

Request for Information: Modernizing Federal Workforce Information Tools

Response to Section II – Occupational Information Network (O*NET) Modernization

Submission label: O*NET RFI

Docket No. 2026-11542 | 91 FR 34833

Submitted by: Alliance for Learning Innovation (ALI)

Stakeholder group: National coalition of education research and development organizations, researchers, and practitioners (see alicoalition.org)

Questions addressed: B (Education and Training Providers and Credentialing Bodies); D (All Stakeholders); E (Job Postings Data & More Granular Skills Information)

The Alliance for Learning Innovation (ALI) is a bipartisan coalition that works at the federal and state levels to build the conditions for a more effective, innovative, community-centered education research and development (R&D) movement that accelerates learning and ensures our nation's continued path to economic prosperity and competitiveness. ALI's membership of 140+ nonprofits, researchers, practitioners, funders, and private-sector leaders collaborate across priority policy areas to build a robust education R&D ecosystem that helps schools implement proven solutions and prepares students for future success. ALI is pleased to learn of the Department of Labor's (DOL) intentions to modernize and strengthen the O*NET program and welcomes the opportunity to submit input on Section II of this Request for Information. ALI is submitting separate comments, labeled "Online Career Tools RFI," in response to Section I of this notice.

A core priority of ALI's policy agenda is career-connected learning (CCL): the continuum of career awareness, exploration, and preparation experiences that connect classroom learning to real-world workforce opportunities. ALI's June 2026 policy brief, *Leveraging Education R&D to Support High-Quality Career-Connected Learning*, makes the case that the federal government must make strategic, sustained investments in R&D and data infrastructure to close the "relevance gap" between what students learn and what the workforce needs. O*NET is a foundational input to that infrastructure.

ALI coalition members and stakeholders rely on O*NET as a foundational data resource for education R&D, workforce alignment research, and program design. A particular pain point is the mismatch between updates to O*NET and the Standard Occupational Classification (SOC) codes, which is especially acute for emerging, technology-driven competencies. Research efforts aimed at analyzing the effects of technological change and automation on labor market economics face constraints because of these lags. This alignment gap risks

orienting education and training programs toward yesterday's skill requirements rather than real-time regional labor market demands.

According to one report from the Walton Family Foundation, half of young adults report that they are “suffering or struggling” after their high school graduation, and only 39 percent of young adults feel positive about their prospects over the next five years. If O*NET undertakes efforts to modernize its underlying methodology for updating its content and improving the interoperability of its data, it can serve as an even more valuable resource for the education R&D and workforce systems that rely on it.

Our overarching recommendations for designing and implementing a modernized O*NET include:

Improve the granularity, currency, and usability of O*NET data for state/local policymakers, education and training providers, and researchers who rely on it.

Anchor modernization efforts in evidence about best practices for measuring modern skilling needs and opportunities for continuous improvement of the O*NET Content Model.

Encourage cross-agency and intergovernmental collaboration on O*NET by leveraging R&D efforts from across federal and state governments, as well as through intentional data interoperability. Federal investment in education R&D and workforce data infrastructure should be treated as complementary, not siloed, systems.

Improve O*NET's Data Structure and Usability

In order to improve O*NET, DOL should leverage a product management (rather than project management) approach. This entails involving data users in changes made to the program not only as part of an initial redesign, but consistently over time to make adaptations that better suit the needs of those who rely on the data.

Critical user groups in this effort should include state and local education and workforce policymakers, the research community, and training providers, in addition to developers and other data users. A modernized O*NET has the potential to meaningfully serve these stakeholders as a two-way data exchange, incorporating real-time signals from job postings and employer input rather than functioning solely as a static occupational reference.

By engaging state education and workforce policymakers and training providers in particular, DOL can surface potential, high-impact improvements such as opportunities to:

Equip state policymakers and education providers with tools to map their program competencies directly to O*NET skills and tasks, enabling programs to demonstrate labor market alignment;

Create standardized crosswalk tools between credential frameworks (e.g., industry-recognized credentials, stackable certificates, degrees) and occupational skill profiles that allow researchers to better assess outcomes and quality; and

Expand occupation profiles to incorporate credential outcome data as a new data element within the O*NET Content Model, so that education and workforce researchers can connect skill and task data directly to program results.

Anchor Modernization Efforts in Evidence

In order for modernization to go beyond data infrastructure updates, O*NET can be strengthened as a resource that reflects the latest research and evidence-based practices for measuring occupational skills and tasks. The program should draw upon the latest research on how to best capture modern skilling needs, including how to represent skill-related information in ways that reflect how employers and workers describe their needs today.

O*NET can also serve a more proactive role in capturing how AI adoption is reshaping tasks and skill requirements across occupations. DOL could partner with researchers and the Department of Commerce's AI Workforce Research Hub to study how AI adoption is changing skill requirements and incorporate those findings into the O*NET Content Model, helping the program stay current on emerging tasks, tools, and technologies.

Encourage Cross-Agency and Intergovernmental Collaboration and Interoperability

DOL has an opportunity to ensure O*NET participates in cross-agency collaboration to promote efficient, coordinated federal support for research and innovation in career-connected learning. ETA should collaborate with IES, ED, and relevant Department of Commerce offices to ensure O*NET data reflects shared insights, evidence-gathering approaches, and best practices. This will build connective tissue and common definitions across federal investments in career-connected learning and related R&D, preventing redundancies and creating efficiencies that benefit taxpayers.

O*NET serves a critical function as a trusted, authoritative common language for skills and occupations. DOL should treat O*NET as critical national data infrastructure, with corresponding investment in API stability, documentation, and interoperability standards. National O*NET profiles should also be supplemental with regional labor market data so that training providers and researchers can validate local demand, and federal workforce



data should be available in interoperable formats that connect to education accountability and outcomes data.

The Alliance for Learning Innovation is strongly supportive of DOL's efforts to modernize the O*NET program. This is a foundational infrastructure investment that will shape how the education and workforce systems communicate for years to come. By prioritizing improved data granularity and currency, embracing evidence-based best practices, and encouraging cross-government collaboration, DOL can strengthen O*NET's efficacy for researchers, education and training providers, and the broader workforce system. ALI encourages DOL to consider how these improvements complement its parallel efforts to modernize CareerOneStop, addressed in ALI's separate comments on Section I of this notice.

ALI and its member organizations are available to provide follow-up input, participate in listening sessions, and support DOL in designing and evaluating these modernization efforts. We appreciate the Department's commitment to an open, public input process. For additional information, please reach out to us at contact@alicoalition.org.

Sincerely,

The Alliance for Learning Innovation

Request for Information: Modernizing Federal Workforce Information Tools

Response to Section I – Online Career Tools (CareerOneStop) Modernization

Submission label: Online Career Tools RFI

Docket No. 2026-11542 | 91 FR 34833

Submitted by: Alliance for Learning Innovation (ALI)

Stakeholder group: National coalition of education research and development organizations, researchers, and practitioners (see alicoalition.org)

Questions addressed: *A (Current Use, Pain Points, and Priorities); E (Education and Training Providers and Credentialing Bodies); G (Cross-Cutting Topics)*

The [Alliance for Learning Innovation \(ALI\)](https://alicoalition.org) is a bipartisan coalition that works at the federal and state levels to build the conditions for a more effective, innovative, community-centered education research and development (R&D) movement that accelerates learning and ensures our nation's continued path to economic prosperity and competitiveness. ALI's membership of 140+ nonprofits, researchers, practitioners, funders, and private-sector leaders collaborate across priority policy areas to build a robust education R&D ecosystem that helps schools implement proven solutions and prepares students for future success. ALI is pleased to learn of the Department of Labor's (DOL) intentions to modernize and strengthen CareerOneStop and welcomes the opportunity to submit input on Section I of this Request for Information. ALI is submitting separate comments, labeled "O*NET RFI," in response to Section II of this notice.

A core priority of ALI's policy agenda is career-connected learning (CCL): the continuum of career awareness, exploration, and preparation experiences that connect classroom learning to real-world workforce opportunities. ALI's June 2026 policy brief, [Leveraging Education R&D to Support High-Quality Career-Connected Learning](#), makes the case that the federal government must make strategic, sustained investments in R&D and data infrastructure to close the "relevance gap" between what students learn and what the workforce needs.

ALI coalition members and stakeholders interact with CareerOneStop both as a resource they recommend to learners and other education stakeholders, and as a touchpoint for education R&D. Current limitations include fragmented navigation that requires significant user literacy to get from career exploration to actionable training options, and definitions and standards used by CareerOneStop that are inconsistent with those used "on the

ground” by state and local leaders and education providers. These pain points directly impede the career-connected learning ecosystem.

According to one report from the [Walton Family Foundation](#), half of young adults’ report that they are “suffering or struggling” after their high school graduation, and only 39 percent of young adults feel positive about their prospects over the next five years. If CareerOneStop undertakes efforts to modernize its user experience, as well as improve its underlying resources and methodology for updating its content, it can serve as an even more valuable tool for learners and jobseekers across the country.

Our overarching recommendations for designing and implementing a modernized CareerOneStop include:

- Improve the user experience (UX) of CareerOneStop for state/local policymakers, education providers, and learners and jobseekers who could most benefit from the resource.
- Anchor modernization efforts in evidence available about best practices for career navigation and opportunities for continuous improvement.
- Encourage cross-agency and intergovernmental collaboration on CareerOneStop by leveraging R&D efforts from across federal and state governments, as well as through intentional data interoperability. Federal investment in education R&D and workforce data infrastructure should be treated as complementary, not siloed, systems.

Improve CareerOneStop's User Experience

In order to improve CareerOneStop, DOL should leverage a [product management \(rather than project management\)](#) approach. This entails involving users in changes made to the site not only as part of an initial redesign, but consistently over time to make adaptations that better suit the needs of those who can most benefit from the tool.

Critical user groups in this effort should include state/local education and workforce policymakers, students, and the research community, in addition to training providers and jobseekers. A modernized CareerOneStop has the potential to meaningfully serve these stakeholders as a two-way data exchange, not just a directory of programs.

By engaging state education and workforce policymakers in particular, DOL can surface potential, high-impact improvements such as integrating credential outcome data into career exploration tools so learners and jobseekers can see a holistic view of a pathway's value, including likely outcomes, before enrolling in a training program.

Anchor Modernization Efforts in Evidence

In order for modernization to go beyond user interface improvements, CareerOneStop can be strengthened as a vehicle that disseminates data and evidence-based practices for career-connected learning. The site should draw upon the latest research on how to best support career exploration, as well as disseminate best practices for career preparation programs that help training providers and learners alike make informed decisions.

CareerOneStop can also serve a more proactive role in surfacing trends in labor markets and providing resources to jobseekers as they navigate those changes. For example, CareerOneStop could serve as a valuable tool for understanding the impacts of AI on workers and employers. DOL could partner with researchers and the Department of Commerce's AI Workforce Research Hub to study how AI adoption is changing skill requirements and make those findings publicly available through CareerOneStop, alongside opportunities for reskilling or new jobs within growth industries.

Encourage Cross-Agency and Intergovernmental Collaboration and Interoperability

DOL has an opportunity to ensure CareerOneStop participates in cross-agency collaboration to promote efficient, coordinated federal support for research and innovation in career-connected learning. ETA should collaborate with the Institute of Education Sciences (IES), the Department of Education (ED), and relevant Department of Commerce offices to ensure the site reflects shared insights, evidence-gathering approaches, and best practices. This will build connective tissue and common definitions across federal investments in career-connected learning and related R&D, preventing redundancies and creating efficiencies that benefit taxpayers.

This modernization effort also represents an opportunity for stronger federal-state integration of workforce and education data systems. Ideally, CareerOneStop APIs and data feeds could allow integration with state longitudinal data systems (SLDS) and postsecondary student record systems, so that federal workforce data is available in interoperable formats that connect to education accountability and outcomes data.

The Alliance for Learning Innovation is strongly supportive of DOL's efforts to modernize CareerOneStop. This is a foundational infrastructure investment that will shape how the education and workforce systems communicate for years to come. By prioritizing an improved user experience, embracing evidence-based best practices, and encouraging cross-government collaboration, DOL can strengthen the site's efficacy for decisionmakers, learners, and jobseekers. ALI encourages DOL to consider how these improvements complement its parallel efforts to modernize the O*NET program, addressed in ALI's separate comments on Section II of this notice.



ALI and its member organizations are available to provide follow-up input, participate in listening sessions, and support DOL in designing and evaluating these modernization efforts. We appreciate the Department's commitment to an open, public input process. For additional information, please reach out to us at contact@alicoalition.org.

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