



Montana Department of LABOR & INDUSTRY

1 Division: Workforce Services Division
2 Category: WIOA
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5 Policy No.: 10-16

6 7 WIOA Title I Youth Program Policy

8 **Background:** The Workforce Innovation and Opportunity Act (WIOA) Title I Youth program provides
9 resources to serve eligible out-of-school youth and in-school youth through an integrated service delivery
10 system. A comprehensive array of youth services are provided in partnership with the WIOA One-Stop System
11 and under the direction of the State Workforce Innovation Board (SWIB). The Youth program is designed to:

- 12 • Offer career exploration and guidance;
- 13 • Support continued educational attainment;
- 14 • Support opportunities for skills training, for example, pre-apprenticeship or work experience ; and
- 15 • Culminate in employment with career and promotional opportunities; enrollment in post-secondary
16 education; or a registered apprenticeship.

17 **Scope:** This policy applies to all service providers operating WIOA Title I programs, WIOA Title I program
18 manager(s), WIOA fiscal officers, and the WIOA monitoring team. This policy is effective August 17, 2023.

19 Policy:

20 Required Services for Youth Participants:

- 21 • Determination of eligibility;
- 22 • An objective assessment, including a review of the academic and occupational skill levels and service
23 needs and strengths to identify appropriate services and career pathways; and
- 24 • An Individual Service Strategy (ISS) to identify career pathways, including education and employment
25 goals; career planning and results of the assessment; and achievement objectives and services; and
- 26 • Case management, including follow-up services.

27 Youth Eligibility:

- 28 • In-School Youth (ISY) is defined as:
 - 29 ○ Attending any school at program entry, including youth attending secondary school, post-
30 secondary school, an alternative school or registered home school;
 - 31 ■ WIOA does not consider providers of Adult Education under WIOA Title II, Youth Build
32 programs, and Job Corps programs to be schools.
 - 33 ○ Not younger than age 14 or (unless an individual with a disability who is attending school under
34 State law) older than age 21 at the time of enrollment. Because age eligibility is based on age at
35 enrollment, participants may continue to receive services beyond the age of 21 once they are
36 enrolled in the program;
 - 37 ○ A low-income individual; and

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- One or more of the following:
 - Basic skills deficient;
 - An English language learner;
 - An offender;
 - A homeless individual aged 14 to 21, including runaway youth (the definition of low income includes homelessness);
 - Youth in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption (the definition of low come includes individuals in foster care);
 - A youth who is pregnant or parenting;
 - An individual with a disability; or
 - A youth (14-21) who requires additional assistance to:
 - Complete an educational program: a youth who is at risk of dropping out of high school as documented by his/her school; or had previously dropped out of an educational program but has returned to school (including an alternative school); has below average grades; or a youth with poor attendance patterns in an educational program during the last 12 calendar months; or has been suspended or expelled from school within the last 12 calendar months; or has previously been placed in out-of-home care (foster care, group home, or kinship care) for more than 6 months.
 - OR
 - Secure or hold employment: an in-school youth who has not held a job for more than three consecutive months; or has a poor work history to include no work history; or has been fired from a job in the last 6 calendar months; or lacks work readiness skill necessary to obtain and/or retain employment.
 - Note: In each local area, not more than 5 percent of the ISY newly enrolled in a given program year may be eligible based on “requires additional assistance to complete an educational program or to secure or hold employment.”
 - An Out-of-School Youth (OSY) is defined as:
 - Youth who is not attending any school, including youth in home schools that are not registered with the county superintendent;
 - Not younger than 16 nor older than 24 at the time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and
 - One or more of the following:
 - A school dropout;
 - A youth who is within the age of compulsory school attendance and has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters.
 - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
 - An individual who is subject to the juvenile or adult justice system;
 - A homeless individual, aged 16 to 24, which may include a runaway youth;
 - Youth in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption;
 - A youth who is pregnant or parenting;
 - An individual with a disability; or
 - A low-income youth (16-24) who requires additional assistance to:
 - Enter or complete an educational program: a youth who is in need of a high school diploma; or has dropped out of a post-secondary educational program

88 during the last 12 calendar months; or has a diploma but requires additional
89 education in order to obtain or retain employment.

- 90 • OR
- 91 • Secure and hold employment: a youth (including a youth with a diploma or
92 equivalent) not currently attending any school and who has not held a full-time
93 job for more than three consecutive months; has a poor work history, to include
94 no work history; has been fired from a job in the last six calendar months; or lacks
95 work readiness skills necessary to obtain and/or retain employment.

- 96 • Low-income eligibility requirement:

- 97 ○ In addition to the criteria found at WIOA sec 3 (36) in the definition of “low-income individual”, a
98 youth is low-income if he or she receives or is eligible to receive a free or reduced lunch or if he
99 or she lives in a high poverty area.
 - 100 ▪ The criteria applies to the individual even if the school chooses to offer all students free
101 or reduced lunch.
 - 102 ▪ If an OSY is a parent living in the same household as a child who receives or is eligible to
103 receive free or reduced lunch based on their income level, then such an OSY would
104 meet the low-income criteria based on his/her child’s qualification.
- 105 ○ For OSY, only those youth who are the recipient of a secondary school diploma or its recognized
106 equivalent and are either basic skill deficient or an English language learner, and youth who
107 require additional assistance to enter or complete an education program or to secure or hold
108 employment, must be low-income. All other OSY meeting OSY eligibility listed above are not
109 required to be low-income.
- 110 ○ All in-school youth must be low-income to meet the in-school youth eligibility criteria, except those
111 that fall under the low-income exception.
 - 112 ▪ A low-income exception is allowed where 5 percent of WIOA youth may be participants
113 who ordinarily would be required to be low-income for eligibility purposes and meet all
114 other eligibility criteria for WIOA youth except the low-income criteria. Please refer to the
115 In-School Youth (WIOA.12) Verification Worksheet or Out-of-School Youth (WIOA.13)
116 Verification Worksheet for complete list of acceptable documentation.
- 117 ○ Individuals who are recipients of public assistance (TANF, SNAP, Supplemental Security Income
118 (SSI), Refugee Cash Assistance (RCA), and General Assistance (GA)) may meet Categorical
119 Income Eligibility and be considered income eligible. No further income verification is required if
120 the individual has provided acceptable documentation.
 - 121 ▪ TANF and SNAP (Food Stamp) documentation must be current and verify that the
122 individual receives or is a member of a household that is receiving TANF or SNAP
123 benefits. Examples of documentation include: a Letter of Award if the individual is the
124 recipient; documentation that lists the individual is a member of the household receiving
125 TANF or SNAP; or documentation such as a TANF or SNAP benefit summary showing the
126 dates to verify that benefits were received within the six-month period prior to application
127 to a WIOA program. Please refer to the In-School Youth (WIOA.12) Verification Worksheet
128 or Out-of-School Youth (WIOA.13) Verification Worksheet for complete list of acceptable
129 documentation.

- 130 • The individual must be the sole recipient of SSI, RCA or GA payments and be considered a family of one.
131 Examples of acceptable documentation include: a Letter of Award or other authorization notice to
132 receive cash public assistance. Please refer to the In-School Youth (WIOA.12) Verification Worksheet or
133 Out-of-School Youth (WIOA.13) Verification Worksheet for complete list of acceptable documentation.
134 Self-attestation is acceptable for low-income and barrier status; with the exception of the basic skills
135 deficient barrier,

- 136 ○ If youth don’t have required documentation (for example, their birth certificate, driver’s license,
137 or Social Security card), programs should help them obtain it once they are enrolled.

- 138 • Veterans will receive priority of service in applying for and receiving youth services.

139 **Objective Assessment:**

140 Youth participants must receive an objective assessment of their academic and occupational skills, strengths,
141 and services needed, including the development of an ISS and one or more of the 14 youth elements.

142 • The objective assessment will include a review of all the following:

- 143 ○ Basic skills;
- 144 ○ Occupational skills;
- 145 ○ Prior work experience;
- 146 ○ Employability;
- 147 ○ Interests;
- 148 ○ Aptitudes (including interests and aptitudes for nontraditional jobs);
- 149 ○ Supportive service needs; and
- 150 ○ Developmental needs.

151 • An objective assessment is not required if the provider determines it is appropriate to use a recent
152 assessment (within the last 12 months) of the participant conducted by another education or training
153 program. This may include evaluations completed by a secondary school, Vocational Rehabilitation,
154 adult basic education and literacy programs or other education or training provider.

155 • Academic skills assessments help program staff determine participants' academic skill levels and
156 uncover any subject areas requiring improvement.

157 • OSY must be assessed for basic skill deficiencies. The instrument used to assess basic skills is the
158 TABE 11/12. It must be administered by an Adult Education provider funded through Montana's Office
159 of Public Instruction or by a WIOA Title I provider who has permission to administer the test on behalf of
160 Adult Education. This process applies to:

- 161 ○ OSY without a diploma or the equivalent at the time of enrollment because they dropped out of
162 school; or are within the age of compulsory school attendance but have not attended school for
163 at least the most recent complete school year quarter.
- 164 ○ OSY with a diploma or the equivalent and basic skills deficiencies at the time of enrollment.
165 Note: Pretesting OSY with a diploma and basic skills deficiencies is not necessary. However,
166 depending on the participant's career goals identified in the ISS, youth providers should work
167 with the Adult Education provider to determine if testing is appropriate.

168 • Youth providers must work with the Adult Education provider in their area to schedule TABE pre-testing,
169 remediation, and post-testing if required for their participants.

170 • Participants who do not follow through with scheduled assessment appointments for pre-testing,
171 remediation (time spent in remediation is determined by the Adult Education provider), or post-testing
172 may be pulled from Work Experience (WEX) sites and be denied supportive services. Providers will be
173 subject to corrective action which may include repayment of any funds expended on OSY for the time-
174 period when youth should have been tested.

175 • Providers should record Measurable Skill Gains (MSGs) for youth who tested as basic skills deficient in the
176 pre-test and increased their grade level in post-tests. To verify the MSGs, the provider must document
177 both pre-test and post-test scores. Please refer to the Measurable Skill Gains policy for more details.

178 • ISY do not need to be assessed for basic skills; however, the provider must track youth who are basic
179 skills deficient. Documentation of basic skills deficiencies may include school records, a current IEP, or
180 a report card. Basic skills deficiencies will be documented on the ISS and in case notes with supporting
181 documentation maintained in the participant's file.

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183 **Individual Service Strategy (ISS):**

184 • The Individual Service Strategy (ISS) with youth must directly link to one or more of the following primary
185 indicators of performance:

- 186 ○ Employment Rate; and
- 187 ○ Median Earnings;

- 188 ○ Credential Attainment;
- 189 ○ Measurable Skill Gains.
- 190 • An ISS is required for all WIOA Title I Youth in-school and out-of-school participants. Services provided by
- 191 the youth program are based on the individual needs of the participant; therefore, the participant must
- 192 be involved in the design and implementation of services to ensure their needs are being met.
- 193 • The ISS identifies where the participant is, where the participant wants to be, and the appropriate mix
- 194 and sequence of services and support needed to reach realistic goals. Once completed, the ISS will be
- 195 continually updated.
- 196 • The ISS will be reviewed at least quarterly and updated as needed.
- 197 • Service providers will use the ISS WIOA.17 form.
- 198 • A signed copy of the participant agreement must be provided to the participant and the original
- 199 attached to the ISS and maintained in the participant's file.
- 200 • The ISS service must be opened in the MIS Employment Plan; and services identified through ISS goals
- 201 opened and closed as appropriate. The MIS Employment Plan need only be printed and signed when
- 202 major changes are made to goals.

203 Youth Services and Activities:

- 204 • The following 14 elements must be available to youth participants. Service providers have the discretion
- 205 of what specific services are provided to a youth based on the individual's objective assessment and
- 206 ISS.
 - 207 1. Tutoring, study skills training and instruction leading to secondary school completion, including
 - 208 dropout prevention strategies;
 - 209 2. Alternative secondary school offerings;
 - 210 3. Paid and unpaid Work Experiences (WEX) that have academic and occupational education as a
 - 211 component. For details, please refer to the Youth Work Experience (WEX) policy.
 - 212 4. Occupational skill training with priority consideration for training programs that lead to
 - 213 recognized post-secondary credential that align with in-demand industry sectors or occupations;
 - 214 5. Education offered concurrently with and in the same context as workforce preparation activities
 - 215 and training for a specific occupation or occupational cluster;
 - 216 6. Leadership development opportunities, including community service and peer-centered
 - 217 activities encouraging responsibility and other positive social and civic behaviors;
 - 218 7. Supportive Services – If no other resources are available, food and groceries, at a reasonable
 - 219 cost may be provided to eligible youth on a limited basis. The purchase must enable the
 - 220 participant to engage in program activities and successfully reach their employment and training
 - 221 goals. For details, please refer to the Supportive Services policy
 - 222 8. Adult mentoring for the duration of at least 12 months that may occur both during and after
 - 223 program participation Reporting should take place in the first quarter in which mentoring occurs.
 - 224 9. Follow-up services must be provided for 12 months to all participants after completion of
 - 225 participation. Reporting should take place in the first quarter in which follow-up services occur.
 - 226 For details, please refer to the WIOA Operations Manual.
 - 227 10. Comprehensive guidance and counseling which includes mental health and/or drug and
 - 228 alcohol abuse counseling as well as referrals to counseling, as appropriate to the needs of the
 - 229 individual youth. This is an allowable WIOA Youth program cost expenditure.
 - 230 11. Financial literacy education;
 - 231 12. Entrepreneurial skills training;
 - 232 13. Services that provide labor market and employment information about in-demand industry
 - 233 sectors or occupations available in the local area, such as career awareness, career counseling,
 - 234 and career exploration services; and
 - 235 14. Activities that help youth prepare for and transition to post-secondary education and training.
- 236 • Youth goals may be provided in conjunction with youth services as shown in the examples below:

- 237 ○ Basic skills goal; activities to improve basic education skills for youth with proficiencies below
- 238 the ninth-grade level
- 239 ○ Occupational skills goal; high School equivalency certificate prep (applies to youth 16 years and
- 240 older).
- 241 ○ Work readiness skills goal; work experience

242 Training Services:

- 243 ● Occupation Skills Training, one of the 14 elements that are offered to youth participants, allows
- 244 Individual Training Accounts (ITA) for WIOA Youth, ages 16 to 24.
 - 245 ○ When funding dual credit for Montana students, ages 16-19 with high school junior or senior
 - 246 standing, priority consideration must be given to the Montana University System's (MUS) One-
 - 247 Two-Free program or dual enrollment course tuition coverage that may be offered by Montana
 - 248 Tribal Colleges.
 - 249 ○ The program offers two dual enrollment courses, or up to six credits, through the MUS to all
 - 250 eligible students for free.
 - 251 ○ To get started, please visit: <https://mus.edu/dualenroll/begin.html> After a participant exhausts
 - 252 One-Two-Free funds and/or available dual enrollment tuition coverage from Montana's Tribal
 - 253 Colleges, a WIOA ITA may be considered. Priority must be given to training programs that lead to
 - 254 recognized post-secondary credentials that align with in-demand industry sectors or occupations
 - 255 in the local area. (requires ETP)
- 256 ● Programs that combine workplace training with related instruction, which may include cooperative
- 257 education programs and Registered Apprenticeship programs; (requires ETP)
- 258 ● Training programs operated by the private sector; (requires ETP)
- 259 ● Skill upgrading and retraining; (requires ETP)
- 260 ● Entrepreneurial training; (requires ETP)
- 261 ● Adult education and literacy activities conducted at ABLE, provided in combination with services for the
- 262 Incumbent Worker Training program; (does not require ETP)
- 263 ● Customized training conducted with a commitment by a business or group of businesses to employ an
- 264 individual upon successful completion of the training; (does not require ETP) or
- 265 ● On-The-Job Training (OJT). (does not require ETP)

266 Follow-up activities:

- 267 ● Follow-up activities must also be provided to youth participants who exit to self-employment or
- 268 agricultural, railroad or federal government employment for a minimum of 4 quarters.
- 269 ● Participants placed in follow-up must be contacted at least once per quarter to obtain wage date.

270 Case Management:

- 271 ● Because it is essential to the success of WIOA youth service delivery, case management must be
- 272 conducted throughout the entirety of the youth's participation, from pre-application through follow-up.
- 273 Case managers are required to have monthly contact with their participants
- 274 ● A significant failure to meet case management responsibilities based on program monitoring may result
- 275 in formal corrective action if there is no improvement from one year to the next.

276 Youth Incentives:

277 For recognition and achievement in training activities and work experiences, WIOA permits incentive payments
 278 to youth participants; provided the incentives are tied to specific program goals, outlined in writing before the
 279 start of the program, aligned with the local program's organizational policies, and issued with respect to the
 280 requirements included in Cost Principles in 2 CFR 200.

- 281 ● WIOA-funded incentives for youth participants must be tied to achievement of training, work experience,
- 282 and/or education milestones and outcomes and documented in the participant's ISS. The ISS must
- 283 describe the plans for preparing the youth for post-secondary education and/or employment, finding

- 284 effective connections to the job market and businesses, and an understanding of the links between
285 academic and occupational learning. The youth must be an active participant in the WIOA Youth
286 program to receive an incentive. Incentives may also be awarded to youth who have successfully
287 completed the WIOA program and obtained full-time unsubsidized employment.
- 288 • Providers must document the plans for providing incentives based upon the youth attaining one or more
289 goals in the youth's ISS and in case notes in MIS. Service providers must track incentive awards,
290 whether cash or non-cash, through the Objectives and Services section of the MIS Employment Plan
291 following the same funding process of obligating, authorizing, and making payments as with any service
292 that has funding attached.
 - 293 • WIOA-funded incentive payments may not be used for activities such as recruitment, submitting
294 eligibility documentation, and program participation. Youth incentives may not include entertainment
295 costs such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole
296 purpose is entertainment.
 - 297 • Cash incentive awards are limited to \$500 per participant over the course of their program
298 participation.
 - 299 • This policy contains suggested cash and non-cash dollar amounts. Providers have discretion to
300 determine the actual amount of the award (up to the limits specified below), based on youth
301 achievement of training, work experience, and education milestones and outcomes; funding; and
302 whether the award will be in the form of cash or non-cash. Incentives, both cash and non-cash, must be
303 in an amount that is consistent to each youth receiving an incentive for their achievement. If a provider
304 determines that the amount awarded for the attainment of one goal is \$10, then all youth achieving
305 that goal and receiving an incentive award will receive \$10.
 - 306 • Non-cash incentives, such those listed below, require documentation that the participant is on track to
307 graduate; for example, a letter from a school counselor on official letterhead:
 - 308 ○ Cap and gown;
 - 309 ○ Class picture; or
 - 310 ○ Class ring.
 - 311 • OSY who are basic skills deficient in reading and/or math or language; actively participating in program
312 services; and who have achieved an increase of at least one educational functioning level may be
313 awarded up to the following amounts based on pre- and post-test scores. The same test must be used
314 for pre- and post-tests. The required documentation is a copy of the MIS measurable skill gains (MSG)
315 screen and documents showing pre- and post-test results.
 - 316 ○ \$25 cash or gift certificate for increase of .5 to 1.0 grade level;
 - 317 ○ \$50 cash or gift certificate for increase of 1.1 to 1.9 grade level or more;
 - 318 ○ \$75 cash or gift certificate for testing 9.0 or above in both reading and math on the TABE if
319 increase is more than three grade levels after second year of program participation.
 - 320 • OSY who enroll in school with basic skills deficiencies may receive up to the following incentives for
321 returning to school and successful completion. Required documentation is a copy of the diploma or
322 post-secondary degree or documentation of completion of first term from school official.
 - 323 ○ The first term: \$50 limit;
 - 324 ○ Attainment of a Diploma or Degree: \$250 limit.
 - 325 • School completion incentive applies to OSY, who are employed full-time and enroll in an educational
326 program leading to the attainment of a GED/state approved high school equivalency diploma,
327 professional license or certificate. The incentive is limited to those participants who maintain good
328 standing and actively progress toward accomplishment of a GED/state approved high school
329 equivalency diploma or professional license or certificate as described in the ISS. Required
330 documentation is a copy of the GED/state approved high school equivalency diploma or professional
331 license or certificate.
 - 332 ○ \$250 for receiving a GED/state approved high school equivalency diploma;
 - 333 ○ \$250 for receiving a professional license/certificate.

- 334 • Participants may receive the following incentives for core class grade related improvements. Required
335 documentation are school records showing grade or pass/fail records.
- 336 ○ \$10 cash or gift certificate for going from failing to passing for one semester;
 - 337 ○ \$20 cash or gift certificate for passing all classes with a C or higher for one semester;
 - 338 ○ \$30 cash or gift certificate for increasing one full grade for the school year;
 - 339 ○ \$40 cash or gift certificate for passing all classes with a C or higher for the school year.
- 340 • Attainment of a secondary school diploma or equivalent applies to participants, whether ISY or OSY, who
341 at the time of enrollment have not attained a high school diploma or equivalent and are awarded such
342 during program participation. For purposes of this policy, attainment of a secondary school diploma or
343 equivalent includes:
- 344 ○ High school diploma; or
 - 345 ○ High School Equivalency Test (HiSET)
- 346 Participants may be awarded a cash incentive up to \$250 for obtaining their High School Diploma or
347 HiSET. Required documentation is a copy of the diploma or HiSET certification. Participants may not be
348 awarded cash incentives for attending state-sponsored high school equivalency classes.
- 349 • Work experience incentive is based on a series of evaluations over the course of a youth's work
350 experience:
- 351 ○ Up to \$50 for a satisfactory (fair or above) written evaluation by supervisor after 3 pay periods;
 - 352 ○ At the end of the work experience, up to \$100 for achieving satisfactory (fair or above) written
353 evaluations 90 percent of the time.
 - 354 ○ Note: Incentive payments directly tied to a work experience is an allowable work experience
355 expenditure.
 - 356 ○ Attainment of occupational skills credential applies to those participants who are enrolled in
357 training, have not received an occupational skills credential, and attain an occupational skills
358 credential during participation. An occupational skills credential is defined as a nationally
359 recognized degree or certificate. Credentials include, but are not limited to, post-secondary
360 degrees, recognized skill standards, and licensure of industry-recognized credentials. Required
361 documentation is a copy of the occupational skills credential or degree from two-year or
362 community college. Up to \$250 may be awarded for attainment of an occupational skills
363 credential.
- 364 • Job retention incentive applies to youth who have successfully completed the WIOA program and are
365 employed full time. Required documentation is verification by their current employer and a quarterly
366 progress report by the case manager.
- 367 ○ \$25 for getting a job;
 - 368 ○ \$100 for retaining a job for 3 months;
 - 369 ○ \$150 for retaining a job for 6 months;
 - 370 ○ \$250 for retaining a job for 12 months.

371 Youth Stipends

372 Stipends are allowable in the WIOA Title I Youth program. The stipend's intent is to encourage and motivate
373 WIOA youth to participate in certain classroom activities (seat time) that prepare youth for work experiences and
374 help youth reach specific goals and obtain positive outcomes. Providers must document the plans for providing
375 stipends on the ISS and in case notes.

- 376 • Stipend payments must be based on the actual time of participation in the activity as documented on
377 the attendance or time sheet. The attendance sheet must be signed by the participant and the
378 instructor before the stipend payment may be made. A copy of the attendance sheet must be
379 maintained in the participant's file. Providers will track stipend payments through the Objectives and
380 Services section of the MIS Employment Plan following the same funding process of obligating,
381 authorizing, and making payments as with any service that has funding attached.
- 382 • Stipends may be paid based on actual hours of attendance. Providers have the discretion to
383 determine the amount of the stipend payment up to but not exceeding the current state minimum

- 384 wage. Stipends must be paid in an amount consistent with other WIOA youth receiving stipends in the
385 same classroom activity.
- 386 • Classroom activities (seat time) include but are not limited to:
 - 387 ○ Work Readiness Skills
 - 388 ○ Financial Literacy Education;
 - 389 ○ Entrepreneurial Skills Training; and
 - 390 ○ Career Awareness classroom activities.
 - 391 • Stipends may be used to count toward WEX activities e.g., Work Readiness Skills workshops.
 - 392 • A stipend is not an entitlement and may be provided on a case-by-case basis as determined by the
393 provider.
 - 394 • A stipend is not a supportive service.

395 Monitoring and Technical Assistance:

- 396 • A formal monitoring will be conducted by the entity designated by SWIB.
- 397 • The WIOA Title I Youth program manager(s) will provide technical assistance to case managers.
- 398 • Service providers are required to verify eligibility for the Youth Program. Guidance on the program's
399 eligibility, the application, and related timelines for reporting participant information is available in the
400 WIOA Operations Manual.

401

402 References:

- 403 • [20 CFR 681 Youth Activities](#)
- 404 • [WIOA Section 129 Youth Workforce Investment Activities](#)
- 405 • [Eligible Training Provider List \(ETPL\) Policy](#)
- 406 • [MCA 39-51-204 \(m\) Exclusions from Definition of Employment](#)
- 407 • [2 CFR 200 Uniform Administrative Requirements](#)
- 408 • [TEGL 23-14 Youth Activities](#)
- 409 • [TEGL 08-15 Youth Program Transition Guidance](#)
- 410 • [TEGL 10-16, Change 1 Performance Accountability](#)
- 411 • [TEGL 21-16 Youth Formula Program Guidance, including Low-income Definition](#)
- 412 • [TEGL 26-16 Additional Youth Formula Program Guidance](#)