

**TEXAS WORKFORCE COMMISSION**

**WIOA COMBINED STATE PLAN  
APPENDIX 5**

**SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM  
STATE PLAN**

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## Introduction

In Texas, the Office of the Governor has designated the Texas Workforce Commission (TWC) as the state grantee for the Senior Community Service Employment Program (SCSEP) under Title V of the Older Americans Act of 1956 (42 USC 3056 et seq.). Texas' SCSEP Program Year 2016 (PY'16) Annual Grant Application is integrated with this Combined State Plan, in accordance with the optional programs and activities described in the Workforce Innovation and Opportunity Act of 2014 (WIOA) §103(a)(2).

Using TWC's standard Request for Proposals procurement process, TWC contracted the state's portion of the SCSEP grant to Experience Works (EW). The following five national grantees currently operating in Texas receive SCSEP grants directly from the U.S. Department of Labor (DOL):

- AARP Foundation (formerly the American Association of Retired Persons), (AARP)
- Experience Works (EW)
- National Asian Pacific Center on Aging (NAPCA)
- Service, Employment, Redevelopment–Jobs for Progress National, Inc. (SER)
- Senior Service America, Inc. (SSAI)

The relationship between the state grantee and national grantees is collaborative, by statute. The state plan (Plan) is designed to ensure that the state, grantees, Local Workforce Development Boards (Boards), employers, and a variety of social service, economic development, education and training entities, among others, collaborate to improve SCSEP services.

TWC is committed to providing skills training and employment assistance to senior Texans—individuals 55 years and older. Members of this population may be included in the term “individuals with barriers to employment” as described in WIOA §3(24).

# Economic Projections and Impact

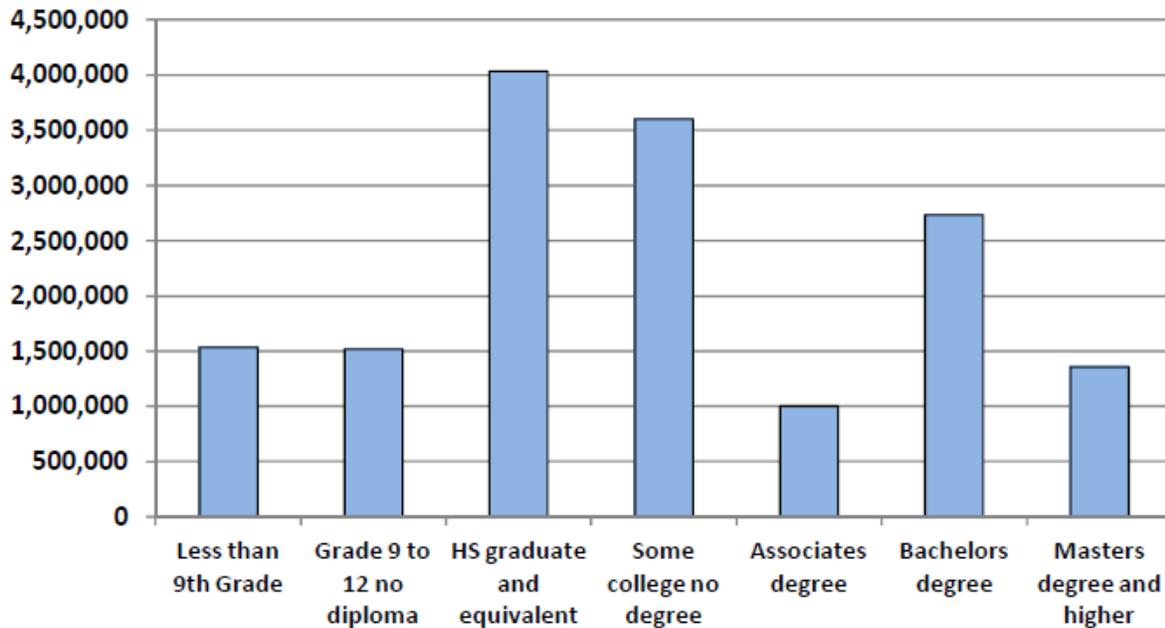
## *Employment Opportunities for Older Workers*

Employment opportunities for older workers (individuals 55 years of age and older) are closely tied to the long-term projections for jobs in industries and occupations previously discussed in the Plan’s section on economic, workforce, and workforce development activities.

Mature labor force participants composed 17.3 percent of the Texas workforce in 2010. The proportion of the Texas population age 55 and older is projected to continue to increase and account for a greater percent of the workforce. Moreover, employers across Texas agree that their baby boomer workers (born 1946 to 1964) are not retiring, for now. The trend reflects workers’ decisions to postpone retirement because of fulfilling careers, longer lives, changing retirement plans and resources, or shrinking retiree health benefits. This trend has the potential to affect the workforce and the overall economy in numerous ways.

Education is a key aspect of a competitive workforce and the type of job opportunities that workers may pursue. Approximately 81 percent of the population over age 25 in Texas (12,723,801 individuals) had at least a high school diploma in 2010, and roughly 26 percent (4,091,770 individuals) had at least a bachelor’s degree.

### **Educational Attainment of the Texas Population Age 25 and Older, 2010**



Source: 2010 ACS.

Although recent trends indicate that many mature workers will need or simply want to remain in the workforce, many of these individuals may require help identifying transferable skills that lead to new career opportunities, as well as education and training to develop technical talent.

### ***Employment Opportunities versus Skills Held by Older Workers***

The skill sets and behaviors previously sought by organizations are transforming, along with the pace of today's technological change. To balance the demands of tomorrow with the realities of today, employers and employees may need to rethink recruitment, retention, and development in the following areas:

- Short-term or moderate-term on-the-job training (OJT) requirements
- Hiring requirements, to ensure that education and experience requirements are attainable
- Transferable skill sets, in which a demonstrated ability to learn new skills is as important as an existing knowledge base
- Occupations occurring across several industries
- Appropriateness of working conditions, including virtual arrangements
- Job demands, which may stress flexibility and task collaboration over specialized skills

### **Service Delivery and Coordination**

#### *Coordination with Other Programs, Initiatives, and Entities*

Grantees will pursue both state- and local-level strategies to strengthen partnerships and working relationships in each of the categories below. TWC will:

- seek Boards' cooperation in generating Older Worker Reports from WorkInTexas.com to facilitate participant recruitment by grantees' field coordinators;
- encourage grantees and Boards to refine memoranda of understanding (MOUs) to specify roles and responsibilities for:
  - outreach to employers;
  - workforce services to seniors;
  - case management services for coenrolled participants; and
  - other joint efforts as appropriate;
- encourage Boards to:
  - coenroll seniors seeking full-time work under WIOA and/or other workforce programs, as appropriate; and
  - provide for the location of participant assistants at Workforce Solutions Offices when feasible, and train participant assistants as job developers to assist older job seekers; and
- propose sessions on older worker issues and best practices at TWC's Annual Workforce Forum.

Grantees and Boards will:

- provide information on and referrals to the services available at Workforce Solutions Offices;
- negotiate community service assignments for senior participants at Workforce Solutions Offices, when feasible; and
- negotiate for colocation of grantee staff at Workforce Solutions Offices, when possible. In certain instances, colocation may not be feasible, given Boards' limited office space and funding constraints.

Grantees will:

- list participant openings and staff openings in WorkInTexas.com;
- assist job-ready participants to register online in WorkInTexas.com;

- promote job seeker workshops and job clubs at Workforce Solutions Offices and, when feasible, Individual Employment Plans (IEPs) for participants; and
- provide updates to Boards on SCSEP activities and successes in the local workforce development area (workforce area).

Boards will:

- provide core workforce services to SCSEP participants and other older job seekers; and
- provide current and future labor market information on industries, occupations, and required skill sets to older job seekers.

#### *Improve and Expand Grantee Communications*

The state's size—268,581 square miles—and travel costs limit regular face-to-face meetings. Grantees implement several strategies to increase and improve communication. TWC will schedule and facilitate grantee conference calls, as needed, to share information. Grantees will encourage field staff to connect with other field staff in the same workforce area and coordinate on efforts that strengthen partnerships with Boards and other local entities.

#### *Activities Carried Out under Other Titles of the Older Americans Act*

Grantees will employ the following strategies to promote an ongoing dialogue and coordination with other providers serving seniors:

- Share information and resources relevant to senior health, support services, and older job seekers at Aging Texas Well Advisory Committee meetings
- Explore opportunities for improving the quality of training and access to training for community-based direct service workers caring for individuals with disabilities
- Attend the Area Agencies on Aging (AAAs) quarterly training meeting when feasible
- Contact regional specialists to schedule interpreters and other communication access services if assistance is needed for training and employment services with the deaf and hard of hearing

#### *Public and Private Entities and Programs Serving Older Americans*

TWC will share items of interest with grantees on the employment of individuals with disabilities and accessible technology. Grantees will:

- use 2-1-1 and other directories of service and support organizations to identify entities and programs in the community that refer and support seniors;
- coordinate with local service providers, AAAs, and community stakeholders to assess needs and develop solutions for local transportation services;
- participate in meetings, as appropriate, with senior service providers, both public and private; and
- communicate and coordinate with members of the local disability community on activities, resources, and services for seniors with disabilities in the workforce area.

#### *Other Education and Training Providers*

SSAI has promoted the American Association for Community Colleges' "50 Plus Initiative" through SSAI's SCSEP subgrantee network. The initiative is designed to help low-income, older job seekers with workforce training and in making career changes to high-demand fields through programs offered at community colleges. TWC will seek to enhance these efforts by:

- sharing information with grantees on literacy, English as a Second Language (ESL), and high school equivalency resources developed by TWC's Adult Education and Literacy (AEL) Department; and
- attending relevant meetings and conferences, when possible, to identify training and vocational rehabilitation (VR) resources for seniors.

Grantees will:

- continue to use computer, adult basic education (ABE), high school equivalency, continuing education, and other targeted training courses at community colleges, taking advantage of course discounts for individuals 55 to 64 years of age and free classes for individuals 65 years of age and older;
- work with Boards to encourage community colleges to create short-term education and training programs that are relevant for local targeted industries and high-priority occupations;
- encourage community colleges to develop education and training programs relevant for older individuals' learning styles and pace; and
- continue two-way referrals to local VR programs.

### **Other Labor Market and Job Training Initiatives**

The governor's [Texas Industry Cluster Initiative](#) focuses on advanced technologies and manufacturing, aerospace and defense, biotechnology and life sciences, information and computer technology, petroleum refining and chemical products, and energy clusters. Industry leaders have facilitated a great deal of research and discussion. SCSEP grantees will be seeking connections with these industries and initiatives to find work for older job seekers.

### *Rural Local Economic Development Offices*

The governor has designated TWC to administer the state's portion of SCSEP in rural communities. Along with providing oversight and technical assistance, TWC manages statewide planning and coordination of the state's grant application and performance reporting. TWC also supports SCSEP outreach efforts, including those engaging local economic development offices. In Texas, rural development is led by the governor's Rural Development Initiative, which assists rural communities and small businesses in creating and retaining jobs through business development and community strategic planning. The following organizations are also committed to promoting rural development initiatives in Texas:

- Texas Rural Foundation, a nonprofit corporation established to raise money from public, private, corporate, and other sources to finance health, community development, and economic development programs in rural Texas
- Association of Rural Communities in Texas (ARCIT), a resource that promotes the policy of best practices in the delivery of public services to enhance the quality of life for all rural Texans

### *Employer Outreach: SCSEP Staffing*

SCSEP grantees in Texas network with employers and business and community organizations through local project directors. AARP fosters job matching and senior-friendly work environments for its members through employment specialists at 10 project offices located across Texas. SER appoints a national workforce development coordinator and regional coordinators to

encourage employment of older workers. Additionally, EW staff members reach out to employers to support recruitment of older workers.

### *Employers as Customers*

Grantees commit to assisting both job seekers and employers by helping to vet aptitude and fit of individuals for job responsibilities. As part of this process, grantees identify the qualities possessed by many older job seekers that employers seek:

- Commitment to doing quality work
- Strong customer service orientation
- Getting along with other employees
- Dependability in times of crisis
- Ability to pass a drug test
- Consistent, reliable performance

Once employers' needs are defined, staff is better able to promote the skills and competence of participants as trained workers who will add value to the business.

### **Strategies for Engaging Employers**

Grantees will:

- pursue partnerships with employers that:
  - are developing job openings requiring the same or similar skill requirements possessed by older participants;
  - have successfully employed participants;
  - are listed on AARP's National Employer Team, which is committed to hiring seniors;
  - are seeking older participants, based on the local wisdom of Boards, business organizations, and others in the community; or
  - are identified in online labor market information as major employers in local industries with the greatest employment potential for participants;
- publicize the success stories of former participants and their employers, thereby attracting other employers to consider hiring older job seekers; and
- attend chamber of commerce and Board meetings and other economic development organizations to:
  - expand employer networks;
  - learn about job opportunities from employers; and
  - contact employers to determine the skills and qualities needed to be successful in these jobs.

### **Minority Older Individuals**

In Texas, service to minority older workers at the local levels is based on a long-term strategy.

Grantees will:

- monitor and share statewide and grantee-specific minority enrollment data and factors/barriers impacting minority recruitment;
- use Texas grantees' conference calls to share statewide and grantee-specific factors impacting minority recruitment, share best practices, and brainstorm solutions to address recruitment/enrollment challenges;

- ensure that field staff members are aware of the increasing proportion of Hispanic and Asian seniors in Texas;
- analyze enrollment targets and geographic areas where performance is strong and where improvement is needed;
- identify factors contributing to minority enrollment strengths and factors impeding minority enrollments;
- share best practices for minority recruitment and provide technical assistance to grantee’s Texas field staff;
- target outreach to specific underserved minority groups in counties where they are a larger proportion of the SCSEP-eligible population in the grantee’s service area; and
- where Hispanic enrollments are low, ensure that recruitment materials are in Spanish and consider hiring Hispanic staff or using Hispanic participant staff.

### **Identifying Community Needs**

Texas develops statewide data on priority community needs from three state agencies:

- Texas Health and Human Services Commission (HHSC)—needs requested by callers to the state’s 2-1-1 system for each of the 25 Area Information Centers;
- Texas Department of Housing and Community Affairs (TDHCA)—priority needs identified by 35 Community Services Block Grant (CSBG) entities as part of their annual plans; and
- Texas Department of Aging and Disability Services (DADS)—priority needs for seniors identified by each of the 28 AAAs.

The table below summarizes the needs most commonly requested to the 2-1-1 system, including assistance with paying utility bills and rent; food assistance through the Supplemental Nutrition Assistance Program (SNAP), food pantries, and organizations operating food voucher systems; and Medicaid assistance. Priority needs will vary with the workforce area. The Concho Valley workforce area, for example, had many requests for low-cost or free dental care, homeless shelters, and community clinics. For the Cameron County and Lower Rio Grande Valley workforce areas, Temporary Assistance for Needy Families (TANF) applications and Medicare savings were frequently requested.

**Priority Needs Based on Requests Received by  
2-1-1 Area Information Centers (AICs)**

Type of Need	No. of AICs Listing as Priority 1–5 Need	No. of AICs Listing as Priority 6–10 Need
Utility Bill Assistance	25	0
Food Stamps	18	2
Food Pantries/Food Vouchers	17	6
Rent Payment Assistance	17	7
Medicaid	11	4
Tax Preparation	4	7
Dental Care	2	8
Housing Authorities	2	5
Prescription Expense Assistance	2	4
TANF Applications	2	2
Money for Gasoline	2	0
Community Clinics	1	10
Homeless Shelters	1	8
Low-Income, Subsidized Rental Housing	1	3
Adult Protective Services	1	1
Adult State/Local Health Insurance	1	1
Medicare Savings Program	1	1
Special Needs Registries	1	1
Weatherization Programs	1	0
Tiers Transfer	1	0
Information and Referral	1	0
Benefits Assistance	1	0
Clothing	1	0
Holiday Gifts/Toys	0	7
Medical Transportation	0	6
Child Care Subsidies	0	3
Medicare	0	2
Job Assistance Center	0	2
Women, Infants, and Children	0	2
Legal Aid	0	2
Immunizations	0	2
Municipal Police	0	1
Fans and Air Conditioners	0	1
Community Shelter	0	1
Physician Referrals	0	1
SSDI Applications	0	1
Social Security Numbers	0	1
Section 8 Housing Voucher	0	1
Family Planning	0	1

CSBG priorities are listed in the following table. These include housing, employment assistance, health care, utility bill assistance, adult education and training, transportation, and food assistance. Housing authorities, Workforce Solutions Offices, public and nonprofit clinics, high school equivalency and job training programs, food pantries and food voucher programs, and organizations providing assistance with paying utility bills and providing low- or no-cost transportation are all good candidates for needed community services. Each entity has additional priority needs that vary from area to area.

## Priority Needs Identified by Community Services Block Grant Entities

Type of Need	No. of CSBGs Listing as Priority Need
Housing	26
Employment Assistance	23
Health Care	21
Utility Bill Assistance	17
Education and Training—Job Skills Training, GED, ESL	16
Transportation	14
Food Pantries/Vouchers/Support	13
Home Repairs and Weatherization	8
Affordable Child Care	6
Prescription Expense Assistance	5
Health Insurance	3
Economic Development	3
Youth Programs and Services	3
Homelessness Assistance	3
Programs for Seniors	3
Clothing	3
Information and Referrals	2
Financial Literacy	2
Outreach about Available Services	2
Counseling	2
Domestic Violence Survivor Support	2
Street Improvements	1
Crime Awareness	1
Drug Abuse Awareness	1
Lack of Public Parks	1
Gasoline Money	1
Income Tax Preparation	1

AAAs’ priority needs for seniors, listed below, include transportation, home-delivered meals, legal assistance, congregate meals, coordination of care, information referral, and in-home respite care for caregivers. Additional host agencies could be recruited from public and nonprofit entities that are providing these services or are seeking human resources to provide these services.

TWC will share with each grantee the needs identified by the 2-1-1 entities, CSBGs, and AAAs in the grantee’s service area. Grantees will also continue to gather input from local government officials and informal networks with colleagues in local organizations and agencies.

**Priority Needs of Seniors Identified by Area Agencies on Aging**

<b>Type of Need</b>	<b>No. of AAAs Listing as Priority Need</b>
<b>Transportation</b>	21
<b>Home-Delivered Meals</b>	20
<b>Legal Assistance</b>	15
<b>Congregate Meal</b>	14
<b>Care Coordination</b>	10
<b>Information Referral and Assistance</b>	10
<b>Caregiver Respite Care-In-Home</b>	9
<b>Health Maintenance</b>	8
<b>Legal Awareness</b>	8
<b>Ombudsman</b>	7
<b>Residential Repair</b>	7
<b>Caregiver Support Coordination</b>	6
<b>Area Agency Administration</b>	5
<b>Caregiver Information Services</b>	5
<b>Personal Assistance</b>	5
<b>Emergency Response</b>	4
<b>Evidence-Based Intervention to Promote Wellness</b>	4
<b>Homemaker</b>	4
<b>Caregiver Education and Training</b>	3
<b>Utility Bill Assistance</b>	3
<b>Adult Day Services</b>	2
<b>Data Management</b>	2
<b>Senior Center Support</b>	2
<b>Community Clinics</b>	1

Type of Need	No. of AAAs Listing as Priority Need
<b>Food Assistance</b>	1
<b>Health Screening/Monitoring</b>	1
<b>Housing</b>	1
<b>Nutrition Education (Nutrition Services)</b>	1
<b>Participant Assessment</b>	1
<b>Rent Assistance</b>	1

### **Identifying Organizations and Entities Addressing Priority Needs**

Community resource guides in hard copy and online, including the 2-1-1 website, are a starting point for grantees to identify agencies and organizations that address priority needs. One promising online resource, [Texas Connector](#), is a statewide online database developed by the OneStar Foundation. The database includes 2-1-1 resources and GuideStar, USA, Inc., information on nonprofit organizations in Texas. Texas Connector is unique because its mapping tool allows users to:

- outline an area on an online map—a neighborhood, a county, or cluster of counties;
- map all the entities and organizations providing services in the outlined area;
- access basic demographic information about the area;
- map where specific resources such as food banks or health clinics are located; and
- print a report with the selected information.

Texas Connector locates support resources and identifies potential host agencies that address the community’s priority needs and may assist with recruiting participants.

### **Improving SCSEP Services**

The goal of SCSEP in Texas is to serve eligible participants through training opportunities that both improve or build skill levels for available jobs in the community. The long-term goal is to ensure that the job matching is appropriate for both the employer and older worker so that the relationship will be retained and benefit the employer, the older worker, and the state’s economy. Partnerships for integrating services are crucial to these strategies. The SCSEP service provider’s success is measured by its attainment of negotiated goals for serving the older worker population, increases in services within the network of nonprofits and public agencies within communities, and cultivation of skilled workers for employers. TWC reviews performance results and offers assistance and training in areas needing improvement.

The state is committed to serve all eligible participants, including minorities. SCSEP will strive to improve outreach efforts and services for this population. Recommendations include the following:

- Help SCSEP participants attain the skills to better fill employment needs;
- Work with and expand nonprofit agencies’ efforts to provide meaningful community service;
- Texas grantees will increase the frequency of formal collaboration among each other to:
  - problem solve and evaluate alternative solutions to issues;

- share best practices and performance progress;
- plan and coordinate collaborative activities; and
- explore areas for collaboration likely to improve or enhance SCSEP services in the state.
- Work with businesses and nonprofit agencies to develop training assignments in which today’s skills are learned on-the-job and unsubsidized employment will be the end result;
- Assist the business community in attracting, employing, and retaining older workers;
- Continue to actively partner with Boards;
- Expand referrals to DADS;
- Place emphasis on creative partnerships with groups that advocate and provide services to veterans and individuals with disabilities; and
- Expand relationships with chambers of commerce.

### **Increasing Participant Placements in Unsubsidized Employment**

The state’s strategy for continuous improvement in the level of SCSEP participants’ placements in unsubsidized employment focuses on fostering a multitalented workforce.

The technical and occupational skills of many SCSEP participants often lag behind today’s employment requirements. Qualities offered by the older worker, such as work ethic and reliability, are valued by employers, but the need for technical skills is also a concern. Training and retraining of SCSEP participants is designed to help their employability.

SCSEP service providers seek to gather input from the business community, community leaders, host agency supervisors, the participants themselves, and local government officials about the job skill needs within their organizations and community. This effort includes networking at chamber of commerce events and other business organizations’ functions. The information gathered enables development of meaningful training opportunities for older workers and suitable matches for unsubsidized work.

Recommendations include the following:

- Place SCSEP “graduates” in industries and occupations with high growth or substantial employment need;
- Research labor market information and consult with Boards and their contractors, economic development agencies, chambers of commerce, and local business partners to identify:
  - targeted industries and high-growth occupations appropriate for seniors;
  - local employers that are hiring; and
  - skills and qualities needed to be successful in these jobs;
- Strengthen initial assessments of participant skills, knowledge, interests, aptitudes, and qualities, and define career objectives that are relevant for the participant’s interests and abilities and local business needs;
- Assess the participant’s barriers and skills gaps to create IEPs with timelines for OJT, specialized training, and support services;
- Ensure host agency assignments provide skills training that is relevant for participant career objectives and employer needs;

- Develop effective relationships with participants and monitor their training progress so grantees can gauge when participants are ready to start looking for employment and intervene or revise IEPs;
- Promote a motivated attitude through counseling and monitoring participants;
- Coordinate with Workforce Solutions Offices to provide effective job search preparation and support;
- Require participants to register with a Workforce Solutions Office and with WorkInTexas.com;
- Follow up frequently with participants in on-the-job experience arrangements to ensure that participants have the skills, confidence, and qualities to be successful in the job;
- Intervene early, as needed, to resolve any obstacles to successful employment; and
- Respect participants' right of refusal of a job when they feel unprepared or unsuited for the job.

Grantees will implement the following strategies:

- Continue to remind participants and host agencies during initial orientations and throughout participants' SCSEP tenure that SCSEP is a temporary training program, not an employment program.
- Encourage participants to take advantage of online advice to older job seekers, such as AARP.org, Monster.com, and Quintscareer.com.

Additionally, TWC provides online resources developed by its Labor Market and Career Information Department:

- Texas Career Alternatives Resource Evaluation System (Texas CARES) (<http://www.texascaresonline.com>); and
- Texas WorkPrep Learning Management System (<http://www.texasworkprep.com/texasworkprep.htm>), which includes these online courses:
  - Texas Job Hunter's Guide
  - Succeed at Work
  - Your Next Job

### Specialized Training Plans

- Pursue low-cost or no-cost computer training for participants before they report to their community service assignments or early in their assignments. Free or low-cost training is often available at libraries, Workforce Solutions Offices, school districts' community education programs, Goodwill, and community colleges. AARP's Virtual Career Network (VCN) – SCSEP Checklist and EW's *JobReady* provide skills and knowledge training for a variety of occupations, software training that crosses most industries, and testing and certification for skills learned.
- Pursue agreements with local employers for on-the-job experience.
- Pursue specialized training opportunities in which a job opening is not required by employers. Participants attend training for potential placement.

- Pursue certificate training opportunities for high-growth occupations and industries. For example, teacher assistant classroom training followed by six-week internships leading to a certificate and employment offer from a local school district.
- Identify relevant curricula for short-term training that is free or low-cost, and encourage local training providers, such as community colleges, to offer training in these areas.
- Pursue or provide transferable workplace skills training. For example, SER provides 30 hours of training for participants who are close to being job ready but who need a little more self-assurance and motivation. Community colleges and Workforce Solutions Offices will be encouraged to offer more transferable workplace skills courses.

## Location and Population Served, including Equitable Distribution

The chart below includes the counties where the project will be conducted and the number of SCSEP authorized positions.

**Texas SCSEP PY'16 List of Counties and Authorized Positions**

<b>Texas</b>	<b>County</b>	<b>Authorized Positions</b>	<b>Current Enrollments</b>
<u>48003</u>	Andrews	2	1
<u>48007</u>	Aransas	5	5
<u>48009</u>	Archer	1	1
<u>48013</u>	Atascosa	8	3
<u>48015</u>	Austin	3	1
<u>48019</u>	Bandera	3	4
<u>48023</u>	Baylor	1	3
<u>48025</u>	Bee	4	9
<u>48027</u>	Bell	18	17
<u>48035</u>	Bosque	3	4
<u>48039</u>	Brazoria	21	18
<u>48041</u>	Brazos	8	13
<u>48043</u>	Brewster	2	4
<u>48047</u>	Brooks	3	3
<u>48049</u>	Brown	6	18
<u>48057</u>	Calhoun	3	2
<u>48063</u>	Camp	2	1
<u>48073</u>	Cherokee	7	7
<u>48077</u>	Clay	2	0
<u>48089</u>	Colorado	4	0
<u>48091</u>	Comal	9	15
<u>48109</u>	Culberson	1	2
<u>48123</u>	DeWitt	3	6
<u>48131</u>	Duval	3	6
<u>48135</u>	Ector	16	7
<u>48157</u>	Fort Bend	25	26
<u>48163</u>	Frio	4	0
<u>48171</u>	Gillespie	3	0
<u>48175</u>	Goliad	1	0
<u>48177</u>	Gonzales	3	2
<u>48183</u>	Gregg	14	16
<u>48185</u>	Grimes	3	2

<b>Texas</b>	<b>County</b>	<b>Authorized Positions</b>	<b>Current Enrollments</b>
<u>48187</u>	Guadalupe	10	14
<u>48203</u>	Harrison	8	9
<u>48221</u>	Hood	5	10
<u>48229</u>	Hudspeth	1	2
<u>48237</u>	Jack	1	1
<u>48239</u>	Jackson	2	0
<u>48247</u>	Jim Hogg	1	2
<u>48249</u>	Jim Wells	7	3
<u>48255</u>	Karnes	2	0
<u>48259</u>	Kendall	2	1
<u>48265</u>	Kerr	7	1
<u>48271</u>	Kinney	1	4
<u>48273</u>	Kleberg	4	4
<u>48275</u>	Knox	1	1
<u>48283</u>	La Salle	2	1
<u>48285</u>	Lavaca	3	1
<u>48289</u>	Leon	3	1
<u>48293</u>	Limestone	3	0
<u>48297</u>	Live Oak	2	1
<u>48309</u>	McLennan	16	16
<u>48313</u>	Madison	2	0
<u>48315</u>	Marion	4	4
<u>48321</u>	Matagorda	6	7
<u>48323</u>	Maverick	13	25
<u>48325</u>	Medina	6	3
<u>48329</u>	Midland	11	5
<u>48347</u>	Nacogdoches	8	7
<u>48365</u>	Panola	4	5
<u>48371</u>	Pecos	3	0
<u>48377</u>	Presidio	2	1
<u>48379</u>	Rains	2	2
<u>48385</u>	Real	1	0
<u>48389</u>	Reeves	3	3
<u>48391</u>	Refugio	1	3
<u>48395</u>	Robertson	3	2
<u>48401</u>	Rusk	7	6
<u>48409</u>	San Patricio	9	12

<b>Texas</b>	<b>County</b>	<b>Authorized Positions</b>	<b>Current Enrollments</b>
<u>48419</u>	Shelby	4	2
<u>48423</u>	Smith	18	25
<u>48427</u>	Starr	16	11
<u>48459</u>	Upshur	4	3
<u>48461</u>	Upton	1	1
<u>48463</u>	Uvalde	5	6
<u>48467</u>	Van Zandt	8	3
<u>48469</u>	Victoria	9	11
<u>48473</u>	Waller	3	0
<u>48475</u>	Ward	2	1
<u>48477</u>	Washington	5	11
<u>48481</u>	Wharton	7	5
<u>48485</u>	Wichita	12	19
<u>48487</u>	Wilbarger	2	1
<u>48489</u>	Willacy	8	6
<u>48491</u>	Williamson	16	10
<u>48493</u>	Wilson	4	2
<u>48495</u>	Winkler	1	0
<u>48499</u>	Wood	6	9
<u>48505</u>	Zapata	3	5
<u>48507</u>	Zavala	3	4
	<u>TOTAL</u>	494	488

### **Equitable Distribution**

The number of DOL-authorized SCSEP positions by county is based on the ratio of eligible individuals in each county to the total eligible population in the state.

**Current Distribution**

The following table provides the number of counties that are underserved and overserved, both statewide and for each county. Texas defines significant variance as both over +/- 10 percent variance and more than +/- three positions variance.

**Summary of Counties with Variances in PY'14 Quarter 2**

<b>Variance</b>	<b>Number of Counties</b>	<b>Percent of All Counties with Authorized Positions (232)</b>	<b>Average Percentage of Variance</b>
<b>Underserved Statewide</b>	<b>119</b>	<b>51.1%</b>	<b>26.7%</b>
<b>AARP Foundation</b>	21	9.0%	16.3%
<b>Experience Works</b>	28	12.0%	37.4%
<b>SER–Jobs for Progress National, Inc.</b>	6	2.6%	25.0%
<b>Senior Service America, Inc.</b>	25	10.7%	54.8%
<b>State Grantee</b>	40	17.2%	50.7%
<b>Overserved Statewide</b>	<b>60</b>	<b>25.8%</b>	<b>29.0%</b>
<b>AARP Foundation</b>	5	2.1%	4.7%
<b>Experience Works</b>	18	7.8%	38.6%
<b>SER–Jobs for Progress National, Inc.</b>	2	.01%	123.1%
<b>Senior Service America, Inc.</b>	6	2.6%	68.6%
<b>State Grantee</b>	29	12.4%	46.8%
<b>Combined Total Under- and Overserved</b>	<b>179</b>	<b>76.8%</b>	<b>27.3%</b>

Counties are underserved because of the following issues:

- State grantee:
  - Health issues of field staff or a family member have resulted in part-time schedules
  - Difficulty in reaching income-eligible individuals who are both physically able and seeking work
- AARP Foundation—High turnover of participants in urban areas due to exits for employment
- Experience Works:
  - Health issues of field staff
  - Staff retirement
  - Difficulty finding income-eligible applicants in some counties
- SER—Jobs for Progress, Inc.—Durational limit waivers ended, resulting in increased participant exits
- Senior Service America, Inc.—No counties were significantly underserved.

SCSEP grantees in Texas overserve counties for the following reasons:

- State grantee (Experience Works)—Used overenrollment to compensate for counties in which recruitment of income-eligible individuals is difficult, and for host agencies that previously assigned participants enrolled in the Texas Healthcare Initiative.
- SER—Jobs for Progress, Inc.—Jefferson and McLennan have few authorized positions, so overenrollment is more likely.
- Senior Service America, Inc.—Subgrantee staff members were not aware of the difference between the enrolled number and the number of authorized positions.

The following figure shows the 21 significantly underserved counties and the 19 significantly overserved counties. The state's goal is to maximize the number of counties and workforce areas with zero balance, in which the number of participants in a county equals the number of authorized positions in the county. Any proposed exchange of positions and counties will be submitted to DOL for approval.



## **Equitable Distribution Strategy**

To address underenrollment, grantees will:

- focus on and schedule time for community networking and recruitment in underserved counties;
- locate participant staff in rural areas where recruitment is more challenging;
- strive to enroll new participants more promptly after participants exit; and
- work more closely with Workforce Solutions Offices to recruit and enroll participants.

To address overenrollment, grantees will:

- train subgrantee staff on the importance of achieving “zero balance” with number of authorized positions;
- focus on placing participants in overserved counties in unsubsidized jobs; and
- freeze enrollments in significantly overserved counties.

SCSEP grantees in Texas will review the latest equitable distribution quarterly, reinforce strategies used, and share ideas to support achieving “zero balance” in particularly challenging counties.

### **Rural Areas**

An estimated 19.4 percent of the state’s SCSEP-eligible population is rural. SCSEP’s definition of *rural* is based on Rural Urban Commuting Area (RUCA) codes, defined at the census tract level. Four workforce areas (Northeast Texas, West Central Texas, Deep East Texas, and Golden Crescent) are mostly rural. One workforce area, Middle Rio Grande, is 100 percent rural. Seventy-seven counties, or almost one-third of the state’s counties, have 75 percent or more rural populations. Fifty-eight counties have 100 percent rural populations. At the opposite end of the spectrum, the populations in three one-county workforce areas (Tarrant County, Greater Dallas, and Capital Area) are 100 percent urban.

### **Strategies to Address Rural Service Delivery Challenges**

The sheer size of Texas—268,581 square miles—makes rural areas a particularly significant challenge to service providers. The state’s widest east-west expanse is 801 miles, and the maximum north-south distance is 773 miles. The extent of the state’s rural areas is also underscored by the fact that 95.7 percent of the state’s land area is rural.

Grantees’ greatest obstacles to providing SCSEP services in rural areas and assisting participants in finding unsubsidized jobs are all related to shortages—of resources, services, and jobs—particularly in more isolated areas.

## Urban/Rural Distribution of SCSEP-Eligible Population in Workforce Areas<sup>1</sup>

<b>Workforce Area</b>	<b>Urban SCSEP-Eligible Population</b>	<b>Rural SCSEP-Eligible Population</b>	<b>Total SCSEP-Eligible Population</b>	<b>% Rural Population</b>
<b>Statewide</b>	655,343	157,659	813,002	19.4%
<b>Alamo</b>	70,351	6,298	76,649	8.2%
<b>Brazos Valley</b>	5,799	3,056	8,855	34.5%
<b>Cameron County</b>	25,060	1,190	26,250	4.5%
<b>Capital Area</b>	20,219	0	20,219	0.0%
<b>Central Texas</b>	9,573	2,647	12,220	21.7%
<b>Coastal Bend</b>	21,157	13,930	35,087	39.7%
<b>Concho Valley</b>	4,731	1,914	6,645	28.8%
<b>Dallas</b>	65,354	0	65,354	0.0%
<b>Deep East Texas</b>	4,622	14,201	18,823	75.4%
<b>East Texas</b>	19,836	15,186	35,022	43.4%
<b>Golden Crescent</b>	3,869	4,106	7,975	51.5%
<b>Gulf Coast</b>	150,465	11,288	161,753	7.0%
<b>Heart of Texas</b>	10,315	3,508	13,823	25.4%
<b>Lower Rio Grande</b>	43,225	0	43,225	0.0%
<b>Middle Rio Grande</b>	0	12,534	12,534	100.0%
<b>North Central</b>	29,620	13,614	43,234	31.5%
<b>North East Texas</b>	4,343	9,038	13,381	67.5%
<b>North Texas</b>	4,855	2,835	7,690	36.9%
<b>Panhandle</b>	7,688	6,842	14,530	47.1%
<b>Permian Basin</b>	8,559	7,274	15,833	45.9%
<b>Rural Capital Area</b>	13,559	4,312	17,871	24.1%
<b>South Plains</b>	9,179	5,770	14,949	38.6%
<b>South Texas</b>	11,254	5,915	17,169	34.5%
<b>Southeast Texas</b>	15,241	0	15,241	0.0%
<b>Tarrant</b>	42,573	0	42,573	0.0%
<b>Texoma</b>	5,075	2,431	7,506	32.4%
<b>Upper Rio Grande/ Borderplex</b>	43,661	1,148	44,809	2.6%
<b>West Central Texas</b>	5,160	8,622	13,782	62.6%

<sup>1</sup>Sources: Ratios created for each workforce area using zip code populations from 2010 SF1 100% Census File through American Fact Finder (Table P1), zip-to-rural code file ([Census Data http://ruralhealth.und.edu/ruca/final310.csv](http://ruralhealth.und.edu/ruca/final310.csv)), and TWC zip-to-wda crosswalk.

## Urban/Rural Distribution of SCSEP-Eligible Population in Grantee Service Areas<sup>2</sup>

<b>PY'13 Grantee Service Area</b>	<b>Urban Population</b>	<b>Rural Population</b>	<b>Total Population</b>	<b>% Rural Population</b>
<b>AARP</b>	451,088	11,704	462,792	2.53%
<b>EW</b>	64,447	46,880	111,327	42.11%
<b>NAPCA</b>	16,395	0	16,395	0.0%
<b>SER</b>	101,789	3,146	104,935	3.00%
<b>SSAI</b>	21,847	21,201	43,048	49.25%
<b>State Grantee</b>	97,552	72,042	169,594	42.48%
<b>Other (counties not served by SCSEP)</b>	625	2,686	3,311	81.12%
<b>Total</b>	<b>754,283</b>	<b>157,659</b>	<b>911,942</b>	<b>17.29%</b>

### Lack of Adequate Transportation

Lack of adequate transportation significantly hinders SCSEP service delivery in rural areas. In its annual plans, AAAs identified transportation as the number-one priority need for seniors. The minimal transportation available in small towns is on-demand assistance geared toward individuals with disabilities and transporting individuals to medical appointments. Although most SCSEP participants drive their own cars, for those who do not have cars or are no longer able to drive, the lack of transportation poses a significant barrier to SCSEP participation and to finding and retaining unsubsidized employment.

To address rural transportation needs, grantees will:

- seek to place participants and rotate participants in community service assignments as close as possible to their residences;
- seek host agency assignments that have transportation resources (faith-based organizations providing community services may be able to serve as host agencies and provide transportation);
- contact school districts and child care networks/facilities to determine in which rural areas the school bus is a feasible transportation alternative for SCSEP participants;
- become more knowledgeable about state and local transportation planning processes and how to quantify and accurately characterize transportation needs of older individuals, including older job seekers and older workers; and

<sup>2</sup> Sources: Zip-to-county crosswalk ([HUD USPS ZIP Code Crosswalk Files](http://www.huduser.org/portal/datasets/usps_crosswalk.html) [http://www.huduser.org/portal/datasets/usps\\_crosswalk.html](http://www.huduser.org/portal/datasets/usps_crosswalk.html)), zip-to-rural code file ([Census Data](http://ruralhealth.und.edu/ruca/final310.csv) <http://ruralhealth.und.edu/ruca/final310.csv>), zip code populations from the 2010 SF1 100% Census file through American FactFinder (Table P1), and PY'11 Texas SCSEP Equitable Distribution Report.

- work with Boards to identify any existing collaborations with rural community transportation providers and planners to address local transportation needs.

#### Limited Access to Computers

A second resource in short supply that hinders rural SCSEP services is access to computers and the Internet. Low-income older job seekers often have limited or no computer skills. These skills are not only required by employers but important for participants to access the Internet, register in WorkInTexas.com and other online job search databases, and develop Internet search skills. Grantees' field staff members, including participant staff, need access to computers for data collection and communications in a state with such extensive rural areas. Improving access to computers in rural areas will increase the amount of computer and online training available for participants. To address rural technology needs, grantees will contact local businesses, governmental agencies, public libraries, and community- and faith-based organizations regarding ongoing computer and Internet access for participants on an ongoing basis.

#### Limited Host Agencies

Many rural areas have few nonprofit organizations and governmental agencies to serve as host agencies for participants. Limited rural transportation options compound the challenges of identifying a sufficient number of host agencies and organizations with diverse skills training opportunities. More host agencies are needed that can provide general office skills training, computer skills training, and job-specific skills training.

To increase the number of rural host agencies and the diversity of skills training opportunities for participants, grantees will:

- contact chambers of commerce and faith-based and community-based organizations to identify more potential host agencies;
- use Texas Connector to identify nonprofit organizations and agencies addressing priority community needs that might serve as host agencies; and
- work with local agencies and seek community partners to address local transportation solutions to increase the mobility of participants and their access to host agencies.

#### Lack of Specialized Skills Training

Rural communities often lack opportunities for skills training to supplement participants' OJT service assignments. Increasing access to laptops, desktop computers and iPads coupled with online training is a top priority for most SCSEP grantees in rural areas of Texas. As of October 1, 2015, AARP uses the VCN – SCSEP Checklist, developed in partnership with the AARP Foundation, the U.S. Department of Labor, and the American Association of Community Colleges (AACC). EW hosts the *JobReady* tool, supported by the National Business Services Alliance. Both tools offer a variety of online assessments, skills training, and certificates to measure competency levels for training in such fields as health care, sales, customer service, food service, child care, and hospitality. In some workforce areas, occupational demand exists in landscaping services, alternative fuel production, and unarmed security areas.

SER has used several contractors to provide participants with specialized skills training and certificates of completion on a variety of topics and skill areas, including financial literacy in English and Spanish, entrepreneurship, food service, clerical skills, customer service, vocational

English, intensive job search, assessing career options, and job-readiness training. Additionally, a SER contractor has provided rural participants with mobile computer training.

To expand opportunities for participants' specialized training, grantees will:

- explore all formats and technologies for low-cost additional training in the most important skills areas identified by local employers;
- work with local community colleges and Workforce Solutions Offices to expand low-cost or no-cost skills training tailored to local employers' skill needs when appropriate; and
- seek opportunities with local employers to access low-cost or no-cost, short-term skills training that is appropriate for seniors and the local job market.

When an employer does not have an immediate job opening, participants can attend specialized training for high-growth occupations so that when the opportunity arises, participants will have the requisite skills. For example, AARP Foundation SCSEP has trained participants in electronic health records and currently pilots a dual-occupation certification program with MedCerts for participant placement as a Certified Medical Administrative Assistant and Pharmacy Technician. AARP's San Antonio SCSEP office works with the city and CVS Pharmacy. AARP's Austin office works with the Travis County Sheriff in training for administrative services and other opportunities.

#### Lack of Basic Skills Training

An additional resource that is lacking in most rural areas is basic skills training. Many rural seniors have less than a ninth-grade education and need to improve their language and mathematics skills.

In May 2013, the governor signed Senate Bill (SB) 307, 83rd Texas Legislature, Regular Session (2013), which transferred responsibility for adult education from the Texas Education Agency (TEA) to TWC. A competitive procurement process was used to select AEL providers in 2014. TWC shares links to online directories of AEL providers and relevant Internet links with grantees. To develop more opportunities for basic skills training, grantees will:

- contact AEL providers to identify existing basic skills training opportunities in their workforce areas; and
- use software and online sources to access basic skills training. AARP's VCN and EW's *JobReady* provide some basic skills training. Teknimedia is a software package purchased by EW and other organizations to provide basic skills training.

#### Lack of Jobs

The lack of jobs in rural areas makes it more difficult for grantees to help participants—even those who are “job ready”—obtain unsubsidized jobs.

To expand rural participants' job opportunities, grantees will:

- explore the feasibility of self-employment with participants, and consult with Workforce Solutions Offices, the Small Business Administration, Senior Core of Retired Executives, and other organizations about the most promising types of microenterprise businesses in the workforce area, assessment of an individual's suitability for self-employment, available local

and online resources—including mentoring support—and other feasibility considerations;  
and

- share results, challenges, ideas, and opportunities during grantee conference calls.

## **Special Populations**

### Focusing on Special Populations

Grantees work with local agencies to target recruitment activities in underserved areas and in areas of higher concentrations of minorities and most-in-need populations. Targeted recruitment efforts are based on census data, local and state demographic data, and Texas population and aging statistics.

Grantees monitor enrollment levels of most-in-need populations at least quarterly. Field staff members are trained to profile and manage their territories so they are able to track and plan for exits, plan for adequate recruitment activity to fill vacancies quickly, and seek to ensure that special populations are adequately served.

### Recruitment Methods for Special Population Groups

Grantees often need to go beyond traditional recruitment methods to connect with and enroll individuals from special population groups. General outreach strategies for special populations include:

- networking with and providing recruitment brochures to community- and faith-based organizations that serve and advocate for these special population groups; and
- visiting locations and displaying recruitment brochures and flyers where priority populations may congregate, such as laundries, senior centers, nutrition centers, health clinics, and other health care providers.

In addition to general outreach methods for special populations, grantees use the following recruitment methods to reach specific populations:

- Veterans and qualified spouses
  - Networking with local veteran representatives at Workforce Solutions Offices, county judges, senior centers, AAAs, and HHSC
  - Contacting and making presentations to local veterans' organizations, veteran medical clinics, and other veteran-related organizations in the community
- Individuals with disabilities
  - Networking with DARS, HHSC, SSA, and AAAs
  - Contacting disability navigators or former disability navigators at Workforce Solutions Offices to identify local disability advocates and relevant community organizations serving or supporting individuals with disabilities
  - Contacting DARS' Centers for Independent Living (located in 27 Texas cities)
- Individuals who are age-eligible but not receiving benefits under SSA Title II—Contacting SSA, HHSC, and Workforce Solutions Offices to identify these individuals

- Individuals in areas with persistent unemployment and limited employment prospects—Conducting outreach in counties classified as having persistent unemployment: Willacy, Hidalgo, Starr, Maverick, Zavala, and Presidio, along the Rio Grande; Jasper, Newton, and Sabine in southeast Texas; Matagorda on the Gulf Coast; and Morris in northeast Texas.
- Individuals who are English-language learners (ELLs)
  - Advertising through local media, including Spanish-language newspapers and radio stations
  - Networking with local churches, Hispanic/Latino chambers of commerce, restaurants and other businesses that cater to the Hispanic/Latino community, and other Hispanic/Latino or ethnic community organizations
  - Hiring staff members who speak Spanish or Asian languages to conduct outreach directly
  - Translating recruitment materials into Spanish or Asian languages
- Individuals with low literacy skills—Networking with adult literacy providers, community leaders, churches, and other community organizations
- Individuals who live in rural areas—Using word of mouth through community leaders and community networks, including current and former participants and host agencies
- Individuals with low employment prospects
  - Contacting Workforce Solutions Offices, veterans organizations, and other community organizations
  - Visiting community centers
  - Networking with safety net organizations like food banks
- Individuals who used WIA or WIOA services but failed to find jobs—Contacting Workforce Solutions Offices to identify and reach out to these individuals
- Individuals who are homeless or at risk of homelessness—Networking with local homeless shelters, homeless coalitions, housing authorities, food banks, churches, and Workforce Solutions Offices
- Individuals with incomes at or below poverty
  - Networking with SSA, HHSC, Workforce Solutions Offices, and AAAs
  - Contacting churches, food banks, thrift shops, and local housing authorities
- Individuals who are socially, geographically, linguistically, or culturally isolated and at risk of not being able to live independently
  - Seeking referrals through HHSC, DARS, SSA, and Workforce Solutions Offices
  - Networking with Meals on Wheels programs for seniors, churches, and local community organizations to identify and connect with these individuals

- Talking with roadside business owners in geographically isolated areas to identify where potentially eligible seniors live
- Individuals who are minorities
  - Using recruitment methods listed for individuals who are ELLs
  - Networking with ministers and leaders at churches with predominantly minority congregations
  - Making presentations at minority agencies, community centers, and chambers of commerce serving minority communities
  - Visiting food banks, restaurants, senior centers, and other organizations in minority neighborhoods
  - Networking with HHSC, SSA, AAAs, and Workforce Solutions Offices

#### Priority of Service

- One of SCSEP's primary goals is to provide services for eligible individuals who need additional training and employment support services to assist them to overcome significant barriers and obtain unsubsidized jobs.

In accordance with 20 CFR §641.520(c), grantees apply priority of service for enrollment in the following order:

- Veterans or qualified spouses who have at least one of the other priority characteristics
- Veterans or qualified spouses who do not have one of the other priority characteristics
- Individuals who do not qualify as veterans or qualified spouses and who have at least one of the other priority characteristics

As specified in 20 CFR §641.520(a), the other priority characteristics include the following:

- being 65 years of age or older;
- having a disability;
- having limited English proficiency;
- having low literacy skills;
- residing in a rural area;
- having low employment prospects;
- having failed to find employment after using services provided through the one-stop delivery system; or
- being homeless or at risk for homelessness.

### SCSEP-Eligible Population in Workforce Areas

<b>Workforce Area</b>	<b>SCSEP-Eligible Population</b>	<b>% of SCSEP-Eligible Population</b>
State	874,398	100.0%
Alamo	74,117	8.5%
Brazos Valley	8,099	0.9%
Cameron County	25,055	2.9%
Capital Area	34,567	4.0%
Central Texas	13,790	1.6%
Coastal Bend	50,173	5.7%
Concho Valley	6,398	0.7%
Dallas	61,189	7.0%
Deep East Texas	19,301	2.2%
East Texas	33,159	3.8%
Golden Crescent	7,177	0.8%
Gulf Coast	165,250	18.9%
Heart of Texas	13,578	1.6%
Lower Rio Grande	40,988	4.7%
Middle Rio Grande	12,662	1.4%
North Central	43,338	5.0%
North East Texas	13,410	1.5%
North Texas	7,846	0.9%
Panhandle	14,151	1.6%
Permian Basin	16,579	1.9%
Rural Capital Area	17,053	2.0%
South Plains	14,867	1.7%
South Texas	17,119	2.0%
Southeast Texas	15,500	1.8%
Tarrant	83,855	9.6%
Texoma	7,051	0.8%
Upper Rio Grande/Borderplex	44,449	5.1%
West Central Texas	13,677	1.6%

Source: Created ratios for each workforce area using zip code populations from the 2010 SF1 100% Census file through American FactFinder, used with SPARQ zip-to-rural code file.

### **Distribution of Special Populations**

The distribution of the rural SCSEP-eligible population in workforce areas and in grantee service areas was provided in the Strategies to Address Rural Service Delivery Challenges section. The following table compares statewide statistics on special populations that have priority for SCSEP enrollment, with statewide SCSEP enrollment statistics for PY'13.

**Comparison of SCSEP-Eligible Population Characteristics with SCSEP Participant Characteristics in PY'13**

<b>Priority Population Groups</b>	<b>Statewide Eligible Population<sup>3</sup></b>	<b>% of Eligible Population</b>	<b>Texas SCSEP Participants</b>	<b>% of Texas SCSEP Participants</b>
<b>Total Population</b>	794,237	100.0%	4,243	<b>100.0%</b>
<b>Female</b>	483,621	60.9%	2,527	<b>59.6%</b>
<b>Male</b>	310,616	39.1%	1,716	<b>40.4%</b>
<b>Priority Populations</b>	No data	No data	No data	<b>No data</b>
<b>Are Age 75 and Older<sup>4</sup></b>	213,972	26.9%	193	<b>4.5%</b>
<b>Have Limited English Proficiency</b>	175,016	22.0%	519	<b>15.9%</b>
<b>Have &lt;9<sup>th</sup>-Grade Education</b>	707,278	89.1%	1,026	<b>12.2%</b>
<b>Have a Disability<sup>5</sup></b>	390,877	44.7%	928	<b>11.0%</b>
<b>Reside in Rural Areas</b>	157,659	19.4%	1,955	<b>22.7%</b>
<b>Are Veterans</b>	87,717	11.4%	838	<b>9.5%</b>
<b>Are Homeless (55+)<sup>6</sup></b>	22,500 annually	3.1%–3.8% annually	2,955 at risk or homeless	<b>69.6% at risk or homeless</b>
<b>Have the Greatest Economic Need – Income At or Below the Federal Poverty Level<sup>7</sup></b>	644,431 <sup>8</sup>	73.7%	3,726	<b>87.7%</b>
<b>Are Minorities</b>	<b>433,100</b>	<b>57.9%</b>	<b>2,883</b>	<b>68.5%</b>
<b>Hispanic/Latino</b>	<b>290,620</b>	<b>38.9%</b>	<b>1,589</b>	<b>37.8%</b>
<b>Black/African American</b>	<b>114,385</b>	<b>15.3%</b>	<b>1,166</b>	<b>27.7%</b>
<b>Asian and Pacific Islander</b>	<b>17,645</b>	<b>2.4%</b>	<b>132</b>	<b>3.1%</b>
<b>American Indian</b>	<b>3,165</b>	<b>0.4%</b>	<b>34</b>	<b>0.8%</b>

Unless specified otherwise in the table above, *eligible population* refers to individuals age 55 and older who have incomes at or below 125 percent of U.S. Department of Health and Human Services (HHS) Federal Poverty Levels (FPLs). These statistics are presented with the caveat that both the number of SCSEP-eligible individuals who are physically able to work and are seeking employment is unknown.

The table indicates that grantees have successfully recruited participants from rural areas; minorities in general, especially Blacks/African Americans; and those with incomes at or below the FPL in proportions exceeding those in the SCSEP-eligible population. The proportions of enrolled participants who were limited English proficient, veterans, and Asian/Pacific Islander and American Indian minorities were similar to their proportions in the statewide SCSEP-eligible population.

<sup>3</sup> Total SCSEP-eligible population for gender estimates is 794,237.

<sup>4</sup> Ibid.

<sup>5</sup> Source: DARS used U.S. Census Data Ferret online tool to run the ACS 2010 one-year estimate.

<sup>6</sup> Source: Texas Homeless Network, Homeless estimate is percent of 55+ population rather than SCSEP-eligible population, based on 55+ multiplier derived from 2012 Point-In-Time survey.

<sup>7</sup> Estimated SCSEP-eligible population is based on percent obtained from Census 2011 5-year ACS PUMS Microdata.

<sup>8</sup> Ibid.

Hispanics/Latinos were slightly underrepresented in grantees' participant population: minorities compose 37.8 percent of Texas participants in comparison with 41.1 percent of the state's SCSEP-eligible population. Individuals with less than a ninth-grade education and individuals with disabilities were significantly underrepresented in the SCSEP participant population. About 12 percent of Texas participants have less than a ninth-grade education, compared to 89 percent of SCSEP-eligible individuals in the state. Eleven percent of participants have disabilities, in comparison with 44.7 percent of the SCSEP-eligible population. As noted earlier, however, reliable estimates for the number of SCSEP-eligible individuals in these two population groups that are able to work and are seeking employment are not available.

Statewide statistics available for several most-in-need special population groups introduced in the Older Americans Act Amendments of 2006 are not available. The table below provides PY'13 enrollment statistics for these participant characteristics.

An additional special population identified in the Older Americans Act Amendments of 2006 is the SCSEP-eligible individuals who have the "greatest social need"—caused by noneconomic factors, which include physical and mental disabilities; language barriers; and cultural, social, or geographic isolation. Although there are no statistics available for those with the greatest social need, the estimates for the proportion of subset categories include SCSEP-eligible individuals:

- with disabilities—44.7 percent;
- with limited English proficiency—20.2 percent; and
- experiencing geographic isolation—2.4 percent residing in 64 frontier counties averaging fewer than seven persons per square mile.

### PY'13 SCSEP Participants' Special Population Characteristics

Special Population Characteristics	Texas SCSEP Participants	% of Texas SCSEP Participants
<b>Total Participants</b>	4,207	100.0%
<b>Have low literacy levels</b>	1,236	29.1%
<b>Have low employment prospects</b>	3,896	91.7%
<b>Failed to find a job after using Title I WIA</b>	137	3.2%
<b>Were age 75 years and over at time of report</b>	323	7.6%
<b>Are displaced homemakers</b>	583	13.7%
<b>Receive public assistance</b>	1,865	41.9%
<b>Have severe disabilities</b>	1,865	43.9%
<b>Are frail</b>	65	1.5%
<b>Are age-eligible but do not have enough work history to receive Social Security Title II</b>	41	1.0%
<b>Have severely limited employment prospects</b>	334	7.9%

Source: DOL's SPARQ database

#### **Strategies to Avoid Participant Disruption**

When there is a change in grantee and/or grantee service area, TWC will host a meeting or conference call to develop a transition plan and timetable for:

- informing participants and host agencies in advance;
- transferring records;
- holding orientations for participants and host agencies; and
- supporting continuity in administrative and programmatic functions.

When positions need to be shifted from overserved to underserved counties, grantees will:

- use a gradual approach to redistribute the slots through attrition; and
- encourage and work intensively to assist job-ready participants in overserved counties to find unsubsidized employment.

# SCSEP Operations

## SCSEP Entities

The Texas Workforce Commission (TWC) is the state grantee for SCSEP, along with the five national grantees:

- AARP Foundation (AARP)
- Experience Works (EW)
- National Asian Pacific Center on Aging (NAPCA)
- SER–Jobs for Progress National, Inc. (SER)
- Senior Service America, Inc. (SSAI)

## Key Staff

### *Grantee*

Texas Workforce Commission

- Julia Ebinger, Board / Special Initiative Contracts, will be the state SCSEP grant and contract manager and subject matter expert (23 percent of time). This position will manage contracts, track programmatic and fiscal performance, receive and review reports and deliverables, serve as TWC’s liaison with DOL, coordinate State Plan development, develop the annual grant application, handle all policy issues, serve as TWC’s SPARQ administrator, coordinate and enter data validation results in SPARQ, and provide programmatic technical assistance on the grant.

Additional Key Staff:

- Gloria Murillo, Director of Field Operations, Subrecipient Monitoring (5 percent of time)—oversees on-site monitoring reviews conducted by teams to ensure contract requirements are met and adequate financial and program controls are implemented; also supervises data validation team.
- Melinda Huizar, Accountant, Finance (5 percent of time)—monitors monthly expenditures and provides quarterly reports to DOL.

### *One Subgrantee*

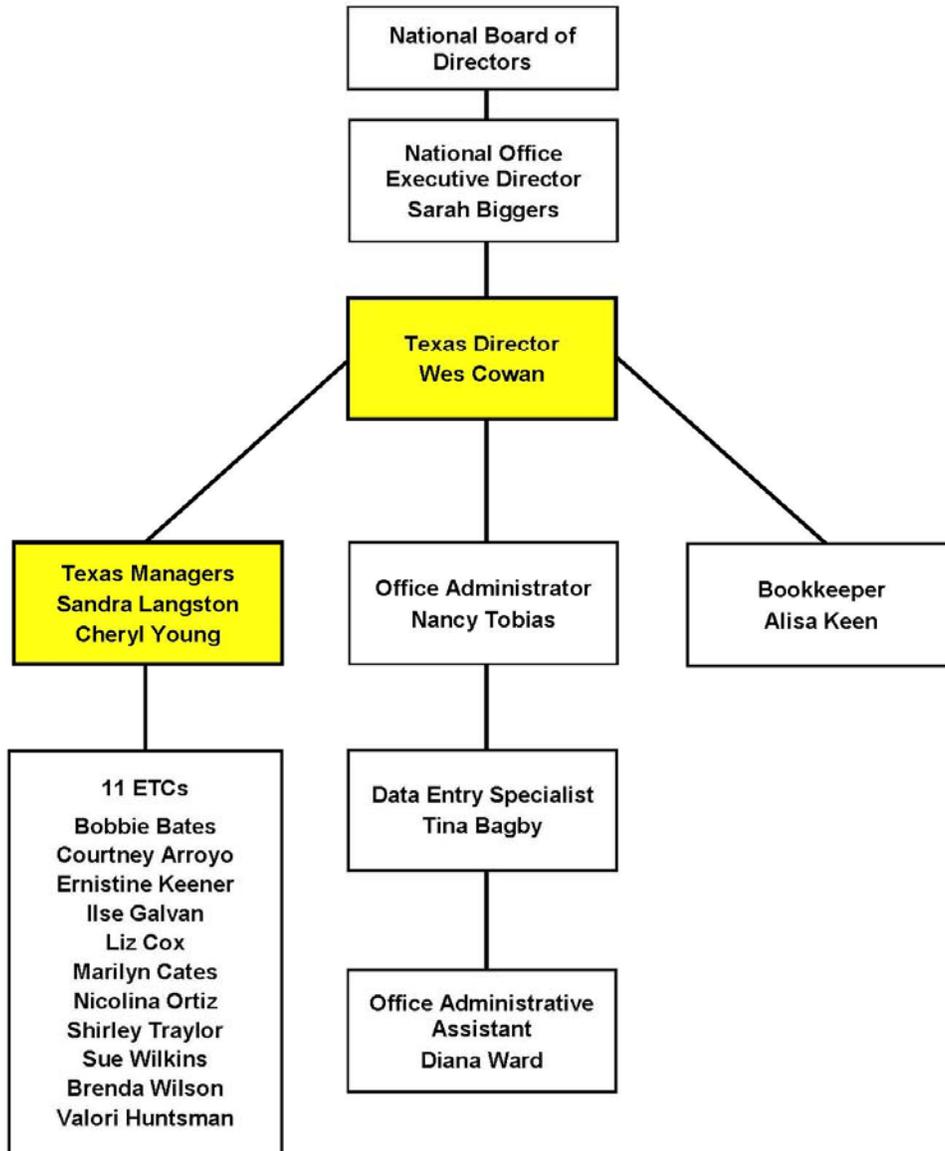
Experience Works, Waco, Texas (494 positions)

- Wes Cowan, State Director (52 percent of time)—oversees both state and federal SCSEP projects in Texas, is responsible for achieving performance and programmatic and fiscal goals, and manages all aspects of EW’s state and federal programs in Texas; has over 24 years of experience in SCSEP project administration.
- Sandra Langston, State Manager (50 percent of time)—supervises five field coordinators, including four coordinators who work 100 percent of their time and one coordinator who works 34 percent of her time, in counties served by the state SCSEP grantee; has over seven years of SCSEP staff experience.
- Cheryl Young, State Manager (50 percent of time)—supervises six field coordinators, including five coordinators who work 50 percent or more of their time and one coordinator

who works 30 percent of her time, in counties served by the state SCSEP grantee; has over 12 years of SCSEP staff experience.

- 11 Employment and Training Coordinators (ETCs)—100 percent to 30 percent of the time.

**Experience Works Organizational Chart**



Administrative Systems

The organizational structure of the project and how subprojects are managed include the following procedures:

- Ensure representation at all DOLETA-sponsored required grantee meetings
- Communicate grant policy, data collection, and performance developments and directives to staff, subrecipients, and local project operators on a regular basis

- Develop a written monitoring tool that lists items for review during monitoring visits, and provide this tool to subrecipients and local project operators
- Develop an annual monitoring schedule, notify subrecipients and local project operators of monitoring plans, and monitor subrecipients and local project operators on a regular basis
- Develop and provide training to increase subrecipients' and local project operators' knowledge, skills, and abilities
- When appropriate, prescribe corrective action and follow-up procedures for subrecipients and local project operators to ensure that identified problems are remedied
- Monitor the financial systems and expenditures, including subrecipients and local project operators, on a regular basis to ensure compliance with cost allocations as specified in the regulations
- Ensure that subrecipients and local project operators receive adequate resources to effectively operate local projects
- Train subrecipients and local project operators on SCSEP financial requirements to help them effectively manage their own expenditures, and provide general financial training as needed
- Ensure that all financial reports are accurate and submit them in a timely manner, as required
- Develop a written plan for both disaster response and recovery so SCSEP may continue to operate and provide services under emergency circumstances

### Subrecipient Selection

In selecting subrecipients in areas with a substantial population of individuals with barriers to employment, TWC will give special consideration to organizations with demonstrated expertise in serving individuals with barriers to employment (including former recipients of national grants), as defined in the statute.

### Maintenance of Files and Privacy Information Procedures:

- Maintain all participant files for three program years after the program year in which the participant received his/her final follow-up activity
- Ensure that all participant records are securely stored by grantee or subrecipient, and access is limited to appropriate staff in order to safeguard personal identifying information
- Ensure that all participant medical records are securely stored separately by grantee or subrecipient from all other participant records, and access is limited to authorized staff for authorized purposes
- Establish safeguards to preclude tampering with electronic media, e.g., personal identification numbers (PINs) and SPARQ logins
- Ensure that the DOLETA/SCSEP national office is immediately notified by grantee in the event of any potential security breach of personal identifying information, whether electronic files, paper files, or equipment are involved
- Comply with and ensure that authorized users under its grant comply with all SPARQ access and security rules

### Documentation Procedures:

- Maintain documentation of waivers of physical examinations by participant
- Maintain documentation of the provision of complaint procedures to participants
- Maintain documentation of eligibility determinations and recertifications

- Maintain documentation of terminations and reasons for termination
- Maintain records of grievances and outcomes
- Maintain records required for data validation
- Maintain documentation of monitoring reports for subrecipients and host agencies

Data Collection and Reporting Procedures:

- Ensure the collection and reporting of all SCSEP required data according to specified time schedules
- Ensure the use of the Office of Management and Budget’s–approved SCSEP data collection forms and the SCSEP Internet data collection and evaluation system, SPARQ
- Ensure at the grantee or subrecipient level that those capturing and recording data are familiar with the latest instructions for data collection, including DOLETA administrative issuances, e.g., TEGs, Data Collection and Data Validation handbooks, and the Older Worker Community of Practice
- Ensure data are entered directly into the web data collection system of SPARQ
- Legally obligate subrecipients to turn over complete data files in the specified electronic format, as well as hard copy case files, to the grantee when subrecipients cease to administer SCSEP
- Legally obligate new subrecipients to enter complete data related to any participants whom they acquire upon becoming subrecipients, including any participants who are still in the follow-up period

Grantees must certify that, throughout the period of the grant, they will conform to the above assurances, which apply fully to any subrecipient, local project, or grantee staff involved in the delivery of services.

**Changes in Grantee and/or Grantee Service Area**

DOL allocates SCSEP-subsidized community service positions to each county using a formula based on the number of individuals age 55 and older with incomes at or below 125 percent of the federal poverty level in each county. Participants may need to be transferred to a different grantee if the grantees agree to trade counties to consolidate their service areas and improve the efficiency of their operations.

National grantee service areas are changed or realigned by DOL. When there is a change of grantee or grantee service area, the state will proactively seek to avoid a disruption in service for participants and host agencies.

When there is a change in grantee and/or grantee service area, TWC will host a meeting or conference call to develop a transition plan and timetable for:

- informing participants and host agencies in advance;
- transferring records;
- holding orientations for participants and host agencies; and
- supporting continuity in administrative and programmatic functions.

## **Participant Recruitment and Selection**

### General Recruitment Methods

Grantees employ the following general recruitment methods:

- List SCSEP openings with Workforce Solutions Offices and WorkInTexas.com
- Advertise in local newspapers, penny saver newspapers, and newsletters, including minority-focused newspapers
- Distribute brochures, flyers, posters, and fact sheets throughout the community
- Run public service announcements on local radio and cable networks
- Participate in radio and television interviews
- Work with local newspapers to print human interest stories on SCSEP participants and host agencies
- Make presentations at local community- and faith-based organizations and business meetings
- Ask host agencies' representatives, existing participants, and local officials to use word of mouth to promote services
- Coordinate outreach activities with other local partners, including placing flyers in food bank distribution packets, attending senior health fairs, participating in local job fairs, and visiting senior nutrition sites

Grantees use a variety of recruitment methods to reach those with special needs. These recruitment methods are discussed in the Special Populations section.

Local entities that assist recruitment activities and/or refer applicants to grantees include:

- U.S. Department of Veterans Affairs, Social Security Administration (SSA), and U.S. Department of Housing and Urban Development;
- Workforce Solutions Offices;
- AAAs and Aging and Disability Resource Centers (ADRCs);
- VR agencies, SNAP benefits offices, local housing authorities, transportation authorities;
- medical centers, libraries, community colleges, and schools;
- Goodwill, United Way, Community Action Agencies, Salvation Army, and 2-1-1 Texas;
- food banks, homeless and domestic violence shelters, ex-offender programs, and homeless coalitions;
- other faith-based and community-based organizations; and
- elected officials, ministers, and county and city agencies.

Recruitment and Selection of Participants Procedures:

- Develop and implement methods to recruit and select eligible participants to ensure maximum participation in the program
- Develop and implement methods to recruit minority populations to ensure at least proportional representation in assigned service area
- Develop and implement strategies to recruit applicants who have priority of service as defined in OAA §518(b)(1)-(2) and by the Jobs for Veterans Act (JVA) and use income definitions and income inclusions and exclusions for SCSEP eligibility, as described in TEGP No. 12-06, to determine and document participant eligibility.

The 2015 Income Eligibility Guidelines provide the following maximum annual income by family unit size:

<b>Number of People in Household</b>	<b>Maximum Yearly Income</b>
<b>1</b>	\$14,720
<b>2</b>	\$19,920
<b>3</b>	\$25,120
<b>4</b>	\$30,320
<b>5</b>	\$35,520
<b>6</b>	\$40,720
<b>7</b>	\$45,920
<b>8</b>	\$51,120
<b>More than 8</b>	\$50,120 plus \$5,200 for each additional person

Some income is excluded from income eligibility calculations. Eligibility is determined by the SCSEP organization(s) in the workforce area.

**Income Eligibility—Recertification of Participants Procedures:**

- Recertify the income eligibility of each participant at least once every 12 months, or more frequently if circumstances warrant.
- Eligibility records will be maintained in the case files and/or in electronic files.

**Orientation Procedures:**

- Provide orientations for its participants and host agencies, including information on the following:
  - Project goals and objectives
  - Participant rights and responsibilities
  - CSAs
  - Training opportunities
  - Available supportive services
  - Availability of free physical examinations
  - Host agencies
- Local staff must address the topics listed above and provide sufficient orientation to applicants and participants on the following:
  - SCSEP goals and objectives
  - Grantee and local project roles, policies, and procedures
  - Documentation requirements
  - Holiday and sick leave
  - Assessment process
  - Development and implementation of IEPs
  - Evaluation of participant progress
  - Health and safety issues related to each participant’s assignment
  - Role of supervisors and host agencies
  - Maximum individual duration policy, including the possibility of a waiver, if applicable

- Termination policy
- Grievance procedure

#### Durational Limits Procedure:

- Maximum Average Project Duration—27 Months
  - Maintain average project duration of 27 months or less, unless DOLETA approves an extension to 36 months.
- Maximum Individual Participant Duration—48 Months
  - Allow participants to participate in the program no longer than 48 months (whether or not consecutively), unless locally approved policy allows for an extension and the participant meets extension criteria.
  - Notify participants of local policy pertaining to the maximum duration requirement, including the possibility of an extension, if applicable, at the time of enrollment and each year thereafter, and whenever DOLETA has approved a change of policy.
  - Provide 30-day written notice to participants prior to durational limit exit from the program.

#### Assessment Procedures:

- Assess participants at least twice per 12-month period.
- Use assessment information to determine the most appropriate community service assignments (CSAs) for participants.
- Develop an IEP based on the results of the assessment.
- Establish an initial goal of unsubsidized employment for all participants.
- Update the IEP at least as frequently as assessments occur (twice per 12-month period).
- Modify the IEP as necessary to reflect other approaches to self-sufficiency, if it becomes clear that unsubsidized employment is not feasible.
- For participants who will reach the individual durational limit or would not otherwise achieve unsubsidized employment, include a provision in the IEP to transition to other services.
- Rotate participants to a new host agency (or a different assignment within the host agency) based on a rotation policy approved by DOL in the grant agreement and only when an individualized determination determines that the rotation is in the best interest of the participant. Such rotation must further the acquisition of skills listed in the IEP.

#### **Community Service Assignments**

Although SCSEP participants' employment histories vary considerably, they can be categorized primarily as two groups of individuals:

- Those who need to update their skills or learn additional skills to become employable again; and
- Those who are most-in-need—have little employment history (such as displaced homemakers), have multiple barriers to address, and require extensive hands-on work experience and support services to become employable or job ready.

The skills that participants most often bring to the training-employment equation have been acquired formally and informally from years of work, community activities, and raising families.

Participants' skills often include soft skills or personal qualities, such as:

- dependability and loyalty;
- a strong work ethic;
- transferable workplace skills, such as analytical, organizational, interpersonal, and judgment skills; and
- the desire to learn and contribute.

Hard skills that participants often have when they enroll include:

- customer service skills;
- child care skills;
- basic health care skills; and
- conflict resolution skills.

The skills that most SCSEP-eligible individuals lack are technology skills, especially computer, software, and Internet skills. Grantees' training approach is to build on what participants already know and know how to do, support their efforts, and help them develop the confidence to obtain and retain unsubsidized employment. To address technology skills deficiencies, grantees will seek opportunities for participants to learn computer skills earlier and perhaps more intensively in their community service assignments.

## **Criteria for Selecting Community Service Assignments and Host Agencies**

### General Criteria

Community service assignments (CSAs) are as diverse as the people and locations served. The process of recruiting host agencies and developing community service training assignments is ongoing, requiring staff to balance the following considerations:

- Is the assignment relevant to the participant's skills, abilities, skills gaps, and employment goals?
- Does the assignment provide training for job skills that match local jobs that are in demand?
- Does the assignment offer an opportunity to train for a set of skills that are hard to find in the nonprofit setting?
- Does the host agency provide essential services to the community?
- Does the assignment contribute to a balance between services for the general population and services for the elderly population?

The Chinese Community Center, NAPCA's subcontractor in Houston, has participants who speak many different Asian languages. As a result, NAPCA has an additional criterion for host agencies—their staff must speak the same language as the participant. If bilingual participants are proficient in English, they may be assigned as participant staff and provide valuable assistance by translating or interpreting for other participants.

### Skill-Specific Criteria

Many jobs and careers will require some degree of computer literacy. As a result, grantees strive to ensure that community service assignments provide opportunities for participants to learn, practice, and refine their computer, software, and Internet skills.

Customer service skills are required not only for customer service representatives but for workers in most occupations. SCSEP participants generally are experienced in listening and seeking to assist others, are patient, and have a friendly attitude toward customers and coworkers. Most community service assignments include customer service skills, so participants have an opportunity to display and further refine their skills and sometimes to mentor their host agency coworkers.

To respond to the strong demand for health care workers, grantees can seek to place participants who are interested in nurse assistant, home health aide, or personal and home care aide jobs in a public or nonprofit clinic, hospital, or nursing care facility. Providing services in a health care setting gives participants the opportunity to discover if they are interested in that type of work and work environment. Grantees can work with health care host agencies and potential employers to allay participants' concerns about nurse assistant or home health aide jobs being too physically demanding; employers may be willing to accommodate participants' desires to do tasks that do not require physical strength. If participants decide they want to work in the health care field, grantees can pay for their training.

Clerical positions are participants' most common job goals, aligning with the high demand across industries for office clerks, administrative assistants, and bookkeeping clerks. Accordingly, the most common types of community service assignments arranged by grantees are for clerical positions, which provide training in computer and software skills, use of office equipment, answering telephones, maintaining filing systems, handling mail, and generating and distributing correspondence and documents. Bookkeeping-related community service assignments give participants the opportunity to use spreadsheets, databases, and/or specialized accounting software; practice operating 10-key calculators; learn and comply with financial policies, procedures, and regulations; compile reports; and reconcile or report discrepancies found in records.

Participants seeking food service jobs can be placed at senior centers, senior nutrition centers, school cafeterias, Meals on Wheels, Salvation Army, and other organizations to learn or refine the main skills required: food preparation and serving, communicating with customers, and cleaning and organizing the kitchen area.

Host agencies with retail stores, such as Goodwill, Salvation Army, and other nonprofit organizations, provide participants seeking jobs in retail sales the opportunity to develop their skills for greeting and describing merchandise to customers, preparing sales slips and cashiering, sorting the merchandise, updating displays, stocking and pricing, maintaining sales records, and maintaining the store facility. These organizations and food pantries may also provide OJT for participants who want to develop stock clerk skills: receiving, counting, and recording items; packing and unpacking items; comparing inventory to physical counts of items; storing items orderly and safely; marking items; cleaning and maintaining supplies, equipment, and storage areas; obtaining items from shelves and bins; completing order receipts, and keeping records of stock and orders.

Participants seeking janitorial jobs can be assigned to schools, government offices, and nonprofit organizations to develop these skills: cleaning floors and windows, knowing cleaning procedures

and following correct procedures for using chemical cleaners, notifying managers when repairs are needed, requisitioning supplies or equipment for cleaning and maintenance, and monitoring building security and safety. Various facilities can serve as host agencies for participants learning or updating their general maintenance worker skills, such as using common hand and power tools, performing routine maintenance, diagnosing and solving basic mechanical problems, cleaning and maintenance, and keeping maintenance records.

Government entities and nonprofit organizations operating child care centers can serve as host agencies for participants seeking child care jobs or wanting to start their own child care businesses. Besides dressing and changing children's diapers, participants will observe and learn more about children's emotional and social development, monitor children's play activities and keep the play area safe, keep records on children's activities and behaviors, communicate with parents and other caregivers about the children, and teach children healthy personal hygiene habits and behaviors. Participants may also help with meal preparation at these facilities.

Participants may be assigned to schools to learn the skills required to be teacher assistants: organizing and supervising students in classrooms, on the playground, and elsewhere in the facility; tutoring individual students or small groups of students to reinforce concepts presented by teachers; communicating with teachers to coordinate instructional or recreational activities; observing and recording students' performance and progress; and helping children stay safe and learn good safety habits.

SCSEP participants work an average of 20 hours a week. No fringe benefits are offered.

#### **CSA Procedures:**

- Base the initial CSA on the assessment done at enrollment.
- The types of CSA will be encouraged by the assessment and evaluation conducted by staff.
- The average number of hours in a participant's training week will be determined by individual need.
- Select only designated 501(c)(3) organizations or public agencies as host agencies.
- Provide workers' compensation and other benefits required by state or federal law (such as unemployment insurance), and the costs of physical examinations.
- Provide participants with the highest applicable required wage (highest of federal, state, or local minimum wage) for time spent in orientation, training, and community service assignments.
- Establish written policies relating to compensation for scheduled work hours during which the participant's host agency is closed for federal holidays.
- Establish written policies relating to approved breaks in participation and any necessary sick leave that is not part of an accumulated sick leave program.
- Do not use grant funds to pay the cost of pension benefits, annual leave, accumulated sick leave, or bonuses.
- Ensure adequate supervision of participants at host agencies.
- Ensure safe and healthy working conditions at CSAs through annual monitoring.

Maintenance of Effort Policy—Ensure that CSAs do not reduce the number of employment opportunities or vacancies that would otherwise be available to individuals who are not SCSEP participants. You must specifically ensure that CSAs do not:

- displace currently employed workers (including partial displacement, such as a reduction in non-overtime work, wages, or employment benefits);
- impair existing contracts or result in the substitution of federal funds for other funds in connection with work that would otherwise be performed; or
- assign or continue to assign a participant to perform the same work, or substantially the same work, as that performed by an individual who is on layoff.

### **CSA Trainings**

Training opportunities will be based on local and regional labor markets; participants' assessments, employment goals, and IEP service strategies; and existing and potential training providers. Four main types of training will be provided: general, computer, occupational, and job search skills training. The state subgrantee will develop and expand existing partnerships with classroom and online training providers, Workforce Solutions Offices, and employers, and will explore opportunities for customized training.

#### General Training

These courses, while not occupation-specific, help prepare participants to obtain and retain unsubsidized employment. Examples include literacy, numeracy, English as a Second Language (ESL), high school equivalency preparation, and transferable workplace skills, or soft skills, training.

Online training is available with the state subgrantee's *JobReady* program, an automated assessment and training database that helps staff members determine participants' skill gaps and provide online training in basic reading comprehension, writing, and math skills, as well as transferable skills like interpersonal communications. Twenty-nine basic courses are provided at no cost. However, there are over 100 additional basic and advanced courses at a cost.

Community organizations often provide adult literacy, ESL, and high school equivalency preparation classes. Workforce Solutions Offices sometimes provide training in soft skills or transferable workplace skills. When costs for these types of training are not covered by partner agencies, the state's subgrantee will be able to pay the additional training costs. TWC staff will coordinate with TWC's AEL department to identify and explore opportunities for adult literacy and ESL classes with an employment focus.

Technology training programs for low-income seniors continue to excel in this area. Since computer literacy is necessary for most jobs, all participants will be given access to basic computer training. Participants needing more advanced courses, including certificate or certification-level courses, can be provided with training in accordance with their IEPs. Online training can be used when the participant indicates a preference for such training or when similar resources cannot be arranged at no or low cost through accessible community partners such as Workforce Solutions Offices and community colleges.

### Computer Training

Computer skills training has a three-tiered approach. Participants who require a basic understanding of how to use a computer and Internet browsing may learn these skills in a community service assignment or in a one-on-one session with a field coordinator or participant assistant using a laptop computer. Computer software is loaded onto the laptop, so that in rural areas where Internet access is not available, the laptop serves as a portable training device. Another option is accessing online, self-paced training presented by a facilitator at a training site, a Workforce Solutions Office, or a local state subgrantee office. Online resources available to participants include entry-level training through Teknimedia, a self-paced computer skills program that has been successful with SCSEP participants, or through the *JobReady* program or GCFLearnFree.com computer training.

The second level of training is transferable computer skills, which participants can either learn at the training site if they have access to computers at their host agencies, or through one-on-one interaction with a facilitator. Components may include, but are not limited to, exploring e-mail, basic word processing, spreadsheets, and presentations. When other facilitators are unavailable, state subgrantee field staff is trained to provide hands-on support to online/self-paced trainees.

The third level is advanced training, which allows the participant to gain skills in A+ Certification, QuickBooks, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Access, and/or Outlook. Training is available based upon a labor market analysis by the state subgrantee's regional coordinator and evidence that there is a demand for these skills within the local labor market. Both Teknimedia and *JobReady* are low-cost resources for more advanced technology certificate courses. Participants can also take courses through Workforce Solutions Offices, community/technical colleges, or partnerships between these two or other entities.

### Occupational Skills Training

Recent examples from Texas' Healthcare Initiative pharmacy technicians include certified nursing assistant, phlebotomy technician, and medical billing and coding courses that are offered at local community and technical colleges. Some are also offered online from private companies such as PennFoster.

Additional examples of occupation-specific training include teacher's aide certificate or courses, forklift certificate training, commercial driver's license training, and security guard training.

Self-paced advanced courses in *JobReady*, such as bookkeeping skills, medical office skills, and customer service skills, are particularly valuable in rural areas since they are self-paced, provided at low cost, and available online through the program.

For entry-level retail and hospitality sector jobs, strengthening basic computer literacy skills may be the only "hard skill" that is needed.

### Job Club/Job Search Training

Once trained, participants are empowered in their job search with customized job search assistance that, at a minimum, includes résumé preparation, interview skills, and referrals. Because job development is most effective when the participant is actively involved in the

process, job referrals made by staff or through the Texas Workforce Solutions network supplement the activity of the participant. Sometimes more in-depth support may be necessary, especially for participants who lack confidence in their ability to find a job.

Support can be provided either through Workforce Solutions Offices' job-search classes or through the state subgrantee's job club/job search training developed specifically for older job seekers. The state subgrantee's job club/job search training incorporates practices from its most successful projects around the country as well as ideas and adapted materials from some of the most recognized trainers in the industry. A computer literacy component on submitting electronic résumés and applying for jobs online is included in job clubs for participants who need it. In rural areas where there are few participants, staff members may collaborate with other employment and training providers to ensure there are enough participants to hold a job club.

### Customized Training

This specialized training is designed to prepare a participant for a particular job or industry in demand in the participant's community. A contract is negotiated with a training provider that details specific skills to be learned, timelines, and payment responsibilities. Workforce Solutions Offices and other community partners can provide this type of training. The state's subgrantee plans to explore potential customized training opportunities for participants in high-growth occupations.

### Additional Support Services

In the past few years, participants served by the state subgrantee have needed more training and supportive services to achieve unsubsidized employment. This is due to several factors:

- SCSEP's emphasis on serving those most in need, i.e., with the most employment barriers;
- Increased entry-level educational and/or skill requirements, such as computer literacy, for most jobs;
- Emphasis on moving participants into high-growth occupations, which generally require more highly skilled workers; and
- The ongoing challenge of enabling participants in rural areas to find and obtain unsubsidized employment.

Support services will be provided, as needed, to help participants participate in their community service assignment and to obtain and retain unsubsidized employment. Support services may include referral to other community organizations such as food banks, housing assistance, or transportation providers.

### Termination Policies:

- Provide a 30-day written notice for all terminations that states the reason for termination and informs the participants of grievance procedures and right to appeal.
- Maintain written termination policies in effect and provide to participants at enrollment for the following:
  - Provision of false eligibility information by the participant
  - Incorrect initial eligibility determination at enrollment
  - Income ineligibility determined at recertification
  - Participant has reached individual durational limit

- Participant has become employed while enrolled
- IEP-related termination
- Cause (must be approved by DOLETA prior to implementation)

**Complaints and Grievances Procedures:**

- Establish and use written grievance procedures for complaint resolution for applicants, employees, subrecipients, and participants.
- Provide applicants, employees, subrecipients, and participants with a copy of the grievance policy and procedures.
- Use TWC-established complaint processes for services provided through Workforce Solutions Offices.

**Maximizing Enrollment-Equitable Distribution Procedures:**

Texas will comply with the equitable distribution (ED) plan and only make changes in the location of authorized positions within a state in accordance with the state ED plan and with prior DOLETA approval. Additionally, Texas will comply with the authorized position allocations and ED listed at [www.scsep.org](http://www.scsep.org). Grantees will collaborate to ensure positions are maximized, while managing overenrollments to minimize impact on participants, and avoid disruption and layoffs to participants.

**SCSEP Performance**

<b>Measure</b>	<b>PY'14 Targets</b>
Entered Employment	53.9%
Employment Retention	76%
Average Earnings	\$8,312
Service Level (Total Participants / Slots)	167.1%
Community Service (% of Possible Community Service Hours Provided)	78.8%
Most in Need (Total Barriers to Employment / Total Participants)	2.83

<b>Measure</b>	<b>PY'15 Targets</b>
Entered Employment	57%
Employment Retention	78%
Average Earnings	\$7,265
Service Level (Total Participants / Slots)	162.6%
Community Service (% of Possible Community Service Hours Provided)	82.1%
Most-in-Need (Total Barriers to Employment / Total Participants)	2.71