

	New Jersey Workforce Innovation Notice		WD-PY25-14
	Issued By:	Workforce Development, Division of Career Services	
	Approved By:	Dr. Yolanda Allen, Assistant Commissioner Workforce Development	
	Issued Date:	April 20, 2026	

**SUBJECT:** Artificial Intelligence (“AI”) in the New Jersey Workforce Development System

**PURPOSE:** This document provides the New Jersey workforce development system with guidance regarding Artificial Intelligence (AI), including federal policies related to providing AI training, and the State policy for the use of AI by State staff.

**Contact us:** For any questions regarding this guidance, please contact [WIOAPolicy@dol.nj.gov](mailto:WIOAPolicy@dol.nj.gov).

**BACKGROUND:**

The National Artificial Intelligence Initiative, 15 U.S.C.S. 9401(3), defines “artificial intelligence” as a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions influencing real or virtual environments. Artificial intelligence systems use machine and human-based inputs to perceive real and virtual environments; abstract such perceptions into models through analysis in an automated manner; and use model interference to formulate options for information or action.

To promote AI literacy and proficiency among Americans, on April 23, 2025, President Trump issued [Executive Order 14277, Advancing Artificial Intelligence for American Youth](#). The Executive Order established an Artificial Intelligence Education Task Force with various federal agencies to ensure the United States remains competitive and equips the workforce with the skills to use AI technology. Following that Executive Order, the United States Department of Labor (USDOL) issued Employment Guidance Letter (TEGL) 3-25 and Training and Employment Notice (TEN) 7-25. These two documents provide guidance and notice to state workforce agencies, administrators, liaisons, and other entities within public workforce and education systems about AI literacy training for youth and adults through the Workforce Innovation and Opportunity Act (WIOA). The key points of TEGL 3-25 and TEN 7-25 are summarized below.

**Training and Employment Guidance Letter (“TEGL”) 3-25**

TEGL 3-25 informs states and local areas that Sections 101 and 107 of WIOA authorize Local Workforce Development Boards to implement programs that improve access to skills and employment opportunities, including AI literacy. While Section 101 of WIOA authorizes state workforce development boards to use WIOA funding to support digital literacy efforts, including education and training on AI--Section 107 of WIOA states that local boards shall identify strategies to meet the needs of individuals with barriers to employment, use strategies that augment traditional service delivery, and increase access to services and programs of the One-Stop delivery system.

**Adult and Dislocated Worker Programs:** State and local boards are encouraged to support AI education through these programs:

- **Career Services:** One-stops may support short-term activities to build learning skills and digital literacy, crucial for AI understanding. Workforce preparation includes activities, programs, and services that can support building digital literacy skills.
- **Training Services:** Customers should have access to AI training programs, including those on the Eligible Training Provider List (ETPL) and other innovative opportunities leading to recognized credentials.
- **In-Demand Occupations:** Local boards may consider contracting training services from institutions of higher education or other eligible providers to provide participants with innovative training opportunities to develop AI skills for in-demand industry sectors and occupations.
- **Work Experience:** WIOA prioritizes that local areas should also focus on providing work experience in AI-related fields. The US Department of Labor Employment and Training Administration (ETA) encourages local areas to explore work experience opportunities in AI-focused roles and positions that integrate AI into their daily functions.

**Youth Programs:** WIOA youth programs are encouraged to integrate AI skill-building opportunities tailored to each participant's current digital skill level and career goals. AI education can be included in several program elements:

- **Education and Training:** Instruction on AI usage can better prepare youth for higher education and advanced training opportunities.
- **Career Awareness:** Sharing information about AI-related careers and its applications across different industries can improve understanding of current labor market opportunities.
- **Skills Training:** Offering training in AI-related occupational skills.

**Foundational AI Content:** Participants should be educated on foundational AI topics, such as understanding AI basics, effectively using AI, evaluating AI output, and managing AI responsibly. This includes:

- Understanding AI core concepts and AI tools and their limitations.
- Learning how to ensure AI outputs are accurate, relevant, and ethical.
- Being responsible for the information input into AI systems and how they utilize outputs.

**Competency Model Clearinghouse:** USDOL's [Competency Model Clearinghouse](#) provides competency models that describe the skills necessary to educate and train a globally competitive workforce. The Clearinghouse provides dynamic models of the foundational and technical competencies for economically vital industries and sectors of the American economy, as well as a broadly applicable model of competencies called the [Building Blocks Model](#). The Building Blocks Model can be used to communicate fundamental workforce needs as the basis for nationwide Industry Competency Models or custom competency models.

**Effective Delivery:** AI literacy activities may involve hands-on and contextual learning, progressing from basic to more advanced, specialized skills. Training can also cover related skills such as digital literacy, digital resilience, and broadband access.

## **Training and Employment Notice 7-25**

USDOL issued additional guidance regarding AI training in TEN 7-25, which provided USDOL’s Artificial Intelligence Literacy Framework. TEN 7-25 defines AI literacy as a foundational set of competencies that enable individuals to use and evaluate AI technologies responsibly, with a primary focus on generative AI, which is increasingly central to the modern workplace. The foundational content areas of AI literacy of this framework are provided below:

### **1. Understand AI Principles**

A foundational component of AI literacy is developing a clear grasp of what artificial intelligence is and how it works. For workers, this does not require technical mastery, but it does require the vocabulary and mental models needed to understand how today’s AI tools operate.

### **2. Explore AI Uses**

A core element of AI literacy is understanding how AI is being used across real-world workplace settings. Workers benefit from exposure to practical applications that illustrate how AI tools can support tasks, augment decision-making, and streamline workstreams.

### **3. Direct AI Effectively**

A core element of AI literacy is understanding how to interact with AI systems in ways that produce useful and relevant results. Because most AI tools depend heavily on the input they receive, users must learn how to provide clear instructions, include necessary context, and guide the system toward better outcomes.

### **4. Evaluate AI Outputs**

An essential part of AI literacy is learning how to assess the quality and usefulness of AI-generated outputs. While AI can accelerate work and surface helpful insights, the results it produces still require thoughtful review.

### **5. Use AI Responsibly**

Responsible use of AI is a core component of AI literacy. As AI tools become more embedded in daily workflows, workers must understand the boundaries of appropriate use, both to safeguard information and to ensure outputs are applied ethically and effectively. This includes recognizing the limits of AI authority, protecting sensitive data, complying with workplace or legal requirements, and maintaining accountability for outcomes.

Below are possible strategies that local boards may implement:

## **Work-Based Learning for Skill Development and Job Placement**

Encourage the integration of AI literacy and skills development into work-based learning programs such as Pre-Apprenticeships, Apprenticeships, OJTs, Transitional Employment, and Incumbent Worker Training. Boards can establish AI-focused apprenticeships or on-the-job training opportunities that allow participants to gain hands-on experience with AI technologies. Boards may also partner with local businesses to create transitional employment opportunities that incorporate AI tools, thus enhancing the practical skills of workers.

### **Using Labor Market Information for Data-Driven Decisions/In-Demand Occupations**

Submit waivers for industry sectors that align with AI literacy within local areas. Boards should use labor market data to identify sectors with a high demand for AI skills and propose training programs that focus on these areas.

### **Conduct Needs Assessments with Local Employers**

Conduct regular needs assessments with local employers to understand their AI-related needs. This collaboration can help design training programs that align with industry requirements and facilitate job placement for participants with AI skills.

### **Customer Intake and Assessment**

Implement assessment tools during customer intake to determine participants' levels of AI literacy skills for (WIOA) Title I Youth, Adult, and Dislocated Worker programs. These assessments can be used to create personalized training plans that address skill gaps and support career advancement in AI-related fields.

### **Community-Based Organizations/Nonprofits**

Identify and collaborate with community-based organizations and nonprofits that focus on AI literacy and skills development. These partnerships, codified in the memorandum of understanding, can provide additional resources and training opportunities for participants.

### **Grant Opportunities**

Boards may explore NJDOL's [NJDOL Grant Opportunities](#) and USDOL's [USDOL Grant Opportunities](#) to identify possible funding sources for AI training.

### **Connect with Local School Districts**

Engage with local school districts to learn about how AI is being integrated into K-12 education. This process can inform the development of AI literacy programs that prepare youth for future careers in AI-driven industries.

### **Invest in Professional Development Training**

Provide professional development training for local workforce staff on AI usage. This training will enhance their ability to support participants in AI skills development and ensure that staff are knowledgeable about the latest AI tools and applications.

### **Metrix SkillUp**

Boards may leverage **SkillUp New Jersey**, a free virtual training program with at least 130 AI-related courses/training opportunities. The website is available at [Metrix SkillUp America](#).

### **Responsible Use of Generative AI**

Develop local policies related to the use of AI in the one-stop centers that are consistent with State and Federal guidance. These policies would potentially apply to local boards and their members, including employees, vendors, and contractors. They would seek to provide guidelines on using generative AI responsibly to protect personal information, ensure quality, and manage data breaches. The goal is to complement the State Office of Information Technology (OIT) policy and encourage LWDBs to develop local AI policies and hold their procured vendors accountable for complying with their policy. Further, another objective is to leverage AI literacy to improve service delivery while keeping personal data safe and complying with state and local standards. These policies should be designed to manage risks and clarify responsibilities.

- Act immediately if an AI-related or any other data breach occurs. If there is a data breach with a vendor/contractor, the contractor must comply with all applicable state and federal laws that require the notification of individuals in the event of unauthorized release of PII.

**References and Links:**

- [Executive Order 14277 Advancing Artificial Intelligence Education for American Youth – The White House](#)
- [Workforce Innovation and Opportunity Act \(Pub. L. 113-128\)](#)
- [TEGL 03-25](#)
- [TEN 7-25](#)
- [NJ Circular 25-OIT-001, Section II.B.1](#)
- [NJ Labor Market Information](#)
- [NJ Demand Occupation List](#)
- [NJ Metrix Learning](#)
- [State of New Jersey Guidance on the Responsible Use of Generative AI](#)
- [Enhancing the Building Blocks Model: New Digital Skills in Basic Computer Skills Block](#)
- [Competency Model Clearinghouse](#)