

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

1. Purpose:

The Union County Workforce Development Board (UCWDB) issues the following policy to provide American Job Center Partners (AJCP) with detailed guidance regarding Incumbent Worker Training (IWT).

2. Background:

Incumbent Worker Training provides both workers and employers with the opportunity to build and maintain a quality workforce by providing work-based training and upskilling opportunities. Workforce Innovation and Opportunity Act (WIOA) section 134(d)(4) states that local boards may reserve up to a maximum of 20 percent of their combined total adult and dislocated worker allocations funds to pay for the Federal share of the cost of incumbent worker training. Incumbent Worker Training (IWT) allows businesses to retain a skilled workforce and prevent layoffs from meeting an employer's needs. The Union County Workforce Development Board works to cultivate opportunities to support employers to develop a more competitive workforce, avoid potential layoffs, and provide incumbent workers with opportunities for advancement and wage gains. The two key objectives of Incumbent Work Training are the following;

- Help avert potential layoffs of employees.
- Obtain the skills necessary to retain employment, such as increasing the skill levels of employees so they can be promoted within the company and create backfill opportunities for less-skilled employees.

New Jersey Department of Labor (NJDOL) Workforce Innovation Notice (NJWIN)WD-PY21-4 states that local Workforce Development Boards should effectively offer local area employers the opportunity to train existing employees that need additional skills to maintain their position or advance in the company. New Jersey Department of Labor (NJDOL) determines that Incumbent Worker Training (IWT) must establish the following;

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

- Increase the competitiveness of the employee and employer.
- Be carried out by the local board in conjunction with an employer or group of employers (which may include employers in partnership with other entities for the purposes of delivering training).
- Be designed to meet the special requirements of an employer (or group of employers as described above) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment or avert layoffs.
- Be consistent with State and Local Plans, as well as with career pathway and sector strategy approaches for in-demand occupations.

3. Policy Overview:

The Union County Workforce Development Board supports local employers by providing comprehensive business engagement strategies that promote economic prosperity. Furthermore, the Union County Workforce Development Board (UCWDB) encourages the American Job Center Partners to work with business leaders to increase the competitiveness of its employees by offering training opportunities. To achieve positive outcomes in the form of a robust workforce, the Union County Workforce Development Board (UCWDB) provides valuable solutions to common workforce-related barriers. Workplace training opportunities such as Incumbent Worker Training allow employers to develop their current workforce skills. Employers can select various training options to fit their workplace needs with minimal disruption and impactful investment return.

New Jersey Department of Labor (NJDOLE) states that local Workforce Development Boards must determine an employer's eligibility for participating in Incumbent Worker Training (IWT). In collaboration with the American Job Center Partners, the Workforce Development Board provides guidance related to eligibility, program details, and data entry requirements to support all Employer

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

outreach efforts and enrollment in the Incumbent Worker Training program. As with all work-based learning, outreach to employers is vital in developing Incumbent Worker Training (IWT) opportunities. The Workforce Development Board and American Job Center Partners (AJCP) must establish information regarding the following before putting an Incumbent Worker Training (IWT) contract into place;

- **Participant Characteristics:** Do potential participants have specific barriers to employment? Priority should be given to incumbent workers with barriers to employment including those determined as being underemployed.
- **Employer impact:** How will this training effort contribute to the increased competitiveness of the employer? Priority should be given when the training offers a clear benefit to the employer's competitiveness.
- **Participant impact:** What will the impact of this training be on participants? Priority should be given when the impact of the training leads to gains in wages, advancement in position, credential attainment, and/or includes training of a larger number of participants.
- **Unique value:** Does this training offer a unique training opportunity? The training opportunity must not be duplicative of existing training opportunities within a company and should serve as a complement and addition to existing professional development strategies.

Employer outreach must be a joint and coordinated effort among the American Job Center Partners (AJCP). All outreach methods and materials shall be designed from a business perspective. The Union County Workforce Development Board (UCWDB) Director will have the ultimate authority to approve outreach methods, materials, and tools. Outreach can be done directly or indirectly and should focus on small to medium-sized businesses in high-growth/high-demand sectors. American Job Center Partners (AJCP) should

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

deliver outreach activities to highlight the benefits of Incumbent Worker Training (IWT) activities.

As part of an incumbent worker upskilling strategy, the Workforce Development Board encourages American Job Center Partners (AJCP) to advise Employers on upskilling/backfill strategies, which involves filling jobs vacated by workers who are moving into more advanced positions in the company through Incumbent Worker Training (IWT) opportunities with other Workforce Innovation and Opportunity Act (WIOA) participants. American Job Center Partners (AJCP) should discuss with Employers the various work-based learning programs such as On the Job Training to fill the vacant position left by Incumbent Worker Training (IWT) participants with local Workforce Innovation and Opportunity Act (WIOA) participants. American Job Center Partners (AJCP) shall create a pipeline of qualified Workforce Innovation and Opportunity Act (WIOA) participants who can be referred to the Employer for job placement.

A. Employer Eligibility Requirements:

The Union County Workforce Development Board and American Job Center Partners (AJCP) must consider the following criteria when determining an employer's eligibility to receive Workforce Innovation and Opportunity Act (WIOA) Incumbent Worker funds. Attachment A provides American Job Center Partners (AJCP) with a sample of the Employer Eligibility Checklist;

The Employer is:

- In the private sector
- In a high-growth/high-demand sector; or
- If not in a high-growth/high-demand sector, there are compelling reasons (e.g., evidence of long-term viability of the employer) justifying investment in incumbent worker training.

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

- The Employer is current in Unemployment Insurance and Workers' Compensation taxes, penalties, and/or interest or related payment plan.
- The Employer must not have laid off workers within 120 days to relocate from another state.

Demonstrate Employer Statistical Data:

- Size of the employer
- The number of employees participating in the training
- Sharing of position, wage, and employment data

Employer shall agree to participate in monitoring and oversight activities:

- Timely submission of employee data
- Completion of information related to employee and employer satisfaction
- Oversight from New Jersey Department of Labor (NJDOL)

Employer shall identify the characteristics of the employees in the program:

- Barriers to employment
- Underemployed/part-time workers
- Lack of skills or knowledge provided by the proposed training

Employer shall identify the benefit of the training to employees:

- Demonstrate the relationship of the training to the competitiveness of the employees and the employer.
- Identify the existence of training and advancement opportunities provided by the employer.
- The employees' advancement opportunities, along with wage and benefit levels of those employees (both pre-and post-training earnings)
- Establishes credentials and skills gained as a result of the training.
- Demonstrate layoffs averted as a result of the training
- Establish utilization as part of a larger sector and/or career pathway strategy

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

Employers are encouraged to work with educational partners within the American Job Center network to create customized training for their workforce. Please see Attachment B for a Training Agreement sample with an employer. Training methods can be customized for the employer and can include but are not limited to classroom training, computer-based learning, or laboratory training. Training can include but is not limited to the following;

- Technical Computer Skills
- Industry or Employer-Specific Work Skills
- Basic Job Skills
- New Manufacturing Technologies
- Equipment Training

American Job Center Partners (AJCP) will assist the employer in selecting and procuring the training provider based on identified employee and employer training needs. If the employer provides training or has identified a specific training provider of choice, these entities do not have to be on the Eligible Training Provider List (ETPL). However, local WDBs may help employers identify training providers, such as those on the ETPL.

Employers do not have to be on the Eligible Training Provider List (ETPL). The Workforce Innovation and Opportunity Act (WIOA) Final Rules at 20 CFR 680.530 state that providers of Incumbent Worker Training are not subject to the exact requirements as entities listed on the ETPL.

Incumbent Worker Training Restrictions, Regulatory Limitations and Prohibited Activities

Incumbent Worker Training (IWT) is not permitted to be used to provide occupational training to a new hire. Incumbent Worker Training (IWT) should be provided to private sector employers; however, there may be instances where

Union County Workforce Development Board Workforce Area Guidance Letter No. 2022-02 Incumbent Worker Training Policy

non-profit and local government entities may receive Incumbent Worker Training (IWT) funds. For example, Incumbent Worker Training (IWT) may be used in the healthcare industry where non-profit or local government entities operate hospitals, and a nursing upskilling opportunity is available. (Training and Employment Guidance Letter 19-16)

Funds provided to employers for the incumbent worker or any other work-based training may not be used directly or indirectly:

- Assist, promote or deter union organizing
- Aid in filling a vacant job opening because the former occupant is on strike or is being locked out in the course of a labor dispute involving a work stoppage.

B. Employee Eligibility Requirements:

For an employer to receive Incumbent Worker Training (IWT) funds, the employee(s) receiving training must meet specific eligibility standards determined by the US Department of Labor Training and Employment Guidance Letter 19-16. To qualify as an Incumbent Worker, the employee needs to be:

1. Employed by a private entity; exception: Non-profit health care facilities
2. A U.S. Citizen or otherwise authorized to work in the U.S.
3. Age 18 or older
4. Registered with Selective Service¹ unless failure to register is determined unwilling or unknowing.
5. Meets the Fair Labor Standards Act requirements for an employer-employee relationship.
6. Have an established employment history with the employer for **six months** or more (including time spent as a temporary or contract worker

¹ Males who are 18 or older and born on or after January 1, 1960 <https://www.sss.gov/>

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

performing work for the employer receiving Incumbent Worker Training (IWT) funds).²

Employee(s) who receive only Incumbent Worker Training are reported as Workforce Innovation and Opportunity Act (WIOA) Reportables and are not included in performance accountability calculations.

An Incumbent Worker does not have to meet the Workforce Innovation and Opportunity Act (WIOA) Adult/Dislocated Worker eligibility requirements unless interested in enrolling in a Workforce Innovation and Opportunity Act (WIOA) Title I program with the American Job Center. (New Jersey Department of Labor (NJDOLE) Workforce Innovation Notice WIN WD-PY21-4)

Participants will be encouraged to co-enroll in skills-enhancing programs and offered supportive services to overcome employment barriers. American Job Center Partners must follow program eligibility requirements and document the necessity of additional services in the Individualized Employment Plan (IEP) or Individual Service Strategy (ISS). In addition, American Job Center Partners (AJCP) should complete referrals to occupational, literacy, or additional skills training to ensure the participant maximizes WIOA training and educational opportunities. The participant's case file must contain the need for all training services as determined through ongoing assessment and career planning activities and informed by local labor market information and training provider performance information.

New Jersey Department of Labor (NJDOLE) determines that Incumbent Worker Training (IWT) can also be used for underemployed workers who prefer full-time work but work part-time for economic reasons. Underemployed workers are defined by the New Jersey Department of Labor (NJDOLE) 2018 Adult and Dislocated Worker Program and Training Eligibility Determination guidance as;

² **Six Month Work History Exception**-In the event that incumbent worker training is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for six months or more as long as a majority of those employees being trained to meet the employment history requirement.

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

- Individuals employed less than full-time who are seeking full-time employment
- The employee is currently working but not earning the self-sufficient wage of \$15.00/hour
- Individuals who are employed in a position that is inadequate with respect to their skills and training
- Individuals who are employed who meet the definition of a low-income individual in Workforce Innovation and Opportunity Act (WIOA) Sec 3(6)
- Individuals who are employed but whose current job's earnings are 80% or less than their previous position

While underemployed workers are employed, they may have accepted reduced hours to gain or maintain employment, or a previous dislocation has led them to accept reduced employment and often lower wages that may have a permanent effect on their careers. It is the responsibility of the WBD and American Job Center Partners (AJCP) to identify and focus on increasing skills for underemployed frontline workers to advance these workers to more skilled positions with the same employer or industry sector, leading to an increase in earnings through more work hours or a pay increase. These strategies can also be combined with the outreach strategies outlined on page two (2) under section 3, Policy Overview.

B. Contract and Employer Matching Requirement:

As per New Jersey Department of Labor (NJDOLE) Workforce Innovation Notice WD-PY21-4, local WDBs must establish formal contracts that include training plans based on preliminary assessments of employer cost-sharing and training benefits. Training plans and contracts must contain several elements relevant to the employer, role, and training information. Samples of a training agreement and contracts can be found in attachments B and C of this policy.

Customization of the training plans and contract should be developed and presented to the Union County Workforce Development Board (UCWDB) Director for approval. The chart below from New Jersey Department of Labor (NJDOLE) provides details on the required elements.

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy**

Table 2: Training Plan and Contract Elements

Employer Information	Role Information	Training Information
<ul style="list-style-type: none"> • Company Name • Address • Billing Address (if different than physical address) • City/Zip • Phone • FEIN • DUNS • Employer layoff history • Length of business operations in NJ • Name/Title of Person(s) Authorized to Sign Documents • Employer's Product or Service • Person(s)/Title(s) Responsible for Supervision/Training of Trainee • Number of Full-Time Employees (working 32 hours or more) • Location/Telephone Number of Training/Worksite • Email address • Cost sharing requirements of employer 	<ul style="list-style-type: none"> • Position (Actual Job Title) at start of training • Position (Expected Job Title) at end of training • Industry • Name/NAICS Code • Hourly Wage During Training • Hourly Wage at the end of training 	<ul style="list-style-type: none"> • Number of Weeks Requested for Training • Training Period (Dates) • Expected Training Benchmarks • Training Plan, including information about training sequence and trainers • Total expected cost of training

Employers who receive Incumbent Worker Training (IWT) funding must pay a share of the cost of providing training to their incumbent workers. This cost can include the wages paid by the employer to the worker while the worker is attending a training program. The minimum non-federal share of the Incumbent Worker Training (IWT) costs is based on the total number of employees currently employed at the local operation where the incumbent worker training placements will be made. An employer's size is determined by defining each employer based on the Federal Employment Identification Number (FEIN) and the number of employees the FEIN employs within the local area. The following chart is the minimum percentage of the employer share.

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy**

Minimum Percentage of Employer Share	Size of Employer-Based On the Number of Employees
10 Percent of The Cost	Employers with 50 Or Fewer Employees
25 Percent of The Cost	Employers with Between 51 To 100 Employees
50 Percent of The Cost	Employers with More Than 100 Employees

Sub-recipients must establish and document the employer payment match requirement in the service contract agreement with the employer. Attachment C provides American Job Center Partners (AJCP) with a sample of an Incumbent Worker Training Contract.

Payment can be received in the following forms;

- Cash Payments
- Fairly evaluated In-kind contribution
- Mix of both

E. Reporting/Monitoring Requirement and Data Entry:

An individual who only receives Incumbent Worker Training and does not become a program participant will not be included in calculating the State's primary performance indicators. As part of the reporting requirement, a sample of the Participant Roster can be found in Attachment D.

New Jersey Department of Labor (NJDOLE) does require the local Workforce Development Boards to report the outcomes of individuals who participated in the Incumbent Worker Training (IWT) program on the primary indicators of performance:

- Measurable skills gain
- Credential attainment

Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy

- Employed 2nd quarter after exit
- Employed 4th quarter after exit
- Median earnings

If the individual receiving Incumbent Worker Training (IWT) is also a participant in another program, the State is required to report that program's performance reporting information. (Training and Employment Guidance Letter 19-16). Sub-recipients should maintain a roster of participants, including but not limited to the participant's name, America One-Stop Operating System (AOSOS) number, type of training, start and end dates for training, credential/certificate awarded, information about employee retention and wage levels.

Incumbent Worker Training participants that are not enrolled as Title I participants are reported as Workforce Innovation and Opportunity Act (WIOA) Reportables to the United States Department of Labor (USDOL) and are not included in Workforce Innovation and Opportunity Act (WIOA) performance measures.

The American Job Center shall follow procedures set forth for documenting Incumbent Worker Training by the New Jersey Department of Labor related to data entry into America's One Stop Operating System (AOSOS), as per the Workforce Innovation Notice WIN WDPY-21-4 and instructions included in the AOSOS Technical Guide for Title I Service Delivery. The following categories must be determined, reviewed and entered in AOSOS for performance tracking purposes;

- Participation Data Entry,
- Provider and Training Date Entry
- Provider Details
- Employer Activity
- Funded Service
- Training Outcomes
- Employment Outcomes

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy**

For more information regarding, AOSOS data entry, please refer to the AOSOS Technical Guide for Title I Service Delivery. Attachment F

4. Action:

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

5. References:

Workforce Innovation and Opportunity Act (WIOA)(Public Law) Sections 134(d)(4) and 134(g)(ii)

<https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

- Title 20 Code of Federal Regulations (CFR) Section CFR 680.780 (20 CFR 680.530) <https://www.ecfr.gov/current/title-20/chapter-V/part-680>
- Training and Employment Guidance Letter NO.19-16 (TEGL 19-16) https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3851
- Training and Employment Guidance Letter NO. 10-16, Change 1 (TEGL 10-16) https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3255
- New Jersey Department of Labor Workforce Innovation Notice WD-PY21-4 https://www.nj.gov/labor/wioa/forms_pdfs/Worker%20Training.pdf

ATTACHMENTS

Attachment A: Employer Eligibility Checklist

Attachment B: Training Agreement

Attachment C: Incumbent Worker Training Contract

Attachment D: Incumbent Worker Training (IWT) Participant Roster

Attachment E: New Jersey Department of Labor (NJDOLE) WIN, WD-PY21-4

**Union County Workforce Development Board
Workforce Area Guidance Letter No. 2022-02
Incumbent Worker Training Policy**

Attachment F: AOSOS Technical Guide for Title I Service Delivery

Incumbent Worker Training Program Policy Checklist for Employer Eligibility

For use in documenting eligibility of employers for WIOA funds (Adult and/or Dislocated Worker) to provide Incumbent Worker Training.

Employer Name:	Owner/Authorized Employee:
Phone:	Email:
Hiring Address:	FEIN:
Total Number of Employees:	

1. Characteristics of the incumbent workers to be trained, specifically the extent to which they historically represent individuals with barriers to employment as defined in WIOA section 3(24), and how they would benefit from retention or advancement _____
2. Quality of the training (e.g., industry-recognized credentials, advancement opportunities) _____
3. Number of participants the employer plans to train or re-train _____
4. Wage and benefit levels of participants (before and after training) _____
5. Occupation(s) for which incumbent worker training is being provided (must be in demand as defined by WIOA Section 3(23) and as determined by workforce development area-specific labor market information) _____
6. Industry to which the employer is assigned, as determined by its North American Industry Classification System (NAICS) code (must be in demand as defined by WIOA Section 3(23) and as determined by workforce development area-specific labor market information) _____
7. Employer attestation, in writing, that it is not delinquent in unemployment insurance or worker's compensation taxes, penalties, and/or interest. Attach document (WDBs must document these factors in approving an incumbent worker training project with an employer _____
8. The funds provided under this title will not be used to encourage or induce the relocation of a business or a part of a business if such relocation would result in a loss of employment for any employee of such business at the original location and such original location is within the United States. Attach attestation _____
9. The funds provided under this title for an employment or training activity will not be used for any business or a part of a business that has relocated, until the date is 120 days after the date on which such business commences operations at the new location, if the new relocation or part of a business results on a loss of employment for any employee of such business at the original location and such original location is within the United States. Attach attestation _____
10. Cost of Training and Employer Share of Training Costs: Employers participating in incumbent worker training are required to pay the non-WIOA (non-federal) share of the cost of providing training to their incumbent workers. The employer share is based on the size of the workforce; wages paid to the participant while in training can be included as part of the share. Fill out number of employees and data source.

minimum 10 percent of the cost for employers	50 or fewer employees _____
minimum 25 percent of the cost for employers	51 to 100 employees _____
minimum 50 percent of the cost for employers	More than 100 employees _____

11. Budget (per individual)
 - a. Non-WIOA Share Employer/In-Kind contribution _____ wages x fringe rate x # hours of training + [other]
 - b. WIOA Funding _____ (direct training cost)
 - c. Total cost _____ WIOA as % of Total Cost _____

Sample IWT Training Agreement

Employer Name located **Address**, New Jersey is a private company which meets the Fair Labor Standards Act requirement. All **Employer Name** employees are U.S. Citizens or otherwise authorized to work in the United States.

The proposed **Name of Training Program** for Incumbent Worker Training (IWT) will support our company's efforts to offer apprenticeships to increase our ability to plan for our workforce needs and maintain/increase our competitiveness.

As required, the trainees (i.e., employees participating in the above mentioned IWT) are;

- Aged 18 or older;
- Registered with Selective Service unless failure to register is determined unknowingly;
- The majority have been employed with the company for more than six (6) months.

The company's share of the training cost will be in-kind and in the form of the employee wages and benefits during the **Length of time** training period.

Training will be done by the **Name of Training Provider** and, upon successful completion, participating employees will receive a **Certificate** and/or **a salary increase**. Their newly learned skills will lead to the title of **Name of Occupation** at the completion of the **Name of Training** program.

Checklist for Employer Eligibility

The company agrees to participate in any follow-up efforts to evaluate IWT effectiveness. The funds will not be used for relocation of the business and no workers will be displaced as a result of this training.

Incumbent Worker Training Contract

Incumbent Worker Training (IWT)

Contract# _____

This contract for Incumbent Worker Training is entered into between the Union County American Job Center and the **Employer** named below. Employer will be reimbursed for the training costs specified below. Payment of trainee salaries and benefits during the training period may be used to meet the employer contribution (in-kind) requirement.

In compliance with the WDB policy on Incumbent Worker Training, the specified program(s) are designed to improve a) the skills of employees and b) the competitiveness of the employer, by helping to retain skilled employees or avert a potential layoff.

Employer Information (attach signed Employer Assurance Letter)

Employer Name	
Street Address	
City/State/Zip Code	
Mailing Address:	
City/State/Zip Code	
FEIN (also attach W-9)	
Number of employees	
Industry Name and NAICS Code	
Contact Name & Title	
Telephone Number & Email Address	
Training Program Name	
Training Program Name (if different than employer)	
Module Hours and Duration	
Training Site Location (if different than employer)	

No. or Trainees/Apprentices Incumbent Workers)	
Total WIOA Funded Amount (per Budget Worksheet)	
WIOA Account Number	

Employer will provide training as indicated in the attached Apprenticeship Program Schedule, Participants Roster and Budget Worksheet

Employer acknowledges that the information provided is accurate and that it agrees to comply with the IWT Program Information, Provisions, Requirement, and Standard Assurances referenced in this contract. Employer also certifies that it is current on all local, state and federal tax obligations (including unemployment insurance and workers compensation).

This agreement is for the duration of the listed programs: _____ to _____

Authorized Employer Signature and Date

AJC Employee Signature and Date

WDB Incumbent Worker Training Program Information

1. Identify the specific need(s) for IWT and address the specific skills gap requiring intervention; include the current occupation(s) of trainees and, if applicable, occupation to be trained.
2. Will the training increase the competitiveness of the company? If yes, specify how?
3. Will training mitigate the impact of a layoff if utilized as a part of a layoff aversion strategy? If yes, specify how it will mitigate the impact of a layoff? E.g., provide list of job opportunities and skill requirements
4. Specify any and all anticipated outcomes of training (e.g., wage increase, new skills/occupation/title).
5. Specify. As applicable, the name of credential(s) and certifying organizations(s)
6. Identify the training programs or modules to be provided under this agreement

WDB Incumbent Worker Training Contract Provisions, Requirements and Assurances


1. **W-9 and NJ Business Registration are required**
<http://www.state.nj.us/treasury/revenue/busregcert.shtml>
2. **Compliance with the Incumbent Worker Training program Requirements** _____ attach letter from Employer WDB Director. Indicate date of letter here _____.
3. **Payments/Required Documentation for Reimbursement**
 - a) Final roster (see attached form) showing number completing the training program; Payments are based on the number of IWT participants who complete training program.
 - b) Proof of Employer Contribution e.g., wages and benefits during the training program – official payroll register for the participants during the training period
 - c) Proof of Attendance – Attendance Sheets signed by training provider and participant
 - d) Certificates of Completion issued by Training Provider and, as applicable, recognized credentials
 - e) Payment requests, at the end of training program, must be submitted on an original County of Union Voucher and include the above-mentioned documents and proof of (e.g., training invoice).
4. **Follow-up** Employer will participant in any follow-up efforts conducted by the WDB or its authorized representative to evaluate the IWT program's effectiveness, including providing information on participants post training employment (e.g., six months after training completion) for required reporting.
5. **Audits and Records** Employer shall maintain the records described above a period of three (3) years from date of final payment under the contract. Employer agrees that authorized representatives of WDB or its authorized representative shall be given access to, at all reasonable times, facilities and records pursuant to this contract. To assure that records required for audit purposes can be obtained, should, for any reason, the Employer be forced to close or relocate his/her business/training facility, the WDB will be informed at least 30 days prior to such action.

6. **Disputes** The Training Provider/employer agrees that the law of the State of New Jersey shall be the operative law and submits to the jurisdiction of the courts of the State of New Jersey as to any claims or disputes arising out of this agreement.
7. **Termination of Contract** The performance of work under this contract may be terminated by the WDB when it has been determined that the Training Provider/Employer has failed to provide services specified or is not in compliance with the contract provisions.
8. **Termination of Trainees** The Employer has the right to terminate any Participant/Trainee based on the termination procedures followed by the company. WDB or its authorized representative must be notified within five (5) days of such action should the Employer terminate any Participant prior to the conclusion of a contract, the WDB or its authorized representative will be relieved of any financial/contractual obligations related to the Trainee.
9. **Trainee Wages and Benefits**
Hourly wages paid to Trainees/Employees/IWT participants shall be not less than the wages, benefits, hours and conditions as prior to the training start date. Upon completion of the specified IWT program, participants will receive a certificate attesting to their new skills (e.g., micro-credential, recognized credential) and may be given the opportunity to be considered for advancement.
10. **Applicable laws**
 - a) The Training Provider/Employer will abide by the provisions within the Workforce Innovation and Opportunity Act (WIOA)
 - b) The Training Provider/Employer will assure compliance by adhering to the provisions of the Fair Labor Standards Act
11. **Assurances and Certifications**
 - I. Assurances Non-Construction Programs (SF 424 B)a)
 - II. Debarment and Suspension Certificate (Executive Order 12549, 29 CFR Part 98)
 - III. Certification Regarding Lobbying (29 CFR Part 93)
 - IV. Drug Free Workplace Certification (29CFR Part 98)
 - V. Nondiscrimination and Equal Opportunity Assurance (29 CFR Part 38)
 - VI. Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards (2 CFR Part 200)
 - VII. VII. Affirmative Action [P.L1975C127(N.J.A.C.17:27)] Follow instructions from: http://www.state.nj.us/treasury/contract_compliance/pdf/aa302ins.pdf and download form from: http://www.state.nj.us/treasury/contract_compliance/pdf/aa302.pdf
12. **Compliance with Selective Service Registration**
Training Provider/Employer will verify compliance using <https://www.sss.gov/Registration/Check-a-Registration/Verification-Form>
13. **Program budget** See attached Budget Worksheet

*Employer Non-Federal Share of Training Costs:

Up to 50 employees: 10%; 51-100 employees; 25% More than 100 employees: 50%

SAMPLE

	New Jersey Workforce Innovation Notice		WD-PY21-4
	Issued By:	Workforce Development Division of Career Services	
	Approved By:	Hugh Bailey, Assistant Commissioner Workforce Development	
	Issued Date:	December 16, 2021	

SUBJECT: Incumbent Worker Training under the Workforce Innovation and Opportunity Act

PURPOSE: To provide guidance to local workforce development boards regarding the use of Workforce Innovation and Opportunity Act (WIOA) Title I Adult and Dislocated Worker funds to pay for Incumbent Worker Training.

EFFECTIVE DATE: This NJWIN is effective **Immediately** and replaces NJWIN 9-16.

BACKGROUND: Incumbent Worker Training (IWT) offers Local Workforce Development Boards (WDBs) resources for working with employers to support training of existing employees that need additional skills to maintain their position or advance in the company.

Incumbent Worker Training (IWT) must:

- Increase the competitiveness of the employee and employer.
- Be carried out by the local board in conjunction with an employer or group of employers (which may include employers in partnership with other entities for the purposes of delivering training).
- Be designed to meet the special requirements of an employer (or group of employers as described above) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment or avert layoffs.
- Be consistent with State and Local Plans, as well as with career pathway and sector strategy approaches for in-demand occupations.

This policy provides an overview of IWT and how Local WDBs can leverage and operationalize these training opportunities. This includes information highlighted in NJWIN 9-16 and replaces that policy.

POLICY OVERVIEW

Incumbent Worker Training (IWT) under WIOA provides both workers and employers with the opportunity to build and maintain a quality workforce and increase both participants' and companies' competitiveness. IWT offers resources to support training and upskilling opportunities within an employer or a group of employers, often in partnership with other entities delivering external training. These training opportunities support existing employees in obtaining new skills that will support their retention and/or advancement in a company.

The two key objectives of Incumbent Worker Training funded through WIOA are to:

- Help avert potential layoffs of employees, or
- Increase the skill levels of employees so they can be promoted within the company and create backfill opportunities for the employers.

The Local WDB must determine an employer's eligibility for participating in IWT based on the following factors which help to evaluate whether training would increase the competitiveness of the employees or both the employees and the employer:

- The characteristics of the individuals in the program (e.g. individuals with barriers to employment)
- Whether the training improves the labor market competitiveness of the employees or both the employees and the employer
- The benefit of the training to employees – i.e., the number of employees participating in the training, the wage and benefit levels to employees, as well as skill gains and credential attainment potential
- Evidence of the employer's commitment to training and advancement opportunities for their employees overall
- Alignment with a larger sector and/or career pathway strategy
- The employer size and financial resources of the employer to support training and advancement opportunities
- The potential for averting layoffs

In addition, a majority of individuals participating in IWT cohorts must have an established employment history with the employer of 6 months or more. This may include time as a temporary or contract-worker performing work for the employer.

To receive IWT, an incumbent worker does not have to meet the eligibility requirements for participation in career and training services for adults and dislocated workers under WIOA, unless they are also enrolled as a participant in the WIOA adult or dislocated worker program.

Specific outcomes data must be collected and reported in AOSOS for all individuals participating in IWTs – including information about employment retention and wage levels. Incumbent Worker Training participants that are not enrolled as Title I participants are reported as WIOA Reportables to the United States Department of Labor (USDOL) and are not included in WIOA performance measures.

Local WDBs may reserve up to a maximum of 20 percent of their combined Title I Adult and Dislocated Worker allocations to pay for the federal share of the cost of IWT activities that are programmatic in nature. Generally, IWT should be provided to private sector employers. However, there may be instances where non-profit and local government entities may be the recipients of IWT funds. Support of IWT in local government entities must not exceed 10 percent of combined Title I Adult and Dislocated Worker allocations.

This policy provides an overview of specific guidance related to eligibility, program details and expectations, and documentation and data entry requirements to support oversight and monitoring locally and ensure appropriate reporting to USDOL.

Participant, Employer, and Role Eligibility

Local WDBs must consider the impact of the IWT on the competitiveness of the participant and the employer when determining eligibility of a proposed IWT.

Employer Eligibility

For an employer to receive Incumbent Worker Training funds, individual(s) receiving training must be:

- Employed;
- Meet the Fair Labor Standards Act requirements for an employer-employee relationship; and
- Have an established employment history with the employer for 6 months or more (which may include time spent as a temporary or contract worker performing work for the employer receiving IWT funds).

Please note: If IWT is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more, if the majority of employees being trained meets the employment history requirement.

Furthermore, Local WDBs must consider the following criteria when determining eligibility of an employer to receive WIOA Incumbent worker funds:

- **Connection to in-demand occupations:** The occupation(s) for which incumbent worker training is being provided must be in demand. Employers should be in a high-growth/high-demand sector. If not in a high-growth/high-demand sector, Local WDBs must document compelling reasons (e.g., evidence of long-term viability of the employer) justifying investment in IWT.
- **Standing of the employer:** The employer must not have laid off workers within 120

days to relocate from another state. Additionally, the employer must be current in unemployment insurance and workers' compensation taxes, penalties, and interest, and/or be on a related payment plan.

- **Benefits to employees:** Benefit considerations include the number of employees participating in the training, the wage and benefit levels of those employees (at present and anticipated upon completion of the training), and the existence of other training and advancement opportunities provided by the employer.

In addition, Local WDBs are advised to incorporate additional criteria around:

- **Trainee characteristics:** Local WDBs must consider the characteristics of the incumbent workers to be trained and how they would benefit from retention or advancement. Consideration should be given to employers who propose to train individuals with barriers to employment.
- **Quality of training:** Whenever possible, the training should allow the participant to gain industry-recognized training experience and/or lead to industry-recognized credentials and/ or an increase in wages.

Generally, IWT should be provided to private sector employers; however, there may be instances where non-profit and local government entities may be the recipients of IWT funds. For example, IWT may be used in the health care industry where hospitals are operated by non-profit or local government entities and a nursing upskilling opportunity is available.

Selection of Training Providers

Generally, the employer selects and procures the training provider based on identified employee and employer training needs. If the employer is providing training or has identified a specific training provider of choice, these entities do not have to be on the Eligible Trainer Provider List (ETPL).

Local WDBs may, however, help employers to identify training providers, such as those on the ETPL.

Participant Eligibility

Local areas that use funds for IWTs must establish policies and definitions to determine which workers, or groups of workers, are eligible for IWT services. To qualify as an incumbent worker, the incumbent worker needs to be:

- A U.S. Citizen or otherwise authorized to work in the U.S.
- Age 18 or older
- Registered with Selective Service (males who are 18 or older and born on or after January 1, 1960) unless failure to register is determined unwilling or unknowing.
- Meet the Fair Labor Standards Act requirements for an employer-employee relationship
- Have an established employment history with the employer for six months or more.
(Exception: When incumbent worker training is provided in a cohort, a majority, but not all, of the employees must have an employment history with the employer of six months or more.)

An incumbent worker **does not** have to meet the eligibility requirements for career and training services for Adults and Dislocated Workers under WIOA unless they are *also* enrolled as a participant in the WIOA Adult or Dislocated program. Individuals who receive only IWT are reported as WIOA Reportables and are not included in WIOA performance accountability calculations.

Underemployed Workers

IWT can also be used for underemployed workers—e.g. workers who would prefer full-time work but are working part-time for economic reasons. While these workers are employed, they may have accepted reduced hours to gain or maintain employment or a previous dislocation has led them to accept reduced employment and often lower wages that may have a permanent effect on their careers.

The use of these strategies may focus on increasing skills for underemployed frontline workers in an effort to advance these workers to more skilled positions with the same employer or industry sector leading to an increase in earnings through more work hours or an increase in pay.

Local Incumbent Worker Training (IWT) Policy

Local WDBs must establish local policies that clarify and define which workers, or groups of workers, are eligible for and a priority for incumbent worker services, based on the guidance provided in this document. These policies must articulate, specifically, processes for documenting the six-month work history of participating employees.

Program Details and Expectations

Employer Share of Training Costs

Employers who have employees receiving IWT are required to pay the non-WIOA (non-federal) share of the cost of the training. The minimum non-federal share of the incumbent worker training costs are based on the total number of the employers' employees as follows:

Number of Employees	Minimum Employer Share
50 or Fewer	10 Percent
51 to 100	25 Percent
More Than 100	50 Percent

In other words, based on employer size, employers must contribute 10-50% of IWT costs.

The table on page 5 offers minimum contribution levels. Local WDBs may require higher levels of employer contribution based on factors such as:

- The number of employees participating in the training
- The wage and benefits levels of the employees (at the beginning and anticipated upon completion of training)
- The relationship of the training to the competitiveness of the employer and employees
- The availability of other employer-provided training and advancement opportunities.

The employer's payment for the non-federal share can be cash payments, fairly evaluated in-kind contributions, or both.

Identification of Quality IWT Opportunities

Decisions about what IWT opportunities to pursue and the level of employer cost sharing must be driven by a clear understanding of the cost and benefit of the IWT opportunity to participating employees and the employers. Local WDBs must establish information regarding the following before putting a contract into place:

- ***Participant Characteristics:*** Do potential participants have specific barriers to employment? Priority should be given to incumbent workers with barriers to employment.
- ***Employer impact:*** How will this training effort contribute to the increased competitiveness of the employer? Priority should be given when the training offers a clear benefit to the employer's competitiveness.
- ***Participant impact:*** What will the impact of this training be on participants? Priority should be given when the impact of the training leads to gains in wages, advancement in position, credential attainment, and/or includes training of a larger number of participants.
- ***Unique value:*** Does this training offer a unique PD/training opportunity? The training opportunity must not be duplicative of existing training/PD opportunities within a company and should serve as a complement and addition to exist professional development strategies.

Upskill/Backfill Strategy

As part of an incumbent worker upskilling strategy, Local (WDBs) are also encouraged to develop an upskill/backfill strategy which involves filling jobs vacated by workers who are moving into more advanced positions in the company through IWT opportunities with other WIOA participants.

Local WDBs are encouraged to develop contracts such that once incumbent workers advance with the employer, the employer then provides an opportunity for Local WDBs to fill this now vacant position with a local WIOA participant.

In other words, at its best, Incumbent Worker Training offers advancement opportunities for individuals into new positions, opening up positions that can be made available to existing WIOA participants with job placement support and/or through other work-based training opportunities.

In addition, IWT may be used for upskilling apprentices who already have an established working/training relationship with the Registered Apprenticeship program.

Training Plans and Contracts

Local WDBs must put in place formal contracts that include training plans based on preliminary assessments of employer cost sharing and training benefits.

Applications for IWT must include a number of different elements relevant to employer, role, and training information. Table 2 provides an overview of these elements.

Table 2: Training Plan and Contract Elements

Employer Information	Role Information	Training Information
<ul style="list-style-type: none"> • Company Name • Address • Billing Address (if different than physical address) • City/Zip • Phone • FEIN • DUNS • Employer layoff history • Length of business operations in NJ • Name/Title of Person(s) Authorized to Sign Documents • Employer's Product or Service • Person(s)/Title(s) Responsible for Supervision/Training of Trainee • Number of Full-Time Employees (working 32 hours or more) • Location/Telephone Number of Training/Worksite • Email address • Cost sharing requirements of employer 	<ul style="list-style-type: none"> • Position (Actual Job Title) at start of training • Position (Expected Job Title) at end of training • Industry Name/NAICS Code • Hourly Wage During Training • Hourly Wage at the end of training 	<ul style="list-style-type: none"> • Number of Weeks Requested for Training • Training Period (Dates) • Expected Training Benchmarks • Training Plan, including information about training sequence and trainers • Total expected cost of training

Signed IWT contracts between the Local WDB and employer must include information from the application, and specific details related to employer criteria identified in the eligibility section. Additionally, contracts should also include clear expectations and provisions around the following:

Data sharing: Employers must agree to sharing data about positions, wages, and hours of participating employees at the start of training, at the end of training, and six months out from the end of training. In addition, local areas may choose to require the provision of SSN to support matching data to employment records. Employers must also attest to the registration of individuals for Selective Service.

Cost reimbursement: Specific details about the level of cost sharing and expected costs through cash payments and in-kind contributions must be included in contracts.

Monitoring and oversight: Employers must agree to participate in monitoring and oversight activities of the Local WDB, including submission of data, completion of information related to participant and employer satisfaction, as well as oversight from NJDOL.

Regulatory Limitations and Prohibited Activities

Funds provided to employers for incumbent worker, or any other work-based training may not be used to directly or indirectly:

- Assist, promote or deter union organizing
- Aid in the filling of a job opening which is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute involving a work stoppage.

Documentation and Data Entry

Overview of Data Entry

An individual who only receives Incumbent Worker Training and does not become a Title I program participant will not be included in the calculation of the State's primary indicators of performance for negotiations and accountability purposes.

However, states and Local WDBs are required to report the outcomes of individuals in receipt of IWT on the primary indicators of performance:

- Measurable skills gain
- Credential attainment
- Employed 2nd quarter after exit
- Employed 4th quarter after exit
- Median earnings

Although there are fewer required elements for an individual who receives only IWT and is not an Adult or Dislocated Worker, data entry for "IWT-only" individuals provides a record of the

success of IWT opportunities for monitoring the effectiveness of these contracts. The focus of data collection and reporting is on tracking the extent to which incumbent workers are employed after exit, wages over time after the training has ended, and whether measurable skill gains or credentials were attained. Attachment A provides a full list of required data elements as laid out in TEG 10-16. States and local areas are still required to report participant and performance data on all individuals who receive only incumbent worker training.

For the purposes of calculating these metrics, the exit date for a participant who has only received IWT will be the last date of training, as indicated in the training contract. If the individual receiving IWT is also a participant in another program, the State is required to report that program's performance reporting information.

AOSOS Guidance

Participation Data Entry

Before training, local areas must record specific information about all participating incumbent workers in AOSOS. Critical information includes:

- Name
- Social Security Numbers (although this information is not required, the collection of this information is preferred to facilitate wage match and employment verification, otherwise these data must be obtained and entered manually)
- Employment status, should be Employed
- Job Seeker status, should be Inactive
- Employment Objective, O*Net code of training service
- Fill in the Work History tab
 - Job Title/Employer, enter employer information detail
 - Start date of employment (*ensure 6 months' history with employer*)
 - Earnings/Wages prior to training
 - Reason for Leaving, Still Employed
 - Job Duties, brief description of current job duties

Please note that the SkillUp Data Entry Policy WD-PY21-1 offers default data entry options when entering information about WIOA Reportables and "green dot" information is not available.

Provider and Training Data Entry

After creating or updating individual records with participant information, local areas must record information about the training service in the participant record, as well as an activity highlighting employer engagement in the participating employer's record.

Provider Details

Before entering a funded service into participant records, local areas must create a provider associated with the Local WDB specific to Incumbent Worker Training in the "Provider" module,

i.e, County WDB – Incumbent Worker Training. A specific service and offering must be set up in that provider’s record that is specific to each unique Incumbent Worker Training contract. The new service added must include the following information:

- Service Category is Training
- Service Type is Workplace Training
- Service Name is the Name of the Employer receiving the IWT
- Service Description is Incumbent Worker Training
- O*Net Title must be entered that aligns with the Job Title of participants
- CIP code must be entered that aligns with the instructional focus

Employer Activity

In addition to capturing information about the training and employer in the “Provider” module, an activity must also be entered in the employer’s record in the “Employer” module to report this employer engagement on the PIRL. The “Incumbent Worker Training” activity must be selected in the employers record in the “Employer” module. If you cannot find the employer listed, please click on the “Links” selection to download the “New Employer Request Form” or the “Employer Record Update Request Form.” Complete the relevant form and submit, and someone from NJDOL will be in contact.

Funded Service

Additionally, a funded service “Workplace Training” must be scheduled highlighting training information and details that align with service details entered in the “Provider” module. Specific details about the training must be entered in the “Services” tab in the “Services” module. Some fields pre-populate when entering a new service from the existing offering:

- Service Description (Training)
- Service Type (Workplace Training)
- Provider Name
- O*Net Title

In addition, the following information needs to be added to the “Services” tab:

- Planned Start Date, Planned End Date, and Actual Start Date
- Program Service Type is Non-ITA Training
- Offering Cost must be entered
- The funding source must be WIOA Dislocated Worker or Adult depending on what funds your local area has set aside for Incumbent Worker Training
- The “Yes” answer must be entered on the Yes/No Incumbent Worker button (This removes the individuals from being enrolled as a Title I participant and from performance measures)

If this training is part of a Rapid Response event, the RR Event # must be entered as well.

Once the service has been entered, check that the IWT-Incumbent Worker Training (Standalone) and WIOA Reportable dates have populated in Pgms/PA (and that Adult and Dislocated Worker dates have not populated).

Finally, additional details about the training, including training focus, any additional parties involved in the training, and expected dates of the training must be entered as a Comment in the “Services” tab.

Outcomes Data Entry

Although IWT participants are not included in performance measures, training and employment outcomes must be collected and entered to ensure that the intended impact of the IWT is in fact achieved.

The “Training Outcomes” tab in the “Services” module must be updated to include:

- Category must be entered as Occupational Skills/Advanced Training
- Tracking training completion
- Measurable Skill Gains – Enter Skills Progression as the Measurable Skill Gain
- Any Credential Attainment Outcomes aligned with the training plan

In addition, the “Employment Outcomes” tab in the “Services” module must be updated to include:

- New Job Titles
- Earnings/Wages post training
- Employment retention – ongoing employment after 6 months

Finally, a comment must be included in the “Comments” tab in the “Services” module summarizing any additional information related to the participant’s experience and satisfaction with the training.

If the participants submitted Social Security Numbers, the Employer Lookup Button may also be used to verify wages.

For more information regarding, AOSOS data entry, please refer to the [AOSOS Technical Guide for Title I Service Delivery](#).

References

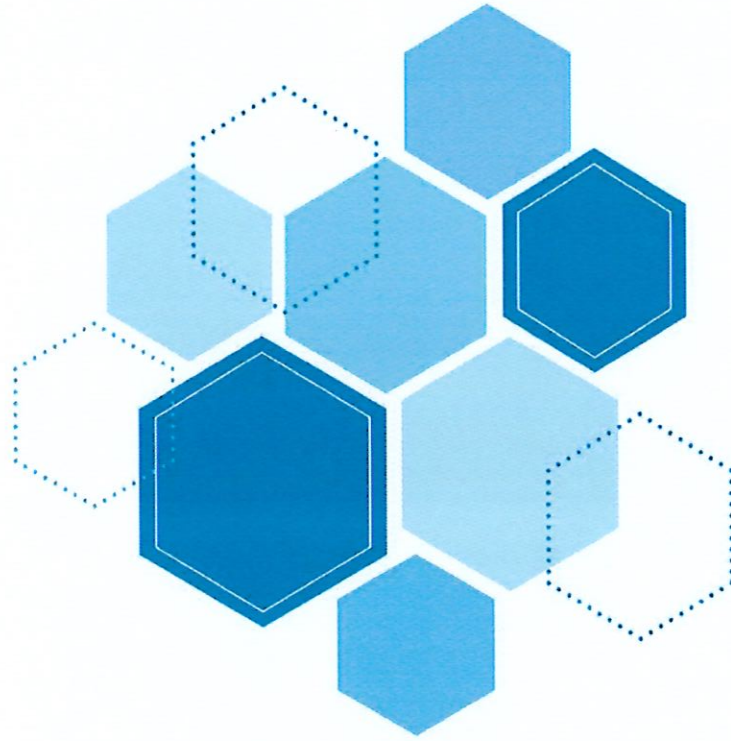
- WIOA sec. 3(23); WIOA sec. 134 (d) (4); 20 CFR 680.780; 20 CFR 680.830; 20 CFR 680.840; 20 CFR 680.880
- TEGL 10-16 Change 1 page 43-44 and Attachment 8: [TEGL 10-16-Change1.pdf \(doleta.gov\)](#)
- TEGL 19-16 (pages 15-18): https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16.pdf
- DOLETA Incumbent Worker Training Desk Reference: https://ion.workforcegps.org/-/media/Communities/ion/Files/Guidance-on-WIOA/IWT-Desk-Reference-2,-d-,14,-d-,2017.ashx?sc_lang=en

Contact: Inquiries regarding this policy should be directed to WIOAPolicy@dol.nj.gov.

Attachment A: Incumbent Worker Training Required Data Elements from TEGL 9-16

Element #	Element Name	Primary Collection Method
100	Unique Individual Identifier	Local/State
101	State Code of Residence	Local/State
108 – A	ETA-Assigned 1st Local Workforce Board Code	Local/State
403	Occupational Code of Most Recent Employment Prior to Participation (if available)	Employer
404	Industry Code of Employment 1st Quarter Prior to Participation	Employer
900	Date of Program Entry	Local/State
901	Date of Program Exit	Local/State
907	Recipient of Incumbent Worker Training	Local/State
908	Rapid Response (if applicable)	Local/State
1501	Most Recent Date Received Rapid Response Services (if applicable)	Local/State
1600	Employed in 1st Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records; If SSN not provided – employer follow-up
1601	Type of Employment Match 1 st Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1602	Employed in 2nd Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1603	Type of Employment Match 2nd Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1604	Employed in 3rd Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1605	Type of Employment Match 3rd Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1606	Employed in 4th Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1607	Type of Employment Match 4th Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1618	Retention with the same employer in the 2nd Quarter and the 4th Quarter (WIOA)	If SSN – UI wage records
1703	Wages 1st Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records

Element #	Element Name	Primary Collection Method
1704	Wages 2nd Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1705	Wages 3rd Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1706	Wages 4th Quarter After Exit Quarter (WIOA)	If SSN – UI Wage records
1800	Type of Recognized Credential (WIOA)	Employer follow-up
1801	Date Attained Recognized Credential (WIOA)	Employer follow-up
1806	Date of Most Recent Measurable Skill Gains: Educational Achievement (WIOA)	Employer follow-up
1807	Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card(WIOA)	Employer follow-up
1808	Date of Most Recent Measurable Skill Gains: Post-Secondary Transcript/ReportCard (WIOA)	Employer follow-up
1809	Date of Most Recent Measurable Skill Gains: Training Milestone (WIOA)	Employer follow-up
1810	Date of Most Recent Measurable Skill Gains: Skills Progression (WIOA)	Employer follow-up
1811	Date Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment During the Program (WIOA)	Employer follow-up
1501	Most Recent Date Received Rapid Response Services **Required for IW only if IWT funded with RR funds (WIOA sec. 134(a)(2)(A))	Local/State



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.

Updated September 2021
Version 1.0



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	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	13
Recording Funded Services for Youth Participants.....	13
Table 7: Overview of Core Service Elements and Types for Youth Participants	14
Details about Entering Services	15
Table 8: Additional Service Documentation Requirements	15
Table 9: Overview of Work Experience Access.....	16
Recording Counseling and Case Management Activities for Adult, DW, and Youth Participants	16
Recording Additional Job Preparation, Search and Placement Activities for Adult, DW, and Youth Participants	16
Table 10: Overview of Job Preparation, Search and Placement Activities.....	16

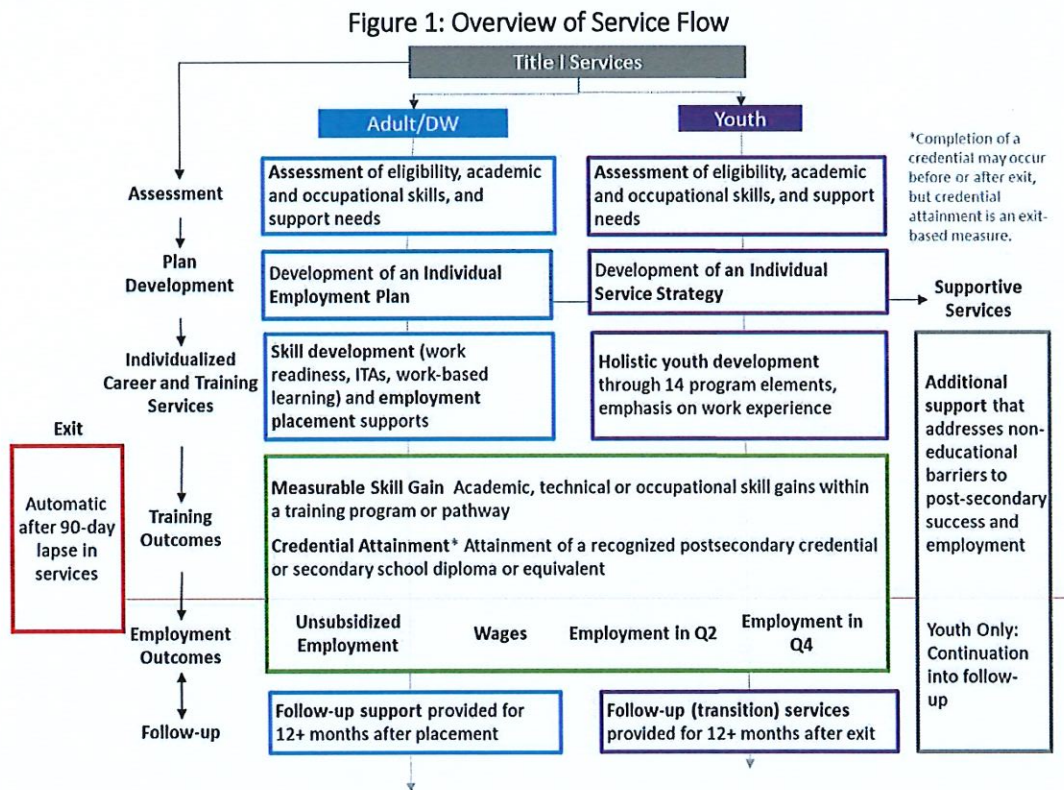
SECTION 4: OUTCOMES	18
Recording Training Outcomes.....	19
Table 11: Overview of Training Outcomes Information.....	19
Table 12: Overview of Training Outcome Details (Measurable Skill Gains).....	20
Recording Employment Outcomes	21
Table 13: Overview of Employment Outcomes Information	21
SECTION 5: FOLLOW-UP	22
Recording Follow-up Attempts	23
Table 14: Overview of Assessment Activities.....	23
Recording Follow-up Services	23
Additional Follow-up Documentation.....	24
Appendix A: Overview of AOSOS Toolkit.....	25
Appendix B: Overview of Intake Fields in AOSOS	26
Appendix C: Overview of AOSOS Service Codes - Seeker Service Types SSTs.....	27
Appendix D: Description and Examples of 14 Youth Program Elements.....	34

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/aosotrainingmaterials/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.



This guide offers a common standard for AOSOS entry across each of these phases of participant engagement. The goal is to:

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_lai21g4xqgLaMFw
- 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 added to AOSOS in Fall 2021.

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).

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

An important note on entering information about service engagement: Service engagement can be entered in three different ways in AOSOS. The type of entry depends on the type of service. These three 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).

Entering a same-day (funded) service: Many individualized career services, specifically 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 that happens over a period time and is delivered as a course, 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
	GED 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)	300 – Supportive Services (Other)	Same-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 12 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. 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 Service
Alternative secondary school services or dropout recovery services	104 - Alternative Secondary School Services (Youth Only)	Same-day or 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 Service
Supportive services	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 Service
Adult mentoring for at least 12 months	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 Service
Financial Literacy Education	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	258 - Workforce Information Services Staff Assisted (LMI) (Youth Only)	Same-day Service
Postsecondary Preparation and Transition activities	282 - Postsecondary Preparation and Transition Activities (Youth Only)	Same-day Service

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 ⁹

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).

⁹ 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	
Exit 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 Credential Attained:</i> customer is currently engaged but has not yet completed full process for attaining credential (e.g., additional exams, licenses). • <i>In Process – Intended Credential Pending:</i> customer has verified credential completion, but documentation has not yet been received. • <i>Completed – Attained Intended Credential:</i> customer has completed the training and the complete process (e.g., exams, license attainment) necessary for credential attainment. • <i>Completed – Did Not Attain or Intend Credential:</i> individual completed training but did not complete additional credentialing steps • <i>Incomplete – Did Not Attain or Intend Credential:</i> This selection that an 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 ¹⁰	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 Apprenticeship¹¹ – 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	

¹⁰ 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.

¹¹ 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 6 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 ¹²

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.

¹² 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

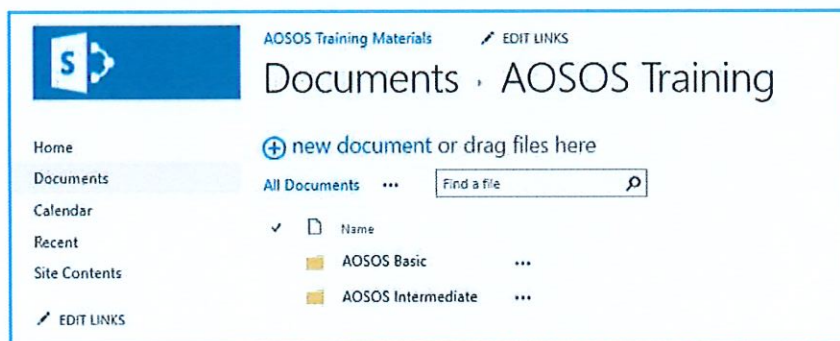
The AOSOS Toolkit offers a series of narrated videos and presentations for learning how to enter data and use AOSOS effectively.

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	
	Eligibility	Lower Living Standard
		Income 70% LLSIL
Disability Status		
Migrant/Seasonal		
High Poverty Area		

Module	Tab	Field
Customer Detail	Addl Info	Service Veteran
		Employment Objective
	Objective	O*Net Title
		Acceptable Job Location
	Work Hist.	Work History
		Certificates/Licenses
	Ed/Lic	Schools
		Professional Associations
	Skills	Additional Skills Text
		Cultural Barriers to Employment
Employment	Youth Needing Additional Assistance	
	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

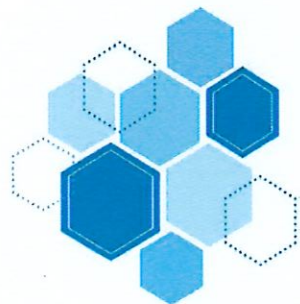
257 / Pre-Apprenticeship Program - ITA Training (Youth Only)

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.
ZPostsecondary 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