

**Union County Workforce Development Board
Comprehensive Supportive Services & Needs-Related Payments Policy**

Policy Number:	UCWDB-2026-01
Effective Date:	January 28, 2026
Supersedes:	WDB-2017-09, WAGL 2022-03, and all prior supportive services policies
Review Date:	Annually

Section 1: Purpose and Authority

1.1 Purpose

This policy establishes comprehensive standards and operational procedures for providing Supportive Services and Needs-Related Payments (NRPs) to eligible participants under the **Workforce Innovation and Opportunity Act (WIOA)** Title I programs (Adult, Dislocated Worker, and Youth). Supportive services are critical wraparound supports designed to remove financial, logistical, and personal barriers that prevent individuals from successfully participating in career and training services and achieving employment outcomes.

Together, supportive services and NRPs are essential components of the workforce development system. They ensure equitable access to services, reduce systemic barriers such as poverty and transportation limitations, and help individuals with the greatest need remain connected to training opportunities that lead to employment.

1.2 Applicability

This policy applies to all **American Job Center Partners (AJCPs), One-Stop Career Center Partners, sub-recipients, and contracted service providers** delivering WIOA Title I services under the Union County Workforce Development Board (UCWDB). All entities receiving WIOA Title I funds through UCWDB must comply with this policy as a condition of their contract or sub-award agreement.

This policy also applies to **Temporary Assistance for Needy Families (TANF)** and **Supplemental Nutrition Assistance Program (SNAP)** participants served through the **Work First New Jersey (WFNJ)** program when co-enrolled in WIOA Title I services or when WIOA funds are used to provide supportive services to such participants. Coordination between WIOA and WFNJ supportive services must be documented to prevent duplication and ensure compliance with payer of last resort requirements for both funding streams.

1.3 Regulatory Authority & Legal Basis

Federal Statute:

- WIOA Sections 3(59), 129(c)(2)(G), 134(d)(2)-(3)

Federal Regulations:

- 20 CFR 680.900–970 (Adult/Dislocated Worker Supportive Services)

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- 20 CFR 681.570 (Youth Supportive Services)

Uniform Administrative Requirements:

- 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements
 - 2 CFR 200.403 - Factors Affecting Allowability of Costs
 - 2 CFR 200.404 - Reasonable Costs
 - 2 CFR 200.405 - Allocable Costs

U.S. Department of Labor Guidance:

- TEGL 19-16: Guidance on Services through the Adult and Dislocated Worker Programs
- TEGL 09-22: WIOA Title I Youth Formula Program Guidance (March 2, 2023)
- TEGL 21-16: Third WIOA Title I Youth Formula Program Guidance
- TEGL 23-19, Change 1: Guidance for Validating Required Performance Data (Self-Attestation)

State Guidance:

- NJWIN 10-16 and subsequent updates
- WIOA Title I Supportive Services Technical Assistance Guide (NJDOL)

1.4 Core Principles

Payer of Last Resort: Supportive services shall be provided **only when**:

1. The participant is **unable to obtain** the needed service through other community resources, partner programs, or personal means; **AND**
2. The service is **necessary** to enable participation in WIOA activities; **AND**
3. The provision of the service is **reasonable** in cost and scope.

Not an Entitlement: Supportive services are provided on a case-by-case basis following documented assessment of need. No participant has an automatic entitlement to any supportive service.

Compliance with Uniform Guidance: All supportive service expenditures must meet the requirements established in 2 CFR 200.403, being: necessary and reasonable for the performance of the WIOA program; allocable to the WIOA grant; consistently treated with policies applying uniformly to federally-financed and other activities; adequately documented per 2 CFR 200.403(g); and compliant with any limitations or exclusions in federal regulations or the grant award.

Section 2: Eligibility & Priority Populations

2.1 General Eligibility

Supportive services are available to **enrolled** participants in WIOA Title I programs (Adult, Dislocated Worker, or Youth) who meet **all** of the following criteria:

1. Be enrolled in a WIOA career service or training service, as defined in 20 CFR 680.910;
2. Demonstrate documented financial need or barrier;
3. Demonstrate attempts to obtain assistance through alternate programs or funding sources in alignment with payer of last resort requirement;

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4. Have the need and justification documented in an active Individual Employment Plan (IEP) or Individual Service Strategy (ISS); and
5. Provide required documentation to support eligibility and authorize service delivery.

TANF and SNAP Participant Eligibility:

Participants receiving **Temporary Assistance for Needy Families (TANF)** or **Supplemental Nutrition Assistance Program (SNAP)** benefits through Work First New Jersey (WFNJ) may receive WIOA-funded supportive services when:

- The participant is co-enrolled in WIOA Title I and meets WIOA eligibility requirements;
- WFNJ supportive services are unavailable, exhausted, or insufficient to meet the identified need;
- The supportive service is necessary to enable participation in WIOA-approved career or training activities;
- Documentation demonstrates coordination with the county welfare agency (CWA) and WFNJ case manager; and
- The service is not duplicative of WFNJ-funded supportive services being provided to the participant.

Consistent with TEGL 19-16, participants must maintain ongoing engagement in career or training services to continue receiving Supportive Services. If a participant pauses, withdraws from, or is dismissed from training or career services, continuation of Supportive Services will be **suspended pending review**.

Supportive Services and NRPs will not be paid for periods during which a participant is on vacation, scheduled personal leave, or unapproved absences from training. Payments are also not issued retroactively for time not actively engaged in training or required program activities.

2.2 Priority Populations

In accordance with TEGL 09-22 and principles of equity, staff shall prioritize supportive services for individuals facing significant barriers to employment, including but not limited to:

- **Justice-involved individuals** (returning citizens, those with criminal records)
- **Individuals with disabilities** (physical, mental, or developmental)
- **Low-income individuals** and those experiencing economic disadvantage
- **Homeless or housing-insecure individuals**
- **Youth aging out of foster care**
- **English Language Learners**
- **Single parents** (including single pregnant women)
- **Long-term unemployed individuals**
- **TANF and SNAP recipients** participating in Work First New Jersey (WFNJ) programs
- **Youth experiencing or at risk of mental health challenges**

2.3 Determination of Need

A. Financial Assessment:

Case managers must complete a financial assessment to verify that the participant lacks personal funds or resources to pay for the needed service. Participants must complete a financial income and expense worksheet and develop a personal budget demonstrating insufficient resources to address the identified barrier. Documentation may include:

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- Personal budget worksheet or income/expense analysis
- Self-attestation of financial hardship (where appropriate per TEGL 23-19, Change 1)
- Bank statements or proof of income (when available and necessary)
- Verification of unemployment or insufficient income

B. Resource Coordination & Referral:

Prior to approving supportive services, case managers must:

1. **Search for alternative resources** through partner agencies (TANF/WorkFirst NJ, SNAP, United Way 2-1-1, local charities, community organizations, CCAP)
2. **Document referral outcomes** including agency contacted, date, result of referral, and reason why alternative resource cannot meet the need in a timely manner
3. **Record all coordination efforts** in AOSOS case notes, Union County Works, and the participant file

C. Self-Attestation:

Per TEGL 23-19, Change 1, self-attestation is an acceptable form of documentation for most supportive service needs. Self-attestation means a written or electronic/digital declaration of information, signed and dated by the participant. Electronic signatures include email confirmations, text messages, or unique online survey responses that are participant-generated and traceable.

Section 3: Integration with Individual Training Accounts (ITAs)

To maximize funding impact and maintain clear budgetary distinctions, UCWDB differentiates between training-related costs and supportive services:

3.1 ITA-Funded Training Expenses (NOT Subject to Supportive Services Cap)

The following expenses are **directly related to training** and should be funded through the Individual Training Account whenever possible. These costs do **NOT** count against the participant's supportive services cap:

- Tuition and fees
- Required textbooks and course materials
- Mandatory lab supplies and equipment
- Required tools specific to the training program
- Occupational license or certification examination fees required for training completion
- School admission fees, computer or laboratory fees
- Other direct training costs specified by the training provider

3.2 Supportive Service Expenses (Subject to Cap)

Non-academic barriers that enable participation in training and employment activities are funded through supportive services and **ARE** subject to the per-participant cap. These include:

- Transportation (bus passes, mileage reimbursement, vehicle repairs)
- Child/dependent care
- Housing assistance (emergency rent)

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- Utilities assistance
- Work-related attire and tools
- Health and wellness services (physicals, drug screens, eyeglasses)
- Mental health assessments and referrals
- Food assistance (limited, as specified in Section 4)
- Technology and digital access (devices, internet service)

Section 4: Allowable Supportive Services & Specific Requirements

The following outlines allowable supportive service categories, scope, and restrictions consistent with WIOA regulations, TEGL guidance, and Uniform Administrative Requirements.

4.1 Transportation

Allowable Scope:

- Bus passes, train/transit cards
- Mileage reimbursement (current IRS standard rate, minimum 10 miles one-way to qualify)
- Gas cards (limited duration)
- Ride-share vouchers
- Emergency auto repairs (limited)

Auto Repair Requirements:

Allowed only when participant's vehicle is essential for participation in training/work activities. Required documentation includes:

- Valid driver's license in participant's name
- Current vehicle registration in participant or family member's name
- Proof of current auto insurance
- Written repair estimate from licensed mechanic (third party, not family/friend)
- Case note explaining why public transportation is not viable option

4.2 Housing Assistance

Allowable Scope: One-time emergency rent payment to prevent eviction or homelessness

ADVANCE DIRECTOR APPROVAL REQUIRED for all housing assistance requests regardless of amount.

Sustainability Requirement:

Participant must provide a written plan demonstrating ability to pay rent for the following month (e.g., pending employment start date, scheduled benefits, family support confirmation).

Required Documentation:

- Current lease or rental agreement in participant's name with signatures
- Eviction notice or written warning from landlord
- Proof of housing instability

Prohibited:

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- Mortgage payments
- Refundable security deposits
- Rent payments for more than one month
- Rent payments for family members not in the participant's household

4.3 Utilities

Allowable Scope:

Emergency assistance with overdue utility bills to prevent shutoff: Electric, Gas/heating, Water, Sewer, Trash collection

Required Documentation:

- Utility shutoff notice or past-due bill in participant's name
- Utility account information

Limitations:

- Limited to preventing service disconnection
- Participant must be working with utility company on payment plan when possible

4.4 Dependent Care

Allowable Scope:

- Childcare costs to enable participation in WIOA activities
- Care for disabled dependents
- Afterschool care

Rate Requirements:

- Must align with current State of New Jersey Childcare Assistance Program (CCAP) allowable rates
- Cannot exceed WorkFirst NJ childcare reimbursement guidelines

Required Documentation:

- Proof of dependent relationship (birth certificate, custody order, etc.)
- Childcare provider information (licensed preferred)
- Invoice or fee schedule from provider
- Work/training schedule demonstrating need
- Documentation that CCAP or other childcare assistance is unavailable

4.5 Legal Aid Services

Allowable Scope:

- Costs associated with expungement or sealing of criminal records
- Fees for reinstating suspended driver's licenses required for employment
- Costs to reinstate revoked occupational licenses

Required Documentation:

- Written statement explaining how the legal barrier prevents employment
- Court or DMV documentation of current status
- Attorney or court fee schedule
- Job offer or employment requirement documentation (if applicable)

Limitations:

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- Does not include ongoing legal representation
- Does not include fines, penalties, or restitution payments

4.6 Work Tools & Attire

Allowable Scope:

- Industry-specific work tools required for employment
- Uniforms and work clothing
- Safety equipment (boots, hard hats, safety glasses, gloves)
- Professional attire for interviews or work
- Medical scrubs, stethoscopes (healthcare occupations)
- Licensing fees, union dues

Required Documentation:

- Written list of required items from employer or training provider (on letterhead when possible)
- Purchase receipts
- If items exceed \$100, obtain competitive quotes

Ownership: Tools/equipment become property of participant; items must be directly related to job requirements or training

4.7 Health & Wellness

Allowable Scope:

- Pre-employment or training-required physical examinations
- Drug testing/screening (pre-employment or training requirement)
- Immunizations required for employment/training
- Prescription eyeglasses or safety glasses required for work/training
- Work-related medical clearances

Required Documentation:

- Written requirement from employer or training provider
- Invoice from healthcare provider
- Prescription (for eyeglasses)

Not Covered:

- Ongoing medical treatment or prescriptions
- Dental services (unless directly required for specific employment)

4.8 Mental Health Services

Per TEGL 09-22, mental health assessments are an allowable cost under WIOA and are strongly encouraged as part of comprehensive objective assessment.

Allowable Scope:

- Mental health assessments during objective assessment process
- Referrals to mental health professionals and coordination with providers
- Short-term counseling to address barriers to employment
- Substance abuse assessments and referral services

Required Documentation:

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- Assessment results and recommendations
- Referral documentation and provider contact information
- Follow-up coordination records

4.9 Educational Testing

Allowable Scope:

- GED/HSE testing fees
- SAT/ACT exam fees
- Professional certification examination fees
- Occupational licensing exams
- Placement assessments

Note: Test preparation courses should be funded through training services, not supportive services.

4.10 Food Assistance

Per TEGL 09-22: On a **limited basis** and in certain situations, food may be provided as a supportive service when it is **necessary** to enable participation in allowable program activities.

Restrictions:

- Must be coordinated with other food assistance programs (SNAP, food banks, etc.)
- Cost must be reasonable per 2 CFR 200.404
- Examples of appropriate use: Meals during extended work experience activities, food for youth during intensive workshops, emergency food assistance to prevent dropout from training

Required Documentation:

- Explanation of why food is necessary for program participation
- Documentation that other food resources are unavailable or insufficient
- Receipts for all food purchases
- If food provided during program activity, attendance documentation

4.11 Technology & Digital Access

Per TEGL 09-22, allowable scope includes:

- Computers, laptops, tablets necessary for distance learning or job search
- Internet service (broadband) for program participation
- Software required for training
- Digital literacy training

Requirements:

- Costs must be reasonable, necessary, allowable, and allocable per 2 CFR 200.403
- Must ensure costs are allocable to the WIOA grant

Required Documentation:

- Explanation of how technology enables participation
- Training or employment activity requiring digital access
- Purchase receipts and equipment tracking (serial number, make/model)
- Participant acknowledgment of equipment receipt

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Information for Participants: Case managers should inform participants about the Affordable Connectivity Program (ACP) or successor programs for ongoing affordable internet access.

4.12 Reasonable Accommodations for Individuals with Disabilities

Allowable Scope:

- Assistive technology, tools, software, supplies, equipment, or accessibility supports
- Specialized transportation services
- Modified work/training schedules requiring adjusted dependent care
- Accommodations during assessments and service delivery

Requirement: Accommodations must be directly aligned with documented need and support participation in or completion of training or employment.

4.13 Other Allowable Services

Additional services that are not explicitly listed above, but are necessary, reasonable, and directly tied to participation in WIOA-approved activities, may be considered on a case-by-case basis with prior approval from the UCWDB Director.

Section 5: Disallowed Costs

Per 2 CFR Part 200 and WIOA regulations, the following costs are **strictly prohibited** and **cannot** be paid with WIOA funds under any circumstances. The use of WIOA funds for any purpose outside the scope of allowable services is strictly prohibited. *Retroactive payments are not permitted.*

5.1 Pre-Enrollment Expenses

- Any expenses incurred prior to official WIOA program enrollment date in AOSOS, including backdated or outstanding bills predating eligibility

5.2 Fines, Penalties, and Finance Charges

- Traffic violations, parking tickets, or moving violations
- Court fines, restitution payments, or legal sanctions
- Late payment fees or finance charges
- Interest charges on personal debt
- Credit card interest or fees

5.3 Personal Consumption Items

- Entertainment expenses (movie tickets, event fees, recreational activities)
- Tips or gratuities
- Alcoholic beverages
- Tobacco products (cigarettes, cigars, vaping products)
- Cannabis products
- Pet food or pet care expenses
- Personal grooming services
- Cosmetic or elective services or purchases not tied to training or employment

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5.4 Housing & Property Restrictions

- Mortgage payments (principal or interest) or vehicle loan payments
- Refundable rental security deposits or advance payments
- Property purchase costs
- Home repairs or maintenance
- Rental payments beyond one month
- General household goods (e.g., furniture, decor, appliances) not required for training or employment

5.5 Other Prohibited Costs

- Cash payments directly to participants (except NRPs which have specific requirements)
- Relocation costs for out-of-state job search if paid by the prospective employer
- Ongoing medical treatment or prescription medications
- Services provided by participant's family members
- Non-emergency or luxury items
- Items intended for individuals other than the participant (spouses, children, friends, household members)
- Charitable contributions or donations
- Medical or health services not linked to occupational eligibility requirements or licensure purposes

5.6 Entertainment & Alcoholic Beverages

Per 2 CFR 200.438 and 200.423, costs of entertainment (including amusement, diversion, and social activities) and costs of alcoholic beverages are **unallowable** under federal awards.

Summary: WIOA funds must **not** be used to subsidize general household expenses, personal lifestyle costs including vacations, or non-essential consumer purchases unrelated to a workforce participation barrier. All determinations must align with the payer of last resort standard and applicable federal and state regulations.

Section 6: Funding Limits & Budgeting

6.1 Standard Per-Participant Cap

\$1,000 per participant per program enrollment (including follow-up period). This cap applies cumulatively across all supportive service categories **except** those expenses properly categorized as training costs and funded through an ITA.

6.2 Waiver Authority for Increased Cap

The **American Job Center (AJC) Director** or designee may approve an increase to a maximum of **\$1,500 per participant** on a case-by-case basis when:

1. The additional support is documented as **critical** for program completion, job placement, job retention, or wage progression
2. All alternative resources have been exhausted
3. A written justification is provided and approved before exceeding the \$1,000 cap
4. The increased cap is documented in the participant's case file

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6.3 Fiscal Management Requirements

A. Obligation Tracking:

- A cumulative obligation record must be maintained for each participant in AOSOS
- Case managers must review running totals before approving new supportive service requests
- Staff must maintain a supportive service tracking log that includes the date of service, type of service, vendor name, amount disbursed, and cumulative total
- Finance staff shall maintain a master tracking system for overall supportive services budget

B. Budget Exhaustion Protocol:

If the annual supportive services budget is exhausted, a waiting list shall be established. Priority on the waiting list will be given to:

1. Participants in imminent danger of program dropout
2. Participants with employment start dates requiring immediate support
3. Priority populations listed in Section 2.2

C. Allocation by Program:

The Union County Workforce Development Board or Executive Committee of the Board shall establish annual allocations for supportive services across Adult, Dislocated Worker, and Youth programs based on historical utilization rates, projected enrollment targets, and identified needs from community assessments.

Section 7: Needs-Related Payments (NRPs)

Needs-Related Payments (NRPs) are a form of supportive service authorized under **Section 134(d)(3) of WIOA** and **20 CFR 680.930**. NRPs provide temporary financial assistance to eligible participants for the purpose of enabling continued participation in approved training activities when the participant lacks sufficient income to meet basic living needs.

7.1 Local NRP Rate and Duration

The Union County Workforce Development Board establishes the following NRP parameters:

- **Flat Local Rate: \$200 per week**
- **Maximum Duration: Twenty-six (26) weeks**

NRPs are contingent upon verified training participation, attendance, and documented financial need. NRPs are **not an entitlement** and are not intended to replace wages. They are administered in accordance with 20 CFR 680.930–680.970, NJWIN 10-16, and UCWDB policy.

7.2 Eligibility Requirements

NRPs are available **only to WIOA Adult and Dislocated Worker participants enrolled in training** who meet all federal and local eligibility requirements.

Adult Participants (20 CFR 680.940)

To qualify, an Adult participant must:

- Be unemployed;
- Not qualify for Unemployment Insurance (UI), or have ceased to qualify for UI; and

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- Be enrolled in a WIOA-funded training program.

Dislocated Worker Participants (20 CFR 680.950)

To qualify, a Dislocated Worker participant must:

- Be unemployed; and
- Have ceased to qualify for UI or Trade Adjustment Assistance (TAA), or did not qualify for UI/TAA; and
- Be enrolled in a WIOA-funded training program within the required federal timeframes.

7.3 Training Enrollment, Attendance, and Academic Standards

To remain eligible for NRPs, participants must:

- Be enrolled in training for a **minimum of twelve (12) hours per week or six (6) academic credits**, unless a different standard is documented by the training provider;
- Maintain satisfactory attendance and academic progress as defined by the training provider; and
- Provide **monthly verification** of enrollment and attendance.

Failure to meet attendance or academic standards will result in the **suspension of NRPs** until eligibility is reestablished.

7.4 Impact of Unemployment Insurance and Earned Income

- Participants receiving **Unemployment Insurance (UI) benefits are not eligible** to receive NRPs.
- NRPs will be **suspended during any week** in which a participant receives earned income, including wages, stipends, or other income.
- Earned income is calculated on a **weekly gross income basis**.
- Participants must report changes in income or employment status immediately.
- Participants may **re-qualify** for NRPs once earned income or UI benefits cease, subject to eligibility verification and approval.

7.5 NRP Documentation and AOSOS Recording

The following documentation is required and must be recorded in **America's One-Stop Operating System (AOSOS)** and maintained in the participant file:

- Proof of training enrollment (ITA, training contract, or provider verification)
- Proof of unemployment and UI status
- Monthly attendance and academic verification
- Participant acknowledgment of NRP requirements
- Approval documentation and payment authorization
- Case notes supporting eligibility, income review, and continuation or suspension of payments

All NRPs must be entered into AOSOS **within seven (7) calendar days** of payment.

7.6 Payment Processing

NRPs are processed through a procured vendor's fiscal system following program approval and verification. Payments are issued on a **weekly basis**. The procured vendor's finance

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department is responsible for accounting, disbursement, reconciliation, and audit tracking of all NRP payments.

7.7 Coordination with Other Programs

When participants receive supportive services or income assistance from other programs (e.g., SNAP Employment and Training, TANF, Pell Grants, or other workforce initiatives), coordination must be documented to prevent duplication of benefits and ensure compliance with payer-of-last-resort requirements.

Section 8: Operational Procedures & Documentation Requirements

8.1 Processing Timeliness Standards

AJCPs and sub-recipients must adhere to the following timeliness standards:

Action	Required Timeframe
Initial supportive service request review	Within 3 business days of submission
Standard request approval/denial	Within 5 business days of complete submission
Emergency/urgent request (imminent eviction, job start)	Within 24-48 hours
AOSOS data entry after service provision	Within 7 business days
Participant reimbursement submission	Within 30 calendar days of purchase
NRP payment processing	Weekly, upon verified attendance
Training attendance verification (NRPs)	Monthly

8.2 The Supportive Service Request Process

Step 1: Barrier Identification & Assessment

- Case manager identifies barrier during initial or comprehensive objective assessment
- For youth, incorporate mental health screening as part of objective assessment (per TEGL 09-22)
- Document specific barrier preventing participation in case notes
- Review the participant's career and training objectives and assess financial stability

Step 2: Resource Coordination & Referral

Case manager searches for alternative resources through:

- TANF/WorkFirst NJ (for eligible participants)
- SNAP

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- United Way 2-1-1
- Local charities and faith-based organizations
- Community action agencies
- Childcare assistance programs (CCAP)
- Public transportation services

Document all referral attempts and outcomes in AOSOS case notes. If service is not available, document:

- Why participant is ineligible for partner services
- Wait times that would cause undue delay
- How delay would impact program participation

Step 3: Complete Supportive Service Request Form

Complete the Union County WDB Supportive Service Request Form with the following required information:

- Participant name, contact information, and AOSOS ID number
- Date of request
- Type of supportive service requested
- Specific barrier being addressed
- Detailed cost calculation and justification
- Vendor name and contact information
- Case manager signature
- Participant signature and date (acknowledgment of request)
- Supervisor/Manager approval signature

Step 4: Approval Process

- Case manager submits completed request form to immediate supervisor for review
- Supervisor reviews for compliance with policy requirements, adequate documentation of need, verification of payer of last resort, budget availability, and reasonableness of cost
- For requests exceeding \$500 or for housing assistance (regardless of amount): **AJC Director approval required**
- Approval must be obtained **before** purchase or service provision

Step 5: Payment Execution

Preferred Method: Direct payment to vendor (third-party provider)

- Purchase order or check issued directly to service provider
- Reduces risk and ensures proper use of funds
- Approval will be shared with procured supportive services vendor for payment

Alternative Method: Reimbursement to participant (when direct payment not feasible)

- Participant must obtain prior written approval
- Original itemized receipts **required** for reimbursement
- Submit reimbursement request within 30 days of purchase
- If receipt is lost, participant must complete signed affidavit explaining circumstances

Step 6: Data Entry & Case Management

- Record supportive service in **AOSOS within 7 business days** of provision
- Include all required data elements: Service type code, Service date, Cost amount, Vendor information, Funding source
- Enter comprehensive case note (see Section 8.4)

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8.3 Emergency and Expedited Procedures

In situations where delay would result in **immediate harm** to the participant's program participation or employment, expedited procedures may be utilized:

Qualifying Emergency Situations:

- Imminent eviction (within 72 hours)
- Job start date within 48 hours requiring tools, uniforms, or transportation
- Utility shutoff scheduled within 48 hours
- Training start or certification exam requiring immediate support
- Vehicle breakdown preventing attendance at training or employment

Emergency Approval Process:

1. Case manager documents emergency circumstances in writing
2. Supervisor or AJC Director may provide verbal approval
3. Written documentation must be completed within 48 hours of verbal approval
4. All standard documentation requirements still apply

Note: Emergency procedures do not waive eligibility requirements, payer of last resort verification, or documentation standards. They only expedite the approval timeline.

8.4 Case Note Documentation Standards

A case note is required for **every** supportive service provided and must include:

1. **The Barrier:** Specific description of the barrier being addressed
Example: "Participant lacks reliable transportation to attend welding training classes in Edison, NJ. Public transportation would require 2.5 hours each way."
2. **Service Provided:** Clear description of the specific item or service provided
Example: "Provided 2 monthly NJ Transit bus passes for March and April 2026 to enable participation in welding certification training."
3. **Cost & Vendor Information:** Total cost, vendor name, and payment method
Example: "Cost: \$183.00. Vendor: NJ Transit. Direct payment via purchase order #2026-0234."
4. **Alternative Resources Checked:** List agencies contacted and document why service could not be obtained elsewhere
Example: "Participant not eligible for WorkFirst NJ transportation assistance (not TANF recipient). United Way 2-1-1 referral to Catholic Charities showed 6-week waiting list for transportation vouchers. Immediate need due to training start date."
5. **Connection to Employment Goal:** Explain how service supports participant's employment objective
Example: "Transportation support necessary to complete welding certification training, which is required for participant's employment goal of entry-level welder position in Union County manufacturing sector."
6. **Compliance Statement:** Confirmation that service meets payer of last resort requirement
Example: "Verified participant lacks personal funds for public transportation. No other funding sources available. Service provided under payer of last resort principle."

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8.5 Required Documentation for Participant File

A. Universal Documentation Requirements (All Services):

1. Completed and signed Supportive Service Request Form
2. Financial assessment or self-attestation of need
3. Documentation of alternative resource search and referral outcomes
4. Approval signatures (case manager, supervisor, director when required)
5. Original itemized receipts or vendor invoices
6. AOSOS service entry confirmation
7. Comprehensive case note

B. Service-Specific Additional Documentation:

Rent Assistance:

- Current lease or rental agreement in participant's name
- Eviction notice or landlord warning letter
- Sustainability plan (written plan for next month's rent)
- Director approval memo

Vehicle Repairs:

- Valid driver's license (copy)
- Current vehicle registration in participant or family member's name (copy)
- Current auto insurance card or declaration page (copy)
- Third-party mechanic estimate or work order
- Case note explaining why public transportation is not a viable option
- Before and after photos (recommended)

Tools/Uniforms/Work Attire:

- Written list of required items from employer or training provider (on letterhead when possible)
- Purchase receipts
- Competitive quotes (if total cost exceeds \$100)

Childcare:

- Proof of dependent relationship (birth certificate, custody order, etc.)
- Childcare provider information (license number if applicable)
- Invoice or fee schedule from childcare provider
- Participant's training/work schedule
- Documentation that CCAP or other childcare assistance is unavailable

Transportation (Bus Passes/Tickets):

- Copies of the front and back of the card
- Signatures of both the participant and service provider

C. Receipt Requirements:

- **Original itemized receipts** must be submitted for all purchases

Receipts must include: Vendor name and location, date of purchase, itemized list of goods/services, and total cost

- Credit card receipts alone are insufficient (must have itemized detail)

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If receipt is lost: Participant must complete a signed and dated affidavit including explanation of why receipt is unavailable, date and amount of purchase, vendor name, items purchased, and confirmation that items were used for intended WIOA purpose.

8.6 Approval Authority and Internal Controls

- Supportive Services must be approved by the American Job Center **prior to payment**
- Approval authority resides with the **American Job Center Director or designee**
- Approval requires verification of eligibility, assessment, training enrollment, attendance, and financial need

Approval Thresholds:

Request Amount/Type	Required Approval
Up to \$500	Case Manager + Supervisor
\$501 - \$1,000	AJC Director
\$1,001 - \$1,500 (waiver)	AJC Director with written justification
Housing assistance (any amount)	AJC Director (advance approval)
Policy exception requests	UCWDB Executive Director

Internal controls include:

- Separation of program approval (American Job Center) and fiscal processing functions (Supportive Services Vendor)
- Monthly verification prior to payment
- Fiscal review of budget availability
- Supervisory oversight of documentation and case notes

Section 9: Sub-Recipient and AJCP Requirements

9.1 Contractual Compliance

All sub-recipients, AJCPs, and contracted service providers must:

- Incorporate this policy by reference in all WIOA service delivery contracts
- Ensure all staff providing supportive services have received training on this policy
- Maintain documentation in accordance with Sections 8.4 and 8.5
- Submit to monitoring and audits by UCWDB, NJDOL, and federal oversight entities
- Report suspected fraud in accordance with Section 11

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9.2 Reporting Requirements

Sub-recipients and AJCPs must submit the following reports to UCWDB:

Report	Frequency	Due Date
Supportive Services Expenditure Summary	Monthly	10th of following month
NRP Participant Status Report	Monthly	10th of following month
Demographic Analysis (priority populations)	Quarterly	15th of month following quarter end
Budget Utilization Report	Quarterly	15th of month following quarter end

9.3 Record Retention

All supportive service records must be retained for a minimum of:

- **Three (3) years** from the date of final expenditure report submission for the grant period, OR
- **Until resolution of any audit findings**, litigation, or claims, whichever is longer

Records must be maintained in accordance with 2 CFR 200.334 and be accessible for review by authorized oversight entities.

9.4 Co-Enrollment Coordination

When participants are co-enrolled in multiple programs (e.g., WIOA and Work First NJ, SNAP E&T, or other workforce programs):

- Case managers must coordinate supportive services to prevent duplication
- Document which program is funding each supportive service
- Verify payer of last resort across all enrolled programs
- Share relevant case notes across systems (AOSOS, NJCWDS, etc.) as permitted
- Leverage co-enrollment to maximize available resources for participants

9.5 TANF and SNAP Participant Coordination

When serving participants who receive **TANF** or **SNAP** benefits through Work First New Jersey (WFNJ), AJCPs and sub-recipients must:

A. Coordination with County Welfare Agency (CWA):

- Establish communication protocols with Union County CWA and WFNJ case managers
- Verify current TANF/SNAP benefit status and WFNJ activity requirements
- Confirm WFNJ supportive services availability before approving WIOA-funded services
- Document all CWA coordination efforts in case notes

B. Preventing Duplication of Services:

- Review participant's WFNJ Individual Responsibility Plan (IRP) and supportive services history

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- Verify that WFNJ transportation, childcare, or other supportive services are not already being provided
- If WFNJ services are available but insufficient, document the gap being addressed by WIOA
- Maintain clear records distinguishing WIOA-funded from WFNJ-funded supportive services

C. Documentation Requirements for TANF/SNAP Participants:

- Verification of TANF/SNAP benefit receipt (Benefits Verification Letter or system confirmation)
- Documentation of contact with WFNJ case manager regarding supportive services availability
- Written confirmation that WFNJ supportive services are unavailable, exhausted, or insufficient
- Case note explaining how the WIOA-funded service complements (not duplicates) WFNJ services

Note: TANF and SNAP participants are presumptively income-eligible for WIOA Adult program services and are considered priority populations for supportive services due to their documented low-income status.

9.6 Vendor Coordination

To ensure efficient service delivery through procured supportive services vendors:

- Share approved requests with vendors within 2 business days of approval
- Verify vendor payment within 10 business days of service delivery
- Maintain current contact information for all approved vendors
- Report vendor performance issues to UCWDB promptly
- Ensure vendors comply with data security and confidentiality requirements

9.7 Corrective Action

When monitoring identifies deficiencies in supportive services administration:

1. **Minor deficiencies** (documentation gaps, late data entry): Written notification with 30-day corrective action period
2. **Significant deficiencies** (policy violations, repeated issues): Formal corrective action plan with 60-day implementation timeline
3. **Material deficiencies** (fraud indicators, systemic non-compliance): Immediate escalation to UCWDB Executive Director; potential contract action

Sub-recipients must respond to monitoring findings within 15 business days and implement approved corrective actions within specified timeframes.

Section 10: Follow-Up Services

Per 20 CFR 680.150 and 681.580, supportive services may be provided during the follow-up period (up to 12 months after exit) to support job retention, continued education, or employment advancement.

10.1 Adult & Dislocated Worker Follow-Up

Follow-up period: 12 months after exit date

Allowable follow-up supportive services include:

- Emergency transportation assistance to maintain employment
- Work attire needed for new job or promotion
- License/certification renewal fees required for continued employment
- Emergency childcare to prevent job loss
- Tools or equipment required for job retention

Additional follow-up services may include:

- Additional career planning, coaching, or counseling to support employment stability or advancement
- Contact with the participant's employer, with consent, to address work-related issues or facilitate retention
- Participation in peer support groups or mentoring activities
- Information about additional education, training, or credentialing opportunities
- Referrals to community-based supportive services for employment retention or long-term self-sufficiency

Requirements:

- Participant must have exited WIOA program (no services for 90 days)
- Service must be directly tied to job retention or wage progression
- Follow-up services do not extend the exit date for performance reporting purposes
- Document in AOSOS as "Follow-up Service" distinct from active participation services

10.2 Youth Follow-Up

Follow-up period: 12 months after program exit

Follow-up services are **required** for all youth participants (unless exclusions apply per 20 CFR 681.580). May include mentoring services (minimum 12 months).

10.3 Work Experience Expenditure Counting (Youth Only)

Per TEGL 09-22, **supportive services provided to enable youth participation in work experience count toward the 20% work experience expenditure requirement.**

Section 11: Internal Controls and Fraud Monitoring

The Union County Workforce Development Board (UCWDB) is responsible for ensuring that WIOA Title I funds, including Supportive Services and Needs-Related Payments (NRPs), are administered in a compliant, fiscally sound, and accountable manner consistent with federal, state, and local requirements.

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Internal controls include:

- Separation of programmatic and fiscal duties
- Verification of participant eligibility prior to approval
- Supervisory review of supportive service and NRP requests
- Required documentation and case notes in AOSOS
- Reconciliation of payment records
- Periodic monitoring reviews of participant files and fiscal transactions

Suspected fraud must be reported in accordance with 20 CFR 683.620. Any alleged or confirmed misuse of funds identified through monitoring, audits, or fiscal reviews will be promptly addressed and reported to the appropriate state and federal authorities.

Section 12: Equity, Trauma-Informed Care, and Accessibility

Per Executive Order 13985 and TEGL 09-22, UCWDB is committed to ensuring equitable access to and outcomes from supportive services.

Key equity practices include:

- Proactively assessing barriers for priority populations
- Using culturally responsive assessment tools
- Utilizing self-attestation to reduce administrative burdens
- Disaggregating data to identify disparities
- Incorporating trauma-informed care principles

Accessibility: All supportive service processes must comply with ADA, Section 504, and WIOA Section 188 (29 CFR Part 38).

Section 13: Policy Governance & Updates

13.1 Policy Review

This policy shall be reviewed annually by the UCWDB Program Committee and updated as needed to reflect changes in federal or state regulations, new USDOL guidance (TEGLs), program performance data, and community needs assessments.

13.2 Training Requirements

All staff involved in supportive services provision must complete training on this policy within **30 days of hire** and refreshed annually. Training topics include:

- This supportive services policy
- WIOA regulations (20 CFR 680/681)
- Uniform Guidance cost principles (2 CFR 200)
- AOSOS data entry requirements
- Trauma-informed care principles
- Documentation requirements

13.3 Inquiries & Technical Assistance

Questions regarding this policy should be directed to:

**Union County Workforce Development Board
Comprehensive Supportive Services & Needs-Related Payments Policy**

Union County Workforce Development Board

Meredith Barracato, MPA
Policy and Strategic Planning Advisor
Email: meredith.barracato@ucnj.org

For state-level technical assistance, contact:

New Jersey Department of Labor and Workforce Development

WIOA Policy and Operations Division
Email: WIOAPOD@dol.nj.gov

Section 14: Definitions

Allocable: A cost is allocable to a particular Federal award if the goods or services involved are chargeable or assignable to that Federal award in accordance with relative benefits received. (2 CFR 200.405)

Exit: The last date of service, after which an individual has not received services funded by a partner program in the local workforce delivery system for 90 consecutive days and is not scheduled for future services.

Follow-Up Services: Services provided to participants after exit from the program for up to 12 months to help ensure successful outcomes in employment or education.

Necessary: A cost is necessary if it is needed for the proper and efficient performance and administration of the Federal award. (2 CFR 200.403)

Needs-Related Payments (NRPs): Temporary financial assistance provided to eligible participants enrolled in training who lack sufficient income to meet basic living needs, authorized under WIOA Section 134(d)(3) and 20 CFR 680.930.

Payer of Last Resort: The principle that WIOA funds may be used for supportive services only when such services are not available through other sources and are necessary to enable individuals to participate in WIOA programs.

Reasonable: A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. (2 CFR 200.404)

Self-Attestation: A written or electronic/digital declaration of information for a particular data element, signed and dated by the participant. (TEGL 23-19, Change 1)

Sub-Recipient: An entity that receives a subaward from a pass-through entity to carry out part of a Federal program.

Supportive Services: Services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under WIOA Title I. (WIOA Section 3(59))

Section 15: References

- WIOA Sections 3(59), 129(c)(2)(G), 134(d)(2)-(3)
- 20 CFR 680.900-680.970

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- 20 CFR 681.570-681.580
- 2 CFR Part 200
- TEGL 19-16
- TEGL 09-22
- TEGL 21-16
- TEGL 23-19, Change 1
- NJWIN 10-16
- NJDOL WIOA Title I Supportive Services Technical Assistance Guide

Attachments

- **Attachment A:** Union County WDB Supportive Service Request Form
- **Attachment B:** Personal Budget/Resource Worksheet
- **Attachment C:** Alternative Resource Referral Tracking Form
- **Attachment D:** Receipt Affidavit Template
- **Attachment E:** Housing Sustainability Plan Template
- **Attachment F:** Equipment Tracking Log
- **Attachment G:** Needs-Related Payment Income Analysis Form
- **Attachment H:** Quick Reference Guide - Allowable vs. Unallowable Costs
- **Attachment I:** AOSOS Technical Guide for Title I Service Delivery
- **Attachment J:** Statewide Supportive Service Partners and Resources Directory
- **Attachment K:** Sub-Recipient Monthly Reporting Template

SUPPORTIVE SERVICE REQUEST FORM

PARTICIPANT INFORMATION

Participant Name:			
AOSOS ID:		Date of Request:	
Phone Number:		Email Address:	

WIOA Program Enrollment (check one):

- WIOA Adult
 WIOA Dislocated Worker
 WIOA Youth (In-School)
 WIOA Youth (Out-of-School)
 Co-enrolled in TANF/WFNJ
 Co-enrolled in SNAP E&T

ELIGIBILITY VERIFICATION

<input type="checkbox"/> Participant is currently enrolled in WIOA career or training services <input type="checkbox"/> Financial need has been documented through self-attestation or financial assessment <input type="checkbox"/> Alternative resources have been explored and documented (see Resource Coordination section) <input type="checkbox"/> Need is documented in participant Individual Employment Plan (IEP) or Individual Service Strategy (ISS) <input type="checkbox"/> Service is necessary to enable participation in WIOA-approved activities

BARRIER IDENTIFICATION

Describe the specific barrier preventing participation in WIOA activities:

RESOURCE COORDINATION & PAYER OF LAST RESORT VERIFICATION

Document all attempts to obtain assistance through alternative programs and resources:

Agency/Resource Contacted	Date	Result	Reason Service Unavailable

SUPPORTIVE SERVICE REQUEST DETAILS

Service Type	Description & Justification	Estimated Cost

Vendor/Provider Information:

Vendor Name:			
Vendor Phone:		Payment Method:	

SUPPORTIVE SERVICE REQUEST FORM

Direct Payment to Vendor Participant Reimbursement (requires prior approval and original receipts)

BUDGET TRACKING

Previous Supportive Services Total:	Current Request Amount:	New Cumulative Total:
\$	\$	\$

Standard per-participant cap: \$1,000. Waiver to \$2,500 requires AJC Director approval with written justification.

CONNECTION TO EMPLOYMENT GOAL

Explain how this service supports the participant's employment objective and career pathway:

PARTICIPANT ACKNOWLEDGMENT

I certify that I have exhausted all reasonable means of acquiring the requested assistance from other sources, and the assistance is necessary for my continued participation in WIOA activities.

I understand that supportive services are not an entitlement and are provided on a case-by-case basis following documented assessment of need.

I understand that I must provide original itemized receipts and documentation for all purchases and services received within 30 calendar days of purchase.

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

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

Participant Signature _____ Date _____

APPROVAL SECTION (Internal Use Only)

Case Manager Approval: <input type="checkbox"/> Approved <input type="checkbox"/> Denied	Supervisor Approval (required for \$500+): <input type="checkbox"/> Approved <input type="checkbox"/> Denied
AJC Director Approval (required for \$1,000+ or housing assistance): <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> N/A	Emergency/Expedited: <input type="checkbox"/> Yes (document reason below) <input type="checkbox"/> No

If denied, explain reason:

Case Manager Name (Print) _____ Date _____

SUPPORTIVE SERVICE REQUEST FORM

Case Manager Signature _____

Supervisor Name (Print) _____

Date _____

Supervisor Signature _____

AJC Director Name (Print) - if required _____

Date _____

AJC Director Signature - if required _____

FOR INTERNAL USE: This form must be entered into AOSOS within 7 business days of service provision. All documentation must be maintained in the participant file in accordance with record retention requirements (minimum 3 years).

PERSONAL BUDGET/RESOURCE WORKSHEET

PARTICIPANT INFORMATION

Name:		Date:
AOSOS ID:		

MONTHLY INCOME

Income Source	Monthly Amount
Wages/Salary (net after taxes)	\$
Unemployment Insurance (UI)	\$
TANF/Work First NJ Benefits	\$
SNAP Benefits	\$
Child Support	\$
Social Security/SSI/SSDI	\$
Pension/Retirement	\$
Other Income (specify):	\$
TOTAL MONTHLY INCOME:	

MONTHLY EXPENSES

Expense Category	Monthly Amount
<i>HOUSING</i>	
Rent/Mortgage	\$
Property Taxes	\$
Homeowner/Renter Insurance	\$
Home Repairs/Maintenance	\$
<i>UTILITIES</i>	
Electric	\$
Gas/Heat	\$
Water/Sewer	\$
Phone/Cell Phone	\$
Internet/Cable	\$
<i>TRANSPORTATION</i>	
Car Payment/Lease	\$
Auto Insurance	\$
Gas/Fuel	\$
Vehicle Maintenance/Repairs	\$
Public Transportation	\$

PERSONAL BUDGET/RESOURCE WORKSHEET

Parking	\$
FOOD & HOUSEHOLD	
Groceries	\$
Household Supplies	\$
Personal Care Items	\$
CHILDCARE & DEPENDENTS	
Childcare/Daycare	\$
Child Support Payments	\$
Dependent Care	\$
MEDICAL & HEALTH	
Health Insurance Premiums	\$
Medical Copays/Prescriptions	\$
Dental/Vision Care	\$
DEBT PAYMENTS	
Credit Card Payments	\$
Student Loans	\$
Personal Loans	\$
Other Debt	\$
OTHER EXPENSES	
Clothing	\$
Laundry/Dry Cleaning	\$
Entertainment	\$
Other (specify):	\$
TOTAL MONTHLY EXPENSES:	\$

FINANCIAL SUMMARY

Total Monthly Income:	\$
Total Monthly Expenses:	\$
SURPLUS/(DEFICIT):	\$

CERTIFICATION

I certify that the information provided above is true and accurate to the best of my knowledge. I understand that this budget worksheet is used to determine my eligibility for supportive services under WIOA and that providing false information may result in denial or termination of services.

Participant Signature _____

Date _____

ALTERNATIVE RESOURCE REFERRAL TRACKING FORM

This form documents efforts to obtain supportive services from alternative resources in compliance with the Payer of Last Resort requirement (Section 1.4).

PARTICIPANT INFORMATION

Participant Name:	AOSOS ID:	Date:

Service/Support Needed:

REFERRAL TRACKING LOG

Agency/Resource Contacted	Contact Date	Contact Person	Result/Outcome	Reason Unavailable

COMMON ALTERNATIVE RESOURCES TO CONTACT

Housing Assistance:

- Union County Department of Human Services • Catholic Charities • United Way 2-1-1 • NJ 211 • Local housing authorities

Transportation:

- NJ Transit • Local charities • Faith-based organizations • Volunteer transportation programs

Childcare:

- NJ Childcare Assistance Program (CCAP) • WorkFirst NJ • Head Start • Local childcare resource centers

Food Assistance:

- SNAP (Supplemental Nutrition Assistance Program) • Local food banks • Community FoodBank of NJ • Feeding America

TANF/WF NJ Participants:

- Union County Welfare Agency • County Welfare Agency case manager • WorkFirst NJ supportive services

CASE MANAGER CERTIFICATION

I certify that all reasonable efforts have been made to obtain the needed service through alternative resources and that the participant is unable to obtain the service in a timely manner through other means. The provision of WIOA-funded supportive services is necessary to enable participation in WIOA-approved activities and aligns with payer of last resort requirements.

Case Manager Signature

Date

SUPPORTIVE SERVICES RECEIPT AFFIDAVIT

Use this form ONLY when the original itemized receipt is lost or unavailable. Original receipts are required for all supportive service reimbursements per Section 8.5(C).

PARTICIPANT INFORMATION

Participant Name:	
AOSOS ID:	
Date of Affidavit:	

PURCHASE INFORMATION

Date of Purchase:	
Vendor/Store Name:	
Vendor Location (City, State):	
Total Amount Paid:	\$

Itemized List of Purchases (list each item and cost):

REASON FOR MISSING RECEIPT

Explain why the original itemized receipt is unavailable:

AFFIDAVIT AND CERTIFICATION

I certify under penalty of perjury that:

1. The purchase information provided above is true and accurate to the best of my knowledge.
2. I have made reasonable efforts to obtain the original itemized receipt from the vendor.
3. The items purchased were used for their intended WIOA-approved purpose as documented in my supportive service request.
4. I have not and will not submit a duplicate claim for reimbursement for these items.
5. I understand that providing false information may result in denial of supportive services, termination from the WIOA program, and/or criminal prosecution.

Participant Signature _____

Date _____

CASE MANAGER REVIEW

Affidavit reviewed and approved

Affidavit requires additional documentation

Case Manager Signature _____

Date _____

HOUSING SUSTAINABILITY PLAN

REQUIRED for all housing assistance requests per Section 4.2. Participant must demonstrate ability to pay rent for the following month.

PARTICIPANT INFORMATION

Participant Name:	
AOSOS ID:	
Current Address:	
Monthly Rent Amount:	\$
Landlord Name:	
Landlord Phone:	

CURRENT HOUSING SITUATION

Month(s) Behind on Rent:	
Total Amount Owed:	\$
WIOA Assistance Requested:	\$
Eviction Notice Date (if applicable):	

SUSTAINABILITY PLAN FOR NEXT MONTH

How will you pay rent for the month following WIOA assistance? Check all that apply and provide documentation:

<input type="checkbox"/> Employment Start Date: _____ (attach job offer letter or start date confirmation)
<input type="checkbox"/> Expected Wages: \$_____ per month
<input type="checkbox"/> Pending Benefits (specify): _____
<input type="checkbox"/> Family/Friend Financial Support (attach written commitment letter)
<input type="checkbox"/> Other Housing Assistance Program: _____
<input type="checkbox"/> Other (explain): _____

Provide detailed explanation of sustainability plan:

--

EQUIPMENT TRACKING LOG

Use this log to track technology, tools, and equipment provided to participants per Section 4.11.

PARTICIPANT INFORMATION

Participant Name:	AOSOS ID:	Date Issued:

EQUIPMENT DETAILS

Equipment Type	Make/Model	Serial Number	Cost	Purpose/Justification
			\$	
			\$	
			\$	

PARTICIPANT ACKNOWLEDGMENT OF RECEIPT

I acknowledge receipt of the equipment listed above. I understand that:

1. This equipment becomes my property and is provided to enable my participation in WIOA training or employment activities.
2. The equipment must be used for its intended WIOA-approved purpose.
3. I am responsible for the care and maintenance of this equipment.
4. I will notify my case manager immediately if the equipment is lost, stolen, or damaged.

Participant Signature _____ Date _____

Case Manager Signature _____ Date _____

FOR OFFICE USE ONLY

Purchase Date:	
Vendor:	
Receipt/Invoice Number:	
AOSOS Entry Date:	

NEEDS-RELATED PAYMENT (NRP) INCOME ANALYSIS FORM

Per Section 7, NRPs are available to WIOA Adult and Dislocated Worker participants enrolled in training who are unemployed and not receiving UI benefits.

PARTICIPANT INFORMATION

Participant Name:	AOSOS ID:	Analysis Date:

WIOA Program:

Adult Dislocated Worker

ELIGIBILITY VERIFICATION (Section 7.2)

<input type="checkbox"/> Participant is currently unemployed <input type="checkbox"/> Participant does NOT qualify for Unemployment Insurance (UI), OR has ceased to qualify for UI <input type="checkbox"/> Participant is enrolled in a WIOA-funded training program <input type="checkbox"/> Training enrollment is for minimum of 12 hours per week or 6 academic credits <input type="checkbox"/> Participant demonstrates financial need (budget worksheet completed)

UNEMPLOYMENT INSURANCE (UI) STATUS

Currently Receiving UI Benefits?	<input type="checkbox"/> Yes (NOT eligible for NRP) <input type="checkbox"/> No
If No, reason:	<input type="checkbox"/> Never qualified <input type="checkbox"/> Benefits exhausted
Date UI Benefits Ended (if applicable):	

CURRENT INCOME SOURCES

Income Source	Weekly Amount
Wages/Earned Income (DISQUALIFIES from NRP)	\$
TANF/WFNJ Benefits	\$
SNAP Benefits	\$
Child Support	\$
Social Security/SSI/SSDI	\$
Family/Friend Support	\$
Other Income (specify):	\$
TOTAL WEEKLY INCOME:	\$

TRAINING INFORMATION (Section 7.3)

Training Program/Provider:	
Training Start Date:	
Training End Date:	
Hours Per Week/Credits Per Semester:	

NEEDS-RELATED PAYMENT (NRP) INCOME ANALYSIS FORM

NRP PAYMENT CALCULATION (Section 7.1)

Local NRP Rate (per week):	\$200.00
Maximum Duration:	26 weeks
Proposed NRP Start Date:	
Proposed NRP End Date:	
Total Weeks of NRP:	

ELIGIBILITY DETERMINATION

ELIGIBLE for NRP - All criteria met

NOT ELIGIBLE for NRP - Reason:

Currently receiving UI benefits

Currently receiving earned income/wages

Not enrolled in qualifying training

Training hours below minimum requirement

Other: _____

PARTICIPANT CERTIFICATION

I certify that the income information provided above is true and accurate. I understand that I must report any changes in income or employment status immediately to my case manager. I understand that receiving earned income or UI benefits will result in suspension of NRP payments. I agree to provide monthly verification of training enrollment and attendance.

Participant Signature _____ Date _____

Case Manager Signature _____ Date _____

SUPPORTIVE SERVICES QUICK REFERENCE GUIDE

This guide provides a quick reference for determining allowable and unallowable supportive service costs under WIOA Title I, based on Section 4 (Allowable Supportive Services) and Section 5 (Disallowed Costs) of Policy UCWDB-2026-01.

TRANSPORTATION

ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • Bus/transit passes • Mileage reimbursement (IRS rate) • Gas cards (limited) • Emergency auto repairs • Ride-share vouchers 	<ul style="list-style-type: none"> • Vehicle purchase/down payment • Monthly car payments/leases • Traffic/parking tickets • Late payment fees/finance charges

HOUSING & UTILITIES

ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • One-time emergency rent payment • Overdue utility bills (to prevent shutoff) • Electric, gas, water, sewer 	<ul style="list-style-type: none"> • Mortgage payments • Security deposits (refundable) • Rent for more than one month • Home repairs/maintenance • Furniture, appliances, household goods

CHILDCARE & DEPENDENT CARE

ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • Childcare during training/work hours • Care for disabled dependents • After-school care • Licensed or informal providers 	<ul style="list-style-type: none"> • Childcare when not in training/work • Payment to family members living in household • Childcare exceeding CCAP/WFNJ rates

HEALTH & WELLNESS

ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • Pre-employment physicals • Required drug testing • Required immunizations • Work-required eyeglasses • Mental health assessments 	<ul style="list-style-type: none"> • Ongoing medical treatment • Prescription medications • Dental services (unless job-required) • Elective/cosmetic procedures

WORK ATTIRE & TOOLS

ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • Required uniforms/work clothing • Safety equipment (boots, hard hats) 	<ul style="list-style-type: none"> • General casual clothing • Luxury/designer items

SUPPORTIVE SERVICES QUICK REFERENCE GUIDE

<ul style="list-style-type: none"> • Industry-specific tools for employment • Professional interview attire • Medical scrubs, stethoscopes 	<ul style="list-style-type: none"> • Tools not required for job • Personal grooming services
---	--

TECHNOLOGY & EDUCATION

ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • Laptop/tablet for distance learning • Internet service for training • GED/certification exam fees • Required training software • Occupational licensing exams 	<ul style="list-style-type: none"> • Entertainment devices (gaming systems) • Cable TV/streaming services • Non-training related software • Smartphones/cell phone plans

LEGAL SERVICES & FOOD

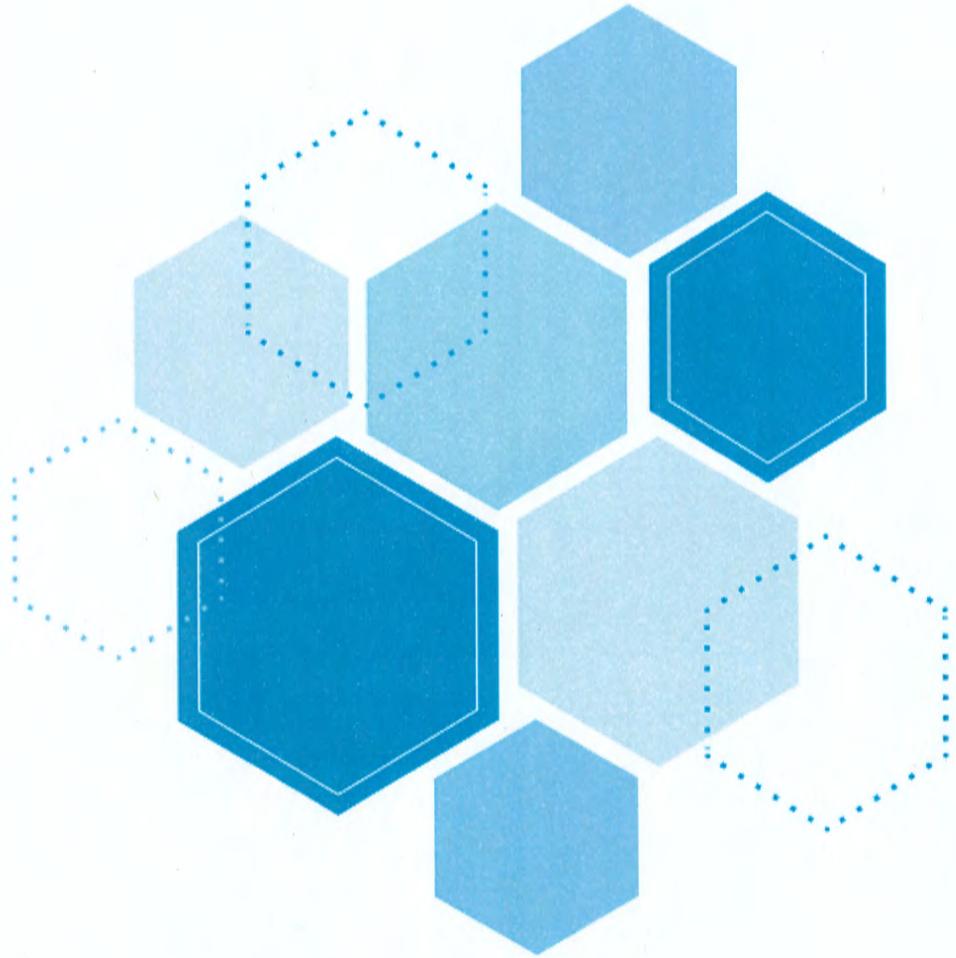
ALLOWABLE ✓	UNALLOWABLE ✗
<ul style="list-style-type: none"> • Expungement/record sealing fees • License reinstatement (employment-related) • Food during extended work experience • Meals during intensive workshops (limited) 	<ul style="list-style-type: none"> • Court fines, restitution payments • Ongoing legal representation • General groceries/food assistance • Restaurant meals, entertainment food

PROHIBITED COSTS (NEVER ALLOWABLE)

<ul style="list-style-type: none"> ✗ Pre-enrollment expenses (backdated bills) ✗ Cash payments directly to participants (except NRPs) ✗ Entertainment, alcohol, tobacco, cannabis products ✗ Pet care expenses ✗ Tips or gratuities ✗ Charitable contributions or donations ✗ Services for individuals other than the participant ✗ Retroactive payments or services during unapproved absences ✗ Any costs not necessary, reasonable, allowable, and allocable per 2 CFR 200
--

IMPORTANT REMINDERS

<ol style="list-style-type: none"> 1. All supportive services must comply with PAYER OF LAST RESORT principle (Section 1.4) 2. Services must be NECESSARY to enable participation in WIOA activities 3. Services must be REASONABLE in cost (2 CFR 200.404) 4. Standard cap: \$1,000 per participant; Waiver up to \$2,500 requires AJC Director approval 5. Housing assistance ALWAYS requires advance AJC Director approval 6. When in doubt, consult Section 4 (Allowable Services) and Section 5 (Disallowed Costs) of Policy UCWDB-2026-01



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 December 2021
Version 1.1



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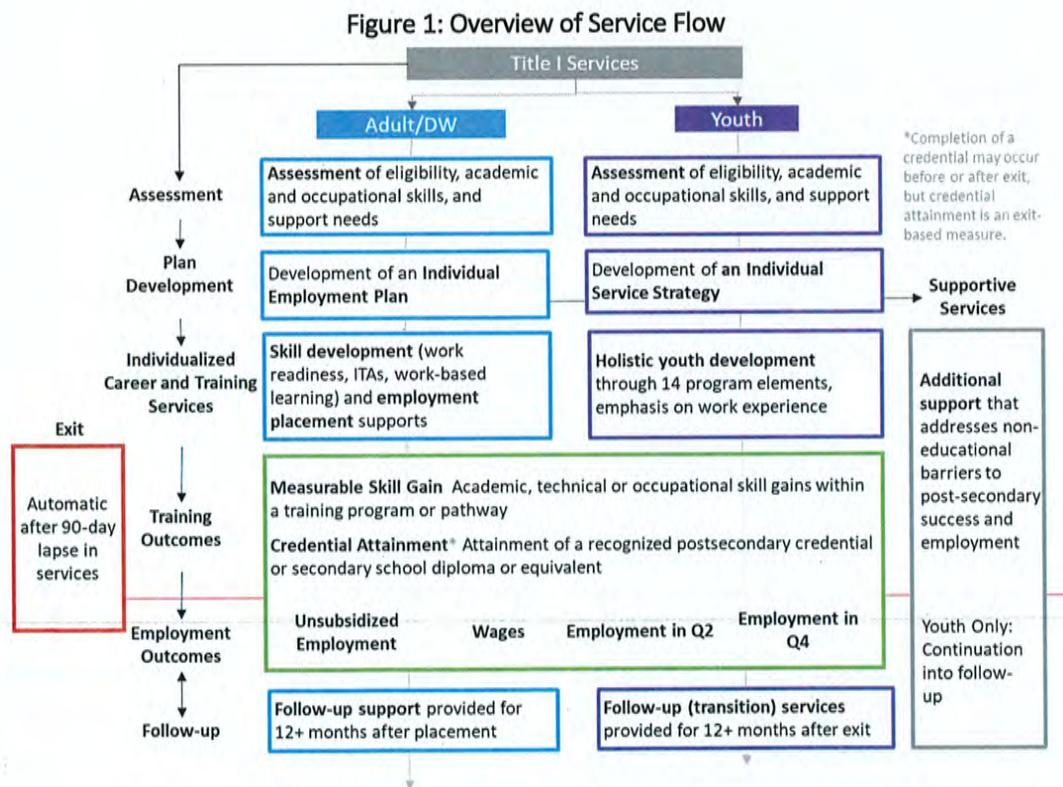
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Introduction to AOSOS Technical Guide for Title I Service Delivery

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

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

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



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

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

- Policy videos: https://www.youtube.com/channel/UCPoTaed_Iei21g4xqgLaMFw
- Additional policy resources: <https://www.nj.gov/labor/wioa/resources/>

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

SECTION 1: ASSESSMENT

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

Recording Assessment Activities

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

Table 1: Overview of Assessment Activities

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

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

Mapping Assessment Phases and Assessment Activities

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

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

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

Recording Assessment Results

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

Table 2: Assessment Results Documentation

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

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

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

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

Documenting Additional Assessment and Eligibility Information

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

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

Table 3: Guidelines for Entering Details

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

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

Access to AOSOS Counseling Statements

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

SECTION 2: PLAN DEVELOPMENT

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

Recording Plan Development Activities

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

Table 4: Overview of Plan Development Activities

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

Recording IEP/ISS Details

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

Table 5: Goals and Planned Actions

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

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

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

Documenting Additional Plan Development Details

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

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

SECTION 3: SERVICE ENGAGEMENT

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

Recording Funded Services for Adult/DW Participants

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recording Funded Services for Youth Participants

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

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

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

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

Details about Entering Services

Attaching Appropriate SSTs to Provider and Service

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

Connecting Achievement Objectives and Funded Services

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

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

Table 8: Additional Service Documentation Requirements

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

Work Experience Offered

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

Table 9: Overview of Work Experience Access

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

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

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

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

Counseling and Case Management Entry

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

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

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

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

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

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

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

SECTION 4: OUTCOMES

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

Recording Training Outcomes

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

Table 11: Overview of Training Outcomes Information

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

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

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

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

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

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

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

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

Recording Employment Outcomes

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

Table 13: Overview of Employment Outcomes Information

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

AOSOS Tip: Logging Employment Outcomes Using Employer Lookup

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

SECTION 5: FOLLOW-UP

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

Recording Follow-up Attempts

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

Table 14: Overview of Assessment Activities

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

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

Recording Follow-up Services

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

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

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

About Same-Day Services

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

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

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

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

Additional Follow-up Documentation

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

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

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

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

Appendix A: Overview of AOSOS Toolkit

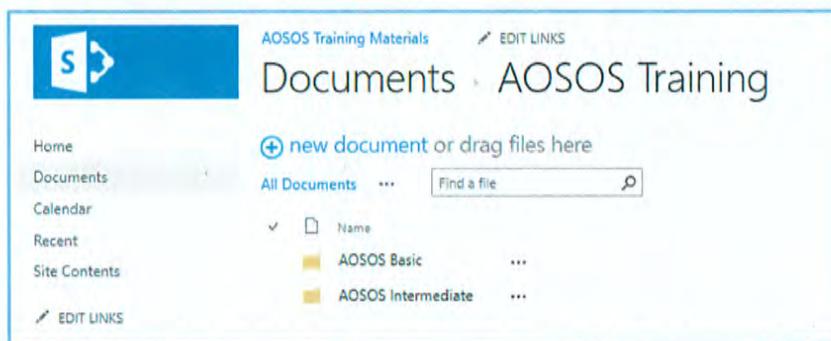
The AOSOS Toolkit offers a series of narrated videos and presentations for learning how to enter data and use AOSOS effectively.

The toolkit can be found using this link:

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

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

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



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

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

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

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

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

Appendix B: Overview of Intake Fields in AOSOS

Module	Tab	Field
Customer Detail	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
Comp Assess	Employment	Youth Needing Additional Assistance
		Basic Skills Deficient
	Education	English Language Learner
		Marital Status
Family	Family Status	
	Is Customer parenting youth?	
	Housing	Current Housing

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

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

Reportables

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

Participant: Basic Career Services

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

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

Participant: Individualized Career Services

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

Participant: Training Services

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

Youth Services

WIOA Youth All Framework Services and Program Element Services

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

WIOA Youth Training Services

134 / Occupational Skills Training

139 / Training Programs Operated by the Private Sector

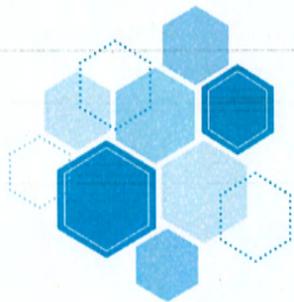
257 / Pre-Apprenticeship Program - ITA Training (Youth Only)

Appendix D: Description and Examples of 14 Youth Program Elements

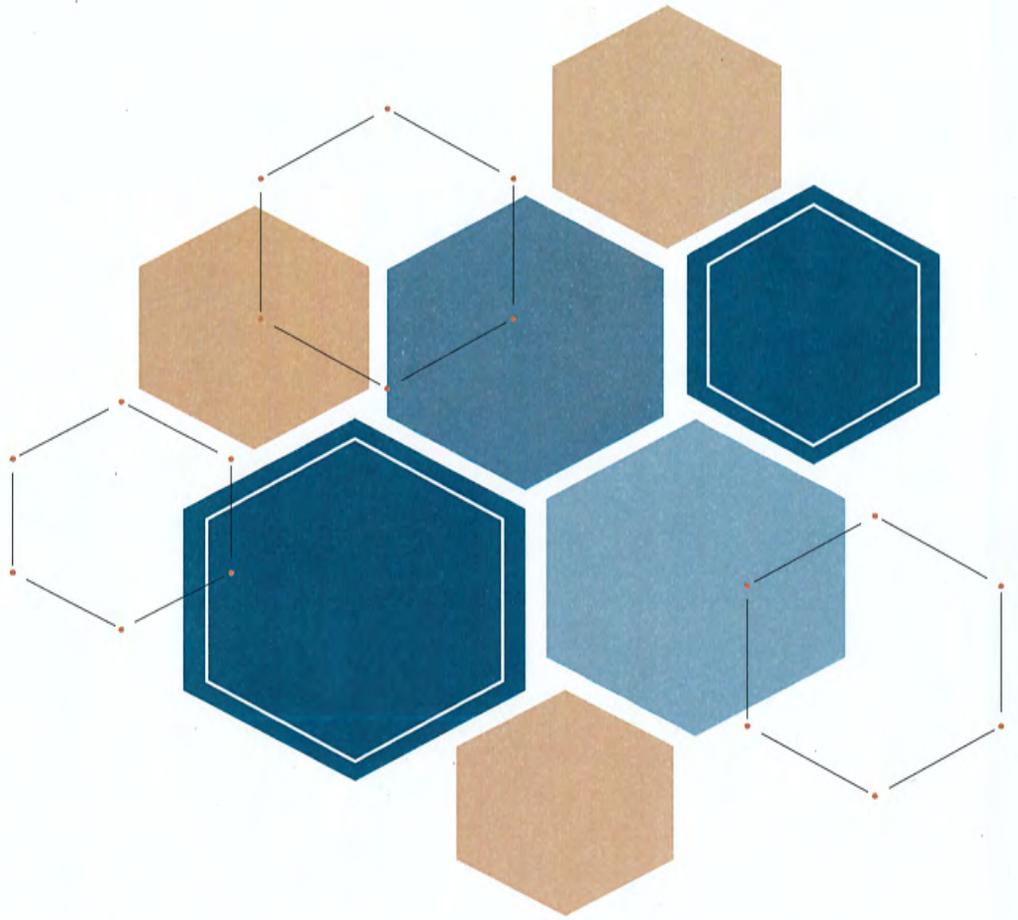
Program Elements	Brief Description	Examples of Qualifying Activities
Tutoring, study skills, and dropout prevention	Used for in-school youth focuses on providing academic support, identifying areas of academic concern, assisting in overcoming learning obstacles and providing tool and resources to develop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

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

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



AOSOS Technical Guide for
TITLE I SERVICE DELIVERY



WIOA Title I Supportive Services

TECHNICAL ASSISTANCE GUIDE

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

Updated November 2021
Version 1.0



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I. Overview of Title I Supportive Services

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

Supportive Services may include, but are not limited to¹:

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

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

¹ NJWIN 10-16(A).

Local WDBs must develop written policies and procedures that:

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

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

Work First New Jersey Supportive Services

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

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

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

II. Supportive Services Categories

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

²

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

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

Financial Stability Support

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

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

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

Personal Support

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

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

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

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

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

Title I Individualized Career and Training Services

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

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

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

III. Targeting Supportive Services for Youth

Supportive Services and the 14 Program Elements

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

14 Youth Program Elements

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

⁶[https://www.nj.gov/labor/wioa/documents/youth/WIOA Youth Program Elements Technical Assistance Guide .pdf](https://www.nj.gov/labor/wioa/documents/youth/WIOA_Youth_Program_Elements_Technical_Assistance_Guide.pdf)

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

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

Targeted Supports for Special Youth Groups

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

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

The program focuses on the following post-release services:

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

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

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

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

⁸ See TEGL 18-16.

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

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

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

IV. Supportive Service Provision Strategies

Supportive Services Across Engagement

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

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

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

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

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

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

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

Supportive Services Mechanisms

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

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

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

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

⁹ CFR 680.930, 680.960, and 680.940.

¹⁰ TEGL 19-16.

¹¹ NJ WIN 13-16(A).

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

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

Supporting Referral Engagement and Outcomes

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

V. Building a System of Supportive Services

Federal, State, and Local Collaborations to Support Youth

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

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

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

Conducting an Environmental Scan

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

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

Identifying Specific Federal, State, and Local Resources

Federal Resources

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

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

State Resources

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

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

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

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

Local Resources

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

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

VI. Conclusion

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

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

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

Required WIOA Partner Descriptions

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

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

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

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

Optional WIOA Partner Descriptions

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

Appendix B – Statewide Supportive Services Resources

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

Appendix B – Statewide Supportive Services Resources

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

Appendix B – Statewide Supportive Services Resources

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

Appendix B – Statewide Supportive Services Resources

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

Appendix B – Statewide Supportive Services Resources

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

Appendix B – Statewide Supportive Services Resources

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

Federal & State Agency Acronyms

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

SUB-RECIPIENT MONTHLY REPORTING TEMPLATE

Per Section 9.2, sub-recipients must submit monthly supportive services reports by the 10th of the following month.

REPORTING ORGANIZATION INFORMATION

Organization Name:		
Reporting Period:		Report Date:
Contact Person:		Email/Phone:

SUPPORTIVE SERVICES EXPENDITURE SUMMARY

Service Type	# Participants	# Services	Month Total	YTD Total
Transportation			\$	\$
Housing			\$	\$
Utilities			\$	\$
Childcare/Dependent Care			\$	\$
Work Tools/Attire			\$	\$
Health & Wellness			\$	\$
Legal Services			\$	\$
Educational Testing			\$	\$
Food Assistance			\$	\$
Technology/Digital Access			\$	\$
Other			\$	\$
TOTAL SUPPORTIVE SERVICES:			\$	\$

NEEDS-RELATED PAYMENTS (NRP) SUMMARY

NRP Category	# Participants	Month Total
Total NRP Participants This Month		\$
New NRP Participants This Month		N/A
NRP Participants Exited This Month		N/A

DEMOGRAPHIC ANALYSIS - PRIORITY POPULATIONS

Priority Population	# Participants Served
Justice-Involved Individuals	
Individuals with Disabilities	
Low-Income Individuals	
Homeless/Housing-Insecure	
Youth Aging Out of Foster Care	

SUB-RECIPIENT MONTHLY REPORTING TEMPLATE

English Language Learners	
Single Parents	
Long-Term Unemployed	
TANF/SNAP Recipients	
Youth with Mental Health Challenges	

PROGRAM COMPLIANCE & QUALITY ASSURANCE

Compliance Indicator	Yes/No/N/A
All supportive services entered in AOSOS within 7 business days	
All required documentation maintained in participant files	
All alternative resource searches documented	
All approval signatures obtained prior to service provision	
All receipts/invoices attached to reimbursement requests	
Per-participant caps tracked and monitored	
Housing assistance requests received Director approval	
NRP participants meeting attendance/academic requirements	

ISSUES, CONCERNS, & TECHNICAL ASSISTANCE NEEDS

CERTIFICATION

I certify that the information provided in this report is accurate and complete to the best of my knowledge. All supportive services were provided in accordance with Policy UCWDB-2026-01 and applicable federal and state regulations.

Authorized Signature _____ Date _____

Print Name and Title _____

Submit this report to Union County Workforce Development Board by the 10th of each month.
 Email: [Insert Contact Email] | Phone: [Insert Contact Phone]