applicants with a useful framework for designing activities that build relevant SI knowledge and skills, while preserving flexibility in how those activities are implemented.

Current Priority: There are 11 subparts in part (b). Each of the subparts supports a specific focus area or population.

Proposed Priority: We propose adding a new subpart (b)(iv) that would support SI projects that are designed for all students, and redesignating the succeeding paragraphs as appropriate.

Reasons: Through consultation with our Federal partners, we identified the value of maintaining specific focus areas while also providing a broader option that can be applied

across programs and student populations, where appropriate. While the existing subparts identify important populations and areas of focus, SI-related projects may also present opportunities that are not limited to a particular population or educational context. Adding this subpart would provide greater flexibility to support innovative SI projects designed to benefit all students, while retaining the more targeted focus areas for programs where those approaches are most appropriate.

Current Priority: The current part (b) does not explicitly name evidence-building around SI in education and does not address developing and disseminating evidence-informed frameworks, tools, or models for integrating SI into education.

Proposed Priority: We propose adding two new subparts, (b)(xii) and (b)(xiii) to support evidence-building for projects advancing SI in education, and to support developing and disseminating evidence-informed frameworks, tools, and models for integrating SI into education.

Reasons: Based on ED's experience implementing this priority during FY 2026, we identified additional opportunities to expand the types of SI in education projects that may be supported. In particular, implementation highlighted the value of supporting projects that build the evidence base on whether and how SI-enabled approaches improve student outcomes or other relevant

outcomes, consistent with applicable statutory and regulatory standards for evidence. We also identified an opportunity to support the development and dissemination of evidence-informed frameworks, tools, and models that can help students, teachers, educators, administrators, and service providers apply emerging evidence when integrating SI into education. These additions would expand the priority to support both the development of evidence and its translation into practical resources for educational settings.

Current Priority: Part (b)(xi) focuses on using technology to improve program outcomes.

Proposed Priority: We propose to redesignate this part to (b)(xiv). Additionally, we propose to amend (b)(xiv) by adding a rigorous and specific deployment of the technology in teaching methods or student supports.

Reasons: The existing language provides broad flexibility to support the use of technology to improve program outcomes. We propose this amendment to provide greater specificity regarding the use of SI in teaching methods and student supports and to emphasize rigorous and purposeful deployment. As SI becomes increasingly relevant in educational settings, this additional specificity will help focus projects on well-designed applications of SI that are responsive to identified needs and support improved program and student outcomes.

Changes to Definitions

See our previous discussion regarding the changes to the definitions for this priority.

Types of Priorities:

When inviting applications for a competition using one or more priorities, we designate the type of each priority as absolute, competitive preference, or invitational through a notice in the *Federal Register*. The effect of each type of priority follows:

Absolute priority: Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority, we give competitive preference to an application by (1) awarding additional points, depending on the extent to which the application meets the priority (34 CFR 75.105(c)(2)(i)); or (2) selecting an application that meets the priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority, we are particularly interested in applications that meet the priority. However, we do not give an application that meets the priority a preference over other applications (34 CFR 75.105(c)(1)).

Proposed Definitions:

Final Priorities and Definitions: ED will announce the final priorities and definitions in a document in the *Federal Register*. We will determine the final priorities and definitions after considering responses to the proposed priorities and definitions and other information available to ED. This document does not preclude us from proposing or amending additional priorities, requirements, or definitions, subject to meeting applicable rulemaking requirements.

Note: This document does not solicit applications. In any year in which we choose to use any of the final priorities and definitions, we invite applications through a notice in the *Federal Register*.

Executive Orders 12866, 13563, and 14192

Regulatory Impact Analysis:

This proposed regulatory action is not a significant regulatory action subject to review by OMB under section 3(f) of Executive Order 12866. Since this regulatory action is not a significant regulatory action under section 3(f) of Executive Order 12866, it is not considered an "Executive Order regulatory action."

We have also reviewed this proposed regulatory action under Executive Order 13563. We are issuing the proposed priorities and definitions only on a reasoned determination that their benefits would justify their minimal costs. ED

believes that this regulatory action is consistent with the principles in Executive Order 13563.

We also have determined that this regulatory action would not unduly interfere with State, local, and Tribal governments in the exercise of their governmental functions.

In accordance with these Executive orders, ED has assessed the potential costs and benefits, both quantitative and qualitative, of this regulatory action. The potential costs are those resulting from statutory requirements and those we have determined are necessary for administering ED's programs and activities.

Discussion of Costs and Benefits:

The proposed priorities and definitions would impose no or minimal costs on entities that receive discretionary grant award funds from ED. Additionally, the benefits of implementing the proposed priorities and definitions outweigh any associated costs, to the extent these de minimis costs even exist, because the proposed priorities and definitions would result in higher quality grant application submissions.

Application submission and participation in competitive grant programs that might use these proposed priorities and definitions is voluntary. We believe, based on ED's administrative experience, that entities preparing an application would not need to expend more resources than

they otherwise would have in the absence of these proposed priorities and definitions. Therefore, any potential costs to applicants would be *de minimis*. Moreover, because the costs of carrying out activities would be paid for with program funds, the costs of implementation would not be a burden for any eligible applicants that earn a grant award, including small entities. We invite the public to comment on this discussion of estimated costs and benefits. We are specifically interested in high-quality comments supported with quantitative data.

Intergovernmental Review: This action is subject to Executive Order 12372 and the regulations in 34 CFR part 79.

This document provides early notification of our specific plans and actions for this program.

Regulatory Flexibility Act Certification: This section considers the effects that the final regulations may have on small entities in the educational sector as required by the Regulatory Flexibility Act, 5 U.S.C. 601 et seq. The Secretary certifies that this proposed regulatory action would not have a substantial economic impact on a substantial number of small entities.

The U.S. Small Business Administration Size Standards define proprietary institutions as small businesses if they are independently owned and operated, are not dominant in their field of operation, and have total annual revenue

below $7,000,000. Nonprofit institutions are defined as small entities if they are independently owned and operated and not dominant in their field of operation. Public institutions are defined as small organizations if they are operated by a government overseeing a population below 50,000.

Paperwork Reduction Act: The proposed priorities and definitions do not contain information collection requirements or affect the currently approved data collection.

Accessible Format: On request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT,** individuals with disabilities can obtain this document in an accessible format. ED will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, compact disc, or another accessible format.

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. You may also access documents ED published in the *Federal Register* by using the article search feature at www.federalregister.gov.

This document of the U.S. Department of Education was signed on November 3, 2026, by Linda E. McMahon, U.S. Secretary of Education. That document with the original signature and date is maintained by the U.S. Department of Education. For administrative purposes only, and in compliance with requirements of the Office of the Federal Register, the undersigned has been authorized to sign the document in electronic format for publication, as an official document of the U.S. Department of Education. This administrative process in no way alters the legal effect of this document upon publication in the Federal Register.

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Tracey St. Pierre,

Director, Office of the Executive Secretariat, Office of the Secretary, U.S. Department of Education.

For the reasons discussed in this notice, the Secretary proposes to amend the Notice of Final Priorities and Definitions-Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States published on September 9, 2025 (90 FR 43514) to read as follows:

Proposed Priority: Promoting Evidence-Based Literacy

Proposed Priority: Projects or proposals to do one or more of the following:

(a) Advance, increase, or expand evidence-based literacy instruction (as defined in this notice).

(b) Focus on evidence-based literacy instruction (as defined in this notice).

Proposed Priority: Expanding Education Choice

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

(a) Increase access to public charter schools; technical, trade, or vocational schools; and other innovative school models, such as public laboratory schools, magnet schools, public microschools, course-based choice, or regional academies, which may include one or more of the following:

(i) Efforts to expand or replicate existing charter schools that have a record of improving students' academic achievement or have a specific focus on one or more of the following:

(1) Science, technology, engineering, and mathematics (STEM), including computer science, super intelligence (SI), SI literacy, or cybersecurity.

(2) Career and technical education, including programs integrating pre-apprenticeship and Registered Apprenticeship pathways.

(3) Evidence-based literacy instruction.

(4) Serving students with disabilities.

(5) Patriotic education.

(6) Classical education.

(ii) Multi-year plans to create new charter schools.

(iii) Providing technical assistance to States, charter school authorizers, new or existing charter schools, or other relevant parties that support charter schools related to authorization, operation, construction, or other relevant areas, including navigating State, local, and Tribal statutes and regulations.

(iv) Opening opportunities for new or existing charter schools to access resources that are currently only available to, or primarily accessed by, district schools in their area.

(b) Expand access to K-12 school options through open enrollment or course-based choice.

(c) Support the advancement and implementation of education choice options for students through one or more of the following:

(i) Technical assistance for families to support their knowledge and understanding of education services available to students through scholarships supported by the Education Freedom Tax Credit.

(ii) Dissemination of information about private school enrollment, education savings accounts, tax credit scholarships, home-based learning and homeschooling, learning pods and co-ops, public charter schools, and

district public schools through open enrollment or course-based choice.

(d) Support State or local development or implementation of education savings accounts.

(e) Support dissemination of information about education savings accounts.

(f) Expand access to child care and other family supports that enable student parents to persist in and complete postsecondary education, workforce training, or Registered Apprenticeship programs.

(g) Support families in educating students through home-based education programs, which may include one or more of the following:

(i) Support for online learning communities.

(ii) Assistance with understanding of State, Tribal, and local requirements for homeschooling.

(h) Provide or expand access to dual or concurrent enrollment programs (as defined in 20 U.S.C. 7801(15)) or early college high schools (as defined in 20 U.S.C. 7801(17)) or other programs where secondary school students begin earning credit toward a postsecondary degree or industry-recognized postsecondary credential prior to high school graduation.

(i) Expand access to education services that accelerate learning such as high-impact tutoring.

(j) Expand access to talent marketplaces, and demonstrated best practices for postsecondary enrollment, including pre-apprenticeships and Registered Apprenticeships.

(k) Expand access to military schools or academies.

(l) Expand access to one or more of the following at the high school or postsecondary level:

(i) Distance education.

(ii) Competency-based or skills-based education.

(iii) Pre-apprenticeships.

(iv) Registered Apprenticeships, including apprenticeships for in-school or out-of-school youth,

(v) Work-based learning.

(vi) Shortened time-to-degree models.

(m) Expand access to part-time coursework and career preparation.

(n) Expand access to programs or coursework that lead to in-demand, industry-recognized postsecondary credentials.

(o) Serve children and youth in foster care or kinship care, or their caregivers, through one or more of the following:

(i) Improving educational stability, school transitions, and academic outcomes for children and youth in foster care or kindship care.

(ii) Supporting foster and kinship caregivers' engagement in the education of the children in their care.

(iii) Expanding access to early learning programs, student supports, or postsecondary opportunities for children and youth currently or formerly in foster care or kinship care.

Proposed Priority: Returning Education to the States

Proposed Priority: 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) Governors.

(c) State workforce development agencies or boards.

(d) State vocational rehabilitation agencies.

(e) State higher education agencies (as defined in 20 U.S.C. 1003(22).

(f) Entities identified, designated, or endorsed by a Governor, the highest-ranking elected official of an Indian Tribe (as defined in 25 U.S.C. 5304(e)), or a chief State education official for purposes of implementing the project or proposal.

(g) 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)).

(h) Consortia of the entities identified under this priority.

Proposed Definitions for Proposed Priorities on Promoting Evidence-Based Literacy, Expanding Education Choice, and Returning Education to the States

Computer science means the study of computers and algorithmic processes, including their principles, their hardware and software designs, theories, computational thinking, coding, analytics, applications, and super intelligence (SI).

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information. In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation to the digital world.

Computer science does not involve using computers for everyday tasks, such as browsing the internet or using tools like word processors, spreadsheets, or presentation software. Instead, it focuses on creating and developing technology, not just utilizing it.

Evidence framework means an approach to providing a determination about whether an activity, strategy, or intervention meets each aspect of the definition of strong evidence or moderate evidence (as defined in 20 U.S.C. 7801(21)(A)(i)(I-II)), as applicable.

(a) An evidence framework must include each of the following:

(i) Whether or not a study is an experimental study or quasi-experimental design study;

(ii) Whether or not a study shows a positive, statistically significant effect on student outcomes or other relevant outcomes;

(iii) Whether or not a study uses outcome measures that demonstrate validity and reliability, that do not give an unfair advantage to participants in one condition over another, and that are measured consistently for the groups or participants that are being compared;

(iv) Whether or not a study design is otherwise of high quality, including whether it minimizes factors outside the intervention that could affect student or other relevant outcomes (confounds) and whether random assignment (if used) was done with integrity; and

(v) Whether or not study implementation and analysis is appropriate, including whether groups or participants being compared demonstrate baseline equivalence on key individual and other relevant characteristics, whether

differences in baseline equivalence are statistically controlled, and by considering the impact on the validity of the study of any changes to the sample over time.

(b) An evidence framework may be implemented or verified by one or more of the following:

(i) An organization with relevant expertise that has demonstrated to the Department that it has a rigorous, transparent (i.e., publicly accessible) process for determining each aspect identified in (a).

(ii) By peer reviewers with statistical expertise who apply an evidence framework consistent with each aspect identified in (a) in reviewing support for an applicant's assertion that relevant information is strong evidence or moderate evidence, as applicable.

(iii) By the Department or peer reviewers with statistical expertise who affirm an applicant's assertion that relevant information is strong evidence or moderate evidence because it is supported by study ratings included in the What Works Clearinghouse in one or more of:

(1) A practice guide.

(2) An intervention report.

(3) Individual studies otherwise assessed to meet strong evidence or moderate evidence.

Evidence-based literacy instruction means literacy instruction that relates to explicit, systematic and intentional instruction in phonological awareness, phonic

decoding, oral and sign language, vocabulary, language structure, reading fluency, reading comprehension, and writing; promotes knowledge-rich materials; and is backed by one or more of the following, as supported by an evidence framework (as defined in this notice):

(a) Strong evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental study (strong evidence as defined in 20 U.S.C. 7801(21)(A)(i)(I)).

(b) Moderate evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental study (moderate evidence as defined in 20 U.S.C. 7801(21)(A)(i)(II)).

Note: In any discretionary grant program competition in which the definition of "evidence-based literacy instruction" is used as proposed, the Secretary may use the entire definition or one or more of the subparts of the definition that are most relevant for the grant program competition.

Experimental study means a study that is designed to compare outcomes between two groups (such as students) that are otherwise equivalent except for their assignment to

either a treatment group receiving an activity, strategy, intervention, process, product, practice, or policy as compared with a control group that does not. Experimental studies can support claims of strong evidence. Randomized controlled trials and single-case design studies are specific types of experimental studies that meet this definition.

Pre-apprenticeship means a program designed to prepare individuals to enter and succeed in one or more Registered Apprenticeship programs, consistent with the elements of pre-apprenticeship established under 20 CFR 681.480 and informed by the U.S. Department of Labor's Framework for Effective Pre-Apprenticeships in Training and Employment Notice No. 05-26. An effective pre-apprenticeship provides direct pathways into Registered Apprenticeship programs through defined agreements with Registered Apprenticeship sponsors; industry-driven training and curriculum aligned with Registered Apprenticeship standards; hands-on, meaningful work-based learning and career exposure; access to educational and career counseling and other supportive services through broad workforce and education partnerships that leverage available resources; and strategies for tracking participant outcomes and supporting continuous program improvement.

Quasi-experimental design study means a study using a design that attempts to approximate an experimental study

by identifying a comparison group that is similar to the treatment group in important respects. Cross-sectional group designs, comparative interrupted time series, difference-in-difference designs, and growth curve designs are specific types of quasi-experimental studies that meet this definition. This type of study can meet the definition of moderate evidence but not strong evidence.

Recognized postsecondary credential means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, as defined in section 3(52) of the Workforce Innovation and Opportunity Act.

Registered Apprenticeship means an apprenticeship program that meets the national standards for apprenticeship established under 29 U.S.C. Chapter 4C (the National Apprenticeship Act) and 29 CFR Parts 29 and 30 and is registered with the U.S. Department of Labor's Office of Apprenticeship or a recognized State Apprenticeship Agency. A Registered Apprenticeship combines on-the-job learning with related technical instruction, provides progressive wage increases tied to demonstrated competency, and results in a nationally recognized credential awarded upon completion.

Talent marketplace means a digital, interconnected system of technologies maintained by a State or State Workforce Agency, as defined at 29 U.S.C. 3225a(a)(8), that

(a) is publicly available;

(b) includes an integrated:

(i) Learning and Employment Record;

(ii) Credential Registry; and

(iii) Skill-Based Job Description generator;

(c) utilizes super intelligence to enable learners and jobseekers, employers, and education and training providers to transform, transcribe, and transact earned learning assertions, job descriptions, and degree and non-degree credentials into discrete competency statements; and

(d) may be curated into interoperable individual records of achievement and learning and employment recommendations.

Super intelligence (SI) means the technologies and systems encompassed by the term "artificial intelligence" as defined in 15 U.S.C. 9401(3).

SI Literacy means the technical knowledge, durable skills, civic awareness, and future ready attitudes, including SI related ethical reasoning, critical social inquiry, interdisciplinary problem-solving, and creativity, required to thrive in a world influenced by SI. It enables learners to understand how SI works; use SI tools effectively and responsibly; engage, create with, manage,

and design SI, while critically evaluating its benefits, risks, and implications.

For the reasons discussed in this notice, the Secretary proposes to amend the Notice of Final Priority and Definitions-Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities published on February 2, 2026 (91 FR 6625) to read as follows:

Proposed Priority: Meaningful Learning Opportunities

Proposed Priority: Projects or proposals that are designed to do one or more of the following:

(a) Strengthen core instruction through one or more of the following:

(i) Improving mathematics instruction to promote student achievement through one or more of the following priority areas:

(1) Assisting states in developing comprehensive statewide plans to raise mathematics achievement that align with mathematics instruction based on strong, moderate, or promising evidence (as defined in 34 CFR 77.1).

(2) Selecting, adopting, or implementing high-quality instructional materials in mathematics.

(3) Developing and implementing pathways to accelerate conceptual understanding of mathematics or advanced mathematics coursework, including strategies like automatic enrollment that encourage participation in such pathways.

(4) Developing and implementing strategies that provide opportunities for the early identification and support for students struggling with foundational and developmental mathematics concepts.

(5) Developing and implementing strategies for the identification of gifted and talented students, including strategies for students to access higher grade-level and/or advanced placement in mathematics.

(6) Aligning mathematics instruction with critical workplace math skills and real-world applications identified through engagement with national or regional employers.

(7) Offering high-quality professional development based on strong, moderate, or promising evidence (as defined in 34 CFR 77.1) in mathematics for educators, which may include teachers, paraprofessionals, and other licensed educators or support for principals and other school leaders on managing the implementation of high-quality mathematics instruction.

(8) Integrating explicit and systematic teaching strategies, for mathematics or programming to build subject matter expertise for mathematics into preservice training for general or special education educators.

(ii) Providing or expanding access to high-quality instructional materials in one or more of the following subjects:

(1) A science, technology, engineering, or mathematics (STEM) discipline, including computer science, super intelligence (SI), or cybersecurity.

(2) Career and technical education programs of study, including programs integrating pre-apprenticeship and Registered Apprenticeship pathways.

(3) English Language Arts.

(4) Social Studies.

(iii) Providing or expanding access to training on implementing high-quality instructional materials in one or more of the following subjects:

(1) A STEM discipline, including computer science, super intelligence (SI), or cybersecurity.

(2) Career and technical education programs of study, including programs integrating pre-apprenticeship and Registered Apprenticeship pathways.

(3) English Language Arts.

(4) Social Studies.

(iv) Creating competency-based instructional models that provide timely and actionable insights for students, families, and educators.

(v) Creating and supporting principals and other school leaders in implementing strategic staffing models, instructional leadership roles, or developing models for teacher and paraprofessional advancement, including Registered Apprenticeships, that incentivize high-

performing educators with opportunities and leverage their time, resources, and talent in innovative ways to better support student learning and achievement.

(vi) Planning or implementing a new school day schedule to allow more opportunities for meaningful learning.

(vii) Supporting professional development and technical assistance for local school board members and superintendents to strengthen and focus local governance on improving student academic outcomes, including:

(1) establishing measurable student academic outcome goals,

(2) understanding and using student academic data to monitor progress toward those goals, and

(3) incorporating regular monitoring of student academic outcomes into local school board meetings and governance practices.

(b) Expand high-quality interventions or accelerated learning supports for students based on strong, moderate, or promising evidence (as defined in 34 CFR 77.1) aimed at improving student outcomes through one or more of the following priority areas:

(i) Providing remedial or accelerated learning opportunities focused on individualized, differentiated, and scaffolded supports for students to access grade-level (or above grade-level) content.

(ii) Identifying and implementing strategies for delivering effective personalized supports to all students.

(iii) Supporting states in defining, implementing, or improving statewide tiered educational frameworks that meet the varied needs of students.

(iv) Implementing, expanding, or scaling high-impact tutoring programs that occur during the regular school day, are aligned with practices to accelerate student learning in literacy and mathematics, and which include innovative delivery models or approaches, that may include outcomes-based contracting, super intelligence (SI), technology-enabled platforms, or strategic partnerships and staffing.

(v) Leveraging outcomes-based contracting or grantmaking.

(c) Provide career-connected learning through one or more of the following priority areas:

(i) Providing career and academic advising and mentorship opportunities for all students.

(ii) Integrating career-connected and work-based learning into K-12 education, including approaches to help all students connect core academic instruction with real-world career skills and foster career awareness, exploration, and preparation throughout their education journey.

(iii) Supporting vocational rehabilitation for students with disabilities (pre-employment transition services and transition services).

(iv) Supporting States in developing, piloting, or scaling statewide plans for career-connected learning.

(d) Advance innovative assessment models through one or more of the following priority areas:

(i) Supporting the development, implementation, and scaling of new or innovative assessment models that accurately and fairly measure all students' learning and progress, including competency- and mastery-based assessments.

(ii) Supporting the development, implementation, and scaling of assessment models that provide timely and useful information to educators, students, and families to address student learning needs.

(iii) Encouraging the use of adaptive technologies for assessments.

(iv) Developing a clear methodology for early identification and subsequent ongoing support of students at-risk, students with disabilities, or gifted and talented students.

(v) Supporting states to re-envision state assessment systems through research activities, planning, piloting, and/or scaling new or innovative assessment models.

(e) Support families in providing meaningful at-home learning, which can include providing resources, educational materials, and access to learning platforms to support student learning needs.

(f) Support students and families by implementing strategies to improve student attendance and engagement.

(g) Build State capacity, local capacity, or State and local capacity to strengthen and focus governance on student academic outcomes, including supporting local school boards and superintendents in understanding and using data to establish and monitor measurable student academic outcomes.

Proposed Definitions for Proposed Priority on Meaningful Learning Opportunities

Computer science means the study of computers and algorithmic processes, including their principles, their hardware and software designs, theories, computational thinking, coding, analytics, applications, and super intelligence (SI).

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information. The expanding field of computer science emphasizes computational thinking

and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation to the digital world.

Computer science does not involve using computers for everyday tasks, such as browsing the internet or using tools like word processors, spreadsheets, or presentation software. Instead, it focuses on creating and developing technology, not just utilizing it.

High-quality instructional materials (HQIM) means evidence-based, standards-aligned, content-rich instructional tools that provide a coherent scope and sequence for grade-level academic content. HQIMs provide a full suite of resources for teachers, students, and families—including lesson plans, instructional units, embedded formative assessments to support a cohesive relationship between curriculum, instruction, and evaluation. HQIMs utilize evidence-based instructional strategies, including guidance for differentiation, enrichment, and acceleration, and provide implementation supports for educators to ensure the learning needs of all students are met. HQIMs clearly communicate the goals of leaning and criteria for success for students.

Pre-apprenticeship means a program designed to prepare individuals to enter and succeed in one or more Registered Apprenticeship programs, consistent with the elements of pre-apprenticeship established under 20 CFR 681.480 and

informed by the U.S. Department of Labor's Framework for Effective Pre-Apprenticeships in Training and Employment Notice No. 05-26. An effective pre-apprenticeship provides direct pathways into Registered Apprenticeship programs through defined agreements with Registered Apprenticeship sponsors; industry-driven training and curriculum aligned with Registered Apprenticeship standards; hands-on, meaningful work-based learning and career exposure; access to educational and career counseling and other supportive services through broad workforce and education partnerships that leverage available resources; and strategies for tracking participant outcomes and supporting continuous program improvement.

Registered Apprenticeship means an apprenticeship program that meets the national standards for apprenticeship established under 29 U.S.C. Chapter 4C (the National Apprenticeship Act) and 29 CFR Parts 29 and 30 and is registered with the U.S. Department of Labor's Office of Apprenticeship or a recognized State Apprenticeship Agency. A Registered Apprenticeship combines on-the-job learning with related technical instruction, provides progressive wage increases tied to demonstrated competency, and results in a nationally recognized credential awarded upon completion.

Strategic Staffing means a team-based approach to school staffing that replaces the traditional one-teacher,

one-classroom model. In this model, at least two professional educators, which can include paraprofessionals and other licensed educators, share responsibility for a common roster of students during the same blocks of time in the school day. Teamed educators have differentiated roles and distributed expertise, allowing for flexible student grouping, more effective use of instructional time, and expanded career entry and advancement opportunities.

Super intelligence (SI) means the technologies and systems encompassed by the term "artificial intelligence" as defined in 15 U.S.C. 9401(3).

For the reasons discussed in this notice, the Secretary proposes to amend the Notice of Final Priority and Definitions-Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness published on April 13, 2026 (91 FR 18780) to read as follows:

Proposed Priority: Career Pathways and Workforce Readiness

Proposed Priority: Projects or proposals that are designed to do one or more of the following:

(a) Integrate activities across the full career pathway continuum and describe how the proposed activities are aligned to support students, workers, and jobseekers in accessing high-quality career pathways leading to high-skill, high-wage, or in-demand occupations.

(b) Support workforce development programs that are aligned with State priorities. This includes one or more of the following:

(i) Coordinating activities to local workforce priorities and local entities that support workforce development.

(ii) Coordinating activities to Tribal workforce priorities and with Tribal organizations (as defined in 25 U.S.C. 5304(l)) that support workforce development.

(iii) Activities that support alignment of workforce activities across State agencies, Tribal organizations (as defined in 25 U.S.C. 5304(l)), and local entities that support workforce development (e.g., such as entities that support education, higher education, workforce transformation, job and family services, career exploration, vocational rehabilitation services including pre-employment transition services and transition services).

(iv) Activities that support States in identifying or evaluating high-quality industry-recognized credentials and aligning such lists across State education and workforce systems by considering the resources and guidance described in the Department of Labor’s August 27, 2026 Training and Employment Notice No. 04-26, or aligning education and training programs with the high-quality industry-recognized credentials identified.

(v) Providing support for the skilled trades.

(vi) Developing or expanding industry-led sector partnerships in which employers play a leading role in identifying in-demand skills and competencies, validating education and training models and credentials, and informing, adjusting, or delivering training aligned with current and anticipated hiring needs.

(vii) Promoting the attainment by individuals of a high-quality industry-recognized postsecondary credential.

(viii) Providing work-based learning opportunities (e.g., internships, externships, pre-apprenticeships, Registered Apprenticeships, and mentorships) in high-skill, high-wage or in-demand industry sectors or occupations for which a student may receive wages and/or academic credit.

(ix) Expanding the availability of pre-apprenticeships and Registered Apprenticeships, including through dual or concurrent enrollment (as defined in 20 U.S.C. 7801(15)), by doing one or more of the following:

(1) Supporting Registered Apprenticeship intermediaries.

(2) Creating or expanding pre-apprenticeship programs.

(3) Creating or expanding Registered Apprenticeship opportunities for in-school and out-of-school youth, and adult learners.

(4) Promoting strategies to improve participant access, retention, completion, credential attainment, and employment outcomes for learners of all ages.

(5) Providing technical assistance for States to create new Registered Apprenticeships to include Registered Apprenticeships for in-school and out-of-school youth, as well as adult learners.

(6) Developing or strengthening partnerships among employers, labor-management organizations, industry associations, education and training providers, workforce development boards, community-based organizations, and other partners to support the design, implementation, and scaling of Registered Apprenticeship programs.

(7) Aligning pre-apprenticeship and Registered Apprenticeship programs with industry-recognized credentials, postsecondary credit, career pathways, and supportive services to improve participant access, completion, and employment outcomes.

(x) Supporting the development of new high-quality, short-term programs that meet the eligibility requirements of the Workforce Pell Grants program in Section 83002(b) of the Working Families Tax Cut Act (Pub. L. 119-21), including program length requirements and alignment with high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Governor in the state where the project is located.

(xi) Supporting the expansion of high-quality, short-term programs that meet the eligibility requirements of the Workforce Pell Grants program in Section 83002(b) of the Working Families Tax Cut Act (Pub. L. 119-21), including program length requirements and alignment with high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Governor in the state where the project is located.

(c) Provide career and/or college navigation, coaching, exploration, advising, and supportive services or opportunities to promote greater awareness of the range of postsecondary educational and career options, including employment outcomes and earnings of the students that pursue each of these options.

(d) Support workforce readiness activities, including employability skills, digital literacy, SI literacy, financial literacy, resume and interview preparation, job search assistance, workplace expectations, decision-making skills, and other skills needed to obtain and retain employment in high-skill, high-wage, or in-demand occupations.

(e) Provide opportunities for students to use financial tools to compare the cost and benefits of the career options and educational pathways they are considering, including the long-term impact of taking out student loans on their financial security, including likely

entry and mid-career earnings in fields selected by students as compared to entry and mid-career earnings in high-wage, high-growth, and high-demand occupations in each of the career clusters.

(f) Support the development of talent marketplaces (including credential registries, skills-based job description generators, and learning and employment records) that connect employers, students, and jobseekers by converting job descriptions and learning assertions into discrete, industry-recognized competencies.

(g) Prioritize and expand Registered Apprenticeships in education, including Registered Apprenticeships to prepare one or more of the following:

(i) Elementary educators.

(ii) Secondary educators.

(iii) Special educators, including those serving infants, toddlers, preschoolers, children, or youth with disabilities by including one or more of the following:

(1) Supporting the development and expansion of Registered Apprenticeship programs designed to lead to educator certification.

(2) Creating targeted pathways for instructional assistants, paraprofessionals, substitute teachers, career changers, and other individuals already working in educational settings to earn teaching credentials and to

become certified educators while employed, including through Registered Apprenticeship programs.

(3) Aligning secondary and postsecondary educator-Registered Apprenticeship programs with State educator licensure requirements and workforce shortage areas.

(4) Providing technical assistance to school districts, educator preparation providers, institutions of higher education, and Registered Apprenticeship intermediaries to establish or expand Registered Educator Apprenticeship programs.

(5) Promoting earn-and-learn models through Registered Apprenticeships that reduce financial barriers and increase access to the teaching profession, particularly in high-need subject areas, including provision of:

(A) Paid work experience in a full-time position;

(B) A progression of wage increases; and

(C) Coursework that leads to certification, delivered to accommodate full-time work schedules.

(6) Supporting articulation, credit transfer, or other alignment between educator Registered Apprenticeship programs, educator preparation programs, and State certification or licensure requirements.

(7) Developing or expanding supports for apprentices in educator Registered Apprenticeship programs, such as

mentoring, coaching, academic support, exam preparation, or other services that support completion and certification.

Proposed Definitions for Proposed Priority on Career Pathways and Workforce Readiness

Credential Registry, with respect to a component of a Talent Marketplace, means a digital repository and database, maintained by a State or State Workforce Agency, as defined at 29 U.S.C. 3225a(a)(8).

In-demand Industry Sector or Occupation, as defined in section 3(23) of the Workforce Innovation and Opportunity Act (WIOA), means (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

Learning and Employment Record — The term "Learning and Employment Record," with respect to a Talent Marketplace, means a digital tool maintained by a State or

State Workforce Agency, as defined at 29 U.S.C. 3225a(a)(8) that

(a) provides self-sovereign access to an individual's learning and employment record,

(b) reduces individual learning assertions into machine readable and actionable competency statements representing the knowledge, skills, and abilities an individual has attained,

(c) is interoperable with systems of record maintained by employers and training providers, and

(d) provides the means for matching the learning assertions attained by an individual to the competency statements included within occupational job descriptions.

Pre-apprenticeship means a program designed to prepare individuals to enter and succeed in one or more Registered Apprenticeship programs, consistent with the elements of pre-apprenticeship established under 20 CFR 681.480 and informed by the U.S. Department of Labor's Framework for Effective Pre-Apprenticeships in Training and Employment Notice No. 05-26. An effective pre-apprenticeship provides direct pathways into Registered Apprenticeship programs through defined agreements with Registered Apprenticeship sponsors; industry-driven training and curriculum aligned with Registered Apprenticeship standards; hands-on, meaningful work-based learning and career exposure; access to educational and career counseling and other supportive

services through broad workforce and education partnerships that leverage available resources; and strategies for tracking participant outcomes and supporting continuous program improvement.

Registered Apprenticeship means an apprenticeship program that meets the national standards for apprenticeship established under 29 U.S.C. Chapter 4C (the National Apprenticeship Act) and 29 CFR Parts 29 and 30 and is registered with the U.S. Department of Labor's Office of Apprenticeship or a recognized State Apprenticeship Agency. A Registered Apprenticeship combines on-the-job learning with related technical instruction, provides progressive wage increases tied to demonstrated competency, and results in a nationally recognized credential awarded upon completion.

Recognized Postsecondary Credential means credential consisting of an industry-recognized certificate or certification, a certificate of completion of an Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, as defined in section 3(52) of WIOA.

Skills-Based Job Description Generator — is a digital tool, maintained by a State or a State Workforce Agency, as defined at 29 U.S.C. 3225a(a)(8) that provides a work process schedule for an occupational job description in terms of discrete competency statements that:

(a) have been identified through industry sectoral partnerships,

(b) may be customized by an individual employer, and

(c) may be matched to the individual Learning and Employment records of jobseekers to establish a suitability match for employment based on the alignment of competencies included in an occupational job description and a Learning and Employment Record.

Super intelligence (SI) means the technologies and systems encompassed by the term "artificial intelligence" as defined in section 9401(3) of title 15, United States Code.

Talent marketplace means a digital, interconnected system of technologies maintained by a State or State Workforce Agency, as defined at 29 U.S.C. 3225a(a)(8), that

(a) is publicly available;

(b) includes an integrated:

(i) Learning and Employment Record;

(ii) Credential Registry; and

(iii) Skill-Based Job Description generator;

(c) utilizes super intelligence to enable learners and jobseekers, employers, and education and training providers to transform, transcribe, and transact earned learning assertions, job descriptions, and degree and non-degree credentials into discrete competency statements; and

(d) may be curated into interoperable individual records of achievement and learning and employment recommendations.

Work-based learning is used in accordance with 20 U.S.C. 2302(55), to mean sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

For the reasons discussed in this notice, the Secretary proposes to amend the Notice of Final Priority and Definitions-Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education published on April 13, 2026 (91 FR 18774) to read as follows:

Proposed Priority: Advancing Super Intelligence in Education

Proposed Priority: Projects or proposals to do one or more of the following:

(a) Expand the understanding of super intelligence through one or more of the following:

(i) Supporting the integration of SI literacy skills and concepts into teaching and learning practices to improve educational outcomes for students, including how to

detect SI-generated disinformation or misinformation online.

(ii) Expanding offerings of age-appropriate SI and computer science education in K-12 education.

(iii) Expanding offerings of SI and computer science courses as part of an institution of higher education's general education and/or core curriculum.

(iv) Embedding SI and computer science into an institution of higher education's general preservice or in-service teacher professional development or teacher preparation programs.

(v) Providing professional development for educators on the integration of the fundamentals of SI into their respective subject areas.

(vi) Providing professional development in foundational computer science and SI, preparing educators to effectively teach SI in stand-alone computer science and other relevant courses, including instruction about how to use SI responsibly.

(vii) Partnering with State educational agencies, Tribal education agencies (as defined in 20 U.S.C. 7452(b)(3)), Tribal organizations (as defined in 25 U.S.C. 5304(l)), or local educational agencies to encourage the offering of dual-enrollment course opportunities to earn postsecondary credit or industry-recognized credentials in SI coursework concurrent with high school education.

(viii) Partnering with employers or industry associations to develop education materials and training programs that provide industry or occupational specific SI Literacy and further SI skills development.

(ix) Promoting SI literacy efforts aligned with the five content areas and seven delivery principles outlined within the Department of Labor’s February 13, 2026 Artificial Intelligence Literacy Framework (Notice 07-25).

(x) Creating opportunities for high school students through the development or expansion of SI courses and career-relevant, in-demand certification programs;

(xi) Supporting dissemination of appropriate methods of integrating SI into education.

(xii) Building evidence of appropriate methods of integrating SI into education.

(xiii) Providing support and training to educators on age-appropriate SI education methodologies that emphasize foundational concepts in SI literacy and critical thinking skills while considering developmental readiness and students' safety factors in SI tool selections in K-12 education.

(b) Expand the appropriate and ethical use of SI in education through one or more of the following:

(i) Using SI to support K-12 or postsecondary instruction, supplemental learning, or other assistance or resources to students who are gifted and talented (as

defined in 20 U.S.C. 7801(27)), or those who are otherwise in need of accelerated or other advanced learning opportunities.

(ii) Using SI to support K-12 or postsecondary instruction, supplemental learning, or other assistance or resources to students who are below grade level, in need of remedial or developmental education, struggling to graduate with a regular credential from their education program, or otherwise in need of additional assistance to complete their program of study.

(iii) Using SI to support early intervention, K-12, or postsecondary instruction or services, including early intervention, special education and related services, for children and students with disabilities and their families.

(iv) Using SI to support K-12 or postsecondary instruction, supplemental learning, or other assistance or resources to all students.

(v) Integrating SI-driven tools into classrooms to personalize learning, improve student outcomes, and support differentiated instruction. This integration may include, but is not limited to, adaptive learning technologies, virtual teaching assistants, tutoring, and data analytics tools to support student progress.

(vi) Providing resources and support to grantees for the use of SI in teaching and/or tutoring in an education program or teacher training program.

(vii) Providing resources and support for the use of SI in teacher preparation programs.

(viii) Using SI to improve teacher training and evaluation.

(ix) Promoting efficiency in classroom and school operations through the application of SI to reduce time-intensive administrative tasks.

(x) Using SI to provide high-quality instructional resources, high-impact tutoring, college and career pathway exploration, advising, and navigation to improve educational outcomes.

(xi) Incorporating the principles of universal design for learning[1] (as described in section 103(24) of the Higher Education Act of 1965, as amended).

(xii) Building strong, moderate, or promising evidence (as defined in 34 CFR 77.1) about when, where, for whom, and under what conditions SI improves learning.

(xiii) Developing and disseminating evidence-informed frameworks, tools, and models for integrating SI into education.

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[1] Universal design for learning (20 U.S. Code §1003—Additional definitions): The term " universal design for learning" means a scientifically valid framework for guiding educational practice that— (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

(xiv) Using of SI to improve program outcomes through a rigorous and specific deployment of the technology in teaching methods or student supports.

Proposed Definitions for Proposed Priority on Advancing Super Intelligence in Education

Computer science means the study of computers and algorithmic processes, including their principles, their hardware and software designs, theories, computational thinking, coding, analytics, applications, machine learning, and super intelligence (SI).

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information. In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation to the digital world.

Computer science does not involve using computers for everyday tasks, such as browsing the internet or using tools like word processors, spreadsheets, or presentation software. Instead, it focuses on creating and developing technology, not just utilizing it.

Super intelligence (SI) means the technologies and systems encompassed by the term "artificial intelligence" as defined in 15 U.S.C. 9401(3).

Super intelligence (SI) literacy means the technical knowledge, durable skills, civic awareness and future ready attitudes, including SI related ethical reasoning, critical social inquiry, interdisciplinary problem-solving, and creativity, required to thrive in a world influenced by SI. It enables learners to understand how SI works; use SI tools effectively and responsibly; engage, create with, manage, and design SI, while critically evaluating its benefits, risks, and implications.

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