

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy**

1. PURPOSE

The Union County Workforce Development Board (UCWDB) issues the following policy to deliver operational guidance to American Job Center Partners (AJCP), who provide supportive services funding to Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Workers and youth program participants enrolled in career, training, or follow-up services.

2. BACKGROUND

Under the Workforce Innovation and Opportunity Act (WIOA), supportive services provide participants with essential assistance beyond career and training services necessary to achieve success. Supportive services, like assistance with transportation or child care, allow participants to successfully engage with Workforce Innovation and Opportunity Act (WIOA) career and training activities. Workforce Innovation and Opportunity Act (WIOA) requires Local Boards to develop written policies and procedures to ensure coordination with other entities to ensure the highest quality, most comprehensive service provision possible; prevent duplication of resources and services; and establish limits on the amount and duration of these services. (Training and Employment Guidance Letter TEGL19-16)

3. POLICY OVERVIEW

Supportive services are available for Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth programs. As per the New Jersey Department of Labor Workforce Innovation and Opportunity Act (WIOA) Title I Supportive Services Technical Assistance Guide Attachment C, Supportive service needs are typically identified through the initial assessment and outlined in the Individual Employment Plan (IEP) or Individual Service Strategy (ISS). Supportive Services provide either financial stability support or personal support and allow for the opportunity to meet the person where they are, consider their economic needs across a multitude of life domains, and provide financial support that can facilitate stable employment.

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy**

Supportive services are particularly important for serving special populations and individuals from marginalized communities who are likely to experience these insecurities more than others (e.g. former offenders, LGBTQ+ populations, people of color, socio-economic disadvantaged individuals, immigrants). Since supportive services are limited in funding through the Union County Workforce Development Board (UCWDB) it's imperative American Job Center Partners (AJCP) coordinated with other community resources. In every instance of providing supportive services, American Job Center Partners (AJCP) must ensure that no other resource exists or that the need is so urgent that referrals to other resources would delay the support service provision and create a hardship for the participant. (Workforce Innovation Notice WIN 10-16)

To prevent a duplication of services and leverage resources by local organizations that provide supportive services, a Request for Qualifications (RFQ) shall be issued. A Request for Qualifications (RFQ) requires local vendors, community-based organizations (CBO), and non-profits to submit a detailed description of their program participants' services. As new American Job Center Partners are identified through the Request for Qualifications (RFQ) process, American Job Center Partners (AJCP) shall establish a Memorandum of Understanding (MOU). Memorandum of Understanding (MOU) establish a cooperative working relationship and define the respective roles and responsibilities to achieve supportive services policy objectives. A comprehensive list of Statewide Supportive Services Resources can be found in Attachment C Workforce Innovation and Opportunity Act (WIOA) Title I Supportive Services Technical Assistance Guide.

A. SUPPORTIVE SERVICES DURING TRAINING OR CAREER SERVICES

American Job Center Partners (AJCP) may provide supportive services to Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth participants as necessary to enable an individual to participate in career services or training services. As stated in Training and Employment Guidance Letter TEGL 19-16, individuals identified as needing

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

ongoing supportive services must still be participating in career services, training activities, or both to continue to receive supportive services.

Supportive services may be utilized to assist in the participation of the following Workforce Innovation and Opportunity Act (WIOA) career services and training activities:

CAREER SERVICES

- Group Counseling
- Individual Counseling
- Career Planning
- Short-Term Prevocational Services
- Internships
- Work Experiences
- Financial Literacy Services
- Comprehensive and Specialized Assessments
- Workforce Preparation Activities
- Development of an Individual Employment Plan (IEP) or Individual Service Strategy (ISS)
- Out-Of-Area Job Search Assistance and Relocation Assistance
- English Language Acquisition and Integrated Education and Training Programs
- Follow-Up Services, Including Counseling Regarding the Workplace, For Participants Who Are Placed in Unsubsidized Employment

TRAINING ACTIVITIES

- Occupational Skills Training
- On-The-Job Training
- Incumbent Worker Training
- Transitional Jobs
- Entrepreneurial Training
- Skill Upgrading and Retraining
- Customized Training

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

- Training Programs Operated by The Private Sector
- Programs That Combine Workplace Training with Related Instruction
- Job Readiness Training or Adult Education and Literacy Activities Provided in Combination with Services Described Above

B. SUPPORTIVE SERVICE ALLOWABLE COST

Supportive Services enable individuals to participate in Workforce Innovation and Opportunity Act (WIOA) career and training activities by providing specific support to address their needs that are creating barriers. These services include, but are not limited to, the following (20 CFR 680.900):

1. **Linkages to Community Services;** including services offered by partner organizations designed to support grant participants, such as alcohol/drug/gang intervention counseling, drop-out prevention, pregnancy prevention, money management, tutoring, or other purposes.
2. **Assistance with Transportation;** staff may provide transportation assistance to participants to complete Workforce Innovation and Opportunity Act (WIOA) activities, such as job readiness activities, training, or initial employment. Additionally, American Job Center Partners (AJCP) can fund limited private auto repairs associated with work or training.
3. **Assistance with Child Care and Dependent Care;** child care payments using Workforce Innovation and Opportunity Act (WIOA) funds must be aligned with current State Childcare Allowances. Payment and eligibility for Child Care services will follow the guidelines set forth within the WorkFirst NJ program.

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

4. **Assistance with Housing;** Housing assistance includes one-time supportive service payments for rent. The participant should have a plan for how they will fund the following month's housing. When supportive service funds are used to pay housing expenses, documentation must be in the participant's file that verifies the address and rental amount. The Director must approve all supportive housing assistance requests in advance.

5. **Needs-Related Payments;** Financial assistance to participants to participate in training and a supportive service authorized by Workforce Innovation and Opportunity Act (WIOA) Section 134(d)(3) for Adults and Dislocated Workers and Youth. Unlike other supportive services, a participant must be enrolled in training to qualify for needs-related payments.

6. **Payments and Fees For Employment And Training-Related Applications, Tests, And Certifications;** Payments and fees for employment and training-related applications, tests, and certifications exams, criminal background checks

7. **Reasonable Accommodations for Individuals with Disabilities;** Individuals with disabilities can receive supportive services for Assistive technologies, equipment, supplies, devices, software, tools, or other supports necessary for an individual with a disability to complete training, become employed, or retain employment. Accommodations must be specific to the disability of the individual.

8. **Legal Aid Services;** American Job Center Partners (AJCP) may offer legal aid services which include expunging or sealing old criminal records and obtaining or reinstating a revoked driver's license or occupational license.

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

- 9. Referrals to Health Care;** Services such as a physical examination or drug testing for employment or training purposes directly related to employment or training outcomes, and include medical services necessary to complete training, gain licensure or certification, or obtain employment.
- 10. Assistance with Uniforms or Other Appropriate Work Attire and Work Tools;** American Job Center Partners (AJCP) may purchase above mentioned items for participants if the tools are required to continue a training program or obtain employment. Examples include, but are not limited to, uniforms, books, educational testing or accommodations, scrubs, stethoscope, protective eye gear, blood pressure cuff, work or training-related licenses and permits, application fees, payments, and fees for employment and training-related applications/tests/certifications, union dues or industry membership fees, and interview attire.
- 11. Assistance with Books, Fees, School Supplies, and Other Necessary Items for Students Enrolled In Postsecondary Education Classes;** American Job Center Partners (AJCP) can provide support services to participants in postsecondary education classes to pay for books and fees.
- 12. Assistance with Educational Testing;** American Job Center Partners (AJCP) can offer supportive services to pay for items such as Pre-GED tests, Pre-SAT tests, and GED testing fees.
- 13. Assistance with Utility Payments;** American Job Center Partners (AJCP) may offer supportive services to pay for the following utility services such as overdue electric, water, sewer, or garbage bills.

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy**

Other items not explicitly prohibited as disallowed supportive services listed below may be formally requested and approved by Union County Workforce Development Board (UCWDB) Director on a case by case basis.

C. DISALLOWED SUPPORTIVE SERVICES

American Job Center Partners (AJCP) may not utilize supportive services to pay for expenses incurred before the participant's enrollment into the Workforce Innovation and Opportunity Act (WIOA) program. Program management approval will be required and documented in case notes. The following are disallowable cost;

- Fines and penalties such as traffic violations, late finance charges, and interest payments;
- Entertainment, including tips;
- Contributions or donations;
- Vehicle or mortgage payment;
- Refundable deposits;
- Alcohol or tobacco products;
- Pet food;
- Items for family members or friends; or
- Out-of-state job search and relocation expenses that are paid for by the prospective employer.

D. SUPPORTIVE SERVICE FUNDING LIMITS

The supportive services limit for each registered Workforce Innovation and Opportunity ACT (WIOA) eligible participant is \$1,000 for the duration of the participant's enrollment in the Workforce Innovation and Opportunity ACT (WIOA) program, including follow-up. On a case-by-case basis, the American Job Center Director, has the authority to increase this limit to \$1,500 if the additional supportive services allocation would significantly benefit the

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

participant's ability to continue and complete the program or benefit the participant in job retention or wage progression. (Workforce Area Guidance Letter Policy RESOLUTION NO. WDB-2017-09)

NOTE: Training-related expenses for Workforce Innovation and Opportunity Act (WIOA) eligible adults or older youth that an Individual Training Account may cover do not count against the supportive services limit for each registered participant. ITA-related training expenses may include but are not limited to;

- Assistance with the purchase of tools required for a specific course;
- Current school admission fees, computer and lab fees, books and supplies

E. PROCEDURES & DOCUMENTATION REQUIREMENTS

The role of the American Job Center Partners (AJCP) staff is to assess the supportive service needs of the participant and develop sustainability strategies to ensure self-sufficiency. American Job Center Partners (AJCP) shall complete the process for determining the need for supportive services during the initial assessment and career counseling sessions.

When approving Support Service payments, the American Job Center Partners (AJCP) must consider the following:

- What Workforce Innovation and Opportunity Act (WIOA) activity does this support service support?
- How does this help the participant in achieving their employment goal?
- How the obligation amount was determined?
- How long will Workforce Innovation and Opportunity Act (WIOA) Title I assist the participant?
- How will the participant cover this cost after temporary funding?

The American Job Center shall follow procedures related to data entry into America's One Stop Operating System (AOSOS) as set forth by the New Jersey Department of Labor AOSOS Technical Guide for Title I Service Delivery. Please

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

see Attachment A for a comprehensive review of AOSOS Technical Guide for Title I Service Delivery.

In addition, an Individualized Employment Plan (IEP) or Individual Service Strategy (ISS) should include a list of barriers and supportive service needs. The IEP is reviewed and signed by the client and American Job Center staff and kept on file. Periodically a review of the IEP and ISS should be done when the client's career/training status changes. American Job Center Partners (AJCP) shall follow the following procedural guidelines when providing supportive service provisions;

1. Prior to the initial assessment appointment, American Job Center Partners (AJCP) staff should pre-screen the clients by reviewing intake documentation in AOSOS (if accessible), Union County Works, and within the case file.
2. During the initial assessment meeting, American Job Center Partners (AJCP) staff should discuss the participant's career and training objectives and the client's financial stability. The American Job Center Partners (AJCP) staff should provide the participant with a financial income worksheet to gauge a household income versus expenses. Participants should prepare a personal budget verifying they do not have the financial resources to obtain the support services they are requesting. The American Job Center Partners (AJCP) staff must include the most current budget in the participant record.
3. American Job Center Partners (AJCP) staff must verify that other community resources are not available to the participant. American Job Center Partners (AJCP) must document evidence of referrals to other resources and the outcomes of the referrals in the participants' casefile, case notes section in AOSOS and Union County Works.
4. American Job Center Partners (AJCP) staff will submit a written supportive service request to their authorized representative for

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

approval. At a minimum, the request must include the participant's name, contact information, AOSOS number, date of service, justification for the service, and signatures of authorized representatives and participants. American Job Center Partners (AJCP) must include a copy of the supportive service request in the participant record. Please see Attachment B for a sample of Supportive Service Request Referral.

5. American Job Center Partners (AJCP) must maintain a supportive service tracking log in the participants' records. The log must include the date of the supportive service, type of service, amount of the service disbursed to the participant, vendor name, and a current total of supportive services spent.
6. American Job Center Partners (AJCP) must record all supportive services in the AOSOS services section on the service date or within 7-days of the service. A case note must explain how the career and training service connects to the supportive service recorded in AOSOS and Union County Works.
7. A case note must be recorded for all programs for each supportive service provided to participants. The case note must include:
 - The justification for the supportive service. This includes explaining how the supportive service is required for the participant to complete their training and employment plan.
 - The community referral and outcome of the referral.
 - Financial resources were available to the participant, if any.
 - A detailed description of what is being purchased. For example, "a pair of pants, two professional shirts, and new pair of shoes."
 - Vendor information
 - The initial amount requested and then the exact amount of the purchase.
 - Outcome of the supportive service request, when applicable.Examples include:

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

- ✓ Documenting instances when a request for a supportive service was made but ultimately not completed.
 - ✓ If the supportive service paid for a test of some kind, explain the outcome of the test.
8. For bus tickets or bus passes: A copy of the front and back of the card and both the participant and Service Provider signatures must be placed in the participant record.
9. For rental assistance: A copy of the current rental/lease agreement in the participant's name, with signatures, must accompany the supportive service request with a copy placed in the participant record.
10. For assistance with car repair, a gas card, or mileage reimbursement: The need must be based on the lack of any other reliable transportation. The following must accompany the supportive service request with a copy placed in the participant record:
- A copy of the vehicle registration registered in the participant's or family member's name,
 - A copy of participant's current vehicle insurance card,
 - A copy of the participant's valid driver's license;
 - And for repairs: a copy of the printed estimate for repairs from the vendor
11. For all supportive services, American Job Center Partners (AJCP) must place an itemized copy of the receipt from the vendor in the participant record. The receipt must include the date of the purchase and the amount paid. If the participant loses the receipt from the vendor, the participant and the Service Provider must sign a statement saying the participant received the supportive service.

F. SUPPORTIVE SERVICE DURING FOLLOW UP

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy

American Job Center Partners (AJCP) shall provide follow-up services to participants placed in unsubsidized employment for not less than 12 months after the first date of hire as appropriate (Workforce Innovation and Opportunity Act (WIOA) sec. 134(c)(2)(xiii)). For performance reporting purposes, follow-up services do not extend the exit date. However, they can occur after exit and therefore do not make an individual a participant independently. Follow-up services could include:

1. Additional career planning and counseling
2. Contact with the participant's employer, including assistance with work-related problems that may arise;
3. Peer support groups;
4. Information about additional educational opportunities;
5. Referral to supportive services available in the community

G. ACTION

This directive is to be made available to all American Job Center Partners.

H. REFERENCES

- Workforce Innovation and Opportunity Act (WIOA)(Public Law) Sections 134(d)
<https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128), 20 CFR 680.900 through 680.970
<https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- Training and Employment Guidance Letter NO.19-16 section 14 (TEGL 19-16) https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3851
- Union County Workforce Area Guidance Letter Policy Resolution No. WDB-2017-09 (Approved June 20, 2017)

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-03
Supportive Services Operational Planning Policy**

- New Jersey Department of Labor Workforce Innovation Notice 10-16, (A)
(WIN 10-16)
https://www.nj.gov/labor/wioa/documents/techassistance/NJWIN10-16_supportive_services.pdf
- Workforce Innovation and Opportunity Act (WIOA) Title I Supportive Services TECHNICAL ASSISTANCE GUIDE
https://www.nj.gov/labor/wioa/forms_pdfs/WIOATitleITechnical%20AssistanceGuide.pdf

ATTACHMENTS:

Attachment A: America One Stop Operating System (AOSOS) Technical Guide for Title I Service Delivery

Attachment B: Supportive Service Request Referral

Attachment C: Workforce Innovation and Opportunity Act (WIOA) Title I Supportive Services TECHNICAL ASSISTANCE GUIDE

https://www.nj.gov/labor/wioa/forms_pdfs/WIOATitleITechnical%20AssistanceGuide.pdf

UNION COUNTY AMERICAN JOB CENTER SUPPORTIVE SERVICES REFERRAL FORM

Customer Name (First and Last)	Customer Phone #	Customer Email Address
Date of Request:	AOSOS ID:	AJC Location:
<input type="checkbox"/> WIOA ADULT <input checked="" type="checkbox"/> DISLOCATED WORKER <input type="checkbox"/> IN SCHOOL YOUTH <input type="checkbox"/> OUT OF SCHOOL YOUTH		

I certify that I have exhausted all reasonable means of acquiring the requested assistance from other sources and the assistance is necessary for my continued participation in Workforce Innovation and Opportunity Act (WIOA) activities. _____
Initial

I understand that a referral for supportive services does not guarantee eligibility for, nor entitle me to receive supportive services. _____
Initial

Supportive Services Requests

- Participating in career or training services, explain: _____
- Services are necessary to enable individual to participate in career or training activities: _____
- Efforts were made to obtain services through other programs, explain: _____

Completed by AJC Case Manager	Completed by Supportive Services Provider Agency Staff			
Enter the service(s) needed and why they are necessary. Please include the calculation used to determine the length of time and/or the cost of service(s).	Outcome	Amount Provided	Date Due	Date Received
	<input type="checkbox"/> Approved <input type="checkbox"/> Denied			
	<input type="checkbox"/> Approved <input type="checkbox"/> Denied			
	<input type="checkbox"/> Approved <input type="checkbox"/> Denied			

I understand that I am required to return receipts and documentation for the purchases and services that I have received. Receipts must match the approved amount(s) and must be delivered to the supportive services staff by the due date. _____ Initial

I understand that future supportive services will not be provided until all overdue receipts/documents are submitted to supportive services Staff. _____ Initial

I certify that the above information is true and correct to the best of my knowledge.

Customer Signature	Date
AJC Case Manager Name (please print)	AJC Case Manager Signature
Supervisor's Name (please print)	Supervisor's Signature
Supportive Services Provider Agency Staff (please print)	Supportive Services Provider Agency Staff Signature
	Date

The AJC Case Manager must fax or email this form to the agency prior to appointment. Agency must attach this form to the voucher for reimbursement.



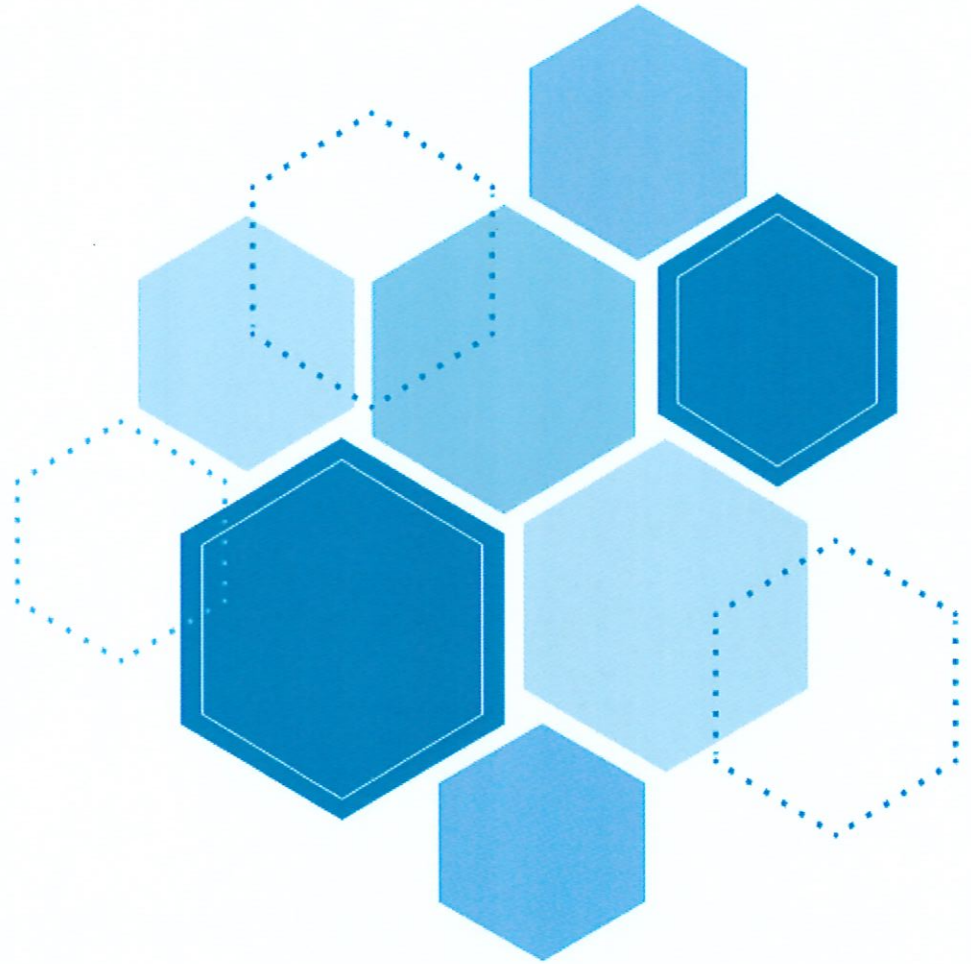
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AOSOS Technical Guide for **TITLE I SERVICE DELIVERY**

This guide provides a comprehensive overview of how to enter various elements of WIOA Title I Service Delivery into AOSOS. This serves as a resource for NJDOL Employment Services staff and local area WIOA staff operating Title I programs.

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Version 1.1



Contents

Introduction to AOSOS Technical Guide for Title I Service Delivery	1
Figure 1: Overview of Service Flow	1
SECTION 1: ASSESSMENT	3
Recording Assessment Activities	4
Table 1: Overview of Assessment Activities	4
Recording Assessment Results.....	5
Table 2: Assessment Results Documentation	5
Documenting Additional Assessment and Eligibility Information	6
Table 3: Guidelines for Entering Details	6
SECTION 2: PLAN DEVELOPMENT	8
Recording Plan Development Activities.....	9
Table 4: Overview of Plan Development Activities	9
Recording IEP/ISS Details	9
Table 5: Goals and Planned Actions	9
Developing Additional Plan Details.....	10
SECTION 3: SERVICE ENGAGEMENT	11
Recording Funded Services for Adult/DW Participants	12
Table 6: Overview of Core Service Elements and Types for Adult/Dislocated Worker Participants	14
Recording Funded Services for Youth Participants.....	145
Table 7: Overview of Core Service Elements and Types for Youth Participants	15
Details about Entering Services	16
Table 8: Additional Service Documentation Requirements	16
Table 9: Overview of Work Experience Access.....	17
Recording Counseling and Case Management Activities for Adult, DW, and Youth Participants	17
Recording Additional Job Preparation, Search and Placement Activities for Adult, DW, and Youth Participants	17
Table 10: Overview of Job Preparation, Search and Placement Activities.....	178

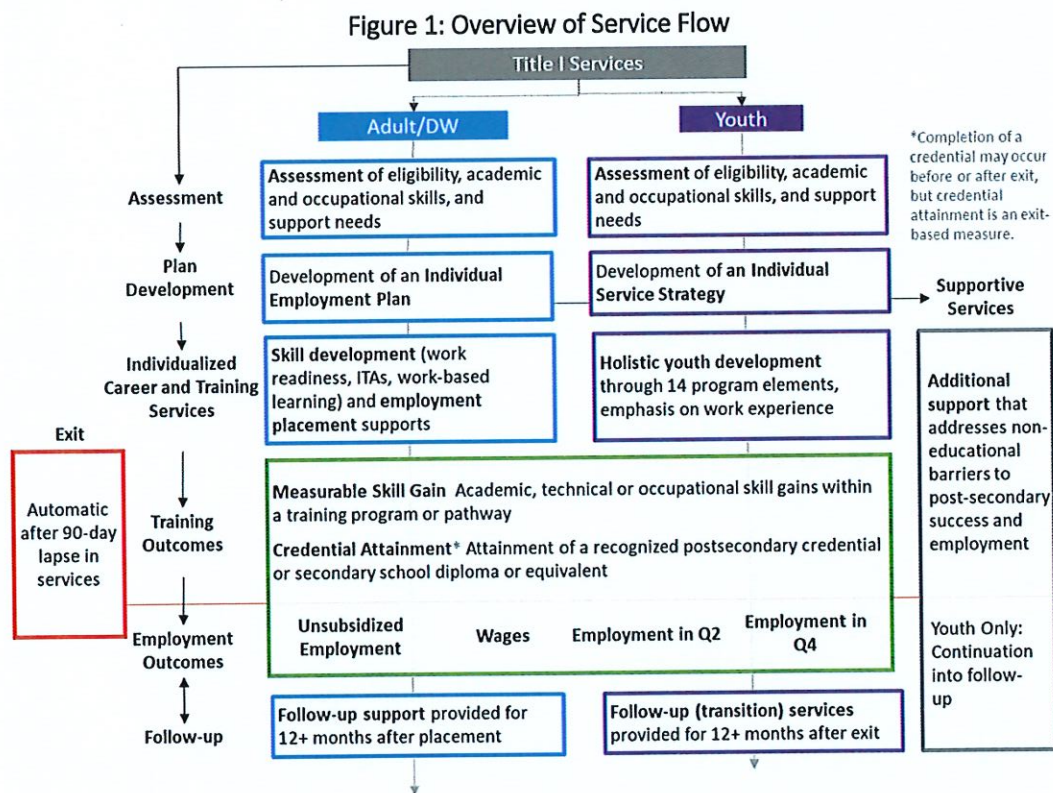
SECTION 4: OUTCOMES	19
Recording Training Outcomes.....	20
Table 11: Overview of Training Outcomes Information.....	20
Table 12: Overview of Training Outcome Details (Measurable Skill Gains).....	21
Recording Employment Outcomes	22
Table 13: Overview of Employment Outcomes Information	22
SECTION 5: FOLLOW-UP	23
Recording Follow-up Attempts	24
Table 14: Overview of Assessment Activities.....	24
Recording Follow-up Services	24
Additional Follow-up Documentation.....	25
Appendix A: Overview of AOSOS Toolkit.....	26
Appendix B: Overview of Intake Fields in AOSOS	27
Appendix C: Overview of AOSOS Service Codes - Seeker Service Types SSTs.....	28
Appendix D: Description and Examples of 14 Youth Program Elements.....	35

Introduction to AOSOS Technical Guide for Title I Service Delivery

This guide provides a comprehensive overview of how to enter various elements of WIOA Title I Service Delivery into AOSOS. This serves as a resource for NJDOL Employment Services staff and local area WIOA staff operating Title I programs.

This guide targets practitioners who have some knowledge of and experience using AOSOS – including familiarity with various modules and tabs. Existing AOSOS resources should be used in conjunction with this guide regarding navigation of AOSOS. Specifically, the AOSOS Toolkit offers a robust overview of AOSOS entry practices applicable to all elements highlighted in this guide. The Toolkit can be found here: <https://towork.dol.state.nj.us/aosostrainingmaterials/layouts/15/start.aspx#/>. Appendix A provides an overview of access information and the training modules include in the AOSOS Toolkit.

The guide is organized around five key phases of service delivery: (1) Assessment, (2) Plan Development, (3) Service Engagement (including provision of individualized career services, training services, and supportive services), (4) Outcomes (including training and employment outcomes), and (5) Follow-Up. Figure 1 provides an overview of this service flow.



1. Maximize our electronic record of participant engagement in ways that enhance the potential for using these data to monitor and review existing practices in a consistent and ongoing way
2. Ensuring the accuracy of reports to the US Department of Labor (USDOL) shared via the PIRL

For additional resources outlining specific policies related to this guide please refer to our existing policy trainings and policies:

- Policy videos: https://www.youtube.com/channel/UCPoTaed_Iei21g4xggLaMFw
- Additional policy resources: <https://www.nj.gov/labor/wioa/resources/>

If you have any questions about this guide, please don't hesitate to reach out to your assigned monitor or at WIOAPolicy@dol.nj.gov.

SECTION 1: ASSESSMENT

Assessment including intake, documentation of eligibility criteria, and assessment of academic and occupational skills and interests, as well as supportive service needs are all expected elements in the initial engagement of Title I Adult, Dislocated Worker, and Youth participants.

Recording Assessment Activities

Specific actions with a customer during the assessment process can be documented as activities in the Activities tab in Customer Detail. Table 1 below provides an overview of specific activities that are often part of assessment. Please note, in some cases, a single engagement with a participant may result in the documentation of more than one activity in AOSOS.

Table 1: Overview of Assessment Activities

When documenting...	Please enter the following activity....
Initial intake and eligibility assessments	Assessment Interview, Initial Assessment
Basic skills assessments	Literacy Test and/or Math Test
Career interest assessments	Interest Inventory
Occupational skills assessments	Assessment Services – Career Assessment
Supportive service assessments	Supportive Services Assessment ¹

While other assessment activities in AOSOS may also be appropriate to use in certain circumstances, the activities highlighted above are the primary assessment activities recommended for use.

Mapping Assessment Phases and Assessment Activities

The WIOA Assessment Technical Assistance Guidance highlights three unique phases of assessment: (1) Initial Assessment, (2) Comprehensive Assessment, and (3) Ongoing

- Assessment. The “Assessment Interview, Initial Assessment” service code corresponds most often to Initial Assessment activities.
- “Literacy Test” and “Math Test” service codes may be part of Initial Assessment and/or are often the first step in a Comprehensive Assessment.
- A Comprehensive Assessment process will usually also include additional “Interest Inventory,” “Assessment Service – Career Assessment,” and/or “Supportive Services Assessment” activities.
- Ongoing assessment can include many of these service codes as well, for example a retest of literacy/math skills, a return to career interest or occupational skills assessments, or the need for additional assessment of Supportive Services needs.

¹ Supportive Services Assessment is a new activity added to AOSOS in Fall 2021. This activity can be found in the Employment and Training Folder when adding an activity in AOSOS.

Recording Assessment Results

In addition to documenting engagement in particular intake and assessment activities, information and results from assessments must also be entered into AOSOS. The NJ Intake and Initial Assessment form offers a tool for gathering initial intake information that must be entered when creating or updating AOSOS records. Appendix B provides an overview of the intake fields required in AOSOS. However, in addition to intake fields, specific details of assessment results must also be captured in AOSOS. We provide a crosswalk of where specific assessment results should be captured in Table 2 below.

Table 2: Assessment Results Documentation

Type	Specific Assessment Details	AOSOS Module	AOSOS Tab	AOSOS Fields
Academic	Education Attainment Level ²	Customer Detail	General Info	Education Level
	Specific Degree/ Certificate Info	Customer Detail	Ed/Lic	Certificates/Licenses
	Basic Skills Test Results	Customer Detail	Tests	All Test Details
	Basic Skills Deficiency/Low Literacy Level Status	Comp Assess	Education	Basic Skills Deficiency/ Low Levels of Literacy (Y/N)
	English Language Learner Status	Comp Assess	Education	English Language Learner (Y/N)
Occupational	Employment history	Customer Detail	Work History	Work History Details
	Cultural Barriers to Employment	Comp Assess	Employment	Cultural Barriers to Employment
	Areas of skill strength and improvement identified through assessments	Comp Assess	Employment	Summary of Occupational Strengths and Weaknesses
	Specific occupational interests identified through assessments	Comp Assess	Education	Job-Related Interests
Personal	Family and child care needs	Comp Assess	Family	Family Needs
	Health insurance status	Comp Assess	Health	Insurance Providers
	Medical and mental health needs ³	Comp Assess	Health	Health Information
	Medical and mental health treatment access ³	Comp Assess	Treatments	Health Treatment Information
	Criminal background/history	Comp Assess	Legal	Legal Information
	Housing status	Comp Assess	Housing	Housing Information
	Driver's License status	Customer Detail	Ed/Lic	Driver License
	Transportation needs	Comp Assess	Transportation	Transportation Information
	Technology needs ⁴	Comp Assess	Technology	Technology Accessibility Information

² Education level based on local policy determines whether basic skills assessments are required.

³ Please see information on page 6 about documenting sensitive and confidential information in Counseling Statements.

⁴ The Technology tab in Comp Assess is a custom tab that is being added to AOSOS in Winter 2022.

Documenting Additional Assessment and Eligibility Information

As part of the assessment process, additional details should be captured in the Comp Assess module either in Counseling Statements or Comp Assess Comments tabs. Counseling Statements are generally available to individuals in Counseling roles, although some exceptions for other roles may be made on a case-by-case basis with justification. The Comp Assess Comments tab is available to all AOSOS users. In addition to recording details in Counseling Statements and Comp Assess Comments tab, additional information and details about an individual's engagement in activities and services must be recorded in the joint Customer Detail and Services Comments tabs.

Table 3 below provides an overview of how to differentiate where to document various details providing information about an individual's engagement.

Table 3: Guidelines for Entering Details

AOSOS Tabs	Guidelines for Use
Counseling Statements	Counseling statements must be used to record confidential and sensitive information related to assessment and eligibility. This includes logging sensitive information associated with ongoing assessment that may arise at different points in time during an individual's active service period. This includes details related to: personal health, family health, legal, UI fraud concerns, and/or anything else that the client may not feel comfortable sharing beyond their counselor. For the most part, general career assessments and expressed training interests unrelated to training eligibility and justification may be noted in Comp Assess comments (see below).
Comp Assess Comments	Comp Assess Comments must be used to record most information related to assessment activities and results, particularly details about academic and occupational assessments. This information is critical to multiple personnel serving the needs of Title I participants. These comments together with comments in Customer Detail/Services Comments should offer a full story of the customer's engagement in activities and services. If additional confidential/sensitive details are entered in Counseling Statements, a specific note to view the Counseling Statement must be highlighted in a general note in the Comp Assess Comments tab. In other words, individuals without access to Counseling Statement must have general awareness that additional details around a specific barrier or issue exist in a Counseling Statement so that they can follow up with counselors as needed.
Customer Detail/Services Comments	Additional details related to engagement in job assistance activities and service plans and engagement must be entered in the joint Customer Detail/Service Comments tabs. Comments entered in either tab show up in one stream of comments. This includes information related to IEP/ISS development, engagement in services, identification of additional supportive service needs, training and employment outcomes, and follow-up services.

An additional note about Counseling Statements: A single counseling statement must be used to record all information related to an individual's ongoing engagement around a particular IEP or ISS. Please edit the same Counseling Statement when including new confidential information related to an individual's ongoing engagement. All new entries to an edited statement must include the date of entry and be entered at the top of the Counseling Statement so that information is sequential. Counselors should not create new Counseling Statements each time they enter new information.

Access to AOSOS Counseling Statements

Access to Counseling Statements in AOSOS is available to counselors who have graduated from an accredited college or university with a Bachelor's degree including or supplemented by fifteen (15) semester hour credits in vocational guidance or other courses directly related to vocational counseling preparation (including sociology, psychology, education, counseling, personnel administration and other related courses). In some cases, individuals in additional monitoring, supervisory, or partnership roles may gain access to these statements on a case-by-case basis. Supervisors may submit requests to NJDOL's MIS team for specific employees in the One Stop system to gain access to Counseling Statements. These requests are then shared with NJDOL's lead counselor for approval.

SECTION 2: PLAN DEVELOPMENT

Plan development includes the process of developing specific employment education goals and plans, specifically identifying services and opportunities for achieving those goals. These plans are reflected in Individual Employment Plans (IEPs) for Title I Adult and Dislocated Worker participants and in Individual Service Strategies (ISSs) for Title Youth participants.

Recording Plan Development Activities

Specific actions with a customer during the plan development process can be documented as activities in the Activities tab in Customer Detail. Table 4 below provides an overview of specific activities that are often part of plan development. Please note, in some cases, a single engagement with a participant may result in the documentation of more than one activity in AOSOS.

Table 4: Overview of Plan Development Activities

When documenting...	Please enter the following activity....
One-on-one engagement in reviewing assessment results and developing an IEP or ISS	Counseling – Individual & Career Planning ⁵
The creation of or updates to an IEP or ISS	Individual Employment Plan

Recording IEP/ISS Details

Assessment results are a key element of IEP and ISS documents. We have offered a standard for capturing those results in AOSOS in Table 2. Additionally, IEPs and ISSs also include information about participant employment and education goals and planned actions. This additional information should also be captured in AOSOS. Table 5 below provides specific information about how to capture planned actions, as well as short-term and long-term employment and education goals.

Table 5: Goals and Planned Actions

Goals and Objectives	AOSOS Module	AOSOS Tab	Details
Education and Employment Goals	Customer Detail	Objective	Details about education and employment goals included in the IEP and ISS must be documented in the “Employment Objective” field. This narrative must include details about relevant short-term and long-term goals, as well as career pathways.
Planned Actions/ Services	Services	Achievement Objectives	An IEP and ISS must include details about planned service elements related to education and employment goals. The “Employment Objective” field in the Achievement Objectives tab includes goals entered in Customer Detail. Each unique service element must be documented as an individual Achievement Objective. These entries support tracking planned vs. actual service engagement.

Including planned services as individual achievement objective offers an opportunity to document the services that have been identified as part of an IEP or an ISS. We discuss later in this guide, on page 15, how these achievement objectives (planned services) get connected to actual service provision.

⁵ This activity can be entered by anyone engaging participants in this activity. Individuals do not have to be “counselors” to enter this activity.

Documenting Additional Plan Development Details

In addition to documenting engagement in IEP and ISS activities and the plans that result from EP and ISS development, comments documenting additional details about engagement and interaction with the customer must be logged in the Comments tab within the Services module. Specifically, Comments must include details documenting changes to the IEP or ISS and the reasons for changes – including changes in goals, barriers, and/or services planned.

It is also important to note, that ISSs and IEPs must be revisited with customers during the course of their engagement. In particular, ISSs must be reviewed and updated every six months. In addition to taking the IEP activity documenting these points of engagements, comments must capture specific details about the nature of the conversation and engagement with a customer at that time.

SECTION 3: SERVICE ENGAGEMENT

Service engagement includes the variety of activities and services in which the participant engages to achieve identified employment and education goals, as outlined in their Individual Employment Plans (IEPs) and Individual Service Strategies (ISSs). This includes a variety of Basic Career Services, Individualized Career Services (including Supportive Services), and Training Services.

Recording Funded Services for Adult/DW Participants

Specific Individualized Career Services, Training Services, and Supportive Services must be captured in the Services tab in the Services module in AOSOS as a same-day or multi-day service. A complete list of SSTs available in AOSOS are highlighted in Appendix C. Although many different service codes are available for use, this guide establishes a core set of service codes that must be used for specific service elements and entered as services in the Services tab in AOSOS. Table 6 on the next page provides an overview of the specific Seeker Service Types (SSTs) that we request use of to document the engagement of Adult/DW participants in specific supports. Details about the support must also be captured in Achievement Objective details (see page 6).

Various Modes for Recording Service Engagement (Please note this section is also applicable to entry of Youth Services.)

Additionally, it is important to note that depending on the nature of the service, these services may be entered in a couple different ways: (1) as an activity or funded services, and/or (2) as a same-day or multi-day funded service. More details about entering activities and funded services are highlighted in the text box on page 13.

The submission of a multi-day service assumes that regular weekly engagement and interaction is occurring with a participant. Work experiences and training activities, specifically, can be added as multi-day services. However, many other services may happen over a period of time, but as needed or on an appointment basis, these must be entered as same-day services each time the service is offered.

Three key points about entering services that ensure accurate records and reporting:

- The service record must offer a clear overview of all the unique service elements, specifically individual program elements for Youth, in which a participant is engaging.
- To ensure that a participant is tagged as actively engaged in services, local areas must ensure that a counseling touch point occurs minimally every quarter and that a corresponding “Counseling – Individual and Career Planning” activity, and comment with details about the interaction, are entered in AOSOS each time.
- All services must include actual start and end dates that align with service provision. Careful attention must be paid to ensure that services are not keeping a participant’s record active after their engagement as a WIOA participant has ended. This applies to services funded through WIOA, WFNJ, and any other funding sources.

Activities, Same-Day Services, and Multi-Day Services

As noted, engagement can be entered in a few different ways in AOSOS. The type of entry depends on the type of service. These service entry options include:

Entering an activity: As a rule, Basic Career Services in which a Title I participant engages during their period of participation must be entered as activities rather than funded services. Each time an individual engages in these activities an activity must be entered in AOSOS. Many individualized career services may also be entered in this way. IEPs and ISSs specifically must be entered as activities, and additionally, specific instances of counseling for example, may be entered as activities.

Entering a same-day (funded) service: Many individualized career services, including many supportive services, some financial literacy and work experiences, and all follow-up services must be entered as same-day services. A same-day service must be entered every time a participant engages in these services. (Please note: case management and counseling activities may be entered as same-day activities or services depending on the participant's status. More information is provided on page 16.)

Entering a multi-day (funded) service: As a general rule if a support reflects a skill development service, including work experience and various trainings, that happens over a period time and in which a participant engages regularly over a course of time, these elements may be entered as services with dates reflecting their duration over multiple days.

Table 6: Overview of Core Service Types for Adult/Dislocated Worker Participants

Type	Service Elements	Service Type	Service Entry ⁶
Preparation Supports (Training or individualizing Career Services)	Basic Skills Development (Basic Literacy and Life Skills Training)	128 – Basic Skills/Life Skills	Same-day or Multi-day Service
	HSE Preparation	127 - Academic Learning	
	ESL Training	130 - English as a Second Language (ESL)	
	Work Readiness Skill Development	142 - Work-Related/Job Readiness Training	
Work Experiences (Individualized Career Services)	Work Experience	113 – Internships 120 - Summer-Related Employment 144 - Job Shadowing 256 - Other Work Experience	Same-day or Multi-day Service
		Transitional Job	
	Pre-Apprenticeship	255 -Pre-Apprenticeship Program - Individualized/ITA Training (non-Youth)	
Classroom-Based Training (Training Services)	Individual Training Account (ITA) ⁷	134 – Occupational Skills Training	Multi-day Service
Work-Based Training (Training Services)	Apprenticeship	397 – Apprenticeship Training	Multi-day Service
	On-the-Job Training	135 – On the Job Training (OJT)	
	Incumbent Worker Training/Customized Training ⁸	141- Workplace Training	
Supportive Services (Individualized Career Services)	Supportive Services (Supporting associated training costs)	125 - Supportive Services – Transportation 300 – Supportive Services (Other)	Same-day or Multi-day Service
	Supportive Services (Supporting removal of barriers to employment)	122 - Supportive Services – Housing 123 - Supportive Services - Child Care 124 - Supportive Services - Dependent Care 125 - Supportive Services – Transportation 300 – Supportive Services (Other)	

⁶ Please see page 13 for a description of multi-day and same-day service entry.

⁷ This is the only SST that should be entered as ITA training. All other training should be entered as non-ITA training. If a Pre-Apprenticeship, Apprenticeship, or OJT opportunity includes an ITA, the ITA should also be added as a funded service.

⁸ Individuals in these training services are not Title I participants. These services are for individuals participating in employer-based training when already employed.

Recording Funded Services for Youth Participants

Youth program elements provided to participants should be captured in the Services tab in the Services module in AOSOS. Table 7 provides an overview of specific Seeker Service Types (SSTs) that should be used to document the engagement of participants in specific supports. This table also provides an overview of whether these services should be entered as same-day or multi-day services (see page 12). Additional details about youth program elements are highlighted in Appendix D.

Table 7: Overview of Core Service Types (Program Elements) for Youth Participants

Program Element	Service Seeker Type (SST)	Service Entry
Tutoring, study skills, and dropout prevention	140 – Tutoring Study Skills Training, Drop Out Prevention Strategies (Youth Only)	Same-day or Multi-day Service
Alternative secondary school services or dropout recovery services	104 - Alternative Secondary School Services (Youth Only)	Multi-day Service
Paid and unpaid work experience	144 - Job Shadowing 120 - Summer-Related Employment Opportunities 113 - Internships 253 - Pre-Apprenticeship Program - Work Experience (Youth Only) 135 - On the Job Training (OJT) 143 - Work Experience Opportunity (Youth Only)	Same-day or Multi-day Service
Occupational Skills Training	134 - Occupational Skills Training	Multi-day Service
Education offered concurrently with and in the same context as workforce preparation activities and training	281 - Education with Workforce Preparation - Contextualized Instruction (Youth Only)	Same-day or Multi-day Service
Leadership development	115 - Leadership Development Opportunities (Youth Only)	Same-day or Multi-day Service
Supportive services ⁹	122 - Supportive Services – Housing 123 - Supportive Services - Child Care 124 - Supportive Services - Dependent Care 125 - Supportive Services – Transportation 300 - Supportive Services (Other) 118 - Needs Related Payments	Same-day or Multi-day Service
Adult mentoring for at least 12 months ⁹	41 – Mentoring	Same-day Service
Follow-up services	110 – Follow Up	Same-day Service
Comprehensive guidance and counseling	109 - Comprehensive Guidance and Counseling (Youth Only) 330 – Career Guidance	Same-day or Multi-day Service
Financial Literacy Education ⁹	277 - Received Financial Literacy Services	Same-day or Multi-day Service
Entrepreneurial Skills Training	131 - Entrepreneurial Training	Same-day or Multi-day Service
Services that provide Labor Market Information ⁹	258 - Workforce Information Services Staff Assisted (LMI) (Youth Only)	Same-day Service
Postsecondary Preparation and Transition activities ⁹	282 - Postsecondary Preparation and Transition Activities (Youth Only)	Same-day Service

⁹ These program elements may also be entered as follow-up services.

Details about Entering Services

Attaching Appropriate SSTs to Provider and Service

Service Seeker Types (SSTs) are underlying service codes that describe services and connect NJDOL data to the PIRL. In order to add a service to a participant record, SSTs reflecting the specific services a provider offers must be connected to a provider’s record in the Provider module. In other words, the first step in entering a service is first ensuring that the correct SSTs and services are entered in the provider’s record in the Services tab (in the Provider module) and that these services align with the SSTs highlighted in Tables 6 and 7 above. If a provider offers more than one service type, multiple services and service IDs must be created for each service. For example, if a youth provider named Excellent Youth Corps offers Work Experience, Financial Literacy, Adult Mentoring, and Entrepreneurship services – four unique service IDs must be created that include aligned SST codes, Excellent Youth Corps- Work Experience, Excellent Youth Corps-Financial Literacy, Excellent Youth Corps-Adult Mentoring, and Excellent Youth Corps-Entrepreneurship.

Connecting Achievement Objectives and Funded Services

Planned actions/services from the IEP or ISS must be entered as individual Achievement Objectives (see Plan Development section of this guide). When an actual funded service is entered this information will include connection to the Specific Achievement Objective that was created and entered for this planned service, as part of the record.

Additional details about the provision of the actual service must be recorded in the Outcome/Status field in the Achievement Objectives tab (once the Achievement Objective is connected to a service provided). In particular, specific details about work experience, supportive services, and/or follow-up must be entered in this field in the attached Achievement Objective information. Table 8 below provides information about the types of details that should be recorded in the Outcome/Status field for each of these service types.

Table 8: Additional Service Documentation Requirements

Work Experience	Supportive Services	Follow-Up Services
Details should include information about: <ul style="list-style-type: none"> • Type of work experience • Placement info • Duration of work experience • Academic and occupational components • Career pathway alignment 	Details should include information about: <ul style="list-style-type: none"> • Type of service • Amounts expended on services • All dates when supportive services have been provided 	Details should include information about: <ul style="list-style-type: none"> • Individual dates of follow-up connection • Duration of connection with client • Topics discussed • Specific supports provided

Work Experience Offered

In addition to providing documentation of work experience details, documentation must also be provided verifying that each youth has had the opportunity to engage in a work experience. In other words, work experience must be offered to all youth as part of their engagement in youth services. When work experience is offered, the activity “Work Experience Offered” must be entered into AOSOS.

Table 9: Overview of Work Experience Access

When documenting...	Please enter the following activity....
A youth has been provided access to work experience	Work Experience Offered ¹⁰

In particular, any youth who is assessed as capable of participating in work activities should have a work experience incorporated into their service strategy. Youth who could benefit from work activities include individuals with no previous work experience, only informal work experience, and unsuccessful work history.

Recording Counseling and Case Management Support for Adult, DW, and Youth Participants

Each counseling and case management interaction must be documented in AOSOS individually. Appropriate case management or counseling activities OR a same-day funded service must be entered indicating engagement with the customer each time an interaction takes place. In addition to entry as activities or same-day funded services, specific details about the nature of the conversation and support provided in each interaction must be highlighted in Confidential Statements, Comp Assess, or Customer Detail/Service Comments. Please refer to Table 3 on page 6 for specific information about when to make use of these different narrative fields. An AOSOS record must offer specific details about each case management and/or counseling interaction. Please note: Case management and counseling supports must not be entered as a multi-day funded service in AOSOS.

Counseling and Case Management Entry

Whether these supports are entered as a funded service or activity depends on:

1. Whether this individual is being served as a Wagner Peyser (activity) or Title I participant (service)
2. Whether engagement in counseling or case management activities are the first service in a Title I experience
3. Whether other funded services have already been entered to trigger Title I participation

Recording Additional Job Preparation, Search and Placement Activities for Adult, DW, and Youth Participants

In addition to the specific funded services highlighted above, various Activities in the Activities tab may also be entered to document engagement of a participant in specific supports – particularly engagement in job preparation, search, and placement activities. These supports occur within a single day, rather than representing an ongoing engagement. Specific activities that are commonly used are highlighted in Table 10 (on the next page).

¹⁰ Work experience offered is a new activity added to AOSOS in Fall 2021. This activity can be found in the Employment and Training Folder when adding an activity in AOSOS.

Table 10: Overview of Job Preparation, Search and Placement Activities

Job Ready Area	Service Seeker Type (SST)
Job Preparation	34-Resume Writing Workshop 37-Resume Preparation Assistance 39 – Workforce Information Services Staff Assisted (LMI)
Job Search	32-Job Search Planning (WSR) 35-Job Search Workshop (WSR) 36-Job Finding Club (WSR) 44-Job Fair (WSR) 286 – Job Search Assistance (WSR)
Job Placement	38-Job Development Contact 287-Placement Assistance

SECTION 4: OUTCOMES

Outcomes include specific information related to skills gained as a result of training (Measurable Skill Gains), completion of training courses, the full attainment of credentials (Credential Attainment), and ultimately placement in a high-quality employment opportunity, i.e., placements that align with the type of work, wages, and number of hours identified in a customer's employment goals (Employment Q2, Employment Q4, Median Wages).

Recording Training Outcomes

Training outcomes include several different elements of documentation, including whether a training was completed, what skills the customer gained, what additional steps may be necessary for attaining a credential, and whether these steps were completed and the customer ultimately attained the credential. All of these elements must be captured in the Training Outcomes tab in the Services module. Furthermore, this tab should provide an active summary of current training status. Table 11 provides an overview of the fields and elements used to capture information about a training and credential attainment status.

Table 11: Overview of Training Outcomes Information

AOSOS Field	Entry Details	Entry Timing
Category	Select secondary, postsecondary, or occupational skills/advanced training	Enter data at enrollment
Type	Select option that best describes type of training	
Enroll Date	Enter date of training start	
Completion Date	Enter (expected and actual) date of training end	Enter data at enrollment and when customer's status/info changes
Attainment Status	Enter attainment status based on current progress (attainment statuses differentiate between course completion and credential attainment): <ul style="list-style-type: none"> • <i>In Process – no intended credential:</i> individual is in a training course that hasn't ended that does not have an intended credential • <i>In Process – intended credential pending:</i> individual is in a training course that hasn't ended and has a specific intended credential • <i>Completed – Attained Intended Credential:</i> customer has completed a training course and received the intended credential (including completion of any exams and/or licensing requirements) • <i>Completed – Did Not Attain or Intend Credential:</i> customer has completed training but has not received the intended credential (did not complete additional credentialing steps) OR no credential was intended upon training completion • <i>Incomplete – Did Not Attain or Intend Credential:</i> individual did not complete the training 	
Leads to Cred/Empl	Select Yes or No to indicate that 1. A certificate of training completion is sufficient for entry-level or advancement in employment, OR 2. the training leads to a specific exam-based credential/license	
Major/Program	Enter the name of the training	
Degree/Cert/Cred	Enter the intended culminating document signifying completion of credential: <ul style="list-style-type: none"> • Certificate of Completion – when training completion is the final step in a credentialing process • Exam-Based Credential – when passage of an exam is required upon completion of a training and is the final step in a credentialing process • License – when additional fees and documents must be filed as the final step in a credentialing process • Other – when credential attainment occurs through another final step 	Enter data at enrollment
School	Enter the provider (school/training entity) that provided this training	

Performance Measure Credit: Credential Attainment and Youth Post-Secondary Enrollment

Including accurate information in the Training Outcomes tab is critical to ensuring that outcomes are reported correctly on the Participant Individual Record Layout (PIRL) for USDOL. Credential attainment requires entry of "Completed – Attained Intended Credential" in the Attainment Status field. Youth Post-Secondary Enrollment requires entry of an occupational skills training or postsecondary program that continues after exit and an entry of "In Process-No Credential" in the Attainment Status Field.

In addition to these Training Outcomes fields, additional details about Measurable Skill Gains must be entered in the Training Outcome Details pop-up of the Training Outcomes tab. (The Outcome Details button can be found underneath Training Outcomes tab fields). Table 12 provides an overview of the fields and elements used to capture information about Measurable Skill Gains.

Table 12: Overview of Training Outcome Details (Measurable Skill Gains)

AOSOS Field	Entry Details	Entry Timing
Type/Enroll Date/ Completion Date	These fields automatically update based on information entered in the Training Outcomes fields.	N/A
Effective Date	Enter date of Measurable Skill Gain (MSG) achieved ¹¹	Data must be entered when MSG is achieved
Type	Enter the appropriate type of Measurable Skill Gain: <ul style="list-style-type: none"> • For ITAs – Skills Progression or Postsecondary Transcript • For OJT and Apprenticeship¹² – Training Milestone or Skills Progression • For HSE – EFL or Secondary Transcript 	
Additional "Type" Information	For Training Milestone or Skills Progression, an additional Field will pop up below to record additional details about the type; Enter the selection that best describes the type of milestone or skill progression	
Contact Info OR Attachment	Upload documentation of the MSG or contact information for the training provider to offer verification of the MSG	
Notes	Enter any additional notes providing details of the MSG	

¹¹ The effective date is the date reported to USDOL for performance. The date decides the program year and quarter in which the MSG will correspond. The effective date must be within the enrollment and completion date of the participant in order for the MSG to count positively towards performance measures.

¹² Apprenticeships should be recorded in the Employment Outcomes tab instead of the Training Outcomes tab. Apprenticeship outcome details related to MSGs can be entered via the Outcome Details button in the Employment Outcomes tab.

Recording Employment Outcomes

Employment outcomes are reported to USDOL through a match with employment data. While these data are used to verify employment and calculate employment outcome performance, this information is not updated in AOSOS. In other words, this information must be updated manually. Customer's employment information must be entered in the Employment Outcomes tab by local area staff. This provides a record that local areas are engaging in appropriate follow up and management of information related to outcomes. Employment outcomes may be entered through three different mechanisms: (1) receipt of information and documentation directly from the customer, (2) lookup of employment information via LOOPS, and (3) review of employment information that populates from LOOPS in the Outcomes tab after a six-month period. Table 13 provides an overview of the fields and information for documenting employment outcomes.

Table 13: Overview of Employment Outcomes Information

AOSOS Field	Entry Details	Entry Timing
Type	Select Unsubsidized Employment, Apprenticeship, or Military	Data must be entered when employment information is received and verified
Start Date	Enter date of employment start	
Self-Employed	Select Yes/No to indicate whether the customer is self-employed	
Employer EIN/ID	Use the Employer Lookup to select an Employer (see AOSOS tip below)	
Employer Name	This information will pre-populate via the Employer Lookup function	
NAICS	Enter the NAICS code that best reflects the employment placement	
City/State/Zip	Enter the location of the employment placement	
OSOS Job ID	If this is a job that has been registered in AOSOS, enter the OSOS Job number	

AOSOS Tip: Logging Employment Outcomes Using Employer Lookup

In the Employment Outcomes tab, there is an Employer Lookup button. For individuals with access to this button, entering one letter in the Employer Name will activate this button and a dropdown arrow. Click on the dropdown arrow to bring up the Quarterly Earnings pop up. If an individual has had earnings, these earnings and employers will be highlighted in this pop up. If one of these earning/employer lines corresponds to employment connected to their WIOA engagement, select the line and hit OK. Information from this entry will automatically populate fields in the Employment Outcomes tab.

SECTION 5: FOLLOW-UP

Follow-up services and supports refer to specific engagements after a customer has exited from Title I services. Follow-up services must be provided to Youth for 12 months following exit; and for Adult and Dislocated Worker participants, follow-up services must be provided for 12 months after placement in unsubsidized employment or after receiving WIOA-funded training whether or not placed in unsubsidized employment. Follow-up services help to support participants in transitioning to next step opportunities and ensuring successful employment and education outcomes. Specific follow-up services for engaging Youth participants during their follow up period include provision of supportive services, adult mentoring, financial literacy education, LMI services, and postsecondary preparation.

Recording Follow-up Attempts

Specific attempts to follow-up with a customer after Exit must be documented as an activity in the Activities tab in Customer Detail, see Table 14 below.

Table 14: Overview of Assessment Activities

When documenting...	Please enter the following activity....
An attempt to follow-up and make contact with a customer	Follow Up Attempted ¹³

Counselors and other staff must use this activity to document making follow-up attempts even if connection and specific follow-up services are not offered. In addition, additional details about these attempts, must be documented in Comments in the Services tab – including information about the medium used to attempt contact and any specific information provided.

Recording Follow-up Services

A same-day follow-up service should be entered each time a customer engages directly in additional contact and receives support during the follow-up period. Follow up can be entered as a generic follow-up service, however additional details about the nature of the follow-up engagement must be recorded in the Outcome/Status field of the “Achievement Objectives” tab in the Services module.

In addition to entering a general follow-up service and details, five program elements are specifically allowable as part of youth follow-up services: Supportive Services, Adult Mentoring, Financial Literacy Education, services that provide Labor Market & Employment Information, and activities that help youth prepare for and transition to postsecondary education and training. Specific SSTs associated with these program elements (highlighted in Table 7 on page 9) can be entered as specific services provided as part of follow-up.

As with other services, specific details about these follow-up services should be captured in the Outcome/Status field of the “Achievement Objectives” tab.

About Same-Day Services

Follow-up services must always be entered as a same-day service, in other words the actual start and end dates should reflect the same date.

Entry of a same-day follow-up service indicates direct contact and support of a customer.

Follow-up services must be attempted quarterly for Adult/DW participants and monthly for Youth participants. When these attempts result in service, a same day follow-up service must be entered.

¹³ Follow-up attempted is a new activity added to AOSOS in Fall 2021. This activity can be found in the Employment and Training folder when adding an activity in AOSOS.

Additional Follow-up Documentation

In addition to documenting (1) follow-up attempts as activities and (2) follow-up services and details as same-day services in the Achievement Objectives tab, additional information must be documented in comments.

Overall, an AOSOS record should offer a clear picture of follow-up attempts recorded through follow-up activities, same day service entries, details recorded in Achievement Objectives, and additional notes in the Comments tab in Services.

Specifically, if follow-up services and attempts are terminated, a comment summarizing follow-up attempts and support must be recorded in Comments in the Services tab. Furthermore, termination practices must be consistent with a local areas follow-up policy. In other words, documented attempts must correspond with requirements highlighted in the local follow-up policy.

Lastly, supplemental data relevant to training and employment outcomes must be collected during follow-up. This includes information about personal contact information (address, phone, other contact numbers, name changes), credential attainment (status), and employment (employer, wages, hours and position). If related to training completion or credential attainment, this information must be entered in the Training Outcomes tab. If information is related to employment, this information must be entered in the Employment Outcomes tab. Changes to personal contact information must be documented in the Customer Detail module.

Appendix A: Overview of AOSOS Toolkit

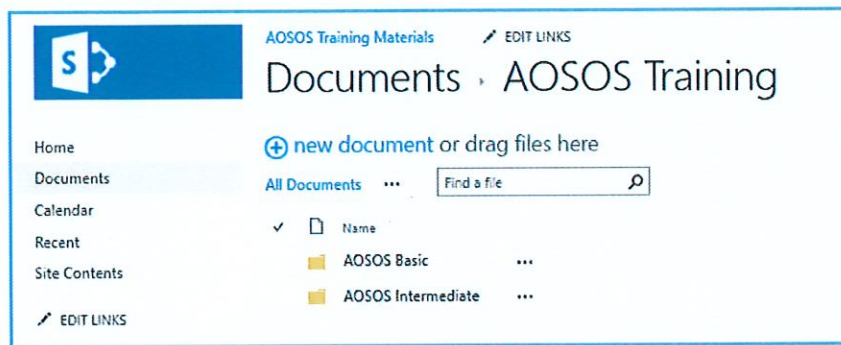
The AOSOS Toolkit offers a series of narrated videos and presentations for learning how to enter data and use AOSOS effectively.

The toolkit can be found using this link:

<https://towork.dol.state.nj.us/aosostrainingmaterials/layouts/15/start.aspx#/>

Please use the following username and password to access the toolkit:

- Username: AOSOS.Toolkit
- Password: Yorax*87



Both Basic and Intermediate Training include several modules for both new and advanced AOSOS users.

The **AOSOS Basic** folder includes presentations starting from, how to setup AOSOS to all the modules up to Comp Assess.

1. **AOSOS Computer Setup** – Provides background on requirements for AOSOS to function correctly.
2. **AOSOS Customer Search** - Explains how to search and retrieve Customer records using different techniques.
3. **AOSOS Customer Detail** - Provides details of existing customer records including Comp Assess and Services details for that customer.
4. **AOSOS Comp Assess** - Provides details & documentation of Work History, Assessment, Barriers to Employment, & Counseling type information for a customer.
5. **AOSOS Programs & Public Assistance** – Provides explanation of various programs
6. **AOSOS Activities & Comments** – Addresses adding activities and comments for a customer through the Customer Detail module.

The **AOSOS Intermediate** folder includes presentations on entering Services, Outcomes, Provider Setup, and Follow-up Services.

1. **AOSOS Customer Services** – Addresses entry of funded services information for a customer.
2. **AOSOS Providers** – Addresses the use of the Provider Module including Training providers.
3. **AOSOS Outcomes** – Addresses where and how outcomes are entered in the system, to capture performance for customers.
4. **AOSOS Follow-up** – Addresses how to capture follow-up service information in AOSOS for a customer.

Appendix B: Overview of Intake Fields in AOSOS

Module	Tab	Field
Customer Detail	General Info	SSN
		Job Seeker
		Username
		Password
		Last Name
		First Name
		Date of Birth
		Gender
		Address
		City
	Zip	
	County	
	Email	
	Ethnic Heritage and Race	
	Education Level	
	School Status	
	Employment Status	
	Contact Preference	
	Lower Living Standard	
	Income 70% LLSIL	
Disability Status		
Migrant/Seasonal		
High Poverty Area		
Comp Assess	Addl Info	Service Veteran
		Employment Objective
		O*Net Title
		Acceptable Job Location
		Work History
	Work Hist.	Certificates/Licenses
		Schools
	Ed/Lic	Professional Associations
		Additional Skills Text
	Skills	Cultural Barriers to Employment
Youth Needing Additional Assistance		
Employment	Basic Skills Deficient	
	English Language Learner	
Education	Marital Status	
	Family Status	
Family	Is Customer parenting youth?	
	Current Housing	
Housing		

Appendix C: Overview of AOSOS Service Codes – Service Seeker Types (SSTs)

Reportables

14 / Orientation (UI Profiling)
21 / Eligibility Determination
39 / Workforce Information Services Staff Assisted (LMI)
45 / Self Service Systems (non-OSOS)
46 / Utilizing Resource Rooms (Self Service)
93 / Resume-Based Job Search (Self Service)
119 / Orientation (Other)
258 / Workforce Information Services Staff Assisted (LMI) (Youth Only)
283 / Training Provider Information
284 / Performance Information
285 / Supportive Service Information
302 / Orientation (Self Employment Program)
361 / Workforce Information Services Self-Service (LMI)
362 / Orientation (UI Reemployment Service)
364 / Staff Assistance in the Resource Room
372 / Self Service (OSOS)
377 / Rapid Response Orientation

Participant: Basic Career Services

9 / Assessment Interview, Initial Assessment
12 / Counseling - Individual & Career Planning
13 / Counseling - Group Sessions
15 / Assigned Case Manager (Vets Only Service)
16 / Assigned Case Manager (Dislocated Worker, Profiles Claimant, TANF, Food Stamp)
19 / Vocational Guidance (VET)
20 / Vocational Guidance (Other)
22 / Bonding Assistance
23 / GATB Test
24 / NATB Test
25 / BEAG Test
26 / Literacy Test
27 / Math test
28 / Proficiency Test
29 / SATB Test
30 / Other Test
31 / Interest Inventory
32 / Job Search Planning
34 / Resume Writing Workshop
35 / Job Search Workshop
36 / Job Finding Club
37 / Resume Preparation Assistance
38 / Job Development Contact
43 / Job Referral
44 / Job Fair
50 / Referred to Job FT Regular (Over 150 Days)
51 / Referred to Job FT Temporary (4 - 150 Days)
52 / Referred to Job PT Regular (Over 150 Days)
53 / Referred to Job PT Temporary (4 - 150 Days)
56 / Referred to Supportive Services - Partner
57 / Referred to Supportive Services - Non-Partner
60 / Referred to Basic Skills Training
62 / Vocational Rehab from Vet Admin
63 / Vocational Rehab from other
64 / Referred to Job Corps
71 / Other reportable services (ES, DVOP, LVER)
72 / Other reportable service-follow up (vet)
86 / Placement FT Regular (Over 150 days)
87 / Placement FT Temporary (4 -150 days)
88 / Placement PT Regular (Over 150 days)
89 / Placement PT Temporary (4 -150 days)
91 / Referred to Job FT Short-Term (1 - 3 Days)
92 / Referred to Job PT Short-Term (1 - 3 Days)
103 / Other Service
106 / Case Management
114 / Job Search, Placement Assistance, Career Counseling
126 / Tax Credit Eligibility Determination

203 / GATB/VG
204 / Referred to WIA
205 / Referred to Training
210 / Placed in Training (WIA)
211 / Placed in Training (Job Corps)
212 / Placed in Training (Other Federal)
218 / Interstate Placement
222 / Placement FT Short Term (1 - 3 days)
231 / Placement PT Short Term (1 - 3 days)
262 / Received UI Claim Assistance
263 / Referred to SNAP
264 / Referred to TANF
265 / Referred to Health Insurance Assistance
266 / Referred to Child Support Assistance
267 / Referred to Tax Preparation Support
268 / Referred to Other Federal or State Assistance Programs
269 / Referred to JVSG Services - Significant Barriers to Employment
270 / Referred to JVSG Services - TSM in need of Individualized Career Services
271 / Referred to JVSG Services - Wounded, Ill or Injured
272 / Referred to JVSG Services - Other
273 / Referred to VA Services - VR&E
274 / Referred to VA Services - Post 9/11 GI Bill
275 / Referred to VA Services - Montgomery GI Bill
276 / Referred to VA Services - Other VA Services
286 / Job Search Assistance
287 / Placement Assistance
301 / Rapid Response Career Counseling
310 / Interstate Job Referral
330 / Career Guidance
371 / External Job Referral

Participant: Individualized Career Services

11 / Assessment Services - Career Assessment
12 / Counseling - Individual & Career Planning
13 / Counseling - Group Sessions
17 / Received Case Management Services (Vets Only Service)
18 / Received Case Mgmt Svcs (Dislocated Worker, Profile Claimant, TANF, Food Stamp)
40 / Job Coaching
42 / Post Placement Counseling
105 / Alternative Work Experience
106 / Case Management
108 / Assessment - Comprehensive and Specialized Skill Level and Service Needs Assess 111 / Individual Employment Plan
113 / Internships
120 / Summer-Related Employment Opportunities 127 / Academic Learning
128 / Basic Skills/Life Skills
130 / English as a Second Language (ESL) 132 / Literacy Training
133 / Mobility Training
135 / On the Job Training (OJT)
137 / Short-term Pre-Vocational Skills to Prepare for Employment or Training 141 / Workplace Training / Work-Related/Job Readiness Training
/ Work Experience Opportunity (Youth Only) 144 / Job Shadowing
253 / Pre-Apprenticeship Program - Work Experience (Youth Only) 254 / Transitional Job
255 / Pre-Apprenticeship Program - Individualized/ITA Training (non-Youth) 256 / Other Work Experience
277 / Received Financial Literacy Services 278 / Received ESL Services (non-Training) 279 / ESL in Combination with Training 365 / Disaster Relief Temporary Job
376 / ABE or ESL in Combination with Training
397 / Apprenticeship Training

Participant: Training Services

107 / Combined Workplace Learning with Related Instruction (Co-Op Education)
127 / Academic Learning
128 / Basic Skills/Life Skills
129 / Customized Training
130 / English as a Second Language (ESL)
131 / Entrepreneurial Training
132 / Literacy Training
133 / Mobility Training
134 / Occupational Skills Training
135 / On the Job Training (OJT)
138 / Skills Upgrading and Retraining
139 / Training Programs Operated by the Private Sector
141 / Workplace Training
142 / Work-Related/Job Readiness Training
255 / Pre-Apprenticeship Program – Individualized/ITA Training (non Youth)
257 / Pre-Apprenticeship Program - ITA Training (Youth Only)
279 / ESL in Combination with Training
280 / ABE in Combination with Training
376 / ABE or ESL in Combination with Training
396 / Prerequisite Training
397 / Apprenticeship Training

Youth Services**WIOA Youth All Framework Services and Program Element Services**

- 9 / Assessment Interview, Initial Assessment
- 11 / Assessment Services - Career Assessment
- 12 / Counseling - Individual & Career Planning
- 13 / Counseling - Group Sessions
- 41 / Mentoring
- 104 / Alternative Secondary School Services (Youth Only)
- 105 / Alternative Work Experience
- 107 / Combined Workplace Learning with Related Instruction (Co-Op Education)
- 109 / Comprehensive Guidance and Counseling (Youth Only)
- 111 / Individual Employment Plan
- 113 / Internships
- 115 / Leadership Development Opportunities (Youth Only)
- 118 / Needs Related Payments
- 120 / Summer-Related Employment Opportunities
- 122 / Supportive Services - Housing
- 123 / Supportive Services - Child Care
- 124 / Supportive Services - Dependent Care
- 125 / Supportive Services - Transportation
- 127 / Academic Learning
- 128 / Basic Skills/Life Skills
- 129 / Customized Training
- 130 / English as a Second Language (ESL)
- 131 / Entrepreneurial Training
- 132 / Literacy Training
- 133 / Mobility Training
- 134 / Occupational Skills Training
- 135 / On the Job Training (OJT)
- 138 / Skills Upgrading and Retraining
- 139 / Training Programs Operated by the Private Sector
- 140 / Tutoring Study Skills Training, Drop Out Prevention Strategies (Youth Only)
- 141 / Workplace Training
- 142 / Work-Related/Job Readiness Training
- 143 / Work Experience Opportunity (Youth Only)
- 144 / Job Shadowing
- 253 / Pre-Apprenticeship Program - Work Experience (Youth Only)
- 257 / Pre-Apprenticeship Program - ITA Training (Youth Only)
- 258 / Workforce Information Services Staff Assisted (LMI) (Youth Only)
- 277 / Received Financial Literacy Services
- 279 / ESL in Combination with Training
- 280 / ABE in Combination with Training
- 281 / Education with Workforce Preparation - Contextualized Instruction (Youth Only)
- 282 / Postsecondary Preparation and Transition Activities (Youth Only)
- 300 / Supportive Services (Other)
- 330 / Career Guidance
- 376 / ABE or ESL in Combination with Training
- 396 / Prerequisite Training
- 397 / Apprenticeship Training

WIOA Youth Training Services

134 / Occupational Skills Training

139 / Training Programs Operated by the Private Sector

257 / Pre-Apprenticeship Program - ITA Training (Youth Only)

Appendix D: Description and Examples of 14 Youth Program Elements

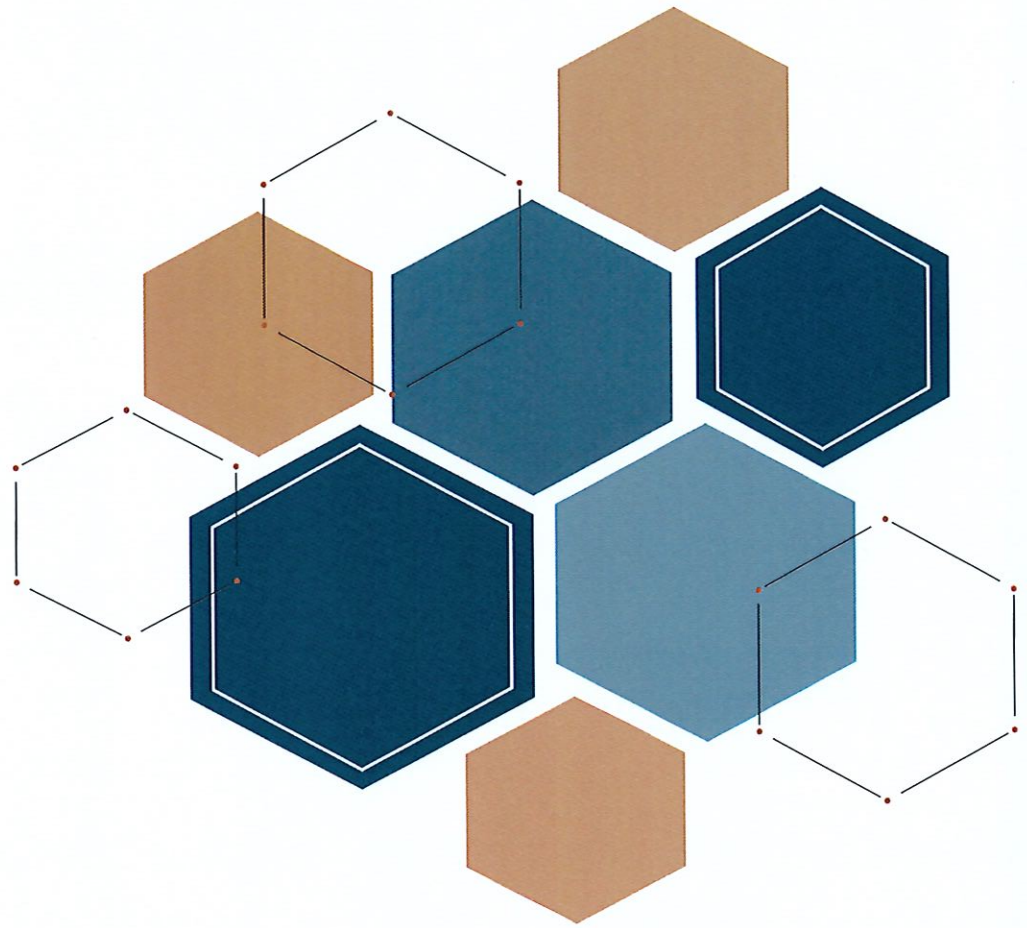
Program Elements	Brief Description	Examples of Qualifying Activities
Tutoring, study skills, and dropout prevention	Used for in-school youth focuses on providing academic support, identifying areas of academic concern, assisting in overcoming learning obstacles and providing tool and resources to develop learning strategies.	Actual instruction provided one-on-one or in a group setting, instruction based on goals derived from the youth's ISS, teaching the importance of study habits.
Alternative secondary school services or dropout recovery services	Used for out-of-school or drop-out youth assists youth who've struggled in traditional secondary education.	Basic education skills training, individualized academic instruction, ESL, second-chance programs, programs that use small learning communities
Paid and unpaid work experience	Planned, structured learning experiences that provide the youth with opportunities for career exploration and skill development that take place in a workplace for a limited time.	Employment for which the youth are paid wages, employment that is linked to the career or employment goal in the ISS.
Occupational Skills Training	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions by certain occupational fields.	Training that is tied to a career pathway and leads to entry or advancement in a specific field, and results in a recognized post-secondary credential
Education offered concurrently with workforce preparation activities	Refers to the concurrent delivery of program elements 2,3, and 4 which make up an integrated education and training model.	Programs that emphasize workforce preparation activities and basic skills concurrently that prepare youth for employment in a specific occupation.
Leadership development	Opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors.	Community volunteering, service learning, peer mentoring or tutoring, character education, citizenship education, serving on youth councils or other community or advocacy groups, leadership training, parenting education, conflict resolution.
Supportive services	Services that enable an individual to participate in WIOA activities.	Linkages to community services, transportation, child/dependent care, needs-related payments, educational testing, reasonable accommodations for youth with disabilities, uniforms, work related tools, driver's education course.

Program Elements	Brief Description	Examples of Qualifying Activities
Adult mentoring for at least 12 months	Formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.	Participation in Big Brothers Big Sister, virtual adult mentoring, long-term/structured programs that provide training and support to mentors as well as youth, adult mentoring programs that foster career awareness or positive social behaviors, supplementing adult mentoring activities with additional materials and resources.
Follow-up services	Critical services provided following a youth's exit from the program to help ensure the is successful in employment and/or postsecondary education and training.	Leadership development, supportive services, contact with employer, assistance in securing better paying job, work-related peer support groups, adult mentoring, services necessary to ensure the success of youth in employment and/or postsecondary education, financial literacy, LMI.
Comprehensive guidance and counseling	Provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate	Drug and alcohol counseling, Mental health counseling/therapy, Career counseling, Educational counseling, Supplementing guidance and counseling activities with additional materials and resources
Financial literacy	Provides support in gaining knowledge, skills and confidence to make informed financial decision, including around budgeting, managing money, teaching participants about credit and how to be informed consumers of financial products, dealing with identity theft	Creating budgets, setting up checking and saving accounts, managing spending, credit, and debt, understanding credit reports and credit scores, and protecting against identify theft
Entrepreneurial Skills Training	Provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship and include, but not limited to, the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and trade-offs associated with each option and communicate effectively and market oneself and one's ideas.	Introduction to the values and basics of starting and running a business, programs guiding youth through the development of a business plan and business start-up simulations, supports and services that incubate and help youth develop their own businesses, access to small loans or grants that are needed to begin business operation, experiential programs that provide youth with experience in the day-to-day operation of a business

Program Elements	Brief Description	Examples of Qualifying Activities
Services that provide Labor Market Information	All WIOA youth participants should be provided LMI. This includes services that provide LMI and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.	Career Planning, career counseling that includes job requirements and employment prospects, utilizing current LMI tools that are provided by State and Federal agencies.
Postsecondary Preparation and Transition activities	Prepare youth for advancement to postsecondary education after attaining a high school diploma or equivalent.	Assisting youth prepare for SAT/ACT testing, assisting with college admission applications, searching and applying for scholarships and grants, filling out the proper financial aid applications, connecting youth to postsecondary education programs.



AOSOS Technical Guide for
TITLE I SERVICE DELIVERY



WIOA Title I Supportive Services

TECHNICAL ASSISTANCE GUIDE

The purpose of this guide is to support Local Workforce Development Boards (WDBs), One-Stop Career Centers, and Workforce Innovation and Opportunity Act (WIOA) service providers in developing a system of supportive services that help to support the successful outcomes of participants in Title I programs. WIOA specifies the provision of supportive services as a specific service category that can help to remove and address barriers to employment. This resource provides an overview of requirements and considerations for Local WDBs in developing supportive service strategies with One Stop and program partners.

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Version 1.0



Table of Contents

- I. Overview of Title I Supportive Services.....1**
- II. Supportive Services Categories.....2**
 - Financial Stability Support3
 - Personal Support3
- III. Targeting Supportive Services.....4**
 - Supportive Services and the 14 Program Elements4
 - Targeted Supports for Special Youth Groups5
- IV. Supportive Service Provision Strategies6**
 - Supportive Services Across Engagement.....6
 - Supportive Services Mechanisms7
- V. Building a System of Supportive Services8**
 - Federal, State, and Local Collaborations to Support Youth8
 - Conducting an Environmental Scan.....9
 - Identifying Specific Federal, State, and Local Resources.....9
 - Federal Resources**9
 - State Resources**10
 - Local Resources**10
- VI. Conclusion.....11**

- Appendix A: Overview of Required and Optional WIOA One-Stop Partnership.....12**
- Appendix B: Statewide Supportive Resources.....15**

I. Overview of Title I Supportive Services

WIOA Title I services provide job seekers support in accessing employment, education, training, and **supportive services** to succeed in the labor market. WIOA Title I programs seek to support individuals who have barriers to employment. Supportive services offer a holistic set of supports for addressing a wide variety of barriers to employment to help meet the unique circumstances and needs of individuals and open up opportunities for achieving their employment and education goals. These services must be incorporated as a central component in Title I service delivery models and should draw on a variety of funding sources, including Temporary Assistance for Needy Families, National Farmworker Jobs Program, National Dislocated Worker and Jobs for Veterans State Grants, to ensure access and support the success of individuals in career and training services.

Supportive Services may include, but are not limited to¹:

- Linkages to community services
- Assistance with transportation
- Assistance with childcare and dependent care
- Assistance with housing
- Needs-Related Payments (available only to individuals enrolled in training services)
- Assistance with educational testing
- Reasonable accommodations for individuals with disabilities
- Legal aid services
- Referrals to health care
- Assistance with uniforms or other appropriate work attire and work-related tools, including items such as eyeglasses and protective eye gear
- Assistance with books, fees, school supplies and other necessary items for students enrolled in post-secondary education classes
- Payments and fees for employment and training-related applications, tests and certifications

The provision of accurate information about the availability of supportive services in a local area, referrals to such services, and in some cases, direct provision of funding to support participants must be available through the One-Stop delivery system. Local areas must take steps to establish a comprehensive supportive services strategy, as well as specific local policies¹ that guide the provision of supportive services in their local area. WIOA provides local areas with the authority and flexibility to tailor supportive service supports to the needs of the local community.

¹ NJWIN 10-16(A).

Local WDBs must develop written policies and procedures that:

- Ensure coordination with other entities to ensure the highest quality, most comprehensive service provision possible.
- Prevent duplication of resources and services.
- Establish limits on the amount and duration of these services.
- Construct a process to ensure equitable treatment of the distribution of services or disbursement of payments.

Through supportive services, local areas have an opportunity to draw upon the resources and experience of partners and agencies across the workforce system to help these customers attain self-sufficiency through employment. Through relationships with partners, an opportunity exists for a more unified approach in connecting vulnerable populations to employment and sustained career pathway opportunities.

Work First New Jersey Supportive Services

WIOA participants who are eligible for and/or already enrolled in Temporary Aid for Needy Families (TANF), General Assistance (GA), or Supplemental Nutrition Assistance Program (SNAP) support also have access to specific supportive services through these programs. WIOA funds for supportive services must be considered as a secondary source to WFNJ supports.

Work First New Jersey (WFNJ) offers a handbook, which covers information on the basic requirements of WFNJ, responsibilities as a WFNJ participant, supportive services available while in the WFNJ program, and support services for working families. Customers are provided participant reimbursements (1) before they are referred to a One-Stop, (2) while they are engaged in employment and training activities, and (3) once employment is secured. Transportation and Child Care costs are most common; however, other costs can be reimbursed or advanced if allowed.

https://www.nj.gov/humanservices/dfd/programs/workfirstnj/WFNJ_HB_Eng.pdf

II. Supportive Services Categories

The Center for Law and Social Policy (CLASP) *Funding a Career Pathway* Report, developed and defined categories that describe the array of supports available to jobseekers. The process of determining an individual's need for supportive services begins at the initial assessment and continues through comprehensive and ongoing assessment stages (See NJDOL's Assessment Technical Assistance Guide).²

²

https://www.nj.gov/labor/wioa/forms_pdfs/WIOA%20Title%20I%20Assessment%20Technical%20Assistance%20Guide.pdf

Through assessment, the counselor and participant identify clear goals, aligned employment and education services, as well as supportive services that address barriers to achieving goals. These supportive services fall under two main categories in WIOA Title I programs – financial stability support and personal support.³

Financial Stability Support

A common roadblock for customers, who are seeking employment, training, and/or education is basic-needs insecurity. Many forms of insecurity exist, such as housing, food, health and safety, and oftentimes these overlap. One can be homeless, in an unsafe environment, and hungry. This can make it difficult to pursue self-sufficient employment.

Supportive services allow for the opportunity to meet the person where they are, consider their economic needs across a multitude of life domains, and provide financial support that can facilitate stable employment. Supportive services are particularly important for serving special populations and individuals from marginalized communities who are likely to experience these insecurities more than others (e.g. former offenders, LGBTQ+ populations, people of color, socio-economic disadvantaged individuals, immigrants).⁴

To be basic-needs insecure is to “lack access to resources for food, housing, health care, technology, transportation, personal hygiene and childcare”.⁵ Local WDBs have the authority and the responsibility to develop policies and coordination among other entities to provide these resources. Qualifying activities would include financial literacy workshops, needs-related payments, incentives, and referrals.

Personal Support

There are nonacademic and nonfinancial barriers that can affect one’s physical, mental, or social health and impact an individual’s ability to fully engage in society. These barriers include mental health (e.g. depression, anxiety), legal concerns (e.g. civil matters, child custody cases), and technology needs (e.g., access to computers, internet access), as well as needs related to specific populations, such as returning citizens or caregivers.

Under WIOA, those with barriers are priority populations, recognizing the unique circumstances that can cause struggles in meeting the demands of family, work, school, and training participation. Supports like mentoring, case management, specialized counseling, legal assistance, and community engagement can empower individuals to address their personal needs and receive the necessary help to have a well-balanced life.

³ <https://www.clasp.org/sites/default/files/public/documents/toolkit-pdfs/appendix.pdf>

⁴ <https://hope4college.com/wp-content/uploads/2018/09/Basic-Needs-Insecurity-College-Students.pdf>

⁵ <https://temple-news.com/hope-center-reports-on-students-basic-needs-insecurity-during-pandemic/>

Title I Individualized Career and Training Services

Academic and career preparation supports are also included in the CLASP Report as types of supportive services; however, under WIOA Title I programs, these are core individualized career and training services.

Academic Supports provide support for individuals who have been long-termed unemployed, displaced workers, youth, and/or first-generation college students, who may be unprepared or lack the necessary skills to successfully enter a career pathway. Academic supports can assist and provide them with the ability, skills, and knowledge needed to achieve their goals. Qualifying activities would include course planning, establishing good study skills, tutoring, and/or occupational/entrepreneurial skills training that integrate education and training.

Career Preparation Supports occur before and after training. Prior to training, participants can identify their interests, work values, explore careers, and develop goals. Post-training, participants can use their knowledge and acquired skills to secure employment. Qualifying activities would include occupational assessments, resume building, interview preparation, labor market research, work-based learning experiences, and job or career fairs.

III. Targeting Supportive Services for Youth

Supportive Services and the 14 Program Elements

Supportive services are designed to aid priority populations, including out-of-school youth, the underemployed, unemployed, and socio-economic disadvantaged (low-income) individuals who are eligible to receive these supports. Youth programs, specifically, offer a comprehensive array of services through WIOA's 14 program elements and the development of Individualized Service Strategies (ISSs).⁶

14 Youth Program Elements

- Tutoring, study skills training, and instruction
- Alternative secondary school services
- Paid and unpaid work experiences
- Occupational skill training
- Education offered concurrently with and in the same context as workforce preparation
- Leadership development opportunities
- Supportive services
- Adult mentoring
- Follow-up services
- Comprehensive guidance and counseling
- Financial literacy education
- Entrepreneurial skills training
- Services that provide LMI
- Post-secondary preparation

⁶https://www.nj.gov/labor/wioa/documents/youth/WIOA_Youth_Program_Elements_Technical_Assistance_Guide.pdf

The design of the WIOA Youth program is unique, in that these program elements, make explicit many specific supportive services such as financial literacy, comprehensive guidance and counseling, and adult mentoring. WIOA also emphasizes the importance of a case management approach in working with youth to ensure that the full range of a youth's interests, assets, and needs are identified and addressed.

With the specific "supportive services" program element, an enrolled youth has the opportunity to receive additional supports at any stage of engagement – including supporting training-related expenses, as well as other needs that serve as barriers to youth success. Youth often have the greatest unmet needs and can be the hardest to recruit and retain in services – supportive services can help remove barriers to successful engagement.

Targeted Supports for Special Youth Groups

In addition to provision of the 14 program elements, many partner programs (see Appendix A for an overview of Required One-Stop Partnerships) offer specific opportunities for supporting the unique needs of specific youth populations – the Reentry Employment Opportunity (REO) and Migrant and Seasonal Farmworker (MSFW) programs are two examples.

Reentry Employment Opportunity (REO) is a federal funded bonding program under WIOA that is designed to support justice-involved youth, young adults and adults that range in age from 18 to 24 years old, who are at risk or have been involved in the juvenile or adult criminal justice system. Participants in young adult programs range in age from 18 to 24 years old.⁷

The program focuses on the following post-release services:

- Apprenticeship
- Case management
- Credit retrieval
- Diversion from adjudication
- Expungement of juvenile records
- Follow-up
- High school diploma equivalency preparation
- Job placement
- Mentoring
- Occupational skills training
- Staff and leadership development activities
- Restorative justice opportunities
- Tutoring
- Work experience
- Other supportive services

Local Area staff can learn techniques to improve case management, employment services, recruitment, and retention practices for this group.

Migrant Seasonal Farmworker (MSFW) is a WIOA program that is designed to support the needs of farmworkers. An eligible⁸ MSFW youth means an eligible MSFW aged 14-24 who is

⁷https://www.dol.gov/sites/dolgov/files/ETA/reentry/pdf/REO_Fact_Sheet_7.29.21.pdf

⁸ See TEGL 18-16.

individually eligible or a dependent of an eligible MSFW. Youth who may be individually eligible means their own income and farm work meets the low-income and farm work requirements.

MSFWs must receive the full range of career services (Basic, Individualized, Follow-Up), as defined in WIOA sec. 134 (c) (2), including supportive services, appropriate language assistance services for English Language Learners (ELL), benefits and protections, and job and training referral services, as are provided to non-MSFWs. One-Stop Career Centers must provide MSFWs a list of available career and supportive services in their native language. Services include the provision of:

- Workforce and labor market employment statistics information. Labor exchange services, including job search and placement assistance.
- Career counseling and individual counseling.
- Information on in-demand industry sectors and occupations.
- Referrals to and coordination of activities with other programs and services.

IV. Supportive Service Provision Strategies

Supportive Services Across Engagement

Local Area staff must consider and address barriers to employment and supportive services needs at each stage of a participant's service engagement. The following provides an overview of the ways in which supportive services must be integrated as part of employment and service plans.

1. **Assessment:** What are a participant's barriers to employment and immediate needs that may affect their success in training or employment?

At a minimum, this includes an assessment of transportation, childcare, dependent care, housing, technology, and accommodations needs. The Comp Assess tab in AOSOS provides an overview of these assessments. More details can be found in the AOSOS Title I Service Delivery Guide.

2. **Planning:** Do service plans, Individual Employment Plans (IEPs) and Individualized Service Strategies (ISSs), include supportive services that address barriers to employment and support the success of the individual in training and employment? From what sources will they obtain these services?

This includes development of a plan to address and target special supports regarding any financial, personal, academic, or career preparation cost.

3. **Coordinated Care:** How are services from various partners integrated and coordinated to ensure that the needs and barriers of the participant are addressed, and that the long-term success of the individual is supported?

This includes formal relationships and partnerships with community-based organizations, business sectors, legal aid services, and medical services.

Supportive Services Mechanisms

In integrating supportive services, local areas can draw on different mechanisms for providing these services as: (1) needs-related payments, (2) payment for materials or resources that an individual needs, (3) a funded WIOA service through a required One-Stop partner, or (4) a referral to another agency or optional partner.

Needs-related payments: Local WDBs have the authority to determine the appropriate payment level for adults and dislocated workers (see CFR 663.840).⁹ These payments are designed to provide an eligible participant with financial assistance for the purpose of enabling them to participate in training services.¹⁰ These payments can go beyond covering work-related needs and cover expenses that are immediate barrier to the success of a training participant. This is especially important for participants who don't qualify for other supplemental programs like SNAP or TANF and have exhausted their UI benefits.

Payment for materials or resources that an individual needs: While WIOA Title I funds should not be the first resort, many individuals may not have access to resources through other programs due to program qualifications and/or urgency of the need. Payment for materials or resources can go beyond training-specific needs. Support may include paying directly for hygiene products, health screenings, infant care items, clothing, eyeglasses, transportation, utility or rental fees, expungement, licenses and identifications, grooming, car maintenance, and/or mental health services. These resources should be provided in ways that empower the individuals receiving aid.

Funded services with required One-Stop partner: It is essential that these services have a jointly committed level of coordination among one-stop required partners. These required partners must enter into an agreement through a memoranda of understanding (MOU), which outlines the detail of what services each partner will provide, how referrals are made between partners and how costs are shared.¹¹ Required one-stop partners must provide applicable career services (i.e. basic, individualized, training and follow-up) and an active engagement of a participant's service plan. Having these formal relationships allow for supportive services to

⁹ CFR 680.930, 680.960, and 680.940.

¹⁰ TEGL 19-16.

¹¹ NJ WIN 13-16(A).

work alongside career and training activities, as needed, and should be leveraged to be an integral part of a participant's employment plan or service strategy. Local Area staff are to ensure there's ongoing engagement of services until they are no longer needed.

Referral to another agency or optional partner: WIOA allows and encourages local areas to identify optional partners outside of their required one-stop partners to address gaps of service in their particular community.¹¹ At times, there are individual needs that require emergency supports that can only be addressed through a referral to another agency or partner (e.g. family violence, medical emergency). Due to the urgency of the need, a referral may be appropriate prior to the employment plan or service strategy in order for one to successfully participate in Title I activities. However, it is important that these circumstances are captured as an element of their service plan to ensure needs are continuously met and addressed in some capacity through an agency or partner with expertise outside of the required partners. It is vital there are relationships in place to allow for a seamless connection for participants.

Supporting Referral Engagement and Outcomes

It is important for local areas to track how often referrals are being provided, the type of services participants are referred to, whether participants received or engaged in services, and if follow-up is necessary. This allows for an opportunity for staff to determine whether their referral system is working and whether participants are truly receiving the necessary care to access an array of services.

V. Building a System of Supportive Services

Federal, State, and Local Collaborations to Support Youth

Collaborations at the federal, state, and local levels are designed to support the success and address the unique barriers of specific populations. For example, the United States Department of Labor (USDOL) and United States Department of Education (USDOE) along with Title I WIOA Youth and Division of Vocational Rehabilitation Services (DVRS) have made a joint commitment to increase skills, productivity, and earnings for disadvantaged youth, including those with disabilities.¹² These federal level collaborations have implications for partnerships at the state and local levels that help to ensure that the unique needs and barriers of various populations will in fact be met.

¹² https://youth.workforcegps.org/-/media/Communities/youth/Files/WIOA_Youth-VR-Programs-508_20190509_CR.ashx

Many of these collaborations are also reflected in required One-Stop partnerships. One-Stop Career Centers are required to align and coordinate services with a variety of partners to both build career pipelines for customers and support varying needs of customers. Local WDBS have required partners on-site and at affiliated offices that have resources as a part of One-Stop operations that can be drawn upon and used to address community needs.

Conducting an Environmental Scan

An environmental scan is a process that identifies available resources and assets in one's local area to leverage WIOA Title I funds¹³. This is important because the information provided will allow local areas to strategically target external opportunities to provide holistic support for an individual. Scans should include a review of individual and community needs, available resources, and existing efforts that already exist in the community to link and align supportive services.

Scan Elements	Key Questions
Individual and Community Needs	<ul style="list-style-type: none"> ✓ What barriers to employment do individuals in my local area most commonly face? ✓ Is there a specific group or population that is the largest served?
Available Resources	<ul style="list-style-type: none"> ✓ What local partners or county agencies (education, workforce, and business) should be engaged in ongoing coordination efforts to develop and utilize career pathways? ✓ What are the partners' or county agencies' available funding sources? What is their future outlook for funding?
Existing Strategies	<ul style="list-style-type: none"> ✓ What ongoing efforts could be built upon or scaled to work? ✓ How can WIOA Title I dollars be used to fill service gaps between agencies and partners?

Identifying Specific Federal, State, and Local Resources

Federal Resources

The USDOL Employment and Training Administration (DOLETA) recently released a new Practitioners Guide to Supportive Services as a Training Employment Notice, TEN 12-21 ([Practitioners Guide to Supportive Services \(doleta.gov\)](https://doleta.gov/practitioners-guide-to-supportive-services)), that provides an overview of federal resources that can be leveraged to support participants in WIOA programs. This practitioners guide describes available resources, including pandemic-related emergency services, useful in helping workforce program customers gain economic stability.

¹³ <https://omes.ok.gov/sites/g/files/gmc316/f/WorkforcePlanningGuide.pdf>

State Resources

In addition, *Appendix B* provides a comprehensive summary and overview of New Jersey's statewide supportive services resources offered to career-seekers. Descriptions of many of these services and additional resources can be found in *New Jersey Resources*, a publication of the NJ Department of Human Services, Division of Disability Services. Updated annually, this comprehensive guide details supportive programs and services for New Jersey residents, caregivers, advocates, and persons with disabilities. It is available in English and Spanish and in both print and digital formats. The guide can be accessed at:

<https://nj.gov/humanservices/dds/home/> (under "Related Links").

In New Jersey, supportive services can be provided through public and private entities; some services are available statewide to all residents, while others have geographic, income, or other eligibility requirements.

Please note: A list of the acronyms used in the summary and their corresponding agencies is included at the end of the summary on page 19.

Local Resources

A number of resources exist for identifying local supportive services that address specific community needs, these include:

- County Offices on Aging / County Offices of Human Services: Many of these offices provide resource manuals with detailed information on local programs and can assist in identifying gaps in services.
- "Smart Books" are county resource guides for social service staff and returning citizens that are provided by the NJ Department of Corrections, Office of Transitional Services. Although they were developed to assist returning citizens, they are great resources for identifying local services for all residents:
<https://www.state.nj.us/corrections/pages/ots.html> (scroll to mid-page).
- United Way agencies pool resources to fund local community services and can provide information on local needs, as well as, local services:
<https://www.unitedway.org/local/united-states/new-jersey> (Links to local United Way agencies).
- NJ211 is a search engine that provides referrals to supportive services throughout New Jersey: <https://www.nj211.org/>.

VI. Conclusion

The pandemic has disrupted our economy and devastated the lives of many families. Local WDBs have an opportunity to take steps to establish specific local policies to guide the provision of supportive services and tailor it to the needs of the local community. In the workforce system, expertise across partners and agencies can provide supports beyond specific career service and training activities through funded services and referrals. The development of procedures and structures that enhance the accessibility of supportive services is crucial, and may be a lifeline for many individuals. By offering specific guidance and resources, we hope this guide helps local areas to consider the full range of supportive services available under WIOA.

Please reach out with any additional needs or questions about this guide at WIOApolicy@dol.nj.gov.

Appendix A: Overview of Required and Optional WIOA One-Stop Partnership

Required WIOA Partner Descriptions

Partners	Partnership Description
Title I Adult, DW, and Youth Programs	Title I programs provide tailored career and training services to support the individual needs of job-seekers of the American Job Center network. Title I programs are responsible for combined planning, shared performance indicators, and aligned service delivery with other core and one-stop partner programs.
Title I Indian and Native American Programs	The Indian and Native American (INA) Employment and Training Program helps qualifying American Indians, Alaska Natives and Native Hawaiians (AI/AN/NH) obtain employment in occupations that provide a wage that leads to self-sufficiency and eventually into the middle class.
Title 1 NFJP (National Farmworker Job Program)/MSFW (Migrant and Seasonal Farmworker)	The National Farmworker Jobs Program (NFJP) is a nationally-directed, locally-administered program of services for migrant and seasonal farmworkers (MSFWs). The program partners with community organizations, state agencies, and State Monitor Advocates to provide appropriate career and training services, youth services, housing assistance services, and related assistance services, to eligible migrant and seasonal farmworkers, and their dependents. USDOL contracted with PathStone as the national grantee to provide MSFW program services in Atlantic County (Atlantic WDB) and Cumberland County (Cumberland/Salem/Cape May WDB). These WDBs must enter into MOUs with Pathstone for the MSFW program.
Title 1 Job Corps	Job Corps is a required partner where the services are provided. The objective of Job Corps is to support responsible citizenship and provide young people, ages 16-24, with the skills that lead to successful careers that will result in economic self-sufficiency and opportunities for advancement. In areas where the only activities are recruitment/intake, they are an additional partner, and the local WDB can include them in the IFA at its discretion.
Title 1 YouthBuild	YouthBuild is a discretionary grant program that serves 16-24 year old youth who are high school dropouts or those who have dropped out and subsequently re-enrolled. YouthBuild combines academics to support secondary diploma or equivalency receipt for participants with hands-on occupational skills training in construction and/or other in-demand industries, resulting in industry-recognized credentialing. The program also includes a strong emphasis on leadership development, community service, and soft-skills competencies.
Title III Unemployment Compensation	Individuals who have lost employment due to lack of suitable work and have earned sufficient wage credits may receive Unemployment Insurance (UI) benefits if they meet initial and continuing eligibility requirements. The American Job Center network must provide reemployment services to UI claimants for whom such services are required as a condition for receipt of UI benefits. Services must be appropriate to the needs of UI claimants who are referred to reemployment services under any Federal or State UI law.
Title III Wagner Peyser	The ES program provides “universal access” to job seekers seeking employment and career services, provides referrals to partner programs, and provides reemployment services to individuals receiving unemployment insurance.
SCSEP (Senior Community Service Employment)	The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed older Americans and supportive services that allow them to participate in the training. NJDOL is responsible for directly providing Senior Community Service Employment in most local workforce development areas. NJDOL does not directly provide SCSEP in Bergen, Burlington, Greater Raritan Essex and Passaic.

Appendix A: Overview of Required and Optional WIOA One-Stop Partnership

Partners	Partnership Description
TAA Program (Trade Adjustment Assistance)	Trade Adjustment Assistance Program (TAA Program) and provide assistance to workers who have been adversely affected by foreign trade. The TAA program seeks to provide adversely affected workers with opportunities to obtain the skills, credentials, resources, and support necessary to become reemployed.
Jobs for Veteran State Grants	JVSG is a key partner in the workforce system providing Disabled Veterans' Outreach Program (DVOP) specialists who provide key services to veterans with significant barriers to employment, and Local Veterans Employment Representatives (LVERs), who provide outreach to employers to help veterans achieve employment.
REO (Reentry Employment Opportunities)	REO is authorized under the Workforce Innovation and Opportunity Act of 2014 (WIOA), and tests the effectiveness of service delivery models found in community, faith-based organizations, and government systems for their adoptability in assisting the reentry population enter the workforce. REO projects also promote collaboration and coordination between community-based organizations, foundations, state and local justice agencies, community colleges, and the workforce system.
Title II AEFLA (Adult Education and Family Literacy Act) program	Title II of WIOA reauthorizes the Adult Education and Family Literacy Act (AEFLA). AEFLA, administered by the U.S. Department of Education, is designed to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities. Each local board must enter into the MOU for Adult Education programs with the local entity who was awarded a Title II Adult Education and Family Literacy grant.
Title IV State VR (Vocational Rehabilitation) Service program	Vocational rehabilitation services are designed to improve and align core programs towards the goal of assisting individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Vocational rehabilitation services are provided by two entities in New Jersey; the Division of Vocational Rehabilitation Services and the Commission for the Blind and Visually Impaired.
CTE (Career technical education programs) at postsecondary level - Carl D. Perkins Act	The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education (CTE) programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs.
HUD Employment and Training programs	Recipients of certain HUD financial assistance should have access to the training, employment, contracting and other economic opportunities. This includes low- and very low-income persons, especially recipients of government assistance for housing, and to businesses that provide economic opportunities to low- and very low-income persons.
HHS Employment and training activities (Community Services Block Grant)	The CSBG provides assistance to States and local communities, working through a network of community action agencies and other neighborhood-based organizations, for the reduction of poverty, the revitalization of low-income communities, and the empowerment of low- income families and individuals in rural and urban areas to become fully self-sufficient. CSBG-funded organizations are a resource for providing supportive services.
TANF (Temporary Assistance for Needy Families) programs	The local TANF program is a required partner in the American Job Center network. TANF serves individuals who also may be served by WIOA programs and, through appropriate linkages and referrals, these customers will have access to a broader range of services through the cooperation of the TANF program in the one-stop delivery system. TANF participants, who are determined to be WIOA eligible, and who need occupational skills training may be referred through the American Job Center network to receive WIOA training, when TANF grant and other grant funds are not available to the individual.

Appendix A: Overview of Required and Optional WIOA One-Stop Partnership

Optional WIOA Partner Descriptions

Partners	Partnership Description
Ticket-to-Work	TTW is a free and voluntary program that can help Social Security beneficiaries go to work, get a good job that may lead to a career, and become financially independent, while they keep their Medicare or Medicaid. As part of TTW, Employment Networks (ENs), with the Social Security Administration (SSA), provide employment support services to beneficiaries. Because there has been an increasing trend of the number of people applying for disability benefits, there is a significant role for American Job Centers to become ENs and help provide high quality services resulting in employment for Ticket holders. ENs receive payments from SSA when Ticket holders they serve work and achieve benchmark earnings levels.
SNAP	SNAP offers nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities. SNAP is the largest program in the domestic hunger safety net. The Employment & Training (E&T) program and its components assist SNAP participants in gaining skills, training, work or experience that will increase their ability to obtain regular employment. The components of an E&T program are designed to help SNAP clients move promptly into employment.
Small Business Administration (SBA) Programs	ETA encourages Local WDBs and American Job Centers to partner with SBA programs to provide resources for aspiring entrepreneurs and self-employed individuals. Partnering with local entrepreneurial resources can help adults and dislocated workers see if starting a business is right for them. There are Small Business Development Centers (SBDCs) located in communities across the nation which provide assistance to small businesses and aspiring entrepreneurs.
Client Assistance Program (CAP)	The purpose of this program is to advise and inform clients, client applicants, and other individuals with disabilities of all the services and benefits available to them under the Americans with Disabilities Act (ADA). A CAP agency may provide assistance and advocacy with respect to services that are directly related to employment for the client or client applicant.
Public Libraries	WIOA explicitly identifies public libraries as potential partners of the American Job Center network, and acknowledges libraries' ability to provide an expansive array of job search services. It also recognizes libraries as important providers of Federally- supported training and employment for adult education and literacy.
National Dislocated Worker Grants (WIOA Title I)	National Dislocated Worker Grants (DWGs) provide employment and training services for dislocated workers and other eligible populations and disaster relief employment. Employment-recovery DWGs expand service capacity of the workforce system temporarily by providing time-limited funding assistance in response to major economic dislocations or other events that affect the U.S. workforce that cannot be accommodated with WIOA formula funds or other existing resources.
Human Service Transportation Coordination	Local WDBs have the opportunity to establish partnership activities between the American Job Center and local transportation agencies to address transportation barriers.
Mental Health Agencies	Local WDBs have the opportunity to establish partnership activities between the American Job center and local mental health agencies to address mental health barriers.

Appendix B – Statewide Supportive Services Resources

Topic	Service/Agency	Program Description	Website
Aging	NJ Division of Aging Services NJDS	Resource guide to Federal and State-funded programs for seniors and adults with disabilities; Includes resources for caregivers;	https://www.state.nj.us/humanservices/does/docs/ments/DoAS%20Program%20Guide.pdf
	Advance Child Tax Credit Payments IRS	Monthly payments to eligible households based on previous tax returns (Usually generated automatically – see website for additional information)	https://www.irs.gov/credits-deductions/advance-child-tax-credit-payments-in-2021
Children	Child Care NJDS	Links to licensed childcare centers & child-care subsidies for income-eligible households	https://www.childcare.nj.gov/
	Diaper Network	Links to local diaper distribution programs Note: Some local food banks/soup kitchens also provide diapers	https://nationaldiaperbanknetwork.org/member-directory/
	Catastrophic Illness in Children Relief Fund NJDS	Financial assistance to families with catastrophic medical expenses due to a child's illness	https://www.state.nj.us/humanservices/cicrf/home/index.html
	Kelly Anne Dolan Memorial Fund	Financial assistance for essential needs not covered by insurance for families in NJ, PA, & DE with seriously ill, injured, and disabled dependent children	https://dolanfund.org/
Clothing	Dress for Success (Women)	Professional clothing for women who are entering or returning to the job market	https://dressforsuccess.org/
	Jails to Jobs (Men & Women)	Links to local nonprofits that provide professional clothing for job-seekers	https://jailstojobs.org/free-interview-clothes/
Financial Literacy	211 Resources Directory	Links to statewide organizations that offer financial literacy education & resources	https://www.nj211.org/organizations-promoting-financial-literacy-and-resource-tools
	Individual Development Accounts (IDAs) NIDCA	NIDCA's IDA program provides financial counseling & matches participants' savings for higher education, home purchase, or small business start-up. Note: IDAs are also offered through local banks & non-profit organizations	https://www.nj.gov/dca/divisions/dhcr/offices/ida.html

Appendix B – Statewide Supportive Services Resources

Topic	Service/Agency	Program Description	Website
Healthcare	Workforce GPS	Resources for providing financial literacy education to youth	https://youth.workforcegps.org/resources/2017/01/27/12/40/Financial-Literacy-Education
	211 Resource Directory	Links to local food pantries & soup kitchens Note: Some sites also provide hygiene products, diapers, & pet food	https://www.nj211.org/dont-go-hungry-get-help
	SNAP NJ DHS	Eligibility screening tool for monthly SNAP benefits (Supplemental Nutrition Assistance Program – Formerly Food Stamps)	https://www.njhelps.org/
	WIC NJ DOH	Supplemental food for children up to the age of five & pregnant, breastfeeding, & postpartum women	https://www.state.nj.us/health/fhs/wic/
	Dial a Smile NJ DOH	Statewide list of public dental clinics and services	https://www.state.nj.us/health/fhs/oral/documents/dental_directory.pdf
	Federally Qualified Health Centers (FQHC)	Links to local health centers that provide free dental care for eligible persons	https://www.nj.gov/health/fhs/primarycare/fqhc/
	Project Best NJ DHS	Provides free vision screenings throughout NJ	https://www.state.nj.us/humanservices/cbvi/services/prevention/index.html
	New Eyes for the Needy	Provides a basic pair of single or lined bifocal lenses at no cost	https://new-eyes.org/application
	Get Covered NJ NJ DOBI	Health insurance & financial assistance for persons not covered by employer insurance (Affordable Care Act)	https://nj.gov/getcoverednj/
	NJ FamilyCare NJ DHS	Health insurance for income-qualified New Jersey residents who don't have employer insurance	http://www.njfamilycare.org/
Men tal	NJ Hopeline (Suicide Prevention)	Crisis intervention, counseling & referrals to behavioral health care services (24/7)	https://njhopeline.com/ Phone: 855-654-6735

Appendix B – Statewide Supportive Services Resources

Topic	Service/Agency	Program Description	Website	
ealthcare (cont'd)	NJ Mental Health Cares	Screening, counseling & referrals to behavioral health care services (not an emergency service)	https://www.njmentalhealthcares.org/	
	Prescriptions	AIDS Drug Distribution Program NJDOH	Provides AIDS medications to low-income individuals who have no other source of payment for these drugs	https://www.nj.gov/health/hivstdtb/hiv-aids/medications.shtml
		Rx Assist	Database of pharmaceutical-sponsored programs that provide low-cost or free medications to eligible persons	https://www.rxassist.org/search
	Substance Use	Harm Reduction Centers NJDOH	Provides sterile syringes, needles, naloxone, health care & education to persons who inject drugs (PWIDs)	https://www.nj.gov/health/hivstdtb/sap.shtml
		NJ Reach NJ DHS	Immediate assistance for persons with Substance Use Disorder (SUD) & their friends and family (24/7)	https://nj.gov/humanservices/reachnj/index.shtml Phone: 844-732-2465
	Uninsured	Family Planning NJ DHS	Family planning services for income-qualified men & women who don't have other access	http://www.nifamilycare.org/plan_first.aspx
		Federally Qualified Health Centers (FQHC)	Links to local health centers (FQHC's) that provide healthcare to the uninsured & the insured	https://www.nj.gov/health/fhs/primarycare/fqhc/
		NJ Charity Care NJDOH	Free or reduced fees for inpatient and outpatient hospital services (must meet eligibility requirements)	https://www.nj.gov/health/charitycare/
	Housing	Homeless Prevention NJ DCA	Financial assistance to low- and moderate-income tenants in danger of eviction due to temporary financial issues	https://www.state.nj.us/dca/divisions/dhcr/offices/hpp.html
		Housing Counseling HUD	Links to HUD-certified agencies that provide counseling on mortgage default, delinquent rent, & credit issues	https://apps.hud.gov/offices/hsg/sfh/hcc/hcs.cfm
Housing Counseling NJHMFA		Counseling & assistance for homeowners who are in danger of foreclosure	https://www.nj.gov/dca/hmfa/consumers/foreclosure	
Housing & Community Development Network		Connects NJ renters, landlords, & homeowners to eviction-prevention programs & services	https://www.housinghelpnj.org/ Phone: 888-691-3002	

Appendix B – Statewide Supportive Services Resources

Topic	Service/Agency	Program Description	Website	
Housing (cont'd)	Legal	Legal assistance on housing issues for persons with disabilities and chronic health conditions	http://www.chlp.org/home Phone: 973-275-1175	
		Links to local offices that provide legal representation to low-income persons on landlord/tenant matters	https://www.lsnj.org/LegalServicesOffices.aspx	
	Location	Information on rental subsidy programs (Section 8, Vouchers, etc.); Note: Waiting lists are long & not always open to new applications	https://www.state.nj.us/dca/divisions/dhcr/offices/saction8hcv.html	
		Searchable statewide registry of affordable housing units & links to housing resources	https://nj.gov/njhrc/	
		Links to domestic violence shelters & services	https://nicedv.org/services/ Hotline: 800-572-7233	
	Shelters	Provides referrals to local shelters & services for the homeless	https://www.nj211.org/state-homeless-hotline Phone: 211 or 877-746-5211	
	Utilities	Financial assistance programs for utilities, water & broadband (assistance with delinquent bills & subsidies for eligible low-income households)	https://www.state.nj.us/bpu/assistance/programs/	
	Legal Assistance (Other)	Legal Services of NJ	Self-help manuals on civil matters & legal assistance	https://www.lsnj.org/GetLegalHelp.aspx Phone: 888-576-5529
		Make the Road NJ	Pro Bono legal representation for immigration & employment issues	https://www.maketheroadnj.org/ Phone: 908-368-1196

Appendix B – Statewide Supportive Services Resources

Topic	Service/Agency	Program Description	Website
Returning Citizens	Jails to Jobs (Tattoo Removal)	Links to programs that offer free tattoo removal for returning citizens	https://jailstojobs.org/tattoo-removal-programs/
	Office of Transitional Services NJDOC	Links to social service programs & resources that provide support to returning offenders	https://www.state.nj.us/corrections/pages/ots.html
	Volunteer Lawyers for Justice	Legal services for income-eligible persons including expungement & driver's license restoration (Service availability varies throughout NJ – call for information)	https://www.vlji.org/get-help Phone: 973-645-1955
Specialized Supports	Assistive Technology Advocacy Center	Assists individuals to identify & obtain appropriate assistive technology through hands-on demonstrations, loans of devices for users to try before buying, referrals to funding sources & refurbished devices at significant savings	https://at4nj.org/
	Equipment Distribution Program NJ DHS	Free communication/safety devices for income-eligible persons w/hearing loss including smoke, carbon monoxide & fire alarms, doorbells, telephones, & baby alert systems	https://nj.gov/humanservices/ddhh/services/edp/
	Goodwill	Sells refurbished medical equipment including mobility devices (power scooters, wheelchairs, etc.)	https://www.goodwillhomemedical.org/
	Wireless Devices Demonstration Program NJ DHS	Offers <i>limited supply</i> of wireless devices to income-eligible NJ residents w/hearing loss	https://nj.gov/humanservices/ddhh/services/edp/wirelessproject/
	NJ Commission for the Blind & Visually Impaired NJ DHS	Education, advocacy, & direct services for persons with visual impairments;	https://www.state.nj.us/humanservices/cbvi/
Services	NJ Division of Deaf & Hard of Hearing NJ DHS	Education, advocacy, & direct services for persons with hearing impairments;	https://www.nj.gov/humanservices/ddhh/
	NJ Division of Aging Services NJ DHS	Resource guide to Federal and State-funded programs for seniors and adults with disabilities; Includes resources for caregivers;	https://www.state.nj.us/humanservices/does/documents/DoAS%20Program%20Guide.pdf

Appendix B – Statewide Supportive Services Resources

Topic	Service/Agency	Program Description	Website
Technology Broadband / Computers / Phones	Broadband Assistance (Pandemic Relief) FCC	Temporary discount on monthly broadband bills & up to \$100 discount on home computer, tablet, or laptop for qualifying households	https://www.fcc.gov/broadbandbenefit
	Lifeline NJBPU	Discounted residential phone or broadband service or free wireless service for income-qualified persons	https://www.state.nj.us/bpu/assistance/programs/ (Scroll to “Lifeline” – bottom of the page)
	PC’s for People	Low-cost refurbished computers & mobile internet for income-eligible households nationwide	https://www.pcsforpeople.org/get-technology/

Federal & State Agency Acronyms

Acronym	Department/Agency	Home Page
FCC	Federal Communications Commission	https://www.fcc.gov/
IRS	US Internal Revenue Service	https://www.irs.gov/
NJBPU	NJ Board of Public Utilities	https://www.state.nj.us/bpu/
NJDCA	NJ Department of Community Affairs	https://www.state.nj.us/dca/
NJDHS	NJ Department of Human Services	https://www.state.nj.us/humanservices/
NJDOBI	NJ Department of Banking & Insurance	https://www.state.nj.us/dobi/
NJDOC	NJ Department of Corrections	https://www.state.nj.us/corrections/
NJDOH	NJ Department of Health	https://www.nj.gov/health/
NJHMIFA	NJ Housing & Mortgage Finance Agency	https://www.nj.gov/dca/hmfa/
HUD	US Department of Housing & Urban Development	https://www.hud.gov/