

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

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

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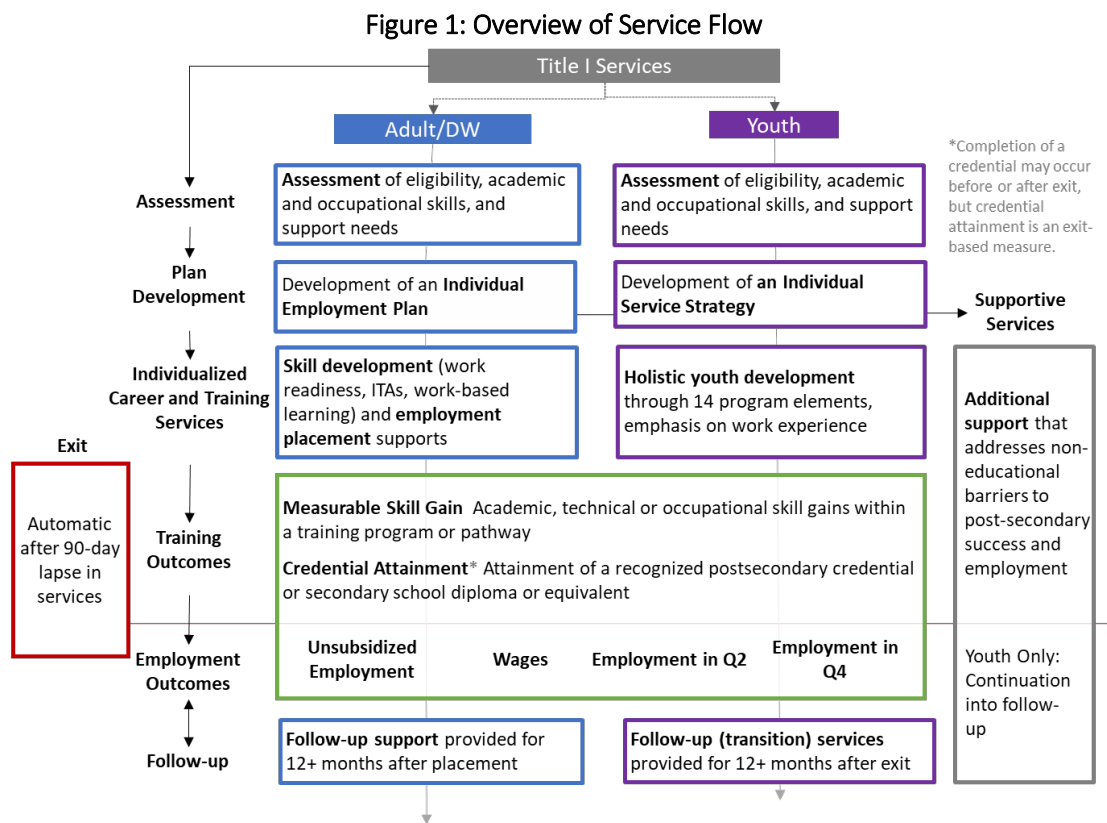
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Introduction to AOSOS Technical Guide for Title I Service Delivery

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

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

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



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

2. Ensuring the accuracy of reports to the US Department of Labor (USDOL) shared via the PIRL

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

- Policy videos: https://www.youtube.com/channel/UCPoTaed_lei21g4xggLaMFw
- Additional policy resources: <https://www.nj.gov/labor/wioa/resources/>

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

SECTION 1: ASSESSMENT

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

Recording Assessment Activities

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

Table 1: Overview of Assessment Activities

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

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

Mapping Assessment Phases and Assessment Activities

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

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

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

Recording Assessment Results

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

Table 2: Assessment Results Documentation

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

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

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

⁴ The Technology tab in Comp Assess is a custom tab added to AOSOS in Fall 2021.

Documenting Additional Assessment and Eligibility Information

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

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

Table 3: Guidelines for Entering Details

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

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

Access to AOSOS Counseling Statements

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

SECTION 2: PLAN DEVELOPMENT

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

Recording Plan Development Activities

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

Table 4: Overview of Plan Development Activities

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

Recording IEP/ISS Details

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

Table 5: Goals and Planned Actions

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

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

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

Documenting Additional Plan Development Details

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

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

SECTION 3: SERVICE ENGAGEMENT

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

Recording Funded Services for Adult/DW Participants

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

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

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

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

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

Entering a multi-day (funded) service: As a general rule if a support reflects a skill development service that happens over a period time and is delivered as a course, these elements may be entered as services with dates reflecting their duration over multiple days.

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

Type	Service Elements	Service Type	Service Entry ⁶
Preparation Supports (Training or individualizing Career Services)	Basic Skills Development (Basic Literacy and Life Skills Training)	128 – Basic Skills/Life Skills	Same-day or Multi-day Service
	GED Preparation	127 - Academic Learning	
	ESL Training	130 - English as a Second Language (ESL)	
	Work Readiness Skill Development	142 - Work-Related/Job Readiness Training	
Work Experiences (Individualized Career Services)	Work Experience	113 – Internships 120 - Summer-Related Employment 144 - Job Shadowing 256 - Other Work Experience	Same-day or Multi-day Service
	Transitional Job	254 – Transitional Job	
	Pre-Apprenticeship	255 -Pre-Apprenticeship Program - Individualized/ITA Training (non-Youth)	
Classroom-Based Training (Training Services)	Individual Training Account (ITA) ⁷	134 – Occupational Skills Training	Multi-day Service
Work-Based Training (Training Services)	Apprenticeship	397 – Apprenticeship Training	Multi-day Service
	On-the-Job Training	135 – On the Job Training (OJT)	
	Incumbent Worker Training/Customized Training ⁸	141- Workplace Training	
Supportive Services (Individualized Career Services)	Supportive Services (Supporting associated training costs)	300 – Supportive Services (Other)	Same-day Service
	Supportive Services (Supporting removal of barriers to employment)	122 - Supportive Services - Housing 123 - Supportive Services - Child Care 124 - Supportive Services - Dependent Care 125 - Supportive Services – Transportation 300 – Supportive Services (Other)	

⁶ Please see page 12 for a description of multi-day and same-day service entry.

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

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

Recording Funded Services for Youth Participants

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

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

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

Details about Entering Services

Attaching Appropriate SSTs to Provider and Service

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

Connecting Achievement Objectives and Funded Services

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

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

Table 8: Additional Service Documentation Requirements

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

Work Experience Offered

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

Table 9: Overview of Work Experience Access

When documenting...	Please enter the following activity....
A youth has been provided access to work experience	Work Experience Offered ⁹

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

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

Each counseling and case management interaction must be documented in AOSOS individually. Appropriate case management or counseling activities OR a same-day funded service must be entered indicating engagement with the customer each time an interaction takes place.

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

Counseling and Case Management Entry

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

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

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

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

⁹ Work experience offered is a new activity added to AOSOS in Fall 2021. This activity can be found in the Employment and Training Folder when adding an activity in AOSOS.

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

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

SECTION 4: OUTCOMES

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

Recording Training Outcomes

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

Table 11: Overview of Training Outcomes Information

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

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

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

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

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

AOSOS Field	Entry Details	Entry Timing
Type/Enroll Date/Completion Date	These fields automatically update based on information entered in the Training Outcomes fields.	N/A
Effective Date	Enter date of Measurable Skill Gain (MSG) achieved ¹⁰	Data must be entered when MSG is achieved
Type	Enter the appropriate type of Measurable Skill Gain: <ul style="list-style-type: none"> • For ITAs – Skills Progression or Postsecondary Transcript • For OJT and Apprenticeship¹¹ – Training Milestone or Skills Progression • For HSE – EFL or Secondary Transcript 	
Additional “Type” Information	For Training Milestone or Skills Progression, an additional Field will pop up below to record additional details about the type; Enter the selection that best describes the type of milestone or skill progression	
Contact Info OR Attachment	Upload documentation of the MSG or contact information for the training provider to offer verification of the MSG	
Notes	Enter any additional notes providing details of the MSG	

¹⁰ The effective date is the date reported to USDOL for performance. The date decides the program year and quarter in which the MSG will correspond. The effective date must be within the enrollment and completion date of the participant in order for the MSG to count positively towards performance measures.

¹¹ Apprenticeships should be recorded in the Employment Outcomes tab instead of the Training Outcomes tab. Apprenticeship outcome details related to MSGs can be entered via the Outcome Details button in the Employment Outcomes tab.

Recording Employment Outcomes

Employment outcomes are reported to USDOL through a match with employment data. While these data are used to verify employment and calculate employment outcome performance, this information is not updated in AOSOS. In other words, this information must be updated manually. Customer's employment information must be entered in the Employment Outcomes tab by local area staff. This provides a record that local areas are engaging in appropriate follow up and management of information related to outcomes. Employment outcomes may be entered through three different mechanisms: (1) receipt of information and documentation directly from the customer, (2) lookup of employment information via LOOPS, and (3) review of employment information that populates from LOOPS in the Outcomes tab after a 6 month period. Table 13 provides an overview of the fields and information for documenting employment outcomes.

Table 13: Overview of Employment Outcomes Information

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

AOSOS Tip: Logging Employment Outcomes Using Employer Lookup

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

SECTION 5: FOLLOW-UP

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

Recording Follow-up Attempts

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

Table 14: Overview of Assessment Activities

When documenting...	Please enter the following activity....
An attempt to follow-up and make contact with a customer	Follow Up Attempted ¹²

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

Recording Follow-up Services

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

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

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

About Same-Day Services

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

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

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

¹² Follow-up attempted is a new activity added to AOSOS in Fall 2021. This activity can be found in the Employment and Training folder when adding an activity in AOSOS.

Additional Follow-up Documentation

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

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

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

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

Appendix A: Overview of AOSOS Toolkit

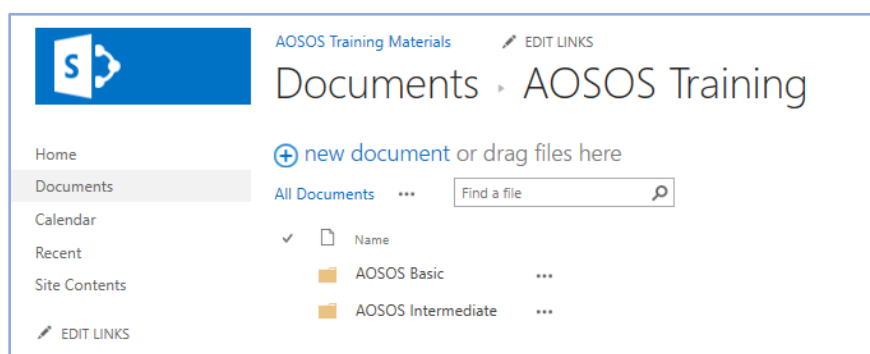
The AOSOS Toolkit offers a series of narrated videos and presentations for learning how to enter data and use AOSOS effectively.

The toolkit can be found using this link:

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

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

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



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

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

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

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

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

Appendix B: Overview of Intake Fields in AOSOS

Module	Tab	Field
Customer Detail	General Info	SSN
		Job Seeker
		Username
		Password
		Last Name
		First Name
		Date of Birth
		Gender
		Address
		City
		Zip
		County
		Email
		Ethnic Heritage and Race
		Education Level
		School Status
		Employment Status
		Contact Preference
	Eligibility	Lower Living Standard
		Income 70% LLSIL
		Disability Status
		Migrant/Seasonal
		High Poverty Area

Module	Tab	Field
Customer Detail	Addl Info	Service Veteran
	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
Youth Needing Additional Assistance		
Education		Basic Skills Deficient
		English Language Learner
Family		Marital Status
		Family Status
		Is Customer parenting youth?
Housing	Current Housing	

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

Reportables

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

Participant: Basic Career Services

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

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

Participant: Individualized Career Services

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

Participant: Training Services

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

Youth Services

WIOA Youth All Framework Services and Program Element Services

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

WIOA Youth Training Services

134 / Occupational Skills Training

139 / Training Programs Operated by the Private Sector

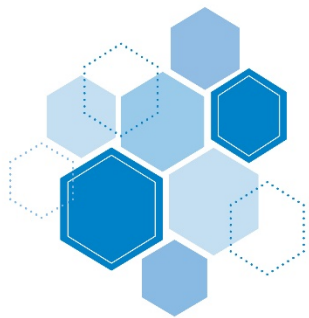
257 / Pre-Apprenticeship Program - ITA Training (Youth Only)

Appendix D: Description and Examples of 14 Youth Program Elements

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

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

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



AOSOS Technical Guide for
TITLE I SERVICE DELIVERY