

AOSOS Data Entry Frequently Asked Questions (FAQs)

Last Updated 02/23/2022

Achievement Objectives

Q 1. When should an achievement objective be created?

The AOSOS Technical Guide specifies that individual achievement objectives must be created when a planned action or service is entered in an IEP or ISS. When an actual funded service is entered in AOSOS, it should be connected to a specific achievement objective that was created and entered as a planned service. Achievement Objectives are related to the plan that is established based on assessment results and funded services reflect the actual engagement of participants (Page 9 & 16).

AOSOS-Entry (Services, Outcomes)

Q 2. Should we enter services individually or one service as a blanket?

The AOSOS Technical Guide specifies that if a service provider offers more than one service type, multiple services and service IDs must be created for each service. For example, if ABC Youth Corps offers work experience, adult mentoring, and financial literacy, 3 unique service IDs must be created and connected to the appropriate Service Seeker Type (SST) (Page 16). Please note that when you create new service entries in the Provider Module, the WIOA Eligible Status will show as “Not Approved”; however, this will not impact reporting for USDOL and NJDOL. ETPL status is tracked through other monitoring processes.

Q 3. Which activity should be used to reflect ongoing services?

There’s no singular activity in AOSOS that can reflect ongoing services. The AOSOS Technical Guide outlines the different activities and or services that can be used when customers continue to engage in specific services. Local areas should minimize entering activities or services that do not offer specific details about the nature of ongoing services, for example Local Office Contact. If you find that there is not an activity or service that reflects a specific service offered, you may always reach out to our POD team to inquire about adding additional activity or service codes to AOSOS. For example, ongoing assessment such as retesting of literacy or math skills could be reflected by using the Literacy Test and/or Math Test activity in AOSOS. For more examples see AOSOS Guide, (Table 10, Page 18) or NJWIN (Page 4).

Q 4. Does every counseling session need a counseling statement? Or can a comment suffice?

The AOSOS Technical Guide specifies the guidelines for using counseling statements. Counseling statements must be used to record confidential and sensitive information related to assessment and eligibility which may arise at different points of time during an individual's active service period. For the most part, when counselors record general career assessments and expressed training interests unrelated to training eligibility and justification may be noted in Comp Assess comments (Page 6).

Q 5. Why is a single counseling statement necessary?

The AOSOS Technical Guide specifies that a counseling statement is only necessary to record confidential and sensitive information related to assessment and eligibility. A single counseling statement must be used to record all sensitive 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 (Page 6).

Q 6. What is the difference between counseling statements, comp assess comments, and customer detail comments?

Table 3 or page 6 in the AOSOS Technical Guide provides the guidelines for using counseling statements and comment sections in AOSOS to document details around an individual's engagement in services. Counseling statements must be used to record confidential and sensitive information related to assessment and eligibility.

Comp Assess Comments must be used to record most information related to assessment activities and results, particularly details about academic and occupational assessments.

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.

Q 7. What is the difference between the career guidance and counseling activities? Are they interchangeable?

AOSOS includes definitions of these two activities. Career Guidance is defined as "Services which include the provision of information, materials, suggestions, or advice which are intended to assist the job seeker in making occupation or career decisions." Counseling – Individual and Career Planning is defined as "A meeting in which an employment counselor or counselor trainee provides ongoing or one-time assistance to help a customer gain a better understanding of themselves so they can more realistically choose or change an occupation or

make a suitable job adjustment.” We are encouraging local areas to utilize the Counseling – Individual and Career Planning specifically when engaging in IEP and ISS development and conversations.

Q 8. What activity should we use to indicate monitoring a customer’s progression through training?

Depending on the nature of the engagement, Counseling – Individual and Career Planning, Comprehensive Guidance and Counseling (in the case of youth services), and Case Management all offer specific activities or services that can be entered to indicate ongoing support and connection with an individual throughout their service engagement. We encourage local areas to make these points of monitoring meaningful interactions for ensuring support and success of participants. More details about this can be found on page 17 of the guide.

Q 9. Is it okay to use the EEO notification activity in AOSOS under the RESEA folder for the adult, dislocated worker, and youth populations?

Use the EEO Notification activity under Labor Exchange.

Q 10. Do we select the EEO activity in AOSOS when a customer receives an EEO form which notifies them of their rights? At what stage does the EEO get presented to a customer?

Yes. The EEO activity records the provision of the EEO forms (Your Right to File A Complaint, Complaint Procedures, and Acknowledgement Form) which should be handed out and signed at eligibility determination stage. (NJWIN 12-16(A) Complaint Procedures).

Follow-up Services (A/DW/Y)

Q 11. What’s the difference between follow-up as a service and follow-up as an activity?

The AOSOS Technical Guide highlights that follow-up services refers to specific engagements after a customer has exited from Title I services [Exit and Follow-up Policy \(Final\).pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Exit%20and%20Follow-up%20Policy%20(Final).pdf) ([https://www.nj.gov/labor/wioa/forms_pdfs/Exit%20and%20Follow-up%20Policy%20\(Final\).pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Exit%20and%20Follow-up%20Policy%20(Final).pdf)). In other words, a funded follow-up service should only be entered if a participant engaged with a staff member and received an actual allowable follow-up service. If follow-up was attempted, but no connection or specific follow-up service was offered, staff must use the Follow Up Attempted activity in AOSOS. A detailed comment should be entered regardless if the follow-up was successful or unsuccessful (Page 24-25).

Q 12. What does no-gap mean when providing follow-up services?

NJ’s follow up policy expands the 12-month follow-up requirement after exit to all Adult and Dislocated Worker participants in New Jersey, whether or not the individual is placed in unsubsidized employment or training. In other words, Adult, Dislocated Worker, and Youth

participants must all have access to follow-up support for at least 12 months after exit and no gap should exist between exit and the beginning of follow-up services. A participant's follow-up period may extend beyond a 12-month period if needed, especially if a gap exists between exit and job placement.

Q 13. How do we note in AOSOS that a youth has declined follow-up services in AOSOS? Can a comment suffice?

For adults, dislocated workers, and youth, follow-up service may be discontinued if the participant indicates that they no longer need or want the follow-up contact. The participant must send an email or a writing indicating the participant's desire not to be contacted further. Service provider staff shall not solicit this request. The individual may opt out of receiving follow-up at any point during the program or during the follow-up period. Opting out must be documented in a comment in AOSOS, as well as in the paper file. Opting out must be an informed and active choice of the participant that is based on full knowledge of the supports and services to which an individual has access. In cases, where an individual verbally expresses a choice to discontinue and is unwilling to submit written notice, this must be documented in a comment in AOSOS. (WD-PY21-5, Placement, Exit, and Follow-up Procedures Pg. 9-10)

Q 14. Do you want us to follow up all 12 months with no response? Or is there a cut off? For example, 4 months in a row with no answer. Can we stop follow up? Is this something that is determined locally?

Page 10 of the Placement, Exit and Follow-up Policy states if "no contact is made within the first six months, follow-up services may be terminated". However, local areas should develop their own local follow-up policy that highlights specific information about follow-up procedures and specifically expectations regarding follow-up attempts that offers a reasonable standard for attempting to support and offer ongoing connection to exited participants.

Q 15. Can you clarify the follow up for Adult/Dislocated: Which one is quarterly vs monthly?

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. (AOSOS Technical Guide for Title I Services Delivery pg. 24)

Q 16. If follow up is missed for more than a month, would it reset the process?

No. If follow-up was unsuccessful for a particular month, the "follow-up attempted" activity should be taken and a comment explaining the attempt should follow for Adults, DWs, and Youth. "Missing" follow up for a month would not "reset" anything. Follow-up for Adult/DW is recommended to be done on a quarterly basis; therefore, if a follow-up attempt was missed for a month, it could be tried again within that quarter. (WD-PY21-5, Placement, Exit, and Follow-up procedures).

Q 17. Will a new Achievement Objective be necessary for each successful Follow-up contact, especially if supportive services are provided post-exit?

Local areas have some flexibility with this. Local area staff can connect various follow-up services to one follow-up achievement objective or multiple achievement objectives, whatever works best for your staff. The guidance is in place to ensure that information about follow up services is documented and easy to find via the achievement objectives tab in the Outcomes/Status field, as well as in the Comments sections of AOSOS. Clear information about follow-up services is the primary focus of this guidance.

IEP (Process, Requirements)

Q 18. I did not see/hear any mention of entering in an Individual Employment Plan activity, is this something that is still required in addition to the other activities that were mentioned?

Yes, an employment plan activity should be taken during the plan development phase of service delivery (creating and updating IEPs and ISSs) as outlined in Table 4 of pg. 9 of the AOSOS Technical Guide for Title I Service Delivery. If you're also reviewing assessment results with a participant while developing an IEP or ISS you should also use the Counseling – Individual & Career Planning activity.

WIOA Post-training Activities

Q 19. How do we continue to provide placement services during follow-up without causing common measures? If we continue to provide supports, how do we note these services in AOSOS?

Ideally, placement or post training services should happen immediately after training or work experience completion before exit and as part of the individual's period of participation. This would not trigger re-enrollment.

If during the follow-up period, general placement/employment information discussions take place, i.e., verification of credentials or employment, this does not count as follow-up. (WD-PY21-5, Placement, Exit, and Follow-up Procedures). However, more specific supports helping to coach and support the connection or retention of an individual to employment, or in making referrals to additional supports – see page 8 of WD-PY21-5 for a list of activities – can and should be entered as follow-up services in the services module. Please note, many activities, if entered within the 90-day soft exit period will prolong the participation period, but a general follow-up service designated as a follow-up service in the Services module will not prolong the participation period.

Supportive services can be provided to WIOA title I Youth during program participation and during follow-up services. An achievement objective detailing the nature of the support must be created. Supportive Service element must be funded, and a comment should summarize the nature of the support.

However, supportive services are only available to active Adult/Dislocated Worker WIOA participants as outlined in TEGL 19-16. Adult/Dislocated Worker participants identified as needing ongoing supportive services must still be participating in career services (other than follow-up), training activities, or both to continue to receive supportive services.

Q 20. We would also like to know specifically, what needs to be captured in AOSOS if we are offering job placement assistance.

Table 10 of the AOSOS Technical Guide for Service Delivery provides an overview of the activities that can be used job placement assistance such as Resume Writing Workshop, Job-Search Planning, and Job Development Contact (page 18).

Other

Q 21. What's the difference between Career Assessment and Supportive Services Assessment?

Career and/or Occupational assessments offer opportunities for individuals to explore a number of different attributes that may influence their potential success and satisfaction with different career options and work environments. Career and/or Occupational assessment help participants to assess and reflect on: (1) prior work experience, (2) employability, (3) interests, (4) values, and (5) aptitudes.

Supportive service assessments include an evaluation of additional barriers to employment, beyond barriers specific to academic or occupational skill levels. This assessment focuses on the circumstances that may hinder success in education or employment opportunities, including specific developmental needs. [Assessment Technical Assistance Guide.pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Technical%20Assistance%20Guide.pdf)
(https://www.nj.gov/labor/wioa/forms_pdfs/Technical%20Assistance%20Guide.pdf).