

YOUTH GLOSSARY OF TERMS AND DEFINITIONS

Achievement Objective – Describes measurable planned action (services and training) necessary to accomplish or assist in accomplishing a goal(s). **(WIOA §129(c) (1) (B))**

Adult Basic Education Services/Literacy and Tutoring (Included in Tutoring, skills training and dropout prevention element)

Basic education for individuals (16 years or older), even if they have already earned a high school diploma or general equivalency diploma. Adult Basic Education services help them attain proficiencies equivalent to ninth grade level, or to improve basic skills to a level greater than that which the individual is required to have to gain knowledge of various career pathways that lead to attending a training institute or to get and keep employment.

Age Appropriate Career Goal – The age appropriate goal determination shall include the selection of a single career goal or the identification of an initial career pathway of occupations to consider. Either will be considered as an age-appropriate goal.

Applicant Statement (Self-certification/attestation) – An applicant statement is an attestation signed by a participant that the information he/she submits to demonstrate eligibility for a program under title I of WIOA is true and accurate. This would be used in circumstances where items required cannot readily be verified and it would cause an undue hardship for the individual. Applicant statements should only be used in circumstances when all practical attempts to secure verification have failed.

Apprenticeship Training – A program combining on-the-job training with related instruction that enables workers to master the practical and technical skills required for a skilled occupation. The worker or apprentice learns a trade. The training lasts a specific length of time.

Aptitude – A natural or acquired talent or ability or quickness in learning and understanding.

Attending Any School – Defined as an individual attending any school, including secondary (includes alternative schools) and post-secondary. Home-school youth may be considered to be in school if the home-school follows the criteria set up by the County Superintendent in their area. Case managers are responsible for verifying whether or not the home-schooled youth meets the criteria in their area.

At-Risk Of Dropping Out Of School – As determined by school district records, policies or Personnel, a youth who is experiencing a lack of academic success; a youth who has a significant number of absences or erratic attendance, which result in the youth not benefiting from school; or a Youth who has behavior problems in the school setting. **(WIOA §101(39))**

Assessment Purpose – The purpose of the assessment is to help individuals and program staff make decisions about appropriate goals and develop effective services strategies for reaching those goals.

Barriers to Employment – Conditions that may make employment difficult for certain individuals. Individuals with such barriers may include: single parents, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, veterans, ethnic minorities, and those with limited English speaking ability or a criminal record or with a lack of education, work experience, credentials, transportation or child care arrangements.

Basic Education – Instruction usually conducted in an institutional setting that is directed towards imparting the basic skills of communication, computation, problem solving, health, consumer development, and citizenship. Instruction for youth could include, but not be limited to, enrollment in a secondary school. Adult Basic Education (ABE) would include upgrading the same basic skills, however, it is directed towards adults who are generally classified as functionally illiterate, undereducated, or whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. Such instruction is designed to raise the level of education of such individuals with a view to making them less likely to become depend on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment.

Basic Literacy Skills – Basic education skills includes reading comprehension, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. **(WIOA Section 101(4))**

Basic Skills Deficient (Youth Eligibility Barrier) – means a youth:

that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

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

Assessment instruments must be valid and reliable and provide reasonable accommodations to youth disabilities in the assessment process in making this determination.

Note: Grade level scores below 9.0 (e.g., 8.9) should be considered as “at or below the 8th grade level.”

Basic Skills Goal – measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Career Awareness and Career Counseling or Guidance provide labor market and employment information about in-demand industry sectors or occupations available in the local area.

Career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.

Career Counseling and Guidance provides advice and support in making decisions about what career paths to take. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).

Career Pathways Development – means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

(WIOA Law Sec. 3 (7))

WIOA incorporates career pathways as part of both the objective assessment and development of ISS development. **(WIOA Law Sec. 107)**

Career Planning – means the provision of a client-centered approach in the delivery of services, designed:

- (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- (B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.

Case Management - “The term ‘case management’ means the provision of a client centered approach in the delivery of services designed:

- (A) To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and

- (B) Provide job and career counseling during program participation and after job placement.
(WIOA Policy Manual Sec. 4.20)

Certificate – A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Work readiness certificates are not included in this definition.
(Common measures definition)

A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

- (A) A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- (B) An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- (C) A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual’s knowledge, skills, and abilities.
- (D) A registered apprenticeship program.
- (E) A public regulatory agency, upon an individual’s fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use in occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- (F) A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- (G) Job Corps centers that issue certificates.
- (H) Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Child Care / Dependent Care Assistance (*Supportive Service Element*) – A supportive service that provides assistance with child/dependent care costs that is necessary to enable a youth to participate in activities authorized by WIOA.

Citizenship / Eligible to Work – Participation in programs and activities financially assisted in part under WIOA shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees, and other individuals authorized by the United States.

Common Measures for Youth (TEGL 17-05)

Placement in Employment or Education – *of those who are not in postsecondary education or employment (including the military) at the date of participation: The*

number of youth participants who are in employment (including the military) or enrolled in postsecondary education and/or advanced training / occupational skills training in the first quarter after the exit quarter **divided by** the number of youth participants who exit during the quarter.

Attainment of a Degree or Certificate – *Of those enrolled in education (at the date of participation or at any point during the program):* The number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter **divided by** the number of youth participants who exit during the quarter.

Literacy and Numeracy Gains - *Of those out-of-school youth who are basic skills deficient:* The number of youth participants who increase one or more educational functioning levels **divided by** the number of youth participants who have completed a year in the youth program (i.e., one year from the date of first youth program service) **plus** the number of youth participants who exit before completing a year in the youth program.

Refer to Section 5 Performance in the WIOA Policy Manual for more details about the Common Measures.

Compulsory School Age – The Montana Office of Public Instruction sets the compulsory school aged of 7-16.

Corroborative Witness - An individual who personally knows or can identify the WIOA applicant and who is reasonably likely to be able verify the applicant’s statement. Such verification may be accomplished by the witness signing the applicant statement form or by completion of a telephone/document inspection form. **(TEIN 22-02)**

Court Involved Youth – A youth who has committed status offenses or delinquent acts.

Covered Persons – Mean a veteran or an eligible spouse of a veteran.

- (A) **Veteran** - a person who served **at least one day in the active military, naval, or air service, and who was discharged or released under** conditions other than dishonorable, as specified in 38 U.S.C. 101(2). Active service includes full-time **Federal service** in the National Guard or a Reserve component. **Active service does not include** full-time duty **performed strictly** for training purposes (**often referred to as “weekend” or “annual” training**), **nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities (State mobilizations usually occur in response to events such as natural disasters).**
- (B) **Eligible Spouse** – means the spouse of any of the following:
 - a. Any veteran who died of a service-connected disability; or
 - b. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: (i) Missing in action; (ii) Captured in line of duty by a hostile force; or (iii) Forcibly detained or interned in line of duty by a foreign government or power; or

- c. Any veteran who has total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or
- d. Any veteran who died while a disability, as indicated in previous bullet of this section, was in existence.

**JVA (38 USC, Section 4215(a))
20 CFR 1010.110**

Credentials - A credential is a nationally recognized degree or certificate or state recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, licensure or industry-recognized certificates (i.e., ASE car repair, Hazmat, CAN, CDL, Boiler Operator, Flag Person, Heavy Equipment Operator, etc.), and all state education agency recognized credentials. **(This definition applies to current WIOA statutory adult, older youth and dislocated worker measures only it does not apply to the common measures).**

Customer - Under WIOA (Workforce Innovation and Opportunity Act) definitions, a Customer is any person seeking assistance to find employment or training, whether employed or unemployed, and employers who need qualified workers for their company or training for the workers who are already employed with them.

Developmental Needs – Items, materials, situations, steps or acts that need to occur to aid in the growth of an individual or to assist an individual to realize or meet their potential.

Documentation - Physical evidence, which is obtained during the verification process, is maintained in participant files. Such evidence would be copies of documents, completed telephone/document inspection forms, and signed self-certification or applicant statement.

(TEIN 22-92)

Drop Out Prevention Strategies (*Tutoring Element*) – Student centered intensive individualized attention and instruction through tutoring, mentoring programs, alternative secondary school offerings, and instruction technologies to assist youth with the completion of high school. Effective programs also characteristically feature a wide range of student assistance services to address such things as substance abuse, teen pregnancy and young parenthood, suicide prevention, and other mental and physical health issues.

Educational Functioning Levels – As outlined in the National Reporting System (NRS) designed by the Department of Education to track WIOA Title II funded adult education and literacy. There are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a second language (ESL) students. The ABE levels roughly equate to two to three grade levels. Further guidance on the educational functioning level descriptors can be found in Attachment C, TEGL 17-05 Change 1. Each ABE and ESL level describes a set of skills and competencies that students demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized test.

Eligible Non-Citizen: Participation in programs and activities financially assisted by WIOA “shall be available to citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, and other immigrants authorized by the Attorney General to work in the United States.” Citizens and nationals must provide citizenship with documentation of place of birth or citizenship status.

Permanent resident and temporary resident aliens must provide citizenship status with an alien registration receipt card issued by the Immigration and Naturalization Service (INS). This card is a photo ID. IDs issued prior to July 1, 1979, will be a Form 1-151 (green card). Subsequent IDs will be Form 1-551 (white card). All permanent resident aliens are “authorized to work”.

Lawfully admitted refugees, parolees, and other individuals must prove authorized employment status with an annual-departure record issued by the INS. If an individual is permitted to work in the U.S., the individual’s card will be stamped “Employment Authorized”.

(WIOA Section 188(a)(4))

Eligible Training Provider List (ETPL)—A statewide collection of providers that are approved to give services through the One-Stop system. These lists contain consumer information, including cost and performance information for each of the providers, so that participants can make informed choices on where to use their Individual Training Accounts.

Eligible In-School Youth (ISY) – An individual:

- (A) Attending school, including secondary or post-secondary;
- (B) Is not less than age 14 and not more than age 21 at the time of enrollment;
- (C) Low-income and has one or more of the following:
 - a. Basic Skills deficient;
 - b. An English Language Learner;
 - c. An offender;
 - d. A homeless individual which may include:
 - runaway youth
 - youth in foster care or has aged out of the foster care system;
 - youth eligible for assistance under Sec. 477 of the Social Security Act; or
 - youth in an out-of-home placement
 - e. Pregnant or parenting
 - f. An individual with a disability
 - g. An individual who requires additional assistance to enter or complete an educational program or to secure and hold employment. (Refer to Requires Additional Assistance definition)

Eligible Out-Of-School Youth (OSY) – An individual:

- (A) Not attending any school (as defined under State law) may include home schooled youth;

- (B) Not younger than 16 or older than age 24 at 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
- (C) One or more of the following:
- a. A school dropout;
 - b. A youth who is within the age of compulsory school attendance, but 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;
 - c. 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;
 - d. An individual who is subject to the juvenile or adult justice system;
 - e. A homeless individual (as defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))),
 - a homeless child or youth (as defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))),
 - a runaway,
 - in foster care or has aged out of the foster care system,
 - a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677); or
 - an out-of-home placement;
 - f. An individual who is pregnant or parenting;
 - g. An individual with a disability;
 - h. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. (Refer to Requires Additional Assistance definition)

Employability – A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.

Employed at Participation - An individual employed at the date of participation who did any work at all as a paid employee, in his or her own business, profession or farm, worked as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

English as a Second Language (ESL) – English language education for adults whose inability to understand, speak, read, or write the English language is a barrier to their ability to get or keep employment. This also has effects on their real ability to function in society or successfully complete the citizenship application process.

English Language Learner - when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language: and

- (A) whose native language is a language other than English; or

- (B) who lives in a family or community environment where a language other than English is the dominant language.

WIOA Law Sec. 3(7); and Sec. 203(7)

ETA, DOL -- Employment and Training Administration, the part of DOL with direct responsibility for WIOA programs.

Exclusions From Common Measures and follow-up services:

Health/Medical or Family Care – Used when the participant is receiving medical treatment or providing care for a family member that precludes entry into unsubsidized employment or continued participation in the program, and is expected to last for more than 90 days.

Institutionalized - The participant is residing in an institution or facility providing 24-hour support such as a prison or hospital and is expected to remain in that institution for at least 90 days.

Relocated to a Mandated Residential Program - For youth participants only, the participant is in the foster care system or any other mandated residential program and has moved from the area as part of such a program.

Exit – The term program exit means a participant does not receive a service funded by the program or funded by a partner program for **ninety (90)** consecutive calendar days and is not scheduled for future services.

Faith Based Organization (FBO) -- Organization whose founding, governance, or membership is derived from a religious institution or religiously-affiliated entity.

Family – A family, for eligibility purposes, means two or more persons related by blood, marriage, or decree of court, who are living in a single residence. Family may also include a parent or guardian and dependent children.

“Dependent children” as referenced above shall include those children living in a single residence with parent(s) or guardian(s) and who **DO NOT** meet the definition of “independent child” based on the Free Application for Federal Student Aid (FAFSA) guidelines.

“Independent Child” – shall include those children living in a single residence with parent(s) or guardian(s) and who fall into one (or more) of the following categories:

- Is 24 years of age or older by December 31 of the current year;
- Is an orphan or ward of the court or was a ward of the court until the individual reached the age of 18;
- Is a high school graduate or professional student (in college, beyond a bachelor’s degree);
- Is a veteran of the Armed Forces of the United States;
- Is a married individual;
- Has legal dependents other than a spouse;

- Is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstances; **or**
- Is currently living with parents BUT provides more than 50% of his/her own support.

Note: If the applicant claims to be an independent child, then he/she must complete an applicant statement as verification of family size.

“Guardian” - Refers to an individual related by blood, marriage, or decree of court and/or living in a single residence where the parents are not present in the residence.

The phrase “**living in a single residence**” includes temporary, voluntary residence elsewhere such as attending school or college, or visiting relatives but where permanent residence is the same as parent or guardian. It does not include involuntary temporary residence elsewhere, such as incarceration or placement into foster care as result of a court order.

Family Income - All income received by all members of the family during the six-month period prior to application/registration, annualized by multiplying the six-month income by two (6-month income x 2). The composition of the family is determined as of the date of the application/registration.

Family Literacy Services (FLS) -- Services that are sufficient to make lasting changes in a family, and that integrate all of the following activities: (1) literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences

Family Size - The number of dependent children plus the number of parents or guardians who reside together. Use definitions in *Family* to arrive at the correct number.

Follow-up Activities -- The tracking of what happens to participants when they leave the WIOA program for a period of 180 days after first job placement. The reporting requirements include the following information: employment status (number of Entered Employments/Placements at 180 days after program has ended), average hourly wage (earnings change at 180 days after program has ended), and job retention (of those enrolled in training, provide number of those still employed in trained occupation at 180 days after program has ended).

Foster Child (Eligibility Barrier) – An individual who is currently in any stage of foster care or has been in the Foster Care system at any point during his/her lifetime and on behalf of whom State or local government payments are made. This definition applies to the eligibility barrier only.

Fourteen (14) Youth Program Elements/Services WIOA Sec. 129(c)(2) and WIOA 681.460
The youth program elements must be made available to youth participants. WIOA does not require that all 14 program elements are provided but all services must be made available to

participants. The youth program elements are noted in this glossary as well as Section 3.20 of the WIOA Policy Manual and the Youth Verification Worksheets. Required program elements are as follows:

Program Element 1: Tutoring Services include tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

Program Element 2: Alternative Secondary School or Dropout Recovery Services

Alternative Secondary School Services is a public school or publicly contracted educational program that serves youth who have not been successful in mainstream “traditional” academic programs and provides instruction leading to a high school diploma. Alternative secondary school offerings may:

- Lead to a diploma;
- Provide academically rigorous preparation for work and/or post-secondary education;
- Assist with the transition to work and/or post-secondary education;
- Be related to the career and/or educational goals of the youth; **or**
- Address the youth’s barriers to work and/or education.

Some examples of schools include:

- Alternative high schools
- Specialty boarding schools
- Residential treatment centers for substance abuse
- Behavior modification centers
- Wilderness treatment schools
- Juvenile boot camp schools

Note: To be classified as an “alternative school” or “alternative course of study” for WIOA purposes, a specialized structured curriculum is required that is distinguishable from the regular curriculum offered to students in corresponding grades or classes. Although Alternative Education programs are often referred to as "schools" they are actually programs within a school. Montana’s alternative schools meet this classification. The term “alternative school” should not be confused with “magnet schools” for specialized or accelerated studies.

Dropout Recovery Services such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school.

While alternative secondary schools or dropout recovery services activities may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

Program Element 3: Paid and Unpaid Work Experience – is a planned, structured learning experience that takes place in a workplace to provide the youth participant with opportunities for career exploration and skill development. Work experiences must include academic and occupational education.

Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. The types of work experiences include the following categories:

- (A) Summer employment opportunities and other employment opportunities available throughout the school year;
- (B) Pre-apprenticeship programs;
- (C) Internships and job shadowing; and
- (D) On-the-job training opportunities

Note: A Work Experience should be age appropriate and in compliance with the Child Labor Laws.

Work Experience Priority – means that WIOA youth programs must expend not less than 20 percent of the funds allocate to them to provide Work Experience opportunities to in-school and out-of-school youth.

Program Element 4: Occupational Skills Training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Priority consideration must be given to training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:

- (A) be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- (B) be of sufficient duration to impart the skills needed to meet the occupational goal; and
- (C) lead to the attainment of a recognized post-secondary credential.

The chosen occupational skills training must meet the quality standards in **WIOA Law Sec. 123**

In order to count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented, and focused on a long-term goal as specified in the Individual Service Strategy; (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate.

Program Element 5: Education Offered Concurrently With Workforce Preparation Activities And Training For A Specific Occupation reflects an integrated education and training model. Workforce preparation activities, basic academic skills, and hand-on occupational skills training are to be taught within the same time-frame and connected to training in a specific occupation, occupational cluster, or career pathway.

Programs developing basic academic skills, workforce preparation activities that may occur as part of a work experience and occupational skills training can all occur separately and at different times this program element refers to the concurrent delivery of these services which make up an integrated education and training model. Examples include, but are not limited to:

- Internships or job shadowing combined with Hi-SET classes;
- Computer training coupled with basic skills training or literacy activities;
- Summer work activities coupled with contextual learning on the job;
- Job readiness activities (resume writing, interviewing skills, applying for jobs online) combined with H-SET classes or tutoring; or,
- Occupational skills training coupled with intensive medical terminology tutoring (i.e., Certified Nursing Assistant/Geriatric Nursing Assistant training).

Program Element 6: Leadership Development Opportunities encourage participation in activities related to leadership, decision-making, citizenship, and community service. Engagement by youth in such activities should assist youth in gaining skills to become more responsible, employable, and to encourage other positive social behaviors (refer to the definition of **Positive Social and Civic Behaviors**). Leadership opportunities include some of the following activities:

- Exposure to post-secondary educational opportunities
- Community and service learning projects
- Peer-centered activities, including peer mentoring and peer tutoring
- Organizational and teamwork training, including team leadership training
- Training in decision-making, including determining priorities, and
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources
- Civic engagement activities which promote the quality of life in a community; and
- Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

Program Element 7: Supportive Services are necessary to enable an individual to participate in activities authorized by WIOA. Supportive services include, but are not limited to, the following:

- Linkages to community services;
- Assistance with transportation;

- Assistance with childcare and dependent care;
- Assistance with housing;
- Needs-related payments;
- Assistance with educational testing;
- Reasonable accommodations for youth with disabilities;
- Referrals to health care; and
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear.

Supportive services may be provided while the participant is receiving follow-up services. Refer to Supportive Services Section 4.100 of the WIOA Operations Manual for more detailed information.

Program Element 8: Adult Mentoring provides a participant the opportunity to develop a positive relationship with an adult. The adult mentor should provide a positive role model for educational, work skills, or personal or social development.

Adult mentoring must last at least 12 months and may take place both during the program and following exit from the program. Adult mentoring must be a 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.

Whenever Adult Mentoring is noted on the youth's Individual Service Strategy that service must be provided to the youth with documentation to verify adult mentoring (e.g., a signed agreement or plan for mentoring from the adult mentor) in the participant's file.

Group mentoring activities and mentoring through electronic means are an allowable part of adult mentoring activities however, at a minimum, the case manager must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.

Mentoring may include workplace mentoring where the youth is matched with an employer or employee of a company. Appropriate processes must be in place to adequately screen and select mentors.

While USDOL discourages case managers from serving as mentors, they may do so in areas where adult mentors are sparse.

Program Element 9: Follow-Up Services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or post-secondary education and training. Follow-up services may begin immediately after the last expected date of service in the youth program when no future services are scheduled.

Follow up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise and any of the following program elements:

- (A) Supportive Services;
- (B) Adult Mentoring;
- (C) Financial literacy education;
- (D) services that provide labor market and employment information about in-demand industry sectors or occupational available in the area or state such as career awareness, career counseling and career exploration services; and
- (E) Activities that help youth prepare for and transition to postsecondary education and training.

Refer to Follow Up Services and Activities, Section 4.110 in the WIOA Operations Manual

Program Element 10: Comprehensive Guidance and Counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the service provider's agency, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.

Program Element 11: Financial Literacy Education includes activities which:

- (A) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- (B) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- (C) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- (D) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- (E) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- (F) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- (G) Support activities that address the particular financial literacy needs of youth with disabilities including connecting them to benefits planning and work incentives counseling;
- (H) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- (I) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater

financial health and stability by using high quality, age appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools and instruction.

Program Element 12: Entrepreneurial Skills Training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills include, but are not limited to, the ability to:

- (A) Take initiative;
- (B) Creatively seek out and identify business opportunities;
- (C) Develop budgets and forecast resource needs;
- (D) Understand various options for acquiring capital and the trade-offs associated with each option; and
- (E) Communicate effectively and market oneself and one's ideas.

Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:

- (A) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.
- (B) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
- (C) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

Program Element 13: Services That Provide Labor Market and Employment Information about in-demand industry sectors or occupations that are available in an area such as career awareness, career counseling and career exploration services. May include assessments such as MCIS PEP Talk.

WIOA providers should become familiar with state and federal LMI data and LMI tools in order to share relevant data with youth.

Program Element 14: Postsecondary Preparation and Transition Activities help youth prepare for and transition to postsecondary education and training. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. Services may include exploring postsecondary education options including technical training schools, community colleges, four-year colleges and universities, and registered apprenticeships. Additional services include but are not limited to:

- (A) Assisting youth to prepare for SAT/ACT testing;

- (B) assisting with college admission application; search and applying for scholarships and grants;
- (C) filling out the program Financial Aid applications and adhering to changing guidelines; and
- (D) connecting youth to postsecondary education programs.

Free or Reduced School Lunch Program - Low-income eligibility for **In School Youth** who receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.). If the youth resides in a school district that includes every student in the free or reduced lunch program that youth will be considered low-income for the purposes of WIOA youth services.

WIOA Regs. at 20 CFR Parts 681.210 and 220;

Hi-SET Exam – Montana’s alternative to the General Equivalency Diploma (GED). HiSET exam helps individuals achieve the state-issued credential. HiSET measures skills and knowledge generally associated with four years of traditional high school instruction.

Homeless (*Eligibility Barrier*) – the term “homeless” or “homeless individual or homeless person” as defined in Section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 140432e-2(6)) or a homeless youth as defined in section 752(2) Stewart B. McKinney Homeless Assistance Act 42 U.S.C. §11302) in which homeless youth includes:

- (A) An individual who lacks a fixed, regular, and adequate nighttime residence; and
- (B) An individual who has a primary nighttime residence that is –
 - a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - b. An institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Incentive Payment – Monetary payment given to a WIOA Youth participant for successful participation and achievement of expected outcomes as defined in the ISS upon completion of established benchmarks or upon final program completion. Incentives may be used to retain youth in a program and must be tied to training, education, or work readiness. Such achievements must be documented in the participant’s file as the basis for an incentive payment. Guidelines for the payment of incentives to youth participants are described in Section 4.140 of the WIOA Policy Manual.

Individual With A Disability – An individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990, as amended (42 U.S.C. 12102)).

Individual Service Strategy (ISS) – An agreement of skills and goals decided between a WIOA Youth participant and WIOA Youth staff counselor (usually a case manager), that sets out a plan for the participant to make progress towards his/her educational and employment goals. The ISS is an ongoing strategy jointly developed by the participant and the case manager, which identifies an age-appropriate employment/career goal, appropriate

achievement objectives, and appropriate combination of services for the participant to reach these objectives. The ISS must be based on the objective assessment and should reflect the expressed interests and needs of the participant. The ISS should be reviewed and updated periodically to reflect the participant's progress in meeting the objective of the ISS including progress in acquiring basic, work readiness, and occupational skills and the adequacy of the support services provided. All youth must have an ISS.

Individual Training Accounts (ITA) – An expenditure account established on behalf of an eligible participant in WIOA Title IB adult, youth and dislocated worker programs to purchase training services from eligible providers they select in consultation with the case manager, counselor or coordinator.

Informed Customer Choice – Choices made by customers using the best information available, including employment-related information (e.g., information about self, such as abilities and interests, knowledge of support services, training providers, etc.)

Initial Assessment – To determine whether the program can benefit the individual (suitability) and identify activities and services that would be appropriate, an assessment of the participant is necessary. Initial assessment is part of the overall intake process and includes the initial determination of each participant's employability, aptitudes, abilities and interests, through interviews, testing and counseling.

Intake - The process of collecting basic information which is commonly collected by all program partners (e.g., name, address, phone number, SSN) and all required activities up to the decision of eligibility or ineligibility for an individual program.

Leadership Development activities include but are not limited to:

Exposure to Post-Secondary Educational Opportunities is part of the Leadership Development Opportunity Element. Exposure may be accomplished through tours of colleges and/or technical schools or through:

- (A) Career Pathways Exploration
- (B) Montana Career Information System (MCIS)
- (C) Financial Aid Opportunities

Life Skills Training are activities and/or training that assist youth to develop marketable work habits. Life skills training may include modules/training/curriculum instruction in:

- (A) personal finance and budgeting,
- (B) computers,
- (C) parenting/pregnancy prevention,
- (D) self-leadership (e.g. conflict resolution, public speaking, and anger management),
- (E) work behavior training,
- (F) banking, and other training that develops independent living skills.

Organizational & Teamwork Training fosters the development of group or team interaction skills.

Peer Centered Activities consist of activities such as peer mentoring or peer tutoring. Youth learn leadership skills as peer mentors, assistant crew leaders, and receive additional training in leadership.

Positive Social and Civic Behaviors are outcomes of leadership opportunities. Positive social and civic behaviors focus on areas that may include the following:

- (A) Positive attitudinal development;
- (B) Self-esteem building;
- (C) Openness to work with individuals from diverse backgrounds;
- (D) Maintaining healthy lifestyles, including being alcohol- and drug-free;
- (E) Maintaining positive social relationships with responsible adults and peers, and contributing to the wellbeing of one's community, including voting;
- (F) Maintaining a commitment to learning and academic success;
- (G) Avoiding delinquency;
- (H) Postponing parenting and responsible parenting, including child support education;
- (I) Positive job attitudes and work skills; and
- (J) Keeping informed in community affairs and current events.

Training In Decision Making includes but is not limited to determining priorities and setting goals.

Learning Disability - Any neurological condition that impedes a person's ability to take in, store, process or express information. It can affect one's ability to read, write, and communicate.

Literacy – An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Lower Living Standard Income Level (LLSIL) – The income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of the Department of Labor based on the most recent lower living family budget issued by the Secretary.

Low-income Individual – WIOA Section 3 (36) defines a **Low-Income** individual as an individual who:

- (A) receives, or in the past six (6) months has received, or is a member of a family that is receiving or in the past six (6) months has received, assistance through SNAP, cash payments under a Federal, State, or local income-based public assistance program such as TANF (Temporary Assistance for Needy Families), SSI (Supplemental Security Income), General Assistance (GA) or Refugee Cash Assistance (RCA);
- (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of cash public assistance) in relation to family size, does not exceed the higher of (I) the poverty line, for an equivalent period; or (II) 70 percent of the lower living standard income level, for an

equivalent period (**see Section 3.70 Income/Family Size Determination for guidance on how low-income status is determined**);

- (C) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act;
- (D) qualifies as a homeless child or youth individual as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))the Steward B. McKinney Homeless Assistance Act;
- (E) is an individual with a disability whose own income meets the requirements of a program described in subparagraph (a) or (b), but who is a member of a family whose income does not meet such requirements;
- (F) is a youth in foster care on behalf of whom State or local government payments are made.

Migrant Youth is a youth who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, migratory fisher, migrant food processing worker, migrant seasonal farm-worker, and who in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work.

Native American is a person who is a member of an Indian/Native American tribe. An Indian/Native American tribe means any Indian/Native American tribe, band, nation or other organized group or community, which is recognized as eligible for the special programs and services provided by the United States to Indians/Native Americans because of their status as Indians/Native Americans.

Nepotism – occurs when a person employs or appoints a family member. Refer to Section 1.30 of the WIOA Operations manual.

No Longer Attending Any School is a situation where an individual is not attending any secondary school program seeking a secondary school diploma.

Objective Assessment is a process that identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, and supportive service needs, and measures barriers and strengths. It includes a review of basic and occupational skills, prior work experience, employability potential and developmental needs. The result of an objective assessment is an individual service strategy.

Occupational Skills means primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with, and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Offender/An individual who is subject to the juvenile or adult juvenile system (Eligibility Barrier). Means an adult or juvenile:

- (A) Who is or has been subject to any stage of the criminal justice process, and for whom services under WIOA may be beneficial; or
- (B) Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. Youth that has been involved at any stage of the criminal justice process; or requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Note: Includes misdemeanors WIOA uses the term “an individual who is subject to the juvenile or adult justice system” for Out-of-School Youth and the term “Offender” for In-School Youth.

O*NET – The Occupational Information Network for use matching the title of an occupation with its 5 or 6-digit occupational code (<http://online.onetcenter.org/>).

Outreach/Recruitment – Activities and strategies for identifying and contacting potential participants. Strategies include procedures that assure access throughout the service area and address appropriate access for participants with barriers.

Participant – An individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under this title) funded by a WIOA Title IB program in either a physical location or remotely through electronic technologies. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving services provided under this title.

Placement -- The act of obtaining unsubsidized employment for or by a participant.

Planned Gap In Service – No participant activity will be provided for a period of greater than 90 days due to:

- (A) Delay before the beginning of training; or
- (B) A health/medical condition that prevents an individual from participating in services; or
- (C) Temporary move from the area that prevents the individual from participating in services, including National Guard or other related military service. (See Common Measure Policy in Section 5.30 of the WIOA Policy Manual for detailed explanation)

Poor Work History – youth with a poor work history include youth who:

- (A) Are working less than full-time;
- (B) Have been fired from a job;
- (C) Have a sporadic work history (history of job hopping);
- (D) Are working in jobs that are unskilled or dead-end; or
- (E) Have no past work history.

Post-Test – Out-of-School Youth Only: A generally accepted standardized test of basic skills (Montana uses the Test for Adult Basic Education (TABE)) administered to a participant after the initial pre-test and at regular intervals (for up to three years) during the program to determine if a participant has attained a gain of at least one educational functioning level compared to the pre-test.

Note: A participant only needs to be post tested in those areas in which he/she was deficient. For example, if the participant scored at a 7th grade math level and a 9th grade reading level the participant would only have to be tested in the area of deficiency, e.g., math.

Poverty Line – The poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U. S. C. 9902 (2)) applicable to a family of the size involved.

Pregnant or Parenting Youth (*Eligibility Barrier*) –

Pregnant Youth - An individual who is 24 years or age or **under** (female) and pregnant. A pregnant individual can only be the expectant mother.

Parenting Youth - A youth (male or female) who:

- (A) is a biological or adoptive parent; or
- (B) is a parent in behavioral terms.

The phrase “**parent in behavioral terms**” means providing **custodial** care for one or more dependents who are under 18 years of age. Youth do not qualify as a parenting youth until the child is born.

The term “**custodial care**” is defined as residing with and participating in the day-to-day care of a child; **or** if not in the same household being responsible for a child, custodial care includes but is not limited to providing: food, shelter, clothing, medical care, daycare expense, and/or other means of financial support.

Pre-Employment Skills / Job Readiness – Includes but is not limited to creating a resume, job seeking and interviewing skills, understanding employer and workplace expectations, positive work habits (e.g. coming to work on time, getting along with coworkers, etc.), understanding behaviors and attitudes necessary to compete in the labor market, effective coping and problem-solving skills, and other skills as identified that will develop the individual’s capacity to move toward employment.

Pre-Test Out-of-School Youth Only: - A generally accepted standardized test of basic skills (Montana uses the Test for Adult Basic Education (TABE)) administered to a participant within 10 working days of enrollment. If a youth was tested at an ABE center within six months prior to the date of participation, the test results may be used.

Public Assistance - Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

Public Assistance Recipient – A participant that is receiving Federal, State, or local government cash payments for which eligibility is determined by a needs or income test. The participant must be listed on the public assistance grant and/or is receiving assistance under any of the following programs at the time of eligibility determination into the WIOA program.

- (A) Temporary Assistance to Needy Families (TANF)

- (B) Supplemental Nutrition Assistance Program (SNAP)
- (C) General Assistance (GA) (State/local government)
- (D) Refugee Cash Assistance (RCA)
- (E) Supplemental Security Income (SSI Title XVI)

Refugee (*Additional Assistance Barrier Characteristic*) – A youth whose admission status has been approved and changed by U.S. Citizen and Immigration Services (USCIS)

Release of Information - State and federal privacy laws were enacted to safeguard an individual's privacy from the misuse of federal and state records and to provide individuals access to their records. Access to files should be granted on a "need to know" basis. If other agencies, prospective employers, or other individuals request access to information in a file, authorization of release for the information should be obtained from the participant. Access to the records from other agencies may also require authorization for release of information.

Remedial Education -- Educational instruction, particularly in basic skills, intended to raise an individual's general competency level in order to succeed in vocational education, or skills training programs, or employment.

Requires Additional Assistance to enter or complete an educational program or to secure and hold employment – An in-school or out-of-school youth, 14-24 years of age, who requires additional assistance to complete an educational program, or to secure and hold employment and meets the SWIB definition of youth who requires additional assistance.

In-School Youth (ISY)

Complete an educational program: A youth who:

- a. is at risk of dropping out of high school as documented by his/her school; or
- b. had previously dropped out of an educational program but has returned to school (including an alternative school);
- c. has below average grades; or a youth with poor attendance patterns in an educational program during the last 12 calendar months; or
- d. has been suspended or expelled from school within the last 12 calendar months; or
- e. has previously been placed in out-of-home care (foster care, group home, or kinship care) for more than 6 months.

Secure or hold employment: A youth who:

- a. has not held a job for more than three consecutive months; or
- b. has a poor work history to include no work history; or
- c. has been fired from a job in the last 6 calendar months; or lacks work readiness skill necessary to obtain and/or retain employment.

Out-of-School Youth (OSY)

Enter or complete an educational program: A youth who:

- a. is in need of a high school diploma; or
- b. has dropped out of a post-secondary educational program* during the last 12 calendar months; or

- c. has a diploma but requires additional education in order to obtain or retain employment.

Secure and hold employment: A youth (including a youth with a diploma or equivalent) who:

- a. is not currently attending any school; and
- b. has not held a full-time job for more than three consecutive months; or
- c. has a poor work history, to include no work history; or
- d. has been fired from a job in the last six calendar months; or
- e. lacks work readiness skills necessary to obtain and/or retain employment.

Retention -- Continuing or keeping a job, usually for at least 90 days or more.

Runaway Youth (*Eligibility Barrier*) - A youth that has left a domestic situation be it home or foster care, without permission of parents or legal guardian; to avoid real or perceived danger, duty, restraint, or disadvantage. Status must be documented by a written statement, or a written statement from an individual who is providing temporary residence, or a written statement from a shelter or a social service agency.

School Dropout (*Eligibility Barrier*) – The term “school dropout” applies to an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. Youth enrolled in alternative schools are **not** school dropouts.

Note:

- (A) An individual who has dropped out of post-secondary education is not a “school dropout” for purposes of youth program eligibility;
- (B) Youth who previously dropped out of school but has returned to school prior to WIOA enrollment is not considered a dropout.

Secondary School – The term “secondary school” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801). This is generally referred to as high school.

Selective Service - Presidential Proclamation 4771 of July 2, 1980 requires that male persons born after December 31, 1959, who have attained their 18th birthday, register with Selective Service. Registration must be completed within 30 days of a male's 18th birthday. Section 189 of WIOA requires all participants receiving assistance under WIOA to comply with Selective Service registration under the Military Selective Service Act. Refer to Section 3.80 of the WIOA Policy Manual for Selective Service Registration Requirements.

Skills Assessment – Includes instruments or interviews with criteria that measure acquired skills.

Social Security Number (SSN) - The nine-digit identification number assigned to the applicant by the Social Security Administration under the Social Security Act. Refer to Section 3.90 of the WIOA Policy Manual for the Social Security Number Procedure.

Social Security Disability Insurance (SSDI): pays benefits to individuals that have worked in the past, paid Social Security taxes, and are currently unable to work for a year or more because of a disability. SSDI is considered income replacement.

Stipend – A Stipend is a fixed regular monetary payment made to a WIOA Youth participant during his/her enrollment to encourage the WIOA youth to participate in certain activities (seat time payments). The stipend can be used for activities such as classroom instruction. Stipends may be paid based on actual hours of attendance.

Study Skills Training (*Tutoring Element*) – Study skills are strategies and methods of purposeful learning. Study skills training is designed to improve learning ability and may include but is not limited to learning styles, time management, study habits, and listening and writing skills.

Supplemental Nutrition Assistance Program (SNAP) – Provides supplemental food and nutrition assistance to low income people.

Supplemental Security Income (SSI) – A type of public assistance authorized pursuant to a state plan approved under the Social Security Act, Title XVI. Supplemental Security Income pays benefits to disabled adults and children who have limited income and resources. It is also paid to people 65 and older without disabilities who meet the financial limits. SSI is considered cash assistance and individuals receiving SSI are automatically income eligible the same as individuals receiving TANF or SNAP. A WIOA applicant on SSI is a family of one.

Transitioning to Post-Secondary Education and Training (*Alternative Secondary School Services, or Dropout Recovery Services*) – Activities that help youth prepare for and transition to post-secondary education and training.

Underemployed individual – means:

- (A) person who is are working part time but seeking full time work; or
- (B) persons who are working full time but whose current annualized wage rate is not in excess of "for a family of one" the higher of either:
 - a. the poverty level, or
 - b. 70% of the lower living standard income level.

Underemployment may also occur when an individual is working part time but desires full-time employment or who is working in employment not commensurate with the individual's demonstrated level of educational attainment. For example, a college grade in microbiology can find no work in his/her field and ends up as a clerk in a department store. **(TEGL 14-00 Change 1)**

Unemployed – An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

Universal Services – Are made available to every individual through the One-Stop system without regard to any specific eligibility criteria, including information about job vacancies, career options, employment trends, job search techniques, resume writing, and access to the employment training provider lists.

Unsubsidized Employment – A job for which wages are paid directly by the employer and that is not subsidized through any government program.

Vendor – An entity responsible for providing generally required goods or services to be used in the WIOA program. These goods or services may be for the recipient's or sub-recipient's (i.e., service providers) own use or for the use of participants in the program.

Vocational Education – The term “vocational education” means organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning, which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

Work Experience Categories – The four work experience categories are:

Internships – WIOA participants spend a period-of-time in business, industry, or other agency to gain insight and direct experience related to one or more functions of the organization. Internships give a student paid or unpaid work experience in a career field of study.

Job Shadowing is a work experience option where youth learn about a job by walking through the workday as a shadow to a competent worker. Job shadowing is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Youth witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. A job-shadowing experience can be anywhere from a few hours, to a day, to a week or more.

Job shadowing is designed to increase career awareness, help model youth behavior through examples, and reinforce in the youth and young adult the link between academic classroom learning and occupational work requirements. It provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields. Job shadowing can be thought of as an expanded informational interview and by experiencing w workplace first-hand, youth can learn a great deal more about a career than through research in print publications and on the internet.

Participating several times a year, youth gain first-hand experience in a variety of careers choices so they can:

- (A) Understand the daily duties and activities involved with each job and career
- (B) Ask questions about the job and workplace
- (C) Identify their career interests

- (D) Become aware of the technical and academic skills they would need to enter each career
- (E) Develop communication skills
- (F) Apply a connection between academic classroom work and their career goals.

Note: This is a short-term, one or more days observation type activity. The program could include more than one profession to be shadowed to allow for participant choice. Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.

On-The-Job Training is training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- (A) Provides knowledge or skills essential to the full and adequate performance of the job;
- (B) Provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and
- (C) Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Pre-Apprenticeship is a Program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and includes the following elements:

- (A) training and curriculum that aligns with the skills needs of employers in the economy of the State or region involved;
- (B) access to educational and career counseling and other supportive services, directly or indirectly;
- (C) hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- (D) opportunities to attain at least one industry-recognized credential; and
- (E) a partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

Summer Employment / Opportunities is a program for youth operated during the summer months as part of a comprehensive strategy for addressing the youth's employment and training needs. The summer youth employment opportunity element is not intended to be a stand-alone program. It provides summer employment opportunities that link academic and occupational learning as part of the required youth program elements. Summer youth employment must provide direct linkages to academic and occupational learning, such as coordinating with school systems and may provide other elements and strategies as appropriate to serve the needs and goals of the participants.

Work Related Materials/Supplies (*Supportive Service Element*) – A supportive service that provides assistance with uniforms or other appropriate work attire and work-related tool cost, including such items as eyeglasses and protective eye gear that is necessary to enable a youth to participate in activities authorized by WIOA. Refer to Section 4.80 of the WIOA Policy Manual and the Objectives and Services Definitions to determine where to code these items.

Work Readiness Skills Goal – A measurable increase in work readiness skills that include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (resumes, interviews, applications, and follow-up letters). Included are positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks. This also can cover accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image. Not possessing these skills would indicate the individual is deficient in work readiness skills.

Youth – In the WIOA program, any young person, between the age of 14 and 24 years of age, who may be in school or out-of-school, and whose family income is within the WIOA Low Income Guidelines or meets the criteria for enrollment under the 5% window.

Youth Activity – An activity described in section 129 of the Act that is carried out for eligible youth (or as described in section 129(c) (5)).

Youth Committee – In Montana the Youth Services Committee is an ad-hoc committee of the State Workforce Innovation Board and may have many duties, some of which could include:

- (A) Develop the portions of the state plan relating to eligible youth;
- (B) Recommending eligible providers of youth activities;
- (C) Conducting oversight with respect to the eligible providers of youth activities; and
- (D) Other duties determined to be appropriate by the chairperson of the local board.

Youth at Risk of Court Involvement – A youth who has not committed illegal acts but who has risk factors associated with the potential for delinquent behaviors; or at risk of delinquent behaviors (e.g., because of drug and alcohol abuse, parental abuse and neglect, school misconduct, and negative peer group associations) and who has come in contact with the juvenile justice system as a non-offender or as a status offender (e.g., running away from home, truancy, curfew violation and underage drinking)

Youth With A Disability: means the youth has a physical (motion, vision, hearing) or mental (learning or developmental) impairment which substantially limits one or more of such person's major life activities and has a record of such an impairment, or is regarded as having such an impairment. Major life activities include: Self-care, Receptive and expressive language, Learning, Mobility, Self-direction, Capacity for independent living, and Economic self-sufficiency.