Policy Number:	UCWDB-2026-03
Effective Date:	January 28, 2026
Supersedes:	Priority of Service Policy and Priority of Service for Covered Persons (Veterans and their Spouses)
Review Date:	Annually

Policy Description: This policy establishes a clear, consistent, and compliant framework to identify, document, record, and track individuals entitled to priority of service under WIOA Title I. It ensures mandatory priority populations are identified early and served appropriately, and outlines documentation standards and data entry procedures in AOSOS and Union County Works.

Section 1: Purpose and Authority

1.1 Purpose

The Union County Workforce Development Board (UCWDB) issues this policy to American Job Center Network Partners to establish procedures for identifying, documenting, recording, and tracking priority of service for WIOA Title I Adult program participants. This policy ensures that federal and local resources are allocated effectively to participants most in need of individualized career and training services.

1.2 Definition of Priority of Service

Priority of service means that an eligible individual who meets priority criteria receives access to individualized career services and training services earlier in time than individuals who do not meet priority criteria, or receives access to limited services instead of a non-priority individual.

1.3 Programs Impacted

This policy applies to the following WIOA Title I programs:

- WIOA Title I Adult Program (individualized career services and training services)
- Work First New Jersey (WFNJ) TANF Employment Services
- Work First New Jersey (WFNJ) SNAP Employment and Training Services

Note: Priority of service does not apply to basic career services, except that veterans and eligible spouses receive priority in all U.S. Department of Labor funded programs.

1.4 Performance Threshold

In accordance with **TEGL 07-20**, the federal guideline establishes that **75 percent** of participants receiving individualized career and training services in the Adult program should be from at least one of the three main priority groups (Public Assistance, Low-Income, Basic Skills Deficient).

Section 2: Applicability

2.1 American Job Center Partners (AJCPs)

This policy applies to all American Job Center Network Partners, including:

- Union County American Job Center (Comprehensive One-Stop)
- All affiliate and specialized sites
- Required One-Stop Partners under **WIOA Section 121(b)(1)**
- Additional partners designated by the UCWDB

2.2 Sub-Recipients

This policy governs the following sub-recipients:

- WIOA Title I Adult and Dislocated Worker service providers
- WIOA Title I Youth service providers
- Work First New Jersey (WFNJ) service providers
- Any entity receiving WIOA Title I pass-through funds from the UCWDB

2.3 Specific Programs Governed

- **TANF:** Temporary Assistance for Needy Families recipients served through WFNJ
- **SNAP:** Supplemental Nutrition Assistance Program recipients served through WFNJ Employment and Training
- **Veterans Programs:** All DOL-funded programs serving veterans and eligible spouses
- **Co-Enrolled Participants:** Individuals enrolled in multiple WIOA Title I programs

Section 3: Regulatory Authority

3.1 Federal Statutes

- **WIOA Section 134(c)(3)(E)** – Priority of Service Requirements
- **WIOA Section 3(36)** – Definition of Low-Income Individual
- **Jobs for Veterans Act (38 U.S.C. 4215)** – Veterans Priority of Service

3.2 Federal Regulations

- **20 CFR 680.600** – Priority of Service for Public Assistance Recipients, Low-Income Individuals, and Basic Skills Deficient Individuals
- **20 CFR Part 1010** – Jobs for Veterans Act Priority of Service

3.3 Uniform Guidance

- **2 CFR Part 200** – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- **2 CFR 200.303** – Internal Controls

3.4 Training and Employment Guidance Letters (TEGLs)

- **TEGL 07-20** – Performance Accountability Guidance (75% Priority Threshold)
- **TEGL 10-09** – Implementing Priority of Service for Veterans
- **TEGL 19-16** – Guidance on WIOA Adult Priority of Service

- **TEGL 03-15** – Low-Income Definition and Underemployed Workers

3.5 State Guidance
- **NJWIN 11-16 Change 1** – Local Priority Groups and AOSOS Recording
- **WD-PY24** – Workforce Development Policy, Targeted Groups Priority Service
- **WD-PY24-11** – Documentation and Verification Guidance (pp. 14-15)

3.6 Local Policy
- UCWDB Policy D: Priority of Service for Covered Persons (Veterans and their Spouses)

Section 4: Core Principles

4.1 Non-Negotiable Standards
The following principles are mandatory and must be applied without exception:

- **Veterans First:** Veterans and eligible spouses receive priority of service in all DOL-funded programs, regardless of funding level or program limitations.
- **Mandatory Priority Application:** Priority of service applies regardless of the level of funding available for the WIOA Adult program.
- **Non-Displacement Rule:** Once a participant is enrolled and funded in training, they may not be displaced by a later-identified priority participant.
- **Eligibility Unchanged:** Priority of service does not change WIOA eligibility requirements; it governs the order of service among eligible individuals.

4.2 Payer of Last Resort
WIOA Title I funds are the payer of last resort for training and supportive services. Staff must coordinate with partner agencies to leverage other funding sources before utilizing WIOA funds. This principle applies equally to priority and non-priority participants.

4.3 Uniform Guidance Compliance
All priority of service determinations and related expenditures must comply with **2 CFR Part 200**, including:

- Documented eligibility and priority determination before service delivery
- Adequate internal controls for tracking and monitoring
- Proper documentation retained in accordance with record retention requirements
- Allowable, allocable, necessary, and reasonable cost principles

4.4 Service Assignment Based on Priority
- Priority individuals receive access to individualized career services and training services earlier in time or before non-priority individuals when services are limited.
- Waiting lists for training must be ordered according to priority level.
- Priority status must be reviewed at key milestones (enrollment, training approval, service changes).

Section 5: Eligibility and Priority Populations

5.1 Statutory Priority Populations

The following groups must be given priority for WIOA Title I Adult individualized career services and training services:

A. Veterans and Eligible Spouses:

Covered persons under the Jobs for Veterans Act who also meet one or more statutory priority criteria. See UCWDB Policy D for detailed procedures.

- **Veteran:** A person who served at least one day in the active military, naval, or air service and was discharged under conditions other than dishonorable.
- **Eligible Spouse:** Spouse of a veteran who died of a service-connected disability; active duty member missing/captured 90+ days; veteran with total service-connected disability; or veteran who died while disabled.

B. Recipients of Public Assistance:

Individuals receiving assistance through:

- Supplemental Nutrition Assistance Program (SNAP)
- Temporary Assistance for Needy Families (TANF)
- Supplemental Security Income (SSI)
- State or local income-based public assistance (General Assistance)

C. Other Low-Income Individuals:

Individuals meeting **WIOA Section 3(36)** criteria:

- Family income does not exceed the higher of the Federal Poverty Level (FPL) or 70% of the Lower Living Standard Income Level (LLSIL)
- Homeless individuals, homeless children, or homeless youth
- Individuals receiving or eligible for free or reduced-price lunch
- Foster youth or individuals receiving foster care payments
- Individuals with disabilities whose individual income meets low-income requirements

D. Individuals Who Are Basic Skills Deficient:

Individuals who are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, as evidenced by:

- Reading, writing, math, or English skills at or below 8.9 grade level on standardized testing (TABE, CASAS)
- Lack of a high school diploma or equivalency and not enrolled in secondary education
- Current enrollment in WIOA Title II adult education or literacy programs

5.2 Order of Priority

Staff must adhere to the following statutory priority order when providing individualized career and training services:

First: Veterans and eligible spouses who are *also* recipients of public assistance, low-income, or basic skills deficient.

Second: Non-covered persons who are recipients of public assistance, low-income, or basic skills deficient.

Third: Veterans and eligible spouses who meet locally identified priority criteria.

Fourth: Non-covered persons who meet locally identified priority criteria.

Last: Non-covered persons who do not meet statutory or local priority criteria.

Note: Individuals who meet multiple priority categories receive the highest applicable level of priority.

5.3 Local Priority Populations (Significant Barriers to Employment)

In accordance with **NJWIN 11-16 Change 1**, the UCWDB has identified the following local priority populations from among individuals with barriers to employment:

- Ex-offenders
- Older individuals (age 55 and over)
- Single parents (including single pregnant women)
- Long-term unemployed individuals (27+ consecutive weeks)
- Underemployed workers meeting low-income requirements (per **TEGL 03-15/TEGL 19-16**)
- Individuals with disabilities
- Homeless individuals or youth
- English language learners
- Individuals aging out of foster care

Local priority populations are served only after mandatory statutory priorities have been addressed.

5.4 Income Determination for Low-Income Status

A. Federal Poverty Level (FPL):
Issued annually by the U.S. Department of Health and Human Services. An individual is considered low-income if total family income does not exceed the applicable FPL for their family size.

B. Lower Living Standard Income Level (LLSIL):
Published annually by the U.S. Department of Labor. An individual is considered low-income if total family income does not exceed **70% of the LLSIL** for their household size and location.

C. Application of Income Standards:
- Staff must compare household income against both FPL and 70% of LLSIL.
- The **higher** of the two thresholds must be used.
- Income must reflect current household composition at time of determination.
- Military pay and specified veterans' benefits are excluded from income calculations.

Section 6: Operational Procedures

The following workflow establishes a standardized, step-by-step process for staff to identify, document, record, and track Priority of Service in compliance with WIOA Title I, **WD-PY24-11**, and **NJWIN 11-16 Change 1**.

6.1 Step 1: Customer Entry and Initial Intake

- Customer enters the American Job Center (in person, virtual, or referral).
- Staff provides an overview of available services and explains Priority of Service rights.
- Priority of Service signage is visible and referenced during intake.
- Staff coordinates with partner agencies to obtain public assistance information when appropriate.

6.2 Step 2: Priority Screening Questions

Staff must screen all customers using standardized intake questions to determine:

- Veteran or eligible spouse status
- Receipt of public assistance within the past six months (SNAP/TANF/SSI/GA)
- Household size and total family income
- Comparison of income to FPL and 70% of LLSIL
- Basic skills deficiency indicators (educational attainment, test scores)
- Underemployment status (part-time seeking full-time, wages below self-sufficiency)
- Barriers to employment that may qualify for local priority

6.3 Step 3: Skills Assessment

- Review educational attainment documentation.
- Administer standardized testing (TABE or CASAS) when applicable.
- Identify individuals performing at or below 8.9 grade level as basic skills deficient.

6.4 Step 4: Determination of Priority Level

Based on intake responses, staff determines the highest applicable priority level:

1. Veteran/eligible spouse who is also public assistance recipient, low-income, or basic skills deficient
2. Non-covered person who is public assistance recipient, low-income, or basic skills deficient
3. Veteran/eligible spouse meeting local priority criteria
4. Non-covered person meeting local priority criteria
5. Non-priority individual

6.5 Step 5: Documentation Collection and Verification

Collect and retain documentation to support priority determination. See Section 7 for complete documentation requirements.

If source documentation is unavailable, staff may use:

- Written verification from partner agencies
- Oral verification (documented per Section 7.3)
- Self-attestation when allowable (per Section 7.4)

6.6 Step 6: Data Entry in AOSOS and Union County Works

Staff must record priority information accurately in both systems:

- Enter veteran or eligible spouse status with supporting documentation.
- Complete "Income Info" tab and "Eligibility" tab for all participants.
- Indicate public assistance, low-income, and basic skills deficiency status.
- Select "Yes" for **Local Priority** under Income Info in Eligibility tab when applicable.
- Enter detailed case note referencing specific documentation used for verification.
- For co-enrolled participants, ensure priority status is consistent across all program enrollments.

6.7 Step 7: Service Assignment

- Provide individualized career services and training services to priority individuals first.
- Order waiting lists for training according to priority level.
- Apply non-displacement rule: enrolled and funded participants may not be displaced.

6.8 Step 8: Ongoing Case Management and Monitoring

- Review priority status at key milestones (enrollment, training approval, service changes).
- Document priority status updates if circumstances change.
- Ensure all services are consistent with priority rules and funding allowability.
- Supervisors monitor AOSOS and Union County Works reports to track priority populations served.

Section 7: Documentation Requirements

Documentation must be collected in accordance with **WD-PY24-11 Documentation and Verification Guidance (pp. 14-15)** and maintained in the participant case file.

7.1 Universal Documentation Requirements

All participant files must contain:

- Priority of Service Verification Checklist (Attachment B)
- Documentation supporting the priority determination
- Case note in AOSOS and Union County Works documenting priority status and verification source
- Signed acknowledgment of Priority of Service rights (when applicable)

7.2 Category-Specific Documentation

A. Veteran/Eligible Spouse Status:

- ○ DD-214 (Member 4 Copy preferred)
- ○ VA benefit letter or disability rating
- ○ Military identification
- ○ For eligible spouses: marriage certificate and veteran documentation

B. Public Assistance Receipt:

- ○ SNAP/TANF/SSI award letter or benefit notice
- ○ Electronic benefits verification printout
- ○ Written verification from Union County Board of Social Services or partner agency

C. Low-Income Status:

- ○ Pay stubs (minimum 2 consecutive pay periods)
- ○ Tax returns or W-2 forms
- ○ Employer wage verification letter
- ○ Unemployment insurance documentation
- ○ Bank statements (when other documentation unavailable)

D. Basic Skills Deficiency:

- ○ TABE or CASAS test results showing 8.9 grade level or below
- ○ School records indicating lack of high school diploma/equivalency
- ○ Title II adult education enrollment verification

7.3 Oral Verification Protocol

When documenting eligibility through oral contact, the case note must include the following **five elements**:

(a) Date of contact

(b) Name of the person/agency contacted

(c) Contact information (address and phone number) of the agency

(d) Specific information provided (ensuring participant's name is confirmed)

(e) Signature or initials of staff member making contact

Example Case Note Format:

> "Oral verification completed on [date] with [name], [title] at Union County Board of Social Services, 342 Westminster Avenue, Elizabeth, NJ 07208, (908) 965-2700. Confirmed that [participant name] is currently receiving SNAP benefits as of [date]. Case note documented by [staff initials]."

7.4 Self-Attestation

If source documentation or third-party verification is unavailable or causes undue hardship, a signed Self-Attestation (Attachment A) may be used when allowable. Self-attestation must include:

- Clear statement of the priority status being claimed

- Participant's signature and date
- Statement that information provided is true and accurate under penalty of law

Self-attestation forms must be flagged for follow-up verification within 30 days when possible.

Section 8: Approval Authority

8.1 Policy Approval

This policy is approved by the Union County Workforce Development Board.

Adopted: [Date]
UCWDB Resolution No.: [Resolution Number]

8.2 Monitoring and Oversight Authority

The UCWDB retains authority to:

- Conduct quarterly performance reviews to track priority population percentages against the 75% **TEGL 07-20** threshold
- Perform annual monitoring audits of participant files and AOSOS/Union County Works data
- Issue corrective action plans with timelines and benchmarks
- Provide technical assistance to American Job Center Partners

8.3 Staff Training Requirements

- **Initial training:** Within 30 days of policy adoption for current staff
- **New hire training:** Within 15 days of employment
- **Annual refresher:** Conducted each program year
- **Ad-hoc training:** As needed when policy updates occur

8.4 Poster Display Requirements

Veterans Priority of Service poster must be displayed in:

- Main entrance/reception area
- Resource rooms
- Waiting areas
- Career counseling offices

8.5 Policy Dissemination

This policy shall be:

- Distributed to all American Job Center Network Partners
- Posted on the UCWDB website
- Included in staff orientation materials
- Made available to participants upon request
- Referenced in partner Memoranda of Understanding (MOUs)

Section 9: Definitions

The following definitions apply to this policy:

Basic Skills Deficient: An individual who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. **(WIOA Section 3(5))**

Covered Person: A veteran or eligible spouse entitled to priority of service under the Jobs for Veterans Act. (**38 U.S.C. 4215**)

Eligible Spouse: The spouse of: (1) any veteran who died of a service-connected disability; (2) any member of the Armed Forces serving on active duty who is listed as missing in action or captured for more than 90 days; (3) any veteran who has a total disability resulting from a service-connected disability; or (4) any veteran who died while a disability so evaluated was in existence. (**38 U.S.C. 4215(a)(1)(B)**)

Federal Poverty Level (FPL): Income thresholds published annually by the U.S. Department of Health and Human Services, used to determine eligibility for certain federal programs.

Individualized Career Services: Services provided to adults and dislocated workers to help them obtain employment, including comprehensive assessments, individual employment plans, career planning, and short-term prevocational services. (**20 CFR 680.150**)

Low-Income Individual: An individual who meets one of the criteria established under **WIOA Section 3(36)**, including: family income that does not exceed the higher of the poverty line or 70% of the LLSIL; homeless status; receipt of or eligibility for free or reduced-price lunch; foster care status; or disability with income meeting requirements.

Lower Living Standard Income Level (LLSIL): Income levels published annually by the U.S. Department of Labor based on the Bureau of Labor Statistics' lower living standard budget.

Priority of Service: With respect to any qualified job training program, a covered person shall be given priority over a non-covered person for the receipt of employment, training, and placement services provided under that program, notwithstanding any other provision of law. (**38 U.S.C. 4215(a)**)

Public Assistance Recipient: An individual who receives or has received in the past six months assistance through SNAP, TANF, SSI, or state/local income-based public assistance.

Training Services: Services provided through ITAs or through contracts for training, including occupational skills training, on-the-job training, incumbent worker training, and programs combining workplace training with related instruction. (**20 CFR 680.200**)

Veteran: A person who served at least one day in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable. (**38 U.S.C. 101(2)**)

Section 10: References

10.1 Federal Statutes
- Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128
- Jobs for Veterans Act, 38 U.S.C. Chapter 42
- WIOA Section 134(c)(3)(E) – Priority of Service Requirements

10.2 Federal Regulations

- 20 CFR Part 680 – Adult and Dislocated Worker Activities Under Title I of WIOA
- 20 CFR Part 1010 – Jobs for Veterans Act Priority of Service
- 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements

10.3 USDOL Training and Employment Guidance Letters

- TEGL 03-15 – Low-Income Definition and Underemployed Workers
- TEGL 07-20 – Performance Accountability Guidance
- TEGL 10-09 – Implementing Priority of Service for Veterans
- TEGL 19-16 – Guidance on WIOA Adult Priority of Service

10.4 State Guidance

- NJWIN 11-16 Change 1 – Local Priority Groups and AOSOS Recording
- WD-PY24 – Workforce Development Policy, Targeted Groups Priority Service
- WD-PY24-11 – Documentation and Verification Guidance

Section 11: Attachments

Attachment A: Self-Attestation Form Template
Attachment B: Priority of Service Verification Checklist
Attachment C: AOSOS Data Entry Quick Reference Guide
Attachment D: Union County Works Data Entry Quick Reference Guide
Attachment E: Oral Contact Documentation Form
Attachment F: Staff Training Sign-In Sheet Template

Section 12: Inquiries and Technical Assistance

Questions regarding this policy should be directed to:

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

NEW JERSEY WIOA SELF-ATTESTATION FORM

IDENTIFYING INFORMATION

Applicant's Name: _____

                             Last Name   Fist Name   MI

Address: _____

Social Security Number: _____ Application Date: _____

I, hereby, attest under penalty of law, that the information provided is true and accurate:

I further attest that I understand that the above information, if misrepresented, or incomplete, may be grounds for immediate termination of services and/or penalties, as specified by law.

_____   _____

APPLICANT'S SIGNATURE / DATE   APPLICANT'S PHONE NUMBER

_____

APPLICANT'S ADDRESS

_____

SIGNATURE OF PARENT OR GUARDIAN ABOVE (As Needed)

The above Self-Attestation is being utilized for verification of the following eligibility criteria:

ELIGIBILITY SPECIALIST ATTESTATION

I attest that the individual whose signature appears above has provided the information recorded on this form.

Eligibility Specialist's Signature/Date:

americanjobcenter®

Priority of Service Verification Checklist

For WIOA Title I Adult – Individualized Career & Training Services

Purpose:

This checklist assists Career Counselors in determining whether an individual qualifies for Priority of Service under WIOA Title I Adult programs and ensures compliance with WIOA Section 134(c)(3)(E), 20 CFR 680.600, TEGL 07-20, and UCWDB Policy UCWDB-2026-03.

SECTION 1: UNIVERSAL SCREENING (ALL CUSTOMERS)

Complete this section for every individual prior to enrollment in individualized career or training services.

☐ Priority of Service explained to customer
☐ Veteran Priority of Service rights explained (DOL-funded programs)
☐ Priority of Service signage visible / referenced
☐ Customer screened for all priority categories below

SECTION 2: VETERAN OR ELIGIBLE SPOUSE STATUS

(Veterans always receive first consideration in DOL-funded programs)

Is the individual a Veteran or Eligible Spouse?

☐ Yes ☐ No

If YES, indicate type:

☐ Veteran
☐ Eligible Spouse (as defined under 38 U.S.C. 4215)

Acceptable Verification (check one):

☐ DD-214
☐ Military identification

☐ VA benefit or disability letter
☐ Eligible spouse documentation (marriage certificate + veteran documentation)

☐ Oral verification (documented)
☐ Self-attestation (when allowable)

SECTION 3: STATUTORY PRIORITY CATEGORIES

(At least one of the following qualifies the individual for mandatory priority)

A. Public Assistance Recipient (Past 6 Months)

Is the individual currently receiving or has received within the past six months:

☐ SNAP
☐ Supplemental Security Income

☐ TANF
☐ General Assistance or other income-based public assistance

Verification:

☐ Benefit award letter
☐ Partner agency written verification
☐ Self-attestation (when allowable)

☐ Electronic benefits printout
☐ Oral verification (documented)

B. Low-Income Individual (WIOA Section 3(36))

Does the individual meet any of the following?

☐ Household income ≤ higher of Federal Poverty Level or 70% of Lower Living Standard Income Level
☐ Homeless individual or youth
☐ Foster care youth or receiving foster care payments
☐ Receiving or eligible for free or reduced-price lunch
☐ Individual with a disability AND individual income meets low-income threshold

Verification:

☐ Pay stubs (minimum two consecutive)
☐ Unemployment insurance documentation
☐ School or foster care documentation
☐ Self-attestation (when allowable)

☐ Tax return or W-2
☐ Employer wage verification
☐ Homeless verification

C. Basic Skills Deficient

Does the individual meet any of the following?

☐ Reading, writing, math, or English skills at or below 8.9 grade level
☐ Lacks a high school diploma or equivalency and not enrolled in secondary education
☐ Enrolled in WIOA Title II adult education or literacy services

Verification:

☐ TABE or CASAS test results   ☐ School records
☐ Title II enrollment verification

SECTION 4: LOCAL PRIORITY (SIGNIFICANT BARRIERS)

(Applied only after statutory priorities are met)

Does the individual meet any local priority category?

☐ Individual with a disability   ☐ Long-term unemployed (27+ consecutive weeks)
☐ Ex-offender   ☐ Older individual (55+)
☐ Single parent or single pregnant woman   ☐ English language learner
☐ Underemployed AND low-income   ☐ Homeless individual or youth
☐ Individual aging out of foster care

Verification:

☐ Source documentation   ☐ Partner agency verification
☐ Oral verification (documented)   ☐ Self-attestation (when allowable)

SECTION 5: PRIORITY LEVEL DETERMINATION

(Select ONE – highest applicable level)

☐ Priority Level 1: Veteran or eligible spouse AND public assistance, low-income, or basic skills deficient
☐ Priority Level 2: Non-veteran public assistance recipient, low-income individual, or basic skills deficient
☐ Priority Level 3: Veteran or eligible spouse meeting local priority criteria only
☐ Priority Level 4: Non-veteran meeting local priority criteria only
☐ Priority Level 5: Non-priority individual

Note: *Individuals meeting multiple categories receive the highest applicable priority.*

SECTION 6: SYSTEM RECORDING & CASE NOTES (REQUIRED)

☐ Priority category recorded in AOSOS
☐ Income information completed and verified
☐ Local priority indicator selected when applicable
☐ Case note documents:
- Priority category
- Verification source
- Date of determination
- Staff initials

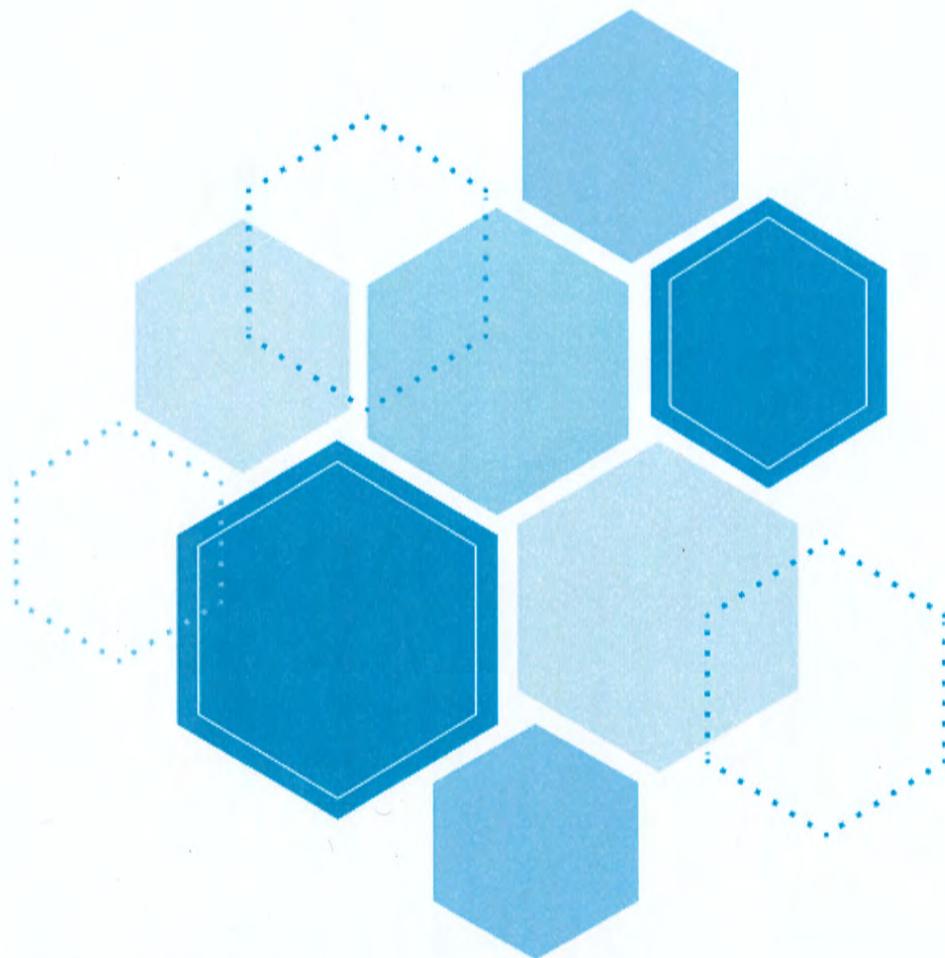☐ Priority of Service Verification Checklist uploaded to case file

SECTION 7: STAFF CERTIFICATION

I certify that Priority of Service was determined prior to service assignment and documented in accordance with WIOA and UCWDB policy.

Career Counselor Name: _____

Signature: _____

Date: _____

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.

Contents

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.

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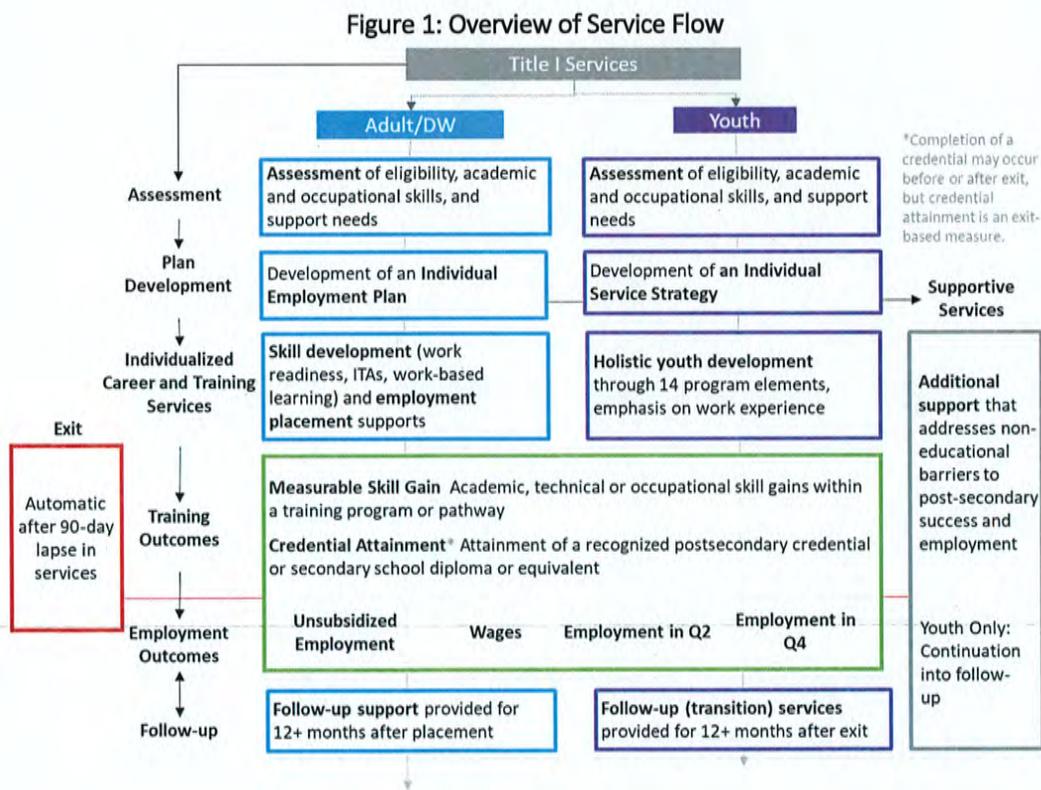
1. Maximize our electronic record of participant engagement in ways that enhance the potential for using these data to monitor and review existing practices in a consistent and ongoing way
2. Ensuring the accuracy of reports to the US Department of Labor (USDOL) shared via the PIRL

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_lei21g4xqgLaMFw
- 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.

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[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

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[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.

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[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	254 – Transitional Job	
Classroom-Based Training (Training Services)	Pre-Apprenticeship	255 -Pre-Apprenticeship Program - Individualized/ITA Training (non-Youth)	
	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)	

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[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: • Type of work experience • Placement info • Duration of work experience • Academic and occupational components • Career pathway alignment	Details should include information about: • Type of service • Amounts expended on services • All dates when supportive services have been provided	Details should include information about: • 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).

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[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	
Attainment Status	Enter attainment status based on current progress (attainment statuses differentiate between course completion and credential attainment): • *In Process – no intended credential:* individual is in a training course that hasn't ended that does not have an intended credential • *In Process – intended credential pending:* individual is in a training course that hasn't ended and has a specific intended credential • *Completed – Attained Intended Credential: customer has completed a training course and received the intended credential (including completion of any exams and/or licensing requirements)* • *Completed – Did Not Attain or Intend Credential: 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* • *Incomplete – Did Not Attain or Intend Credential:* individual did not complete the training	Enter data at enrollment and when customer's status/info changes
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: • 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: • For ITAs – Skills Progression or Postsecondary Transcript • For OJT and Apprenticeship[12] – 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	

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[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.

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.

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

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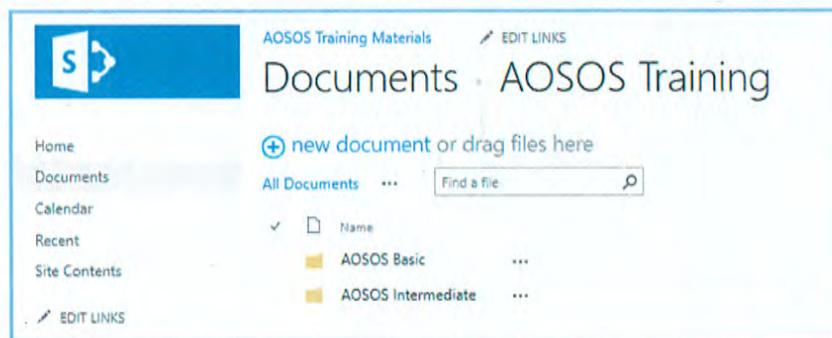
Both Basic and Intermediate Training include several modules for both new and advanced AOSOS users.

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
	Objective	Employment Objective
		O*Net Title
		Acceptable Job Location
	Work Hist.	Work History
	Ed/Lic	Certificates/Licenses
		Schools
		Professional Associations
	Skills	Additional Skills Text
Comp Assess	Employment	Cultural Barriers to Employment
		Youth Needing Additional Assistance
	Education	Basic Skills Deficient
		English Language Learner
	Family	Marital Status
		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
		School Status
		Employment Status
		Contact Preference
	Eligibility	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 now 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

Geographic Solutions®
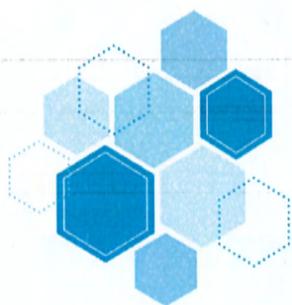
Virtual OneStop® for Individuals Quick Reference Card

In This Quick Reference

Welcome to the Virtual OneStop® system. In this quick reference guide, job seekers can...

Get step-by-step instructions to:

- Set up a new account
- Sign in to your account
- Get help using the system
- Access the menus and Quick Search
- Use the top menu bar to access key system functions
- Explore your dashboard
- Enter your personal and background information
- Create a résumé
- Search for jobs
- Set up automatic job search alerts
- Apply for jobs

Learn where to go in the system to:

- Apply for unemployment insurance benefits
- Explore your eligibility for federal and local government services and programs
- Find educational scholarships for which you may qualify
- Research other sources of educational financial aid
- Figure out which career or occupation to pursue
- Complete skills and tools assessments
- Explore training, education, or licensing/certification options
- Research employers and the job market
- Find employment recruiting events
- Create cover letters
- Prepare for interviews
- Brand yourself as a stand-out job candidate to employers (Smart Seeker)

Notes: *See the VOS Individual Services User Guide for in-depth coverage of these topics. Contact your local one-stop career center to receive a copy in PDF format.*

Your site may display different options from those shown here.

Set up a New Account

To fully utilize the system, you must set up login credentials and provide basic personal information. The more information you provide, the more system features you have at your disposal.

▶ **To create a new account:**

1. Select the **Sign In / Register** button at the top of the site home page.
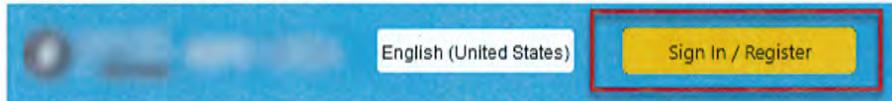
Sign In / Register Button

2. In the registration section, select the **Individual Registration** button.

3. Select how you wish to register on the Individual Registration Type page: Quick, Comprehensive, or with a Résumé.

4. Fill in all required (*) fields on all pages. Be sure to write down your username and password for future logins.

   Note: *Fields vary depending on your site setup but always include creating a unique username and password. Your site may also be configured to accept a 4-digit PIN for added security.*

5. Select the **Finish** button on the last page. When the *"What's Next?"* page displays, your account is created, and you are signed in. The options and resources available on this page vary depending on your site setup.

Sign in to Your Account

▶ **To sign in to your account:**

1. Select the **Sign In / Register** button at the top of the site home page.

2. Enter your **User Name** and **Password**.

3. If displayed, enter the case-sensitive CAPTCHA code.

4. Select the **Sign In** button. Your dashboard displays.

   Note: *If you forgot your user name and/or password, select the Retrieve User Name or Password link and select your desired retrieval option.*

Get Help Using the System

Wherever you see the **Info** icon 🛈 on a page, you can select it to display help text for that section in a pop-up window.

Access the Menus and Quick Search

The header bar and left navigation menu allow you to navigate the system and access frequently used features. The header bar appears on every page of the system, and from here, you can access three key features: the left navigation menu to access all features, the Quick Search field to find jobs and other important resources, and the Profile icon to manage all your personal and background information. These are briefly described below.
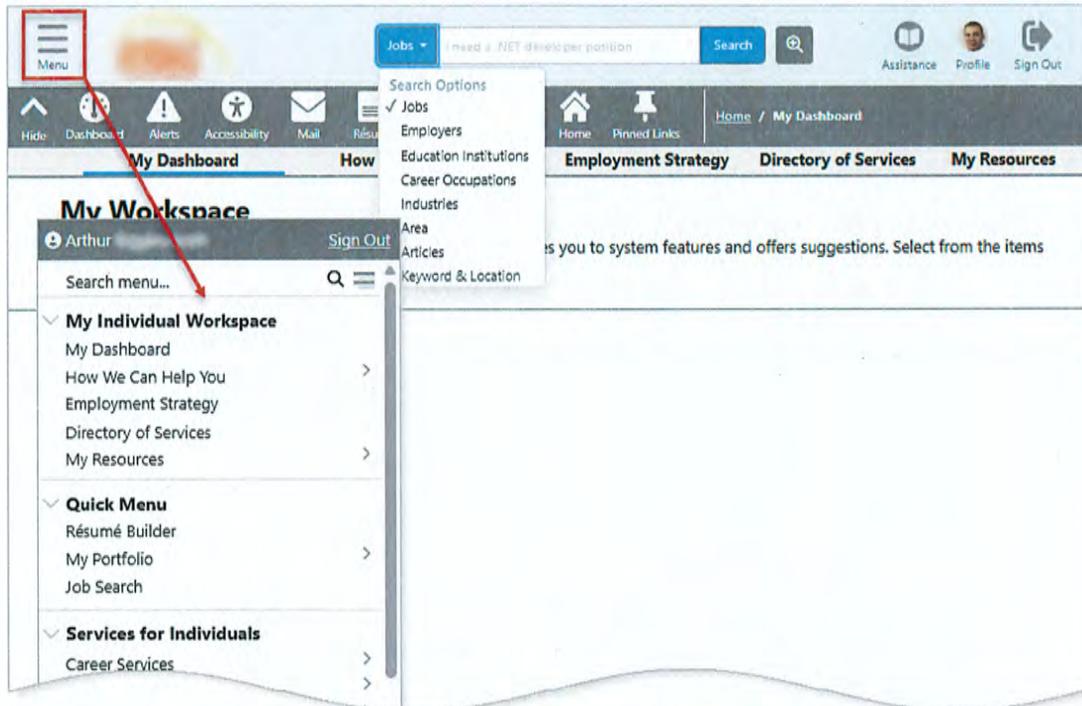
Header Bar, Left Navigation Menu, and Quick Search Field

- **Menu** – Sometimes called a "hamburger menu," displays/hides the left navigation menu, which now features a refreshed design that enhances its visual appeal. Select the right arrow > on the menu to view options within that menu group. When you select an option, the menu retracts and the selected page displays. Many of these options are also available as widgets on your dashboard.

- **Quick Search** – Displays a search field, from which you can search for jobs, employers, education institutions, career occupations, and more. The magnifying glass icon displays the Advanced Job Search page, which lets you tailor your job search results according to your background and experience.

- **Assistance Center** – Provides a variety of options for obtaining help in the system, including Quick Reference Cards, Site Map, Learning Center, and more.

- **Profile** – Access your Personal Profile, where you can review and modify your registration information, background information, job seeking activities, messages and letters, and much more.

- **Sign Out** – Logs you off the system.

▶ **To configure your left navigation menu:**

1. In the footer at the bottom of any page, select **Page Preferences**.

2. In the pop-up window that opens, under the Navigation Menus heading, select the <u>Configure Navigation Menu</u> link.

3. On the Navigational Menu Configuration page that displays, you can:

   a. Specify if you want each menu group to be *Expanded* (show sub-options), *Collapsed* (show heading only with ability to expand options), or *Not Displayed* at all.

   b. Rearrange the order of the menu groups by dragging and dropping the menu bars using your mouse.

4. Select the **Save** button to save your changes.

Use the Top Menu Bar to Access Key System Functions

The top menu bar contains icons providing immediate access to core system functions in drop-down panels. A new Pinned Links feature provides convenient access to your pinned pages.

Breadcrumbs provide a clear, easy-to-follow path through the system, helping you stay on track and quickly navigate back to previous pages or sections. The Home and My Dashboard links are always available for quick access to the initial system pages.
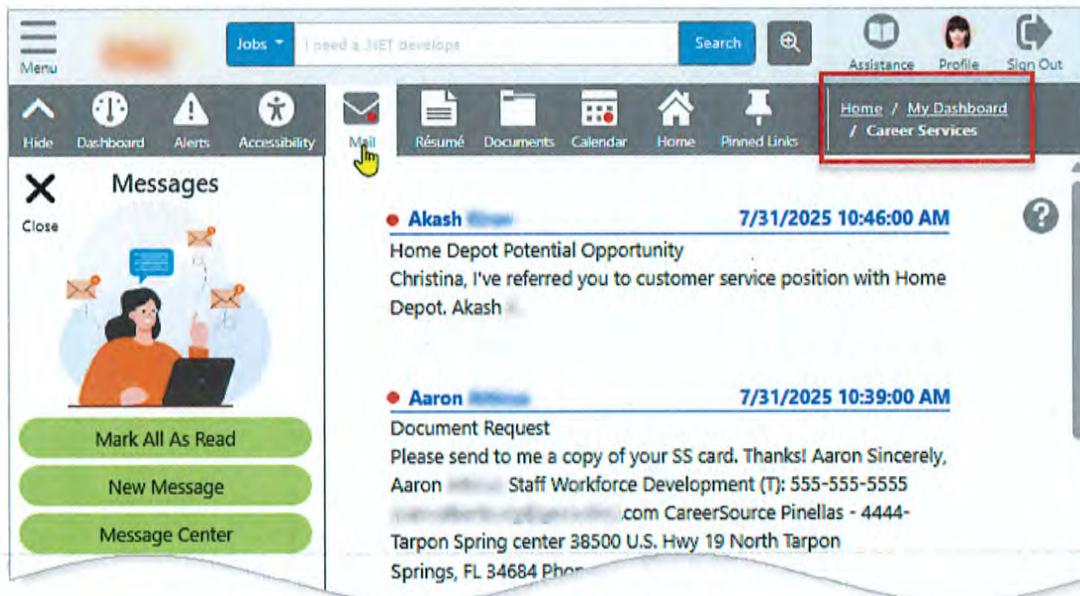
Top Menu Bar – Showing Messages Panel and Breadcrumb Links

The Top Menu Bar includes the following icons and features:

- **Dashboard** – Displays your dashboard. See <u>Explore Your Dashboard</u> for more information.
- **Alerts** – Displays current system alerts posted by the website administrator. Alerts sometimes include a link that you can select for viewing further information.
- **Accessibility** – Provides settings to optimize website viewing, including a link to the accessibility statement with information for assistive technology users.

- **Mail** – Recent messages from your Inbox display on the right side of the Messages panel. Messages that are marked with a red dot indicate an unread message. Select any of the messages from the list to view the full message. Buttons on the left side allow you to **Mark All As Read**, create a **New Message**, or access the **Message Center**.

- **Résumé** – Your currently active résumés display on the right and can be opened by selecting them. To **Create, Edit, or Upload a Résumé**, select the thumbnail with a plus sign. Buttons on the left side allow you to **Create Résumé**, open the **Résumé Manager**, view your **Job Contacts**, or display your saved **Virtual Recruiter** alerts.

- **Documents** – (This feature may not be available on your site) Documents that you have uploaded to the system display here. You can open any one of these by clicking the icon or the link (for your security and protection, you will be asked to enter your login password before you can view the file). Buttons on the left side allow you to **Upload Document(s)**, **Scan Documents**, or display **My Documents** on the Documents tab of your Personal Profile.

- **Calendar** – Displays upcoming events entered on your appointment calendar on the right of the Appointments panel. Buttons on the left side allow you to **Request Appointment** with staff, display the **Event Calendar**, or your **Appointment Calendar**.

- **Home** – Displays the Home page after offering you an option whether to sign out or stay signed in first.

- **Pinned Links** – Your pinned links display on the right panel. Select one to go directly to one of your saved pages. Select the **Manage Pins** button on the left to manage your saved pins.

- **Breadcrumbs** – This feature lets you quickly navigate back to previous pages or sections of the site. The <u>Home</u> and <u>My Dashboard</u> links are always displayed.

- **Hide** – Removes the icon labels to save vertical space on your screen.

Explore Your Dashboard

From your Dashboard, you can access all the key features you need to prepare your background information, search and apply for jobs, research education services, and access your messages. Most of these features are also accessible from the left navigation menu.

Dashboard Tabs

Dashboard tabs provide convenient access to crucial resources in the system to support your career goals and objectives, and access to services including career and job suggestions, financial planning, training opportunities, unemployment services, and more.
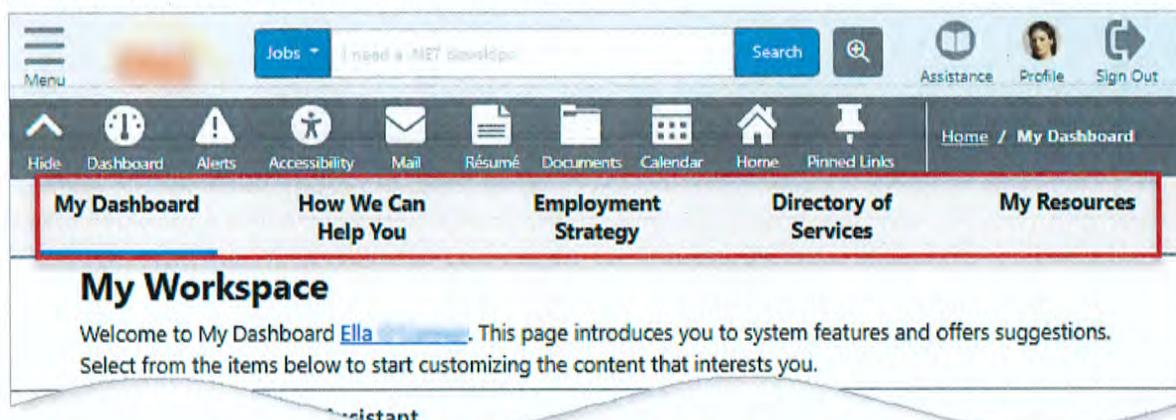
Dashboard Tabs Under the Header Bar – My Dashboard Page

Dashboard tabs are different aggregations of many of the same system features and include the following:

- **My Dashboard** – This displays collapsible sections for quick access to frequently used options.
- **How We Can Help You** – This presents the options suggested in your Services Preview as tabs. Each tab has links to different views that help you see information on jobs, careers, training, benefits, and other services, based on your background information and preferences.
- **Employment Strategy** – This presents a series of strategies and resources to assist you in finding and securing employment. Strategies include how to get classroom training, find a new career, search for a job, get recruited, and more.
- **Directory of Services** – This presents an alternate path for seeing left navigation menu groups and their options using a full menu page. Each group can be expanded to see short descriptions of each option, rather than selecting the options from the left navigation menu.
- **My Resources** – This page offers a menu to let you quickly access and manage some common resources for information on your communication and planning in the system, such as: My Messages, My Correspondence, My Appointments, and Upcoming Events.

Dashboard Sections

The dashboard contains a variety of customizable service options designed to provide fast access to system features that are most important to you.

My Dashboard Assistant

One of the most powerful tools available to you is My Dashboard Assistant, which presents helpful features to both guests and registered users. You can select the *Not Sure Where to Start?* option to answer a few quick questions about your situation. Based on your responses, you receive personalized suggestions for services and programs that can help you succeed. Links allow you to check your messages, perform job searches, manage your résumés and Virtual Recruiters, and contact your local office.
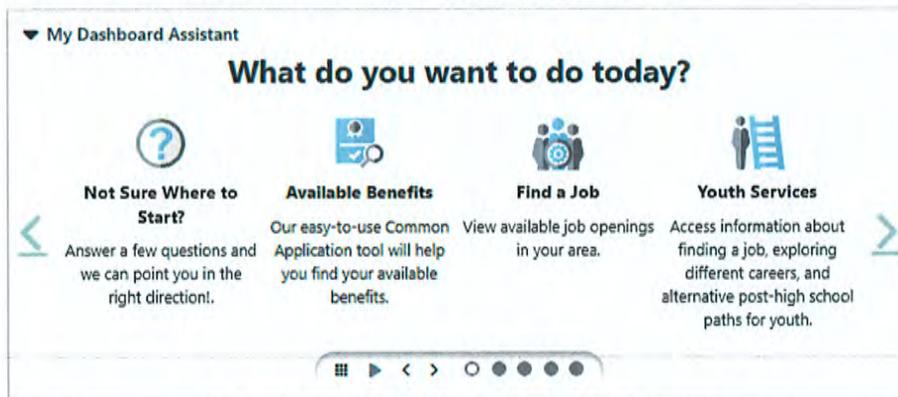
My Dashboard – My Dashboard Assistant Section

Benefit Status

If you are enrolled in any federal benefit programs, such as WIOA, SNAP, or Trade, the Benefit Status section of the dashboard allows you to easily track your current program statuses in one convenient location, helping you stay informed and in control of your benefits. The section consists of multiple cards with programs on the left, followed by a description of the selected program and your status and activities.

My Dashboard – Benefit Status

News and Announcements

News and Announcements presents informational items of interest to you, for example, job fairs or job market information, most of which include links to additional details.

My Dashboard – News and Announcements

Services Preview

The Services Preview section is a revolving carousel of useful links to resources and information to help you plan and execute a strategy designed to meet your career goals. Here you can find information on jobs, employers, education and training opportunities, financial planning, and more.

My Dashboard – Services Preview

Personalized Job Matches

The Personalized Job Matches section provides suggested jobs for you based on a category you select, such as your recent searches, trending employers, or your desired occupation. Job matches are presented in a rotating job card carousel that displays the job summary and links to take action.

My Dashboard – Personalized Job Matches

Paths

The Paths section allows you to see at-a-glance areas in the system that you can complete to become designated as a savvy job seeker in the eyes of hiring employers. These areas, or "paths," include things like completing your background information, creating a résumé, and taking several types of self-assessments. As you complete each path, its badge icon changes from gray to colored. Once you complete all seven paths, you earn a 'Smart Seeker' designation icon ☼, which preferred employers can see. See How to Stand Out as a Desirable Job Candidate with Preferred Employers for additional information.
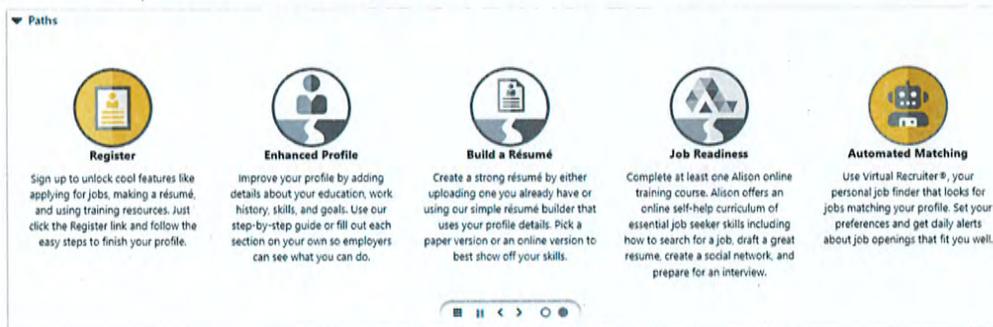
My Dashboard – Paths

Widgets

The Widgets section of the My Dashboard page displays a wide range of configurable widgets that provide quick access to groupings of your information..
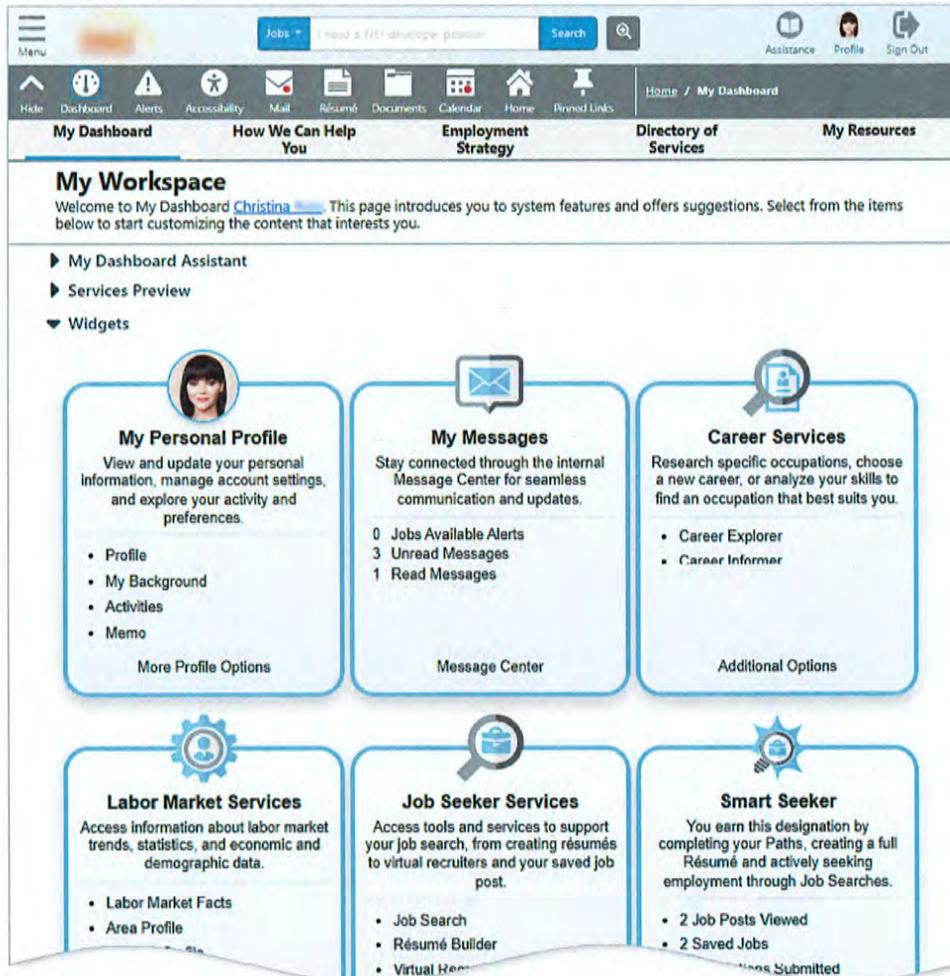
My Dashboard – Widgets

The widgets available to you may vary but can include the following:

- **Career Services** – The Career Services widget provides links to options on the Career Explorer page, including options for exploring occupations that match your skills, work interests, work values, and abilities with tools and technologies, and also a link to the Career Informer tool, which provides detailed labor market information for a specific occupation, like viewing career tips or reviewing how your background and skills match up to your desired occupation.

- **Community Services and Benefits** – The Community Services and Benefits widget provides quick links for Common Application, which is a way to start preliminary applications for programs you may qualify for, and for Programs and Services, which is a link to pages with information about the various community or social service programs that are available to you. The Additional Options link lets you view the Career Services menu page, with additional options for Job Market Explorer, Your Career Match, and Career Tips.

  Note: *Both Common Application and the Career Services pages are optional features for a site; you may not see these options in your system.*

- **My Calendar** – Provides information on upcoming appointments and events. Select the links to view your Appointment Calendar, where you can request and manage your appointments, or the Event Calendar, showing events for the current month and the office/region associated with your ZIP code.

- **My Correspondence** – Lets you see how many letters and correspondence templates you have. From the links, you can open the My Letters page to view any saved letters you created, manage those letters, and create new letters, or you can open the Correspondence Templates page to view any saved letter templates or create a new letter template.

- **Current Events** – (sometimes called Events Near You) This is an alternate view of the Event Calendar page. This widget displays a quick breakdown of the number of available events for each event category for the current month and the office/region associated with your ZIP code.

  - Select a link for a category name or the associated number of events to display the Event Calendar details filtered for that category and displayed in list view.

  - Select the More Events link to display the Event Calendar with no filtering. This displays all events in your area for which you may be able to register (these are events that require no registration or for which you can register online).

- **My Employment Plan** – Provides a quick way to view the number of job applications you have completed, including how many were to internal or external jobs, and the number of résumés you have.

- **My Benefits Plan** – Includes links to the different tabs in your Benefits Plan Profile that contain general information about the benefits available from programs you may be eligible for. The widget indicates if you are already a participant in a WIOA or TAA program with an application, as well as courses/ services in which you are currently enrolled. Each link on the widget opens the corresponding tab in your Benefits Plan Profile.

- **Education Services** – Provides quick links to options that help you review training and education providers, or find and review specific education programs offered. You can search for education programs to attend in a specific geographic area or that are offered online.

- **My Messages** – Shows the number of unread and read messages in your Inbox folder, and provides links to access the Messages tab of your Communication Profile directly from the dashboard.

- **Employer Services** (Trending Employers) – Lists the top trending employers based on the number of job applications per employer. Each employer name and number of applications is a link, which opens a search results list for all posted jobs for that employer. The Additional Options link lets you view the Trending Employers' Jobs page with more job search results for trending employers based on employers with the most job applications within a set distance from your ZIP code.

- **My Personal Profile** – Provides direct access to your personal profile tabs, where you can check whether important information used in your résumés, job searches, and program applications is up to date. The More Profile Options link displays your Personal Profile, where you can view and edit information on any of the profile tabs.

- **Financial Services** – Provides links to options that help you create or modify different types of budgets, explore possible additional income options and sources of financial aid, as well as a link to a page with other financial resources, such as a Cost of Living calculator.

- **Job Seeker Services** – Provides quick links to the most common options available under Job Seeker Services in the Services for Individuals left navigation menu group.

- **Need help or more information** – Access a variety of resources for information and assistance, including online tutorial videos.

- **Labor Market Services** – Access labor market information, including detailed labor market profiles on geographic areas, industries, occupations, and educational programs.
- **SmartSeeker** – Guides you in completing and maintaining key profile information to earn the Smart Seeker designation. To become an effective job seeker, you need to provide your background details, résumés, and assessments—which award badges—as well as engage in job searches and submitting applications.

  Note: Not all sites have this Smart Seeker feature.

- **My Assessments** – Shows the different skills assessments available to you in the system. It provides quick links to each related tab in your Self Assessment Profile folder. This includes tabs for displaying and editing your Job Skills, Personal Skills, Workplace Skills, Work Interests, Work Values, and saved experience/ability with typical Tools and Technology for your chosen occupation.
- **Surveys** – For systems that include the *Survey* module, you can access surveys that are available in the system.

Your Statistics

Your Statistics provides you with summary information about your activities in the system. Your Statistics tracks key education, training, and job hunting activities. You can view detailed information about the corresponding activity by selecting links in the cards; for example, selecting the Résumés number link on the Created card opens the Résumés tab of your Employment Plan Profile.
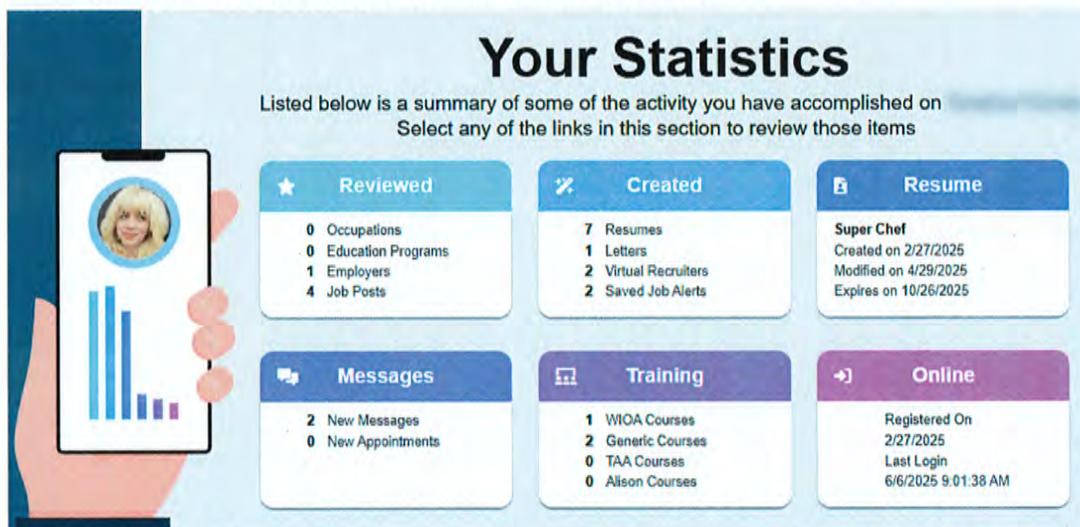
My Dashboard – Your Statistics

In the Your Statistics section, you can view information about:

- **Reviewed** – Select a [number] link to display details for Occupations, Education Programs, Employers, or Job Posts you have viewed or are enrolled in.
- **Created** – Select a [number] link to display your Résumés, Letters, Virtual Recruiters, and Saved Jobs.
- **Résumé** – Select the Résumé [title] link on the Résumés card to display the Résumés tab of your Employment Plan Profile, where you can create and manage your résumés.
- **Messages** – Select a New Messages [number] link to display the Messages Tab of your Communications Profile, or select a New Appointments [number] link to display your Appointment Calendar.

- **Training** – Select a [number] link to display details for WIOA Courses, Generic Courses, TAA Courses, or Alison Courses in your Training Plan Profile.
- **Online** – Provides information about your registration date and the last time you logged in to the system.

Customize Your Dashboard

▶ **To configure your dashboard sections and widgets:**

1. Select the Configure Dashboard link at the bottom of the dashboard.

2. On the Dashboard Widgets page that displays, check or uncheck the boxes for the sections and widgets you want to appear on your dashboard, and then select the **Save** button to save your changes.

3. To rearrange where the widgets appear, you can:

   a. Follow the on-screen instructions on the configuration page to use the keyboard to move widgets between the three columns, and then select the **Save** button to save your changes.
   OR...

   b. On the dashboard page itself, mouse over the widget heading bar until the cursor changes to a 4-sided arrow and then use your mouse to drag and drop widgets where you like.

Enter Your Personal and Background Information

To make future tasks easier, be sure to complete your profile with details about your skills, education, and work experience. Some of this information was already collected during registration and can later be used to create résumés, job applications, or to apply for government programs.

▶ **To complete your general and background information:**

1. Select your **Profile** icon in the Header bar. The General Information tab of your personal profile displays.

   Note: You can also access your Personal Profile and the General Information and Background tabs from the Quick Menu group of the left navigation menu.
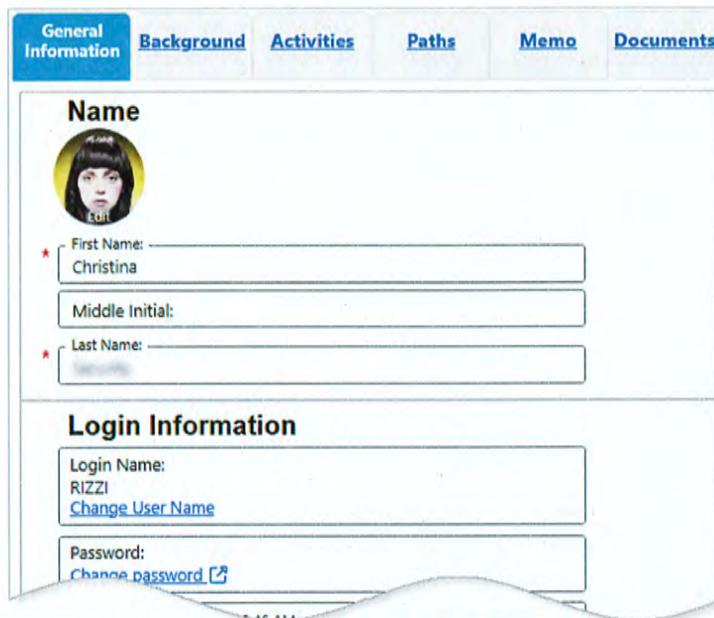
Personal Profile — General Information Tab

2. Complete blank fields on the General Information tab as desired and then select the **Save** button.

3. Select the **Background** tab and then the <u>Start the Background Wizard</u> link to step through each section, including Education History; Occupational Licenses, Certificates and Training; Employment History; Job Skills; Tools and Technology; Résumé Items; and Additional Employer Searchable Items, such as your desired location and salary.

Personal Profile — Background Information Tab

4. Complete all required fields and additional information as desired on each page of the wizard.

5. Select the **Finish** button on the last page.

💡 **Tip:** *Your best next step is to create a résumé. Not only can you use it to apply for jobs, but registered employers can also find you when searching for candidate résumés. See "Create a Résumé" for instructions.*

What's Next to Reach Your Goals?

Use the list below as your high-level "roadmap" for navigating the system to complete your desired activities. It leads you to the places in the system where you can find the information or complete the tasks you need to achieve your goals.

Note: *You can find step-by-step instructions for key tasks in this quick reference guide. For some activities—or if you need more help using the system—you may need to visit your local one-stop career center for assistance.*

How to Get to Key Places in the System

All paths below start from the menu groups in the left navigation menu, though you can also access most of these from the icons or widgets on your dashboard. Some options may not be available due to your site setup.

Find a Job

- **Create a Résumé** – From the Quick Menu group, select **Résumé Builder**. See "Create a Résumé" in this guide for step-by-step instructions.
- **Search for Jobs** – From the Quick Menu group, select **Job Search**. See "Search for Jobs" in this guide for step-by-step instructions, and also "Manage Job Search Results."
- **Set up a Job Search Alert (Virtual Recruiter)** – From the Services for Individuals menu group, select **Job Seeker Services ▶ Virtual Recruiter**. See "Create a Virtual Recruiter Job Search Alert" in this guide for step-by-step instructions.
- **Research Employers** – From the Services for Individuals menu group, select **Job Seeker Services ▶ Employers** to search for employers using various criteria.
- **Find Employment Recruiting Events in Your Area** – From the Other Services menu group, select **Appointment Center ▶ Events Calendar** to search for events of interest to you (Event Category).
- **Apply for Jobs** – Do a job search (see above), then select a job you want to apply to. See "Apply for a Job" in this guide for step-by-step instructions.
- **Create a Cover Letter for a Specific Job Application** – From the Services for Individuals menu group, select **Job Seeker Services ▶ Letter Builder** to create and manage your letters.
- **Prepare for an Interview** – From the Services for Individuals menu group, select **Job Seeker Services ▶ 10 Steps** to read interviewing tips and many other job-seeking best practices.

Get Financial Assistance or Other Benefits

See What Federal Assistance Programs You May Be Eligible For

1. Make sure all your General and Background information is complete in the system. See "Enter Your Personal and Background Information" in this guide.

2. From the Services for Individuals menu group, select **Community Services and Benefits ▶ Eligibility Requirements** to learn about programs you qualify for based on your answers to some basic questions.

3. If available on your site, select **Services for Individuals ▶ Common Application** from the left navigation menu to complete the Common Application wizard and explore your eligibility for program benefits.

4. To apply for federal assistance programs, you can also visit your local one-stop career center.

Apply for Unemployment Insurance Benefits or Check Your Claim Status

- If your state has the *Unemployment Services* module in this system, from the Services for Individuals menu group, select **Unemployment Services ▶ File a Claim** to begin the process.
  OR...

- If your state uses another unemployment system, or you need help using the Unemployment Services features, contact your local one-stop career center for assistance.

Find Educational Scholarships You Might Qualify For

- From the Services for Individuals menu group, select **Education Services ▶ Scholarship Search** to find scholarships across the U.S. by entering criteria, including keyword, GPA, gender, residency, ethnicity, religion, and area of study.

Research Sources of Educational Financial Aid

1. From the Services for Individuals menu group, select **Education Services ▶ Financial Assistance Links** to display the Financial Assistance Links page, where you can access information on WIOA/TAA training programs, Financial Aid for Veterans, Free Application for Federal Student Aid (FAFSA), and more.

2. Select a desired link to learn more (the links navigate to external websites).

Identify an Occupation/Career to Pursue

Assess Your Skills and Preferences

1. From the Quick Menu group, select **My Portfolio ▶ Self Assessment Profile**. Your self-assessment profile displays on the Job Skills tab.

2. Select each tab title link to enter or change information about your job skills, personal skills, work interests and values, and the tools and technology you have experience with.

3. To do all five assessments from one page, select the **Multiple** tab. You can find matching occupations from this tab based on your assessment results.

Research Occupations

- From the Services for Individuals menu group, select **Career Services ▶ Career Informer** to display the Occupations search page, where you can look up occupations using numerous criteria. This is the same as selecting **Labor Market Services ▶ Occupational Profile** from the same menu group.

Match Up Your Skills and Preferences with Occupations to Find an Ideal Career

- From the Services for Individuals menu group, select **Career Services ▶ Career Explorer** to display options to help you find a career or occupation that suits you, including matches by skills, work interests, tools and technology, and more.

Research the Job Market for Your Geographic Area/Occupation

- From the Services for Individuals menu group, select **Labor Market Services ▶ Labor Market Facts** to explore a wealth of LMI information for any area you specify, or select a profile to see a summary of LMI information for a specific geographic area, occupation type, or education type.

Get Training, Education Credentials, or Licensing/Certification for Your Career

Find Free and Online Learning Resources

1. From the Services for Individuals menu group, select **Education Services ▸ Online Learning Resources** to display the Online Learning Resources page, where you can explore information on Alison online courses, Metrix Learning, online colleges and high schools, etc.

2. Select a desired link to learn more (the links navigate to external websites).

Research Training Providers

- From the Services for Individuals menu group, select **Education Services ▸ Training Providers and Schools** to search or browse alphabetical provider listings by area.

Research Training/Educational Programs

- From the Services for Individuals menu group, select **Education Services ▸ Training and Education Programs** to search or browse alphabetical program listings by area.
  OR...

- To browse more specific program listings, select **Education Services ▸ Education Profile Informer**.

Create a Résumé

💡 *Tip:* *If you previously completed background information for your personal profile, the Résumé Builder incorporates this information, so you do not have to re-enter it. In most parts of the Résumé Builder, you can choose to have the system update your background information if you change or add it to the résumé.*

▶ **To create a résumé using the interactive Résumé Builder:**

1. From the Quick Menu group, select **Résumé Builder**. The Résumés tab of your Employment Plan Profile displays.

2. Scroll down the Résumés tab and select the **Add Résumé** thumbnail.

3. On the Résumé Builder page, choose how you want to create your résumé:

   - **Upload a Resume** – Store a copy of your formatted résumé (Word or PDF). If your résumé has any education or employment history or occupational licenses, certificates, or training, that information is automatically saved to the Background tab of your personal profile. Existing information in your Background will not be overwritten.

   - **Build New Résumé** – Visually update each résumé section. This requires the most time and effort, but employers are most likely to find this résumé type.

   - **[System] Résumé** – Creates a duplicate résumé from a previously created one that you can then modify. This is the quickest method but requires an existing résumé.

   This procedure explains how to create a brand new résumé.

4. Select the **Build New Résumé** card to create a brand new résumé from scratch.

5. Select the method you want to create your new résumé in the pop-up window:

   - **Résumé Builder** – Immediately creates your résumé based on the information in your General and Background personal profile tabs. You can then modify the résumé by clicking on the various sections to open them for editing.

   - **Résumé Wizard** – This tool walks you through building your résumé section by section, allowing you to change and/or add information in each section as you go.

The rest of this procedure uses the Résumé Builder option.

6. Select the **Résumé Builder** option. A Share Nationwide? pop-up window may appear.

   a. To authorize the exchange of your profile and background information with the National Career Alliance (NCA), check the box for **Do you want to save your résumé nationwide?** and select the **Yes** button.

   The interactive Résumé Builder displays your résumé pre-filled with information from your General Information and Background tabs.
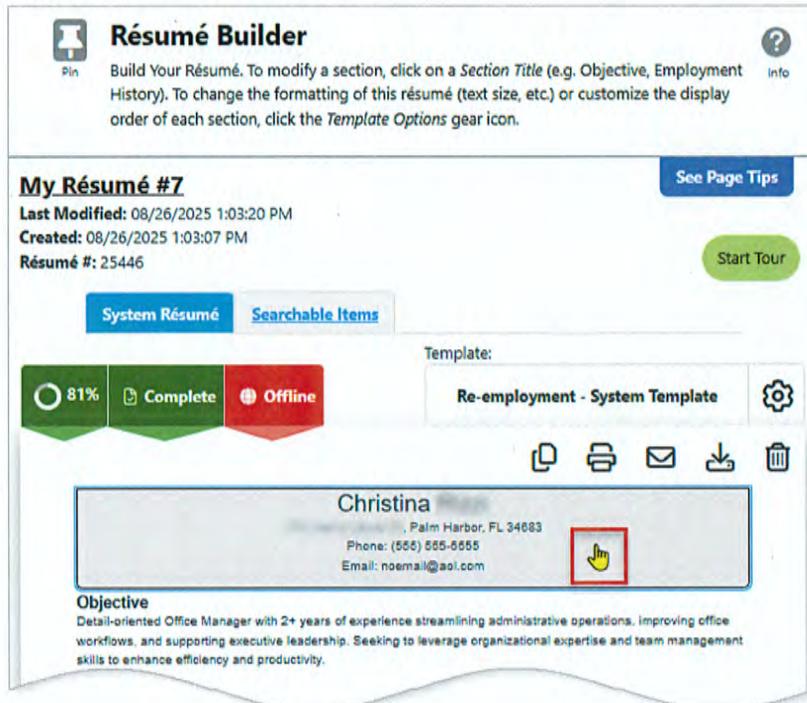
Résumé Builder Page

7. From this visual representation of your résumé, you can perform the following actions:

To...	Do this...
See the primary tasks you need to perform to complete your résumé and put it online	Select the **See Page Tips** button.
View a guide that takes you through the steps needed to complete your résumé and put it online	Select the **Start Tour** button.
Change the system-generated title of your résumé	Select the [title] link above the résumé.

To...	Do this...
View a list of ways to improve your résumé score	Select the résumé score percentage. The résumé score changes from yellow to green when you attain a score of 80% or more. Select the résumé score or the lightbulb icon 🔆 next to any section marked for improvement to view suggestions for strengthening your résumé. Selecting either option opens the score details, which show how your résumé score is calculated. Select a yellow triangle icon ⚠️ in a section to open it for editing.
View information on your résumé status	Your résumé has a status of *'Incomplete'* when information is missing from the Education and Employment History sections. It changes to *'Complete'* when you add either Education or Employment History to your résumé.
Change whether or not the résumé is accessible to employers	Select the **Online/Offline** indicator and **OK** on the subsequent confirmations to set your résumé visibility. *Note: If it says "Incomplete" at the top of the résumé, or an item has a red triangle icon* ⚠️ *in the Additional Employer Searchable Items section, a pop-up message indicates that you must complete these items before you can post your résumé online.*
Update a section	Mouse over the desired section (which changes color), and the cursor changes into a hand (see figure above). Select it. This opens a page from which you can add or edit an entry, save it to your résumé, and update your background information, if desired.
Change the look of your résumé	Select the gear icon to the above right of the résumé body. This opens an Edit Template section to the right of (or below on smaller screens) the body of the résumé, where you can rename, move, or hide sections; and change style formatting for all sections or only for specific sections of your résumé. Select **X** in the upper-right corner or the gear icon again to hide the Edit Template section. *Note: If you wish to modify a System Template, you must save it as a custom template under a new name.*
Change the résumé style template – (e.g., from Chronological to Functional)	Select the template field above the résumé body and choose a thumbnail to use a new résumé style.
Copy, print, email, download, or delete the résumé	Select the icons above the Contact Information section, as desired.
Add or modify employer Searchable Items	Select the Searchable Items tab under the résumé title. These are items about you and your desired job that are not part of your printable résumé, but that employers can search by when looking for desirable candidates, including Desired Occupation, Salary, Location, Job Type, and more. Select them to open the item for editing.

8. The changes you make to your résumé are automatically saved in real-time as you make them. If you do not like something, just select that section again and make your changes.

As soon as you create a résumé, the system shows potential job matches below the résumé or Additional Employer Searchable Items section.

*Suggested Jobs Section of Résumé Builder Page*

Search for Jobs

Find job listings based on a wide range of criteria, including keyword, employer, education level, skills, military occupation code, or your résumé.

▶ **To search for jobs:**

1. From the Quick Menu group in the left navigation menu, select **Job Search**.
   OR...
   From the Job Seeker Services widget on the dashboard, select the <u>Job Search</u> link.

   Either option displays the Job Search Options - Standard Job Search page.
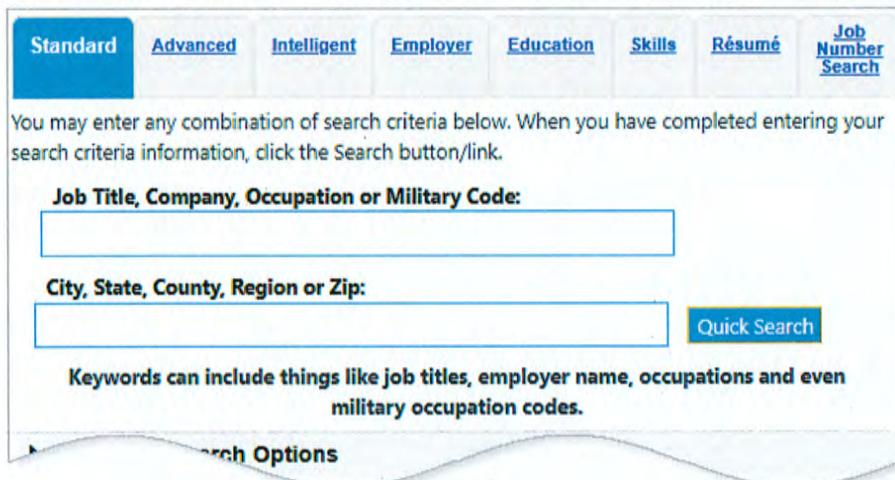
Job Search Tabs

2. To change the geographical search area from what was previously used, select the **Area** name to select a new search area, or enter a location in the **City, State, County, Region or Zip** field on the Standard tab.

3. Choose one of the following search methods by selecting the tab title:

- **Standard** – Select any combination of criteria.
- **Advanced** – Select any combination of a wide range of criteria.
- **Intelligent** – Select from three pre-set job searches—Crowd Search, Match Search, and Pathfinder—that tailor recommendations based on your profile and the searches and job applications of similar job seekers.
- **Employer** – Select job sources and choose an employer search method; good when looking for jobs with specific employers.
- **Education** – Select job sources and choose an educational program and level; good for recent graduates with little to no relevant work experience.
- **Skills** – Select job sources, then choose a match level (70%, 50%, 25%) for desired skill sets from your self-assessments in your profile: job, tools and technology, workplace WorkKeys® (if applicable), personal, interests, and work values.
- **Résumé** – Select one of your résumés to search for jobs that fit the skills and other criteria included in it.
- **Job Number Search** – If you have a specific job number, use this tab to find it in the system.

4. Select the **Search** button. A search results page displays all matching jobs. You can filter and sort the results. See "Manage Job Search Results" below for details.

Manage Job Search Results

From the job search results page, you can filter and sort listings, view and apply for jobs, see how well your background and skills match up, and save and share jobs with others.

Job Search Results Page

Employers that are registered and verified as legitimate in the system (as opposed to imported from third-party job sites) are labeled a "Preferred Employer" and have a gold star in the upper-right corner of their job card.

From the job search results page, you can:

To...	Do this...
Filter the results	Select the **Filter** icon at the top left of the list. A list of filtering options displays in the left pane. Enter a keyword and/or select the desired checkboxes or option buttons; the list is filtered automatically.
Sort the results	Select the <u>Sorted by Relevance</u> link at the top right of the list and make your selection from the drop-down list that displays (*Post Date, Employer, Salary, etc.*); the list is sorted automatically.
Create a short list of jobs	Select the **Select** option in the actions menu at right for each job you want to add to a shortened list. Display the Filter pane and select the *Selected* option in the Display section.
See how you match up	Mouse over the concentric circles icon to see pop-ups with the requirements score value: outermost ring is General, middle ring is Skills, and inner circle is Specialized. Select the icon to view match score details (this only displays meaningful values if you have skills and experience already entered in your profile). Select the icon again to flip the card back to the job description.
View job details	Select the job title or **View** in the actions menu at right. The Job Details page displays the job description, company profile, job requirements, your match scores, and more.
Apply for the job	Select the **Apply** option in the actions menu. See "Apply for a Job" below for more information.
Save the job	Select **Save** in the actions menu to save the job to the Saved Jobs tab of your Employment Plan Profile. This is the same as selecting the heart icon (Save this Job) on the Job Details page.
Share the job	Select **Share** in the actions menu to open a pop-up window from which you can post the job to one of your social media accounts or email it to someone.
Save the search criteria as an automated job search	Select the **Save as Virtual Recruiter®** button at the bottom of the page. See "Create a Virtual Recruiter Job Search Alert" below for details.

Create a Virtual Recruiter Job Search Alert

Save your job search criteria from a search results page as part of a Virtual Recruiter job search alert that you can schedule to automatically run on a daily, weekly, or monthly basis to search the system for matching jobs.

▶ **To create a Virtual Recruiter job search alert:**

1. After conducting a job search, at the bottom of the search results page, select the **Save as Virtual Recruiter®** button.

2. Enter a **Title of Virtual Recruiter Alert** in the field provided.

3. Specify **How often to run** the search from the drop-down list.

4. Select your **Notification method**. Alert notifications automatically come to your Message Center in the system, but you can also select email or text message, if that option is available in your system.

5. Specify whether to **Send Email when no jobs found** by checking the box.

6. Enter an **Expires on** date (defaults to one year).

7. Select the **Save** button. Be sure to check your Message Center (and email, if selected) for alerts of job listings that might interest you.

Apply for a Job

▶ **To apply for a job:**

1. From the job search results page, select the **Apply** option the actions menu on the right.

Apply to a Job from the Search Results Page

a. For internal jobs posted by registered and verified employers, the system displays applicant screening questions (if supplied by the employer) and a list of ways you can apply, which may include:

- Using your online résumé
- Providing a general online application form
- At a Job Fair event, you must sign up through the system first
- Emailing electronic copies of your résumé and cover letter to the employer
- Mailing paper copies of your résumé and cover letter to the employer
- By phone or fax to the employer
- Applying in person at the employer's location
- Applying through the employer's company website
- Applying at the nearest one-stop job center office

b. For external positions, the system displays the Job Details page containing detailed information about the job, and an **Apply** button that opens a new browser tab to the employer website, where you can continue the application process.
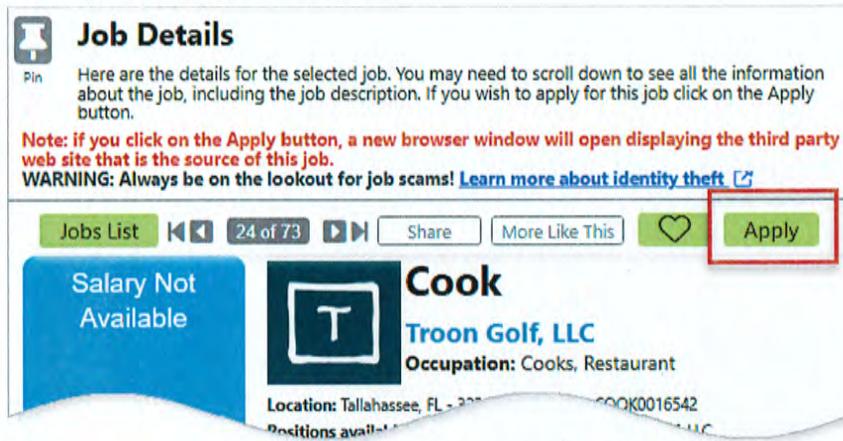
Job Details Page for an External Job

How to Stand Out as a Desirable Job Candidate with Preferred Employers

Ready to bring all your hard work together and present yourself as a top candidate? If you completed most of the tasks and activities presented in this guide, you are well on your way to becoming a Smart Seeker!

A complete profile signals professionalism, attention to detail, and genuine interest. It tells employers you are serious about your job search and respectful of their time. The "Smart Seeker" status is reserved for individuals who use all the recommended job-finding and professional development tools the system offers and creates a distinct profile icon that lets employers know. By ranking higher in search results, you are more visible when registered employers seek desirable candidates for their job openings.

The **Paths** dashboard section contains a collection of activities and assessments for your profile that help you achieve Smart Seeker status by earning badges as you complete them (they change color from gray to gold). Once you earn all the required badges, the system automatically confers the Smart Seeker designation.

▶ **To access this collection of activities:**

1. View options in the Paths dashboard section.

My Dashboard – Paths

OR...

From the Quick Menu group in the left navigation menu, select **My Portfolio ▶ Personal Profile ▶ Paths** tab.
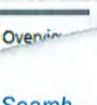

Personal Profile – Paths Tab

2. Select a path that interests you and follow the on-screen prompts to complete it.

After earning the Smart Seeker designation for your profile, employers and recruiters searching for talent can immediately see your level of dedication and commitment by the icon next to your name.

Sample Employer Candidate Search – Smart Seeker Profile Icon

ORAL CONTACT DOCUMENTATION FORM

WIOA Title I Adult / Work First New Jersey / American Job Center Network

SECTION 1: PARTICIPANT INFORMATION

Participant Name:	Date of Birth:
Program: ☐ Adult ☐ Dislocated Worker ☐ Youth ☐ TANF ☐ SNAP ☐ Other	AOSOS Number:

SECTION 2: ORAL CONTACT DETAILS

(All fields in this section are required for compliance)

Date of Oral Contact: _____

Method of Contact:

☐ Telephone   ☐ Email   ☐ Virtual Meeting

☐ In-Person   ☐ Other (specify): _____

SECTION 3: AGENCY / INDIVIDUAL CONTACTED

Agency / Organization Name: _____

Contact Person Name: _____

Title / Role: _____

Agency Address: _____

Phone Number: _____   Email Address (if available):

_____

SECTION 4: INFORMATION VERIFIED

(Be specific and factual — do not include assumptions)

Type of Information Verified (check all that apply):

☐ Public Assistance Receipt (SNAP / TANF / Supplemental Security Income / General Assistance)

☐ Veteran or Eligible Spouse Status   ☐ Low-Income Status

☐ Basic Skills Deficiency   ☐ Disability Status

☐ Employment or Wage Information   ☐ Housing or Homeless Status

☐ Other (specify): _____

DETAILS OF VERIFICATION

(Describe exactly what was confirmed, including dates and program names)

_____

____

_____

____

Example language: "Confirmed participant is currently receiving SNAP benefits as of January 2026."

SECTION 5: PRIORITY OF SERVICE DETERMINATION

(If applicable)

Based on the oral verification above, the participant qualifies for:

☐ Veteran / Eligible Spouse Priority   ☐ Public Assistance Priority

☐ Low-Income Priority   ☐ Basic Skills Deficient Priority

☐ Local Priority (Significant Barrier to Employment)   ☐ Not applicable

Highest Priority Level Assigned: _____

SECTION 6: DOCUMENTATION JUSTIFICATION

☐ Source documentation was unavailable at the time of service

☐ Oral verification was used in accordance with WD-PY24-11 guidance

☐ Self-attestation will be obtained if required

☐ Follow-up documentation is required and will be obtained within 30 days

Follow-Up Needed?   ☐ Yes   ☐ No

If yes, specify required documentation and due date:

_____

____

SECTION 7: CASE NOTE & SYSTEM ENTRY CONFIRMATION

☐ Oral contact documented in AOSOS case notes

☐ Required five elements included in case note

☐ Priority status updated in AOSOS and Union County Works (if applicable)

SECTION 8: STAFF CERTIFICATION

I certify that the information documented above was obtained through direct oral contact with the agency or individual listed and is accurate to the best of my knowledge. This oral verification was completed in compliance with WIOA, NJ Department of Labor guidance, and Union County Workforce Development Board policy.

Staff Name: _____

Title: _____

Signature: _____

Date: _____

STAFF TRAINING SIGN-IN SHEET

Union County Workforce Development Board

SECTION 1: TRAINING INFORMATION

Training Title:

_____

Training Topic(s) (check all that apply):

☐ Priority of Service   ☐ WIOA Eligibility & Documentation

☐ AOSOS Data Entry   ☐ Case Management Standards

☐ Supportive Services   ☐ Veteran Priority of Service

☐ Monitoring & Compliance   ☐ Other (specify): _____

Training Date: _____

Training Time:

     From _____ AM / PM   To _____ AM / PM

Training Location:

     ☐ In-Person (Site): _____

     ☐ Virtual (Platform): _____

Trainer / Facilitator Name(s):

_____

Sponsoring Entity:

     ☐ Union County Workforce Development Board

     ☐ Union County American Job Center

     ☐ New Jersey Department of Labor and Workforce Development

     ☐ Other (specify): _____

SECTION 2: TRAINING ACKNOWLEDGMENT *(OPTIONAL BUT RECOMMENDED)*

By signing above, I acknowledge that I attended the training listed and understand that I am responsible for implementing the guidance provided in accordance with WIOA, UCWDB policy, and applicable New Jersey Department of Labor guidance.

SECTION 3: ATTENDEE SIGN-IN

#	Staff Name (Print)	Signature	Time In	Time Out
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

(Add additional pages as needed)

SECTION 4: TRAINER CERTIFICATION

I certify that the training identified above was delivered on the date and time indicated and that the individuals listed attended the session.

Trainer / Facilitator Name: _____

Signature: _____

Date: _____

SECTION 5: ADMINISTRATIVE USE ONLY

☐ Sign-in sheet reviewed for completeness
☐ Uploaded to shared training folder
☐ Retained for monitoring and audit purposes
☐ Staff attendance logged

Reviewed by: _____

Date: _____