

Georgia State Plan 2016-2019
Senior Community Service Employment Program

Economic Projections and Impact

- A. Discuss long-term projections for jobs in industries and occupations in the State that may provide employment opportunities for older workers. (20 CFR 641.302(d)).
- B. Describe how the long-term job projections discussed in the economic analysis section of strategic plan relate to the types of unsubsidized jobs for which SCSEP participants are trained and the types of skills training to be provided. (20 CFR 641.302(d))
- C. Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible individuals. (20 CFR 641.325(c)).

The following charts indicate fields and occupations with the greatest growth expected over the next ten years for specific education levels according to the Georgia Department of Labor:

TABLE 1: LONG-TERM OCCUPATIONAL PROJECTIONS

Long-Term Occupational Projections 2012-2022 Georgia Statewide High School Degree or Equivalent (in order of raw change in employment)		
Occupation	Total Change in Employment	% Change in Employment
Customer Service Representative	19,510	20.3%
Sales Representatives	11,230	20.0%
Secretaries and Administrative Assistants	11,180	21.6%
Office Clerks, General	11,090	13.9%
Childcare Workers	10,630	28.2%
Team Assemblers	9,840	22.5%
Bookkeeping, Accounting, & Auditing Clerks	8,640	18.0%
First-Line Supervisors of Office & Admin.	8,220	20.2%
Maintenance & Repair Workers	7,230	17.2%
Medical Secretaries	6,810	50.4%

TABLE 2: LONG-TERM OCCUPATIONAL PROJECTIONS

Long-Term Occupational Projections 2012-2022 Georgia Statewide High School Degree or Equivalent (in order of % change in employment)		
Occupation	Total Changes in Employment	% Change in Employment
Psychiatric Aides	760	55.3%
Medical Secretaries	6,810	50.40%
Stonemasons	280	47.4%
Brick masons & Block masons	280	46.7%
Physical Therapy Aides	440	43.8%
Computer-Controlled Machine Tool Operators	590	41.7%
Substance Abuse & Behavioral Disorder Counselors	820	40.9%
Helpers – Electricians	1,230	40.7%
Motor Vehicle Operators	260	39.9%
Opticians, Dispensing	580	36.8%

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TABLE 3: LONG-TERM OCCUPATIONAL PROJECTIONS

Long-Term Occupational Projections 2012-2022 Georgia Statewide Less Than High School Degree (by change in employment)		
Occupation	Total Change in Employment	% Change in Employment
Food Preparation and Serving Workers	23,380	13.8%
Laborers & Freight, Stock & Material Movers	18,690	21.9%
Janitors & Cleaners	10,740	20.3%
Personal Care Aides	10,190	62.0%
Maids & Housekeeping Cleaners	8,760	22.5%
Construction Laborers	8,620	30.3%
Retail Salespersons	7,790	5.3%
Packers and Packagers, Hand	6,420	24.0%
Landscaping & Grounds keeping Workers	5,090	18.5%
Home Health Aides	4,390	55.1%

Sub-Grantee staff will use this information to support participants in matching their interests with maximum opportunities for employment in the community. Also, staff will use this data to identify potential employers, as well as entrepreneurial and microenterprise ventures.

Historically, Georgia’s SCSEP sub grantees have been most successful in placing participants in unsubsidized employment with community service agencies, especially with host training sites, and in other service-oriented industries. The most prevalent occupations for SCSEP participants include jobs in maintenance and custodial work, office clerks and receptionists, van drivers, senior center program assistants, retail sales associates, housekeeping, foodservice, and customer service.

Most participants seek work experiences for benefits such as physical and mental activity, social interaction, the opportunity to contribute to the community, and the need for income. While many potential employers are looking for full time employees willing to work nights and week-ends, the typical SCSEP participant usually desires only part time employment with day time hours during the normal work week. Also, SCSEP participants do not normally seek jobs that would require relocation or an extended commute. The Georgia Integrated State Plan for 2012-2017 (GISP) confirms these strategies to address this issue (pp. 69-70).

Therefore, the program mostly targets community service organizations and small businesses because these employers have more of the types of jobs that SCSEP participants are seeking. Sub grantee staff continues to identify and develop high growth industries and occupations with a presence in local community job markets as potential employers of SCSEP participants.

The GISP submitted to the United States Department of Labor (USDOL) by the State Workforce Investment Board notes the following trends:

1. By 2020, it is projected that over 40 percent of job growth in Georgia will require some form of a college education, whether a certificate, associate’s degree, or bachelor’s degree (p. 13).

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2. The increase in the percentage of the population over 55 will have significant impacts on Georgia's economy, will create an increase in demand for health care and the turnover [of older workers exiting the labor force] will create a need for replacement workers in addition to growth openings (p. 16).
3. The fastest growing industries from 2001-2011 were Trade, Transportation and Utilities; Government; Professional and Business Services; Education and Health Services; and Leisure and Hospitality, with the largest gain in Education and Health Services (p. 19).
4. Georgia is facing a skilled labor gap among its advanced manufacturing occupations. Due to the extensive amount of specialized knowledge and lengthy training requirements, many of these skilled trade occupations will be in demand for new workers to take their place (p. 27).

These trends provide opportunities for SCSEP grantees to work with other Workforce partners to maximize participation of older workers through SCSEP activities.

Sub-Grantee staff recruit host training sites for their diversity and their willingness to train program participants in the skills they need to meet their work goals (such as computer experience for an office trainee) and to obtain the jobs they prefer (such as an Office Clerk position possibly with the same organization). Most preferred jobs can be found at community service agencies and in all private sector industries (such as clerical and custodial work). Our goal during this State Plan cycle is to expand the number and type of opportunities available.

Service Delivery and Coordination

Actions to coordinate activities of SCSEP grantees with WIOA title I programs, including plans for using the WIOA one-stop delivery system and its partners to serve individuals aged 55 and older. (20 CFR 641.302(g), 641.325(e))

Georgia's SCSEP sub grantees will continue to collaborate with the One-Stop Delivery System, including the One-Stop Career Centers and the Georgia Workforce Development Board. They routinely share information (program eligibility requirements and priorities, open training slots, and workshop information) with the One-Stop Career Centers. SCSEP sub grantees collaborate with these partners in other ways, including:

1. Share information regarding the fastest growing industries, occupations and businesses that offer appropriate job opportunities for SCSEP participants,
2. Maintain inventory of SCSEP marketing materials, brochures, and posters (including bilingual materials) at the One-Stop Career Centers,
3. Participate in Job Fairs at the One-Stop Career Centers, and
4. Promote the use of Federal Bonding and Work Opportunity Tax Credits as employer incentives to hire older workers.

SCSEP participants assigned to the One-Stop Career Centers as Older Worker Specialists help Older Georgians access job information and obtain other One-Stop services to enhance employability. In addition, they share job market and training information between the One-Stop Centers and the SCSEP program offices. The Older Worker Specialists disseminate information regarding training vacancies and refer potential applicants to the SCSEP program offices in each County.

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Exiting participants are encouraged to continue their association with the One-Stop Career Centers. In particular, participants who have reached their individual durational limit for SCSEP services, but who have not yet obtained unsubsidized employment, are referred to the One-Stop Career Centers for further job search and training support.

Actions to coordinate activities of SCSEP grantees with the activities to be carried out in the State under the other titles of the OAA. (20 CFR 641.302(h))

Georgia's SCSEP sub-grantees collaborate with other Older Americans Act (OAA) programs in two primary ways. First, project staff refers participants in need of supportive services to OAA federal programs such as the nutrition and adult day programs. Second, SCSEP partnerships with agencies providing OAA services, and the hiring of SCSEP participants by host training sites, have led to the establishment of effective training assignments that result in the expansion of much needed services to older Georgians.

During the upcoming State Plan cycle, the Division of Aging Services (DAS) will increase coordination of the following OAA services to support SCSEP participants:

1. Caregiver activities and support, including Kinship Care services, and
2. Evidence-based health and wellness programs, including chronic disease self-management programs and falls prevention programs

Actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans, such as community and faith-based organizations, transportation programs, and programs for those with special needs or disabilities. (20 CFR 641.302(i))

The SCSEP program collaborates and leverages resources with many organizations to provide training and supportive services for the participants. Some of these entities include host training sites, educational organizations, veteran representatives, vocational rehabilitation activities, and social service agencies.

In addition, Georgia's SCSEP sub grantees coordinate with many agencies to help participants in need of services such as subsidized housing or temporary shelters, no-cost medical and prescription programs, Catholic Charities, energy assistance, utility discounts, SNAP benefits, Supplemental Security Income, reduced fares on transportation, church-provided food and clothing, and nutrition programs provided through the Older Americans Act.

Actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))

When appropriate, host agencies are encouraged to provide computer training for their participants. Specialized computer training opportunities are provided through diverse agencies, including local community colleges, the One-Stop Career Centers, and public libraries. In addition, the sub-grantees provide access to computers and other specialized training, including customer service.

Access to training courses offered by the One-Stop Career Centers will continue to be pursued. However, One-Stop training funds are used primarily for participants looking for full-time

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work; and, most SCSEP participants are interested in part - time employment.

SCSEP partners will coordinate education and training activities with Workforce Development Board partners and programs, such as *Employ Georgia* and *Go Build Georgia*. *Employ Georgia* (www.employgeorgia.com) is a website developed by the Georgia Department of Labor to facilitate employment needs of both employers and job seekers, and connect job seekers with job openings. *Go Build Georgia* educates Georgians about careers in the skilled trades and how to pursue opportunities in those industries. The Technical College System of Georgia (TCSG) is a key training partner, with 25 colleges in 82 campus locations across the state.

SCSEP participants receive training and work experience for many in-demand occupations, such as clerical and receptionist work, customer service, kitchen/food service, janitorial, maintenance and housekeeping, security, retail sales, adult day programs, and as older worker specialists. Using the list of jobs that will be in future demand (Tables 1-3) will allow SCSEP coordinators to steer participants toward professional certification programs, such as Commercial Driver's License and Certified Nursing Assistant, and support the federal credential attainment goals.

Training assignments provide the skills and work experiences needed to support the employment requirements of the regional economy. During this plan cycle, Georgia will seek to expand the number and diversity of training assignments to ensure the greatest success for participants.

All host training site supervisors complete performance evaluations, and these evaluations will be reviewed by the sub-grantees to assess the participant's progress and the degree of on-site supervision. Participants remain at their host training sites for as long as they are learning skills that will make them marketable and are complying with their Individual Employment Plans. Many host sites eventually hire their assigned SCSEP participants and have good job retention rates, indicating that successful training and preparation takes place.

Actions the State will take to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)

Goal: Improve Coordination with One –Stop Delivery System

Strategies:

1. Partner with the One-Stop Centers to monitor information on job openings and trends that will help identify current and future job opportunities
2. Track information regarding fast growing industries and the occupations and businesses that offer job opportunities for SCSEP participants
3. Train SCSEP participants as Older Worker Specialists and assign them at the One-Stop Centers to assist older job seekers
4. Participate in meetings that coordinate employment and training programs in the local areas, including meetings of local Workforce Development Boards and Georgia Department of Labor Employer Committees.

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Indicators:

1. Number of SCSEP participants assigned to One-Stop centers
2. Number of meetings with One-Stop Centers and partners
3. Narrative documentation of successful coordination activities in quarterly narrative reports

Efforts the State will make to work with local economic development offices in rural locations.

State and National Grantee service providers in the rural communities of Georgia cite the absence of viable 501(c) (3) not-for-profit and appropriate public agencies for Community Service Assignments as a barrier to recruiting participants. Limited appropriate organizations exist in these areas for placement of newly recruited participants. SCSEP staff in these under-enrolled areas have committed to utilizing resources, such as www.melissadata.com, to increase their Host Agency recruitment efforts.

Based on the Equitable Distribution Report for PY 2015 Q1, of the counties that were under-enrolled, 45.95% are designated as rural according to the Rural-Urban Continuum Codes (RUCC). And of those that are not counted as rural, many are in areas of the state with minimal population centers or other areas that expect business growth.

Goal: Expand SCSEP services in rural areas of Georgia

Strategies:

1. Compile and distribute to grantees listing of rural counties with under-enrollment
2. Identify one county per grantee per program year to target for expansion
3. Identify potential partners in each county to assist with outreach in recruiting participants, host agencies, and potential employers
4. Evaluate progress toward goals at mid-year training session

Indicators:

1. Change in number of rural counties with under-enrollment at end of each program year
 2. Number of new participants enrolled in identified counties
 3. Number of new host agencies enrolled in identified counties
 4. Number of potential employers identified and contacted in identified counties
- a. Describe the long-term strategy for engaging employers to develop and promote opportunities for the placement of SCSEP participants in unsubsidized employment. (20 CFR 641.302(e))*

During this Plan cycle, Georgia will collaborate with community partners to develop the expertise of sub-grantee staff in employer engagement, including the University of Georgia College of Family and Consumer Sciences. Also, Georgia will focus on developing entrepreneurial and microenterprise opportunities for SCSEP participants, as noted below.

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Goal: Improve Employer Engagement in the SCSEP Program

Strategies:

1. Identify potential employers
2. Identify specific skill needs of potential employer
3. Send qualified and suitable participants to job interviews
4. Include employers in training activities

Indicators:

1. Number of new employers identified
2. Number of employers included in training activities

Goal: Increase participants' placement in entrepreneurial ventures to enhance opportunities for entrepreneurship by June, 2019.

Strategies:

1. Identify agencies that can provide technical assistance to SCSEP projects about entrepreneurship and microenterprise
2. Identify agencies that can provide training to participants about entrepreneurship and microenterprise
3. Identify unmet needs in communities that might be addressed by SCSEP participants engaging in entrepreneurial ventures
4. Target and recruit host agencies that can offer entrepreneurial opportunities to participants
5. Provide training to SCSEP project staff about entrepreneurial activities within the SCSEP program

Indicators:

1. Number of training activities for SCSEP project staff
2. Number of training activities for SCSEP participants
3. Number of partnerships established to support entrepreneurship and microenterprise
4. Number of participants who launch an entrepreneurial venture
5. Participant earnings from entrepreneurial ventures

To further support long-term engagement of employers, DHS Division of Aging Services will incorporate On-The-Job Experience (OJE) beginning July 1, 2016. Please see Attachment A.

b. Describe the long-term strategy for serving minorities under SCSEP. (20 CFR 641.302 (c))

The following chart from the PY 2013 DOL Minority Report illustrates Georgia's service to minorities in the SCSEP program:

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TABLE 4: SCSEP MINORITY PARTICIPATION

<u>Category</u>	<u>SCSEP %</u>	<u>Census %</u>	<u>% Difference</u>	<u>Significant</u>
Minority Overall	51.7%	34.0%	151.8%	X
Hispanic	1.1%	2.6%	43.6%	Yes
Black	50.2%	29.8%	168.6%	X
Asian	0.4%	0.7%	52.5%	X
American Indian	0.7%	0.4%	209.9%	X
Pacific Islander	0.00%	0.02%	N/A	N/A

During the upcoming State Plan cycle, Georgia will increase enrollment of Hispanic/Latino older adults and Asian adults in the SCSEP program as shown below. To be successful, these strategies must involve an integrated approach to recruiting participants, host agencies, and potential employers.

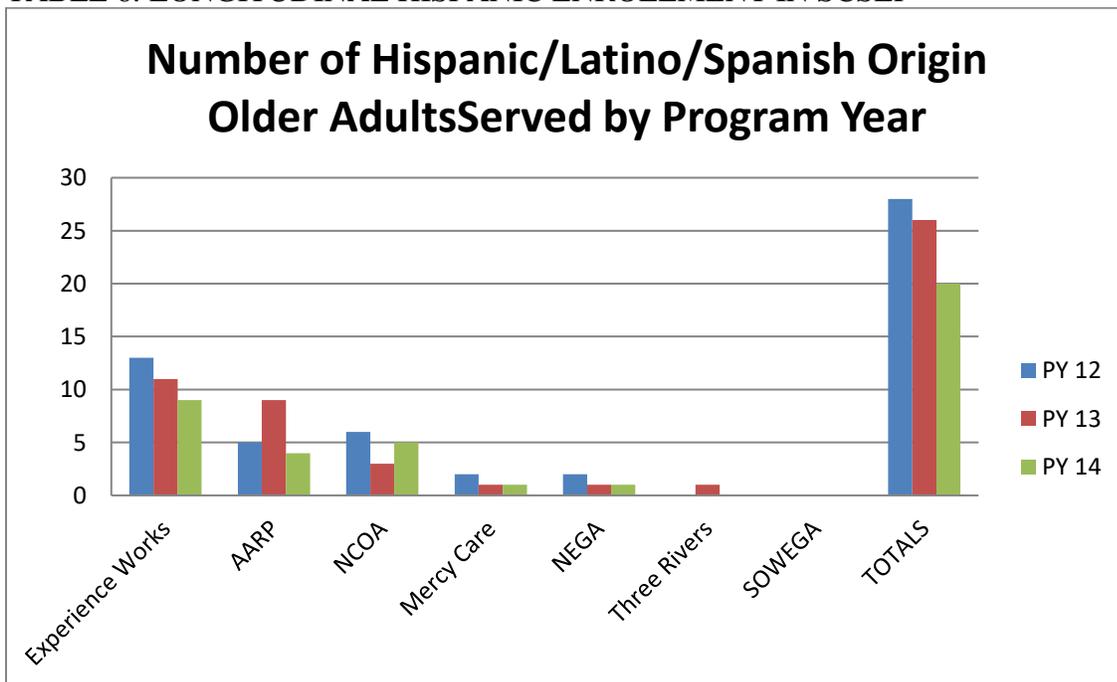
Goal: Increase enrollment of Hispanic/Latino older adults in SCSEP by 100% by June, 2019.

TABLE 5: LONGITUDINAL DEMOGRAPHICS FOR HISPANICS*

Data Point	2012	2013	2014
% Georgians 65+ - Hispanic	2.0%	2.1%	2.1%
# Georgians 65+ - Hispanic	20,973	22,890	23,903
Target for # SCSEP Participants (198 slots x %)	4	4	4
Actual # served	6	3	2

*DAS slots only

TABLE 6: LONGITUDINAL HISPANIC ENROLLMENT IN SCSEP



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Strategies:

1. Identify agencies and organizations, including churches and English as Second Language (ESL) programs, in target areas that serve Hispanic/Latino older adults
2. Identify “liaison” between sub grantees and organizations that serve Hispanic/Latino older adults
3. Provide outreach to identified organizations about the SCSEP program
4. Recruit appropriate host agencies and potential employers that could serve Hispanic/Latino older adults

Indicators:

1. Number of agencies and organizations involved in outreach to Hispanic/Latino older adults
2. Number of host agencies recruited
3. Number of potential employers recruited
4. Number of Hispanic/Latino older adults served by SCSEP

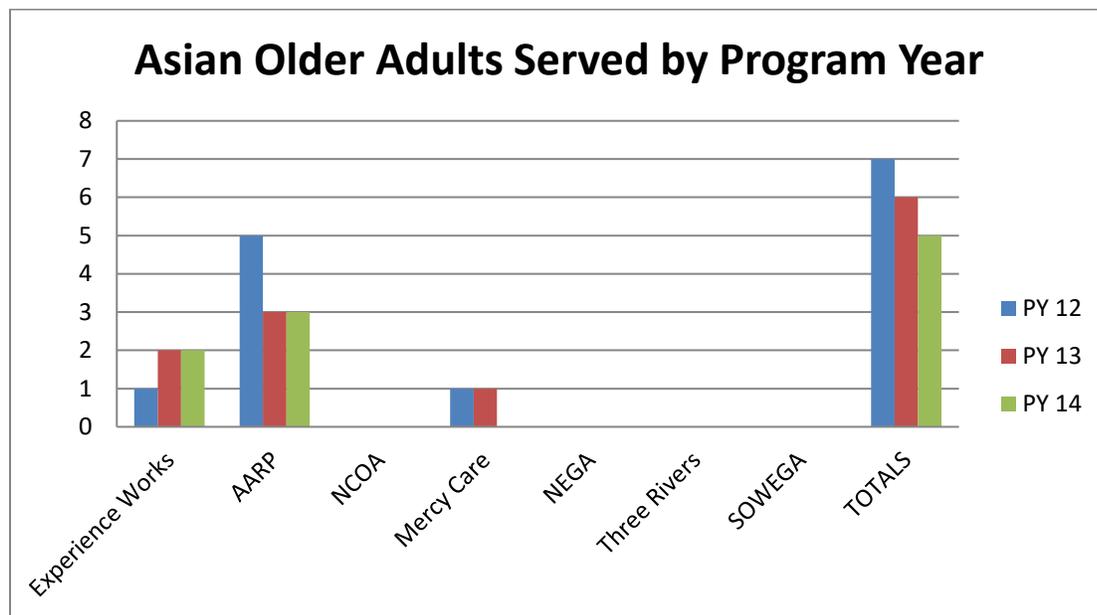
Goal: Increase enrollment of Asian older adults in SCSEP by 100% by June, 2019.

TABLE 7: LONGITUDINAL DEMOGRAPHICS FOR ASIANS*

Data Point	2012	2013	2014
% Georgians 65+ - Asian	1.9%	2.0%	2.1%
# Georgians 65+ - Asian	19,924	21,800	23,903
Target for # SCSEP Participants	4	4	4
Actual # served	1	1	0

*DAS slots only

TABLE 8: LONGITUDINAL ASIAN ENROLLMENT IN SCSEP



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Strategies:

1. Identify agencies and organizations (including churches and ESL programs) in target areas that serve Asian older adults
2. Identify “liaison” between sub grantees and organizations that serve Asian older adults
3. Provide outreach to identified organizations about the SCSEP program
4. Recruit appropriate host agencies and potential employers that could serve Asian older adults

Indicators:

1. Number of agencies and organizations involved in outreach to Asian older adults
2. Number of host agencies recruited
3. Number of potential employers recruited
4. Number of Asian older adults served by SCSEP

- c. *List needed community services and the exact places where these services are most needed. Specifically, the plan must address the needs and location(s) of those individuals most in need of community services and the groups working to meet their needs. (20 CFR 641.330)*

SCSEP’s service to a community is based primarily on the social and economic needs of the participants entering the program, and on the demand for services within local communities. The identification of potential training sites is accomplished through community outreach efforts, such as through meetings with current and potential host training sites, to determine where the greatest needs for SCSEP assignments exist. Efforts also include frequent coordination with the One-Stop Career Centers and Georgia’s Aging and Disability Resource Center (ADRC) to monitor community needs.

Georgia SCSEP initiates and maintains partnerships with area non-profit agencies that provide a wide range of services, including: adult day programs, child day care, food services, recreational facilities, health care, and social services. The current focus is on community service needs being supported through the state’s network of senior centers, state service centers, housing agencies, shelters, and child care facilities.

Urban populations have greater access to resources such as transportation, health services and educational opportunities than those living in less populated regions. Computer skills have become increasingly important for SCSEP participants because most employment opportunities now require basic computer skills at a minimum. All SCSEP participants are required to register with One-Stop centers and are encouraged to participate in computer training classes that are available.

Participants with the greatest economic need are provided supportive services. Direct services may include a gas card or a bus pass to accommodate transportation to and from their host agency assignment until they receive a paycheck. SCSEP staff utilizes county resource guides to identify supportive services, such as assistance with shelter, utilities, clothing and food, available through community resources. Many times those resources are provided at no cost to SCSEP or the participant. One significant barrier for participants is access to dental care and DAS is working at the state-wide level to improve access to oral health services for seniors.

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Participants with the greatest social needs are assigned to training sites able to provide a supportive environment. These sites may already serve clients facing similar barriers, thus providing a more comfortable environment for the SCSEP participant. The first training assignment for individuals with the greatest social need is limited in duration so that SCSEP staff can monitor them closely and interact more often. Efforts are ongoing to expand the reach of SCSEP throughout the State. In addition, Georgia's SCSEP grantees will investigate opportunities for using websites and social networking media to further expand the program's reach and impact throughout the state.

Georgia will target strategies related to entrepreneurship and microenterprise to address identified gaps in services in local communities (such as transportation, home repairs, and in-home support for older adults who live alone and caregivers).

d. Describe the long-term strategy to improve SCSEP services, including planned long-term changes to the design of the program within the State, and planned changes in the use of SCSEP grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

Goal: Target Jobs Effectively

Strategies:

1. Focus on placing participants in unsubsidized employment with community service agencies
2. Identify and develop local job opportunities
3. Routinely visit host training sites and encourage them to hire their SCSEP participants as funds become available

Indicators:

1. Number of participants placed in unsubsidized employment
2. Number of new host agencies
3. Percentage of host agencies that hire participants
4. Number of visits to host training sites compared to percentage of those that hire participants

Goal: Manage Durational Limits Effectively

Strategies:

1. Provide quality support to each participant approaching his or her SCSEP durational limit
2. Conduct assessments, prepare and implement transitional Individual Employment Plans
3. Research the local job market and access all supportive services available to assist the SCSEP participants
4. Update transitional IEP enhancing job development and training efforts
5. Reassess six months before the individual's durational limit date or sooner

Indicator:

1. Decrease in number of participants who reach durational limits without gaining unsubsidized employment (who have employment as a goal in their IEPs)

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Goal: Train Participants Effectively

Strategies:

1. Encourage host training sites to make formal in-service and on- the- job training available for their assigned SCSEP participants
2. Collaborate with local libraries and non-provide agencies that offer free training
3. Conduct workshops covering different aspects of the job-seeking process and topics relating to health, consumer information, transportation and all available social benefits
4. Encourage participants seeking full-time employment to attend programs offered through the Workforce Innovation and Opportunity Act's One-Stop Career Centers
5. Utilize OJE training options beginning July 1, 2016

Indicators:

1. Number of participants who participate in training
2. Number of training hours
3. Number of participants who participate in OJE training
4. Hire rate of participants who participate in OJE training

In addition, the Division will evaluate the continued use of sub- projects within the SCSEP program during the upcoming State Plan cycle.

- e. Describe a strategy for continuous improvement in the level of performance for SCSEP participants' entry into unsubsidized employment, and to achieve, at a minimum, the levels specified in OAA Section 513(a)(2)(E)(ii). (20 CFR 641.302(f))*

Goal: Increase performance in core performance measures by June, 2019.

Strategies:

1. Prioritize six core performance goals for improvement
2. Identify additional data points that impact core performance goals
3. Provide intensive training and technical assistance to SCSEP staff about specific core performance goals, tools to diagnose performance, and strategies to improve performance
4. Utilize Sub Grantee Tracking Sheet to manage performance
5. Provide quarterly technical assistance based on Sub Grantee Tracking Sheets

Indicators:

1. Number of sub grantees that show increase in performance
2. Number of performance goals that show increase in performance
3. Percentage increase in performance in performance goals

Location and Population Served, including Equitable Distribution

- a. Describe the localities and populations for which projects of the type authorized by title V are most needed. (20 CFR 641.325 (d))*

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As stated previously, rural areas face significant challenges in recruitment of participants, availability of host agencies and potential employers, and access to supportive services. Each of the special populations targeted for SCSEP participation face special needs and challenges that Georgia seeks to address through policy and practice. Table 12 (page 16) indicates prevalence of specific most-in-need populations in Georgia.

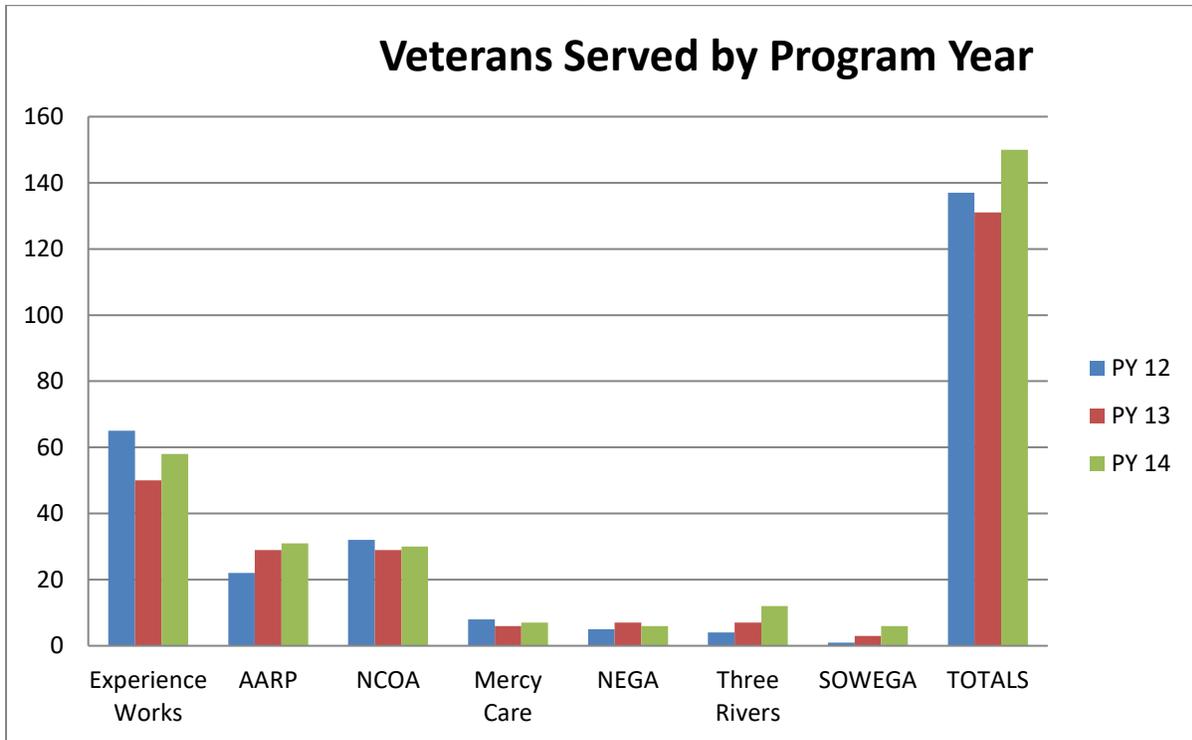
Georgia has a large military presence with nine military installations, and more than 752,000 veterans call Georgia home, according to the Georgia Department of Veterans Services 2015 Annual Report.

Goal: Increase enrollment of veterans and qualified veteran spouses by 25% by June, 2019.

TABLE 9: POPULATION OF VETERANS IN GEORGIA

Data Point	2012	2013	2014
# veterans 18+	701,808	690,208	681,940
Veterans as % of GA population	9.8%	9.5%	9.2%
# veterans 55+	408,452	404,462	402,967

TABLE 10: VETERANS SERVED BY PROGRAM YEAR



Strategies:

1. Identify and initiate contact with a minimum of five organizations that serve veterans in target areas
2. Develop relationship with Georgia Department of Labor, Office of Veterans Employment
3. Implement area-specific outreach and recruitment methods to increase awareness of SCSEP services to veterans

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4. Conduct training for all SCSEP sub-grantees to raise awareness and develop interventions to address veterans' barriers to employment

Indicators:

1. Number of veterans organizations contacted
 2. Number of new or enhanced partnerships with veterans organizations
 3. Number of trainings related to outreach, recruitment, addressing barriers, and retention of veterans in the SCSEP program
- b. List the cities and counties where the SCSEP project will take place. Include the number of SCSEP authorized positions and indicate if and where the positions changed from the prior year.*

According to 2014 American Community Survey information, the total population in Georgia was 9,907,756. Georgians 55 and older comprise 22.9% percent of that population. SCSEP slots are allocated to 158 of Georgia's 159 counties. The USDOL authorized 970 SCSEP participant slots for Program Year 2015 between Georgia and the three national grantees. Georgia administers 198 of those positions and the remaining 772 are distributed among the three national grantees. This distribution is unchanged from the prior year. The Equitable Distribution charts for PY 2014 and PY 2015 are included in Appendix A and Table 12 (page 16) illustrates the distribution of most-in-need factors.

- c. Describe any current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.*

Based on the PY 2015 Q1 Equitable Distribution Report (EDR) summary (See Table 11, page 15), Georgia has an overall variance rate of 35.2%. Of the 68 counties that are under-enrolled, 86.7% are under-enrolled by either 1 or 2 slots. Of the 54 counties that are over-enrolled, 79.6% are over-enrolled by either 1 or 2 slots. There are variances beyond two slots in the following counties: Baldwin, Carroll, Cherokee, Clarke, Clayton, Cobb, Coffee, Colquitt, DeKalb, Elbert, Floyd, Forsyth, Fulton, Glynn, Greene, Gwinnett, Hall, Hart, Henry, Jefferson, Jones, Madison, Muscogee, Paulding, Rabun, Richmond, Screven, Stephens, Sumter, Troup, and Wilkes. Many of these variances are based on appropriate over-enrollments; however, variances based on under-enrollments should be tracked regularly. To monitor and correct inequities on an ongoing basis, DAS will implement the following strategies:

1. Review EDR monthly and discuss Georgia sub-grantee variances during monthly conference call with individual follow up as needed
2. Review EDR semi-annually with national grantee partners and develop strategies needed to achieve equitable distribution.

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TABLE 11: EQUITABLE DISTRIBUTION REPORT SUMMARY

Equitable Distribution – PY 2015 Q1													
Statewide Summary	QP	E	V	# Counties	# Under	% Under	Avg. % Und. E.	# Over	% Over	Avg. % Over E	# over Under	% Over Under	Total V/AP
State Grantee	198	193	-5	47	22	46.8%	36.0%	15	31.9%	64.6%	37	78.7%	33.8%
National Grantees	772	819	44	137	56	40.9%	36.4%	49	35.8%	53.6%	105	76.6%	38.3%
Total ED Grantees	970	1009	39	158	68	43.0%	34.2%	54	34.2%	49.6%	122	77.2%	35.2%

- d. *Explain the State’s long-term strategy for achieving an equitable distribution of SCSEP positions within the State that:*
- i. *moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365.*
 - ii. *equitably serves both rural and urban areas.*
 - iii. *serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365, 641.520)*

All grantees work collaboratively to identify areas of the state where over-enrollment or under-enrollment exists. The state SCSEP coordinator arranges a meeting or phone conference with the national grantees and mutual agreement is required before any positions may be exchanged. The existing placement of positions in each county is compared with the number shown in the ED Report to identify any areas of over or under-enrollment in the state.

Participants cannot be terminated from the program because of the equitable distribution requirement, so grantees must rely on normal attrition to correct areas of over-enrollment. Georgia strives for equity, but it can be challenging in rural counties and areas with recent increases in the number of eligible individuals. When equity cannot be achieved, Georgia attempts to keep the actual position distribution within two positions above or below the equitable distribution goal.

When over-enrollment occurs, SCSEP acts on the guidance of the USDOL to bring enrollment back to a manageable level. The strategies recommended by the USDOL to manage over-enrollment include stopping new enrollments and reducing hours for current participants.

Approximately 17 % of Georgians live in rural areas of the state. Employment opportunities and community resources are often more difficult to obtain in rural counties than in metropolitan areas. According to the Program Year 2014 Final Quarterly Progress Report (QPR), of the participants served by Georgia State SCSEP, 137 participants are identified as living in a rural area. The goal of enhancing SCSEP services in rural areas is documented elsewhere in this Plan.

- e. *Provide the ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))*

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- f. Provide the relative distribution of eligible individuals who:
- a. reside in urban and rural areas within the State
 - b. have the greatest economic need
 - c. are minorities
 - d. are limited English proficient.
 - e. have the greatest social need. (20 CFR 641.325(b))

TABLE 12: DISTRIBUTION OF MOST-IN-NEED FACTORS, 55+

Population Category	Absolute Number	% of older Georgians
Total Population, 55+	2,268,877	N/A
Reside in urban areas	1,883,227	83%
Reside in rural areas	386,803	17%
Greatest economic need	264,807	12%
Minorities	687,04	30%
Limited English proficient (65+)	24,335	1%
Greatest social need (Living Alone, 2012 5-yr. estimate)	455,330	20%
*Based on ACS 2014 5-year estimates unless otherwise noted.		

According to the GISP, Georgia’s population has limited language barriers, with only about 3.1% of households without a member over the age of 14 who speaks English, (p. 16). However, limited English proficiency disproportionately affects older persons and is a significant barrier to gaining unsubsidized employment.

When recruiting and selecting participants for SCSEP, priority is given to individuals who have one or more of the following priority of service characteristics:

- Are covered persons in accordance with the Jobs for Veterans Act (veterans and eligible spouses, including widows and widowers who are eligible for SCSEP must receive services instead of, or before, non-covered persons);
- Are 65 years or older;
- Have a disability;
- Have limited English proficiency;
- Have low literacy skills;
- Reside in a rural area;
- Have low employment prospects;
- Have failed to find employment after utilizing services provided through the One-Stop Delivery System;
- Are homeless or are at risk for homelessness

The priority of service requirements are included in the state SCSEP contract and are also followed by the national SCSEP grantees. Local project staff uses their connections with other programs, such as Veteran Representatives and Vocational Rehabilitation counselors at the One-Stops, to promote SCSEP and learn about individuals who may meet the priority of service and eligibility requirements. Grantees partner with organizations that serve hard to reach

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populations, such as those who are geographically or socially isolated and those whose primary language is not English.

- g. Describe the steps taken to avoid disruptions to service for participants to the greatest extent possible, when positions are redistributed, as provided in 20 CFR 641.365; when new Census or other reliable data becomes available; or when there is over-enrollment for any other reason. (20 CFR 641.325(i), 641.302(b))*

USDOL allocates SCSEP subsidized community service slots to each county using a formula based on the number of individuals ages 55 and older with incomes at or below 125% of the federal poverty level. When slots are adjusted due to increases or decreases in census data or the modification of slots to ensure equitable distribution throughout the state, sub-grantees ensure participants are not adversely affected. Redistribution will be done through attrition, such as retirements, relocations, durational limits and unsubsidized job placement. In addition, the State will work with national grantees operating in Georgia to affect transfers between grants when necessary to accommodate a participant's preferences to continue training within an existing host agency.

The state SCSEP coordinator hosts monthly conference calls with the sub-grantee staff to share important information related to the program. These calls provide a platform for local project staff to share information about successes and challenges in the areas they serve, and allow the state to share updates on performance measures, position distribution and other program requirements. Open communication between the field and state office is essential for the efficient operation of the program and enables both parties to respond quickly to changes in enrollment levels.

SCSEP Operations

A. *Administrative:* Describe the organizational structure of the project and how sub-grantees will be managed. This description must include:

- i. an identification of the key staff, including the primary responsibilities and the amount of time assigned to the SCSEP grant;*

The Georgia Department of Human Services Division of Aging Services (DAS) employs a full-time SCSEP Coordinator. The State SCSEP Coordinator organizes and monitors all grant-related activities, including managing the grant budget, program planning and evaluation, statewide program coordination, and providing technical assistance and training to sub-grantees. The SCSEP Coordinator also is responsible for creating a systematic approach for program management and ensuring that contracted agencies comply with all state and federal regulations. The state SCSEP Coordinator oversees all sub-grantees and conducts the monitoring for program and financial compliance. There is a team lead who supervises the State SCSEP Coordinator. (See Appendix B for DAS Organizational Chart and Livable Communities Section Organizational Chart).

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DAS contracts with three Area Agencies on Aging (AAA's) and one private, non-profit organization to provide direct SCSEP services. Two of the AAA's subcontract with sub-project organizations to administer the program, and one employs a full-time staff person to administer the program directly at the AAA level. The private, non-profit organization was a former sub-project of a retired AAA. These agencies have direct contact with the participants, and are responsible for recruiting participants and host agencies. In addition, sub-grantees determine participant eligibility, manage local allocated dollars, report required data elements into the DOL SPARQ database, maintain file systems, participate in trainings and monthly conference calls, submit quarterly reports, handle any grievances or complaints, and ensure the best training experience possible for all participants.

- ii. *an organizational chart depicting any sub grantees or local affiliates implementing the grant. Include a table with authorized positions for each sub grantee or affiliate, if applicable;*

TABLE 11: SCSEP ORGANIZATIONAL STRUCTURE

Organizational Structure of SCSEP Program in Georgia Georgia Department of Human Services Division of Aging Services -State Grantee- SCSEP Coordinator (full-time)			
Mercy Care Rome	Northeast Georgia AAA	Three Rivers AAA	SOWEGA AAA
SCSEP Coordinator (FT)	SCSEP Coordinator (PT)	SCSEP Coordinator (FT)	SCSEP Coordinator (PT)
	Sub-project:		Sub-project:
	Athens Community Council on Aging		Experience Works
	SCSEP Coordinator (FT)		SCSEP Coordinator (FT)
63 authorized positions	47 authorized positions	47 authorized positions	41 authorized positions

- iii. *a description of training that will be provided to local staff;*
 iv. *a description of how projects will be monitored for program and financial compliance, including audit plans; and*
 v. *a description of how the State will manage its providers and how it will transfer participants if new providers are selected to serve in the State.*

The sub grantee provides training to local project staff regarding local policies and operations DAS provides training and technical assistance to local staff that includes review and instruction about the following topics:

- SCSEP program design and operations (20 CFR 641)
- State SCSEP policies
- Core performance measures
- State SCSEP reporting (Quarterly Tracking Sheets, Quarterly Program Narrative Report)
- Overview of SPARQ

USDOL requires that the State periodically monitor the performance of grant-supported activities to assure that project goals related to the recruitment of priority populations are being

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achieved and that all requirements of the Older Americans Act and its rules and regulations are being met.

Performance by all sub-grantees will be measured monthly by DAS, on a cumulative basis, against the goals and standards specified in the SCSEP regulations:

- The performance standards for program activities under the sub-grant contract with DAS will be monitored closely by the DAS SCSEP Coordinator through desk reviews of reports, quarterly narrative reports, and annual on-site monitoring visits.
- DAS will review and analyze monthly financial reports to determine the sub-grantees' compliance with USDOL and DAS spending goals. The sub-grantees will be expected to perform according to monthly financial plans, as stipulated in the DAS contract. Appropriate procedures must be initiated to assure that the total sub-grant is not over-expended or under-expended.
- All sub-grantee expenditures must comply with USDOL limitations of expenditure of SCSEP funds and matching requirements as outlined in 20 C.F.R. § 641.867, § 641.873, and § 641.809.
- The match requirement for SCSEP funds must follow the guidelines outlined in the SCSEP Final Rule, sections 20 C.F.R. § 641.809 (d) and 20 C.F.R. § 641.873 (b). Match will be tracked in three separate categories: Administrative, Enrollee Wages/Benefits, and Other Costs. All three categories can be matched with in-kind.

The State SCSEP Coordinator completes an annual in-person monitoring with each sub-grantee and provides additional technical assistance as needed. Each sub-grantee submits a Quarterly Tracking Sheet to the Division for review and technical assistance based on findings from this document is provided either by telephone or in person.

If new providers are selected to provide SCSEP services, the State SCSEP Coordinator develops a project plan and timeline to ensure smooth transition for participants, host agencies, and administrative activities.

B. *Recruitment*: Describe how the State will recruit and select participants. (Participant eligibility is described under 20 CFR 641.500 and 641.525.)

The sub-grantee must ensure that participant recruitment and selection follows DOL policies as outlined in 20 C.F.R. § 641.515(b) and § 641. 520:

- Sub-grantees will make efforts to assure that the maximum number of eligible individuals have an opportunity to participate in SCSEP.
- These efforts must include outreach to ethnic minorities, individuals with limited English proficiency, and those with the greatest economic need, at least in proportion to their numbers in the area, taking into consideration the area's rate of poverty and unemployment.

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- Priority will be given to individuals with the characteristics described in *Selection Enrollment Priorities*, ODIS page 416-7.

To ensure that these requirements are achieved, the sub-grantees will:

1. Use the local Department of Labor Career Centers as one method in recruitment and selection of eligible individuals by notifying staff when SCSEP vacancies exist;
2. Establish collaborative relationships with agencies providing services to older persons, persons with low incomes, veterans, homeless individuals, persons with disabilities, and persons of various race/ethnic backgrounds;
3. Place flyers, brochures, posters, and other advertisements in public places where older individuals tend to congregate;
4. Use low-cost or no-cost media advertising, such as public service announcements on radio and TV, community service announcements, and human interest articles in local newspapers;
5. Make presentations to groups of older people or the general public to spread the word about opportunities available through the program; and
6. Develop a close working relationship with other employment and training programs such as state and local programs under the Workforce Investment Act (WIA), vocational education programs, dislocated worker programs, and adult education programs.

The State SCSEP Coordinator will monitor the achievement of recruitment goals during annual visits with the sub-grantee and during monthly teleconferences. At no time should vacancies exist in the program when funding is available to provide training opportunities for older workers.

Special effort will be made to partner with the One-Stop Career Center by providing a staff member on site at least twice a month. In addition, staff will be available to attend Department of Labor staff meetings to advise them about the program as well as provide updates and program change information.

C. Income Eligibility: Describe how participants are recertified as being income eligible each year. Note the physical location of where eligibility records will be maintained.

Each participant is recertified on the anniversary of enrollment to maintain continuity of training. Document of income is obtained and placed in the participant's file at the local sub-grantee site, and is subject to data validation. If a participant is found to be ineligible for the program, the individual is informed and a letter with appeal rights is distributed by U.S. mail.

*D. Describe the orientation procedures for:
Participants*

Sub-Grantees must ensure that participants receive formal orientation to the SCSEP program as outlined in 20 C.F.R § 641.535 through § 641.565). Orientation topics must include, but are not limited to, information on:

- project goals and objectives

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- community service assignments
- training opportunities
- available supportive services
- the availability of a free physical examination
- participant rights and responsibilities
- permitted and prohibited political activities

Additional detail about participant orientation is available in the *DAS SCSEP Participant Handbook* (see Appendix C).

Host Agencies

Based on the Participant Assessment, the sub-grantee assigns each participant to a community service assignment at an organization, referred to as a “Host Agency.” Participants must be assigned to a Host Agency as soon as possible but at least within 30 days of enrollment. Procedures for selecting, assigning, and monitoring Host Agencies can be found in the *DAS SCSEP Host Agency Handbook* (see Appendix D).

E. Durational Limits: Describe the State’s policy for maximum duration of enrollment or maximum time in community service and provide a copy of the State’s current Durational Limit policy.

DAS follows USDOL guidelines regarding durational limits and does not request a waiver of current USDOL policy. SCSEP staff is committed to helping participants gain as much experience as possible during enrollment and is continually reevaluating the participants’ training needs. As a result, participants may be reassigned to different host agencies as project staff and participant progress deem appropriate. Host agencies are provided advanced notice of all reassignments.

F. Assessments: Describe the procedures for assessing job aptitudes, job readiness, and job preferences of participants and their potential for transitioning into unsubsidized employment; describe how the State uses assessments to develop the participant’s Individual Employment Plan (IEP).

The local SCSEP coordinator completes an assessment on each participant using the “SCSEP Initial Assessment” form. The assessment gathers information about the participant’s goals for the program, work history, education and training history, work preferences, supportive service needs, and an assessment of soft skills. The sections of the assessments correlate to sections of the IEP that outline long-term employment and education goals, short-term SCSEP goals, additional education or training needs, information about the community service assignment, goals to achieve unsubsidized employment, and supportive service needs. All goals are designed in the SMART (Specific, Measurable, Achievable, Realistic, Time-specific) format.

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G. Community Service Assignments: Describe how the participant will be assigned to community service including:

- i. the types of community service activities that will take place and how they were chosen; methods used to match participants with community service training;*
- ii. whether and how many participants will be placed in the administration of the project itself;*
- iii. the types of host agencies used and the procedures and criteria for selecting the assignments;*
- iv. the average number of hours in a participant's training week;*
- v. the fringe benefits offered (if any); and*
- vi. the procedures for ensuring adequate supervision of participants while on assignment.*

Sub- Grantees select governmental agencies and 501c (3) nonprofits as community service training assignments, with the intent for agencies to hire the participant for unsubsidized employment following training. The local coordinator works to match the participant's interests identified in assessments and IEPs with the abilities of the host agencies to provide needed training activities. Currently two sub-grantees place participants in training positions that support administration of the project. As noted elsewhere, the proposed State Plan will focus on expanding the number of community service assignment opportunities in rural areas.

The participant's assignment schedule will be determined by the SCSEP project staff, the Host Agency Supervisor, and the participant. Once determined, a participant's assignment hours will be on file in the local SCSEP project office on the Community Service Assignment Description. Because the Georgia SCSEP provides the workers compensation insurance for participants, any (temporary or otherwise) changes to the participant's training hours must be immediately reported to the SCSEP project office. Though temporary or one-time changes are expected, only project staff may permanently alter the participant's training hours/schedule.

In most cases, a participant will be assigned to train at the agency 5 days per week, 4 hours per day, for a total of 20 hours per week. There may be variations to these hours depending on the participant's specific community service assignment. A participant may request to train fewer than 20 hours per week; if such a request has been made and approved, this information will be made known to the Host Agency Supervisor when the participant's training schedule is determined.

In no case may participants train more than 8 hours in one day or more than 40 hours in one week. Time spent on breaks and meals is not to be included in the total training hours for the day. Only actual time in training is recorded on the Participant Timesheet.

With prior approval from the host agency and the SCSEP project staff, participants may arrange extra hours during and up to two pay periods to receive training hours lost due to a holiday, closing, jury duty, sickness absence, and bereavement absence.

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SCSEP does not authorize pay for overtime or compensatory time. Host agencies that ask or require participants to work late or volunteer at their regular assignment are in strict violation of SCSEP policy.

Once a participant is enrolled, he or she is immediately assigned to a community service assignment at the host agency that offers the most appropriate training for that participant. Each participant is assigned to a community service assignment based on his/her existing skills and aptitudes, interests, career goals, barriers to employment, and training needs. The project staff contacts the designated supervisor to seek approval for the assignment, to modify the *Community Service Assignment Description* to the specific participant, and to arrange a start date.

A participant will be assigned to an agency until hired by that agency, hired by another employer, transferred to new community service assignment at another host agency, or otherwise separated from the program.

The host agency or the participant can request a transfer to a different host agency at any time. In addition, SCSEP project staff reserves the right to transfer a participant to another assignment at any time. When the host agency requests that a participant be transferred, project staff may request further documentation to better help the participant succeed with his or her next assignment.

Participants are covered under the SCSEP workers' compensation insurance policy during training hours while performing the assigned tasks identified in their IEP. Host agencies are required to provide adequate supervision while participants are training at the site.

Host agencies must provide daily supervision of participants, so they can perform as productive and effective trainees. The participants should feel comfortable asking questions, seeking help, and growing as a contributing participant in the work place. Host agencies are encouraged to provide one or two contacts for the participant so they have mentors or supporters to help with the questions. Even if projects are being given to the participant from different departments or managers within the host agency organization, staff is encouraged to filter those projects through the one Host Agency Supervisor. Hours devoted to supervision must be recorded on the Participant Timesheet every pay period for the calculation of in-kind contribution.

H. Training: Describe training the State will provide to participants during community service assignments and any other types of training provided, including any linkages with local one-stop centers and/or and Registered Apprenticeship.

In addition to the training provided in a community service assignment, grantees and sub-recipients may arrange skill training, provided that the training complies with the policies outlined in 20 C.F.R. § 641.540. Training may be in the form of lectures, seminars, classroom instruction, individual instruction, online instruction, or USDOL-approved OJE.

Participants are encouraged to take computer classes at local technical schools as well as churches or other sites that offer computer training. The One-Stop Career Centers are available to assist with resumes and provide job readiness classes. Sub-Grantees hold periodic meetings or

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workshops to provide training or information on job search, employment trends and opportunities or information relevant to older workers.

The GISP indicates that soft skills are becoming increasingly important in today's workplace, (p. 55) and SCSEP grantees focus heavily on training in this area.

I. Supportive Services: Describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job, including transportation assistance, uniform purchases, etc. (if applicable).

Supportive services needs are initially identified during the development of the participant's IEP and provided as needed (and resources are available) during their enrollment. Examples of supportive services include:

1. Counseling and/or instruction designed to assist the participant to participate successfully in the community service assignments or to obtain unsubsidized employment,
2. Material Aid, for example: work shoes, badges, uniforms, and financial assistance
3. Health-related services, including glasses, dental services, assistive devices, and evidence-based health and wellness classes
4. Transportation
5. Support with caregiving responsibilities
6. Referral to community resources

J. Termination: Describe procedures for terminating a participant, including IEP-related reasons, IDL and for cause terminations. Provide a copy of the State's current termination procedures.

Procedures exist to provide mediation of problems encountered at host agencies or with the SCSEP project staff, and to terminate participants from the SCSEP program. A copy of grievance and termination procedures must be provided to each participant during Orientation to the SCSEP program. The USDOL-approved DAS SCSEP grievance and termination procedures are available in the *DAS SCSEP Participant Handbook* (see Appendix C).

Host agencies cannot dismiss participants. The participant is to be counseled by the local SCSEP Coordinator and may be removed from the host agency. All efforts will be made to place the participant in another appropriate site. For all terminations, the participant will receive a written letter outlining the reason for termination. All participants will be given a 30 day written notice.

Participants may not be terminated until 30 calendar days after they have been provided a written notice. Written notices of termination including the reason for the action, appeal procedures, and a copy of the Grievance Policy must be given to the participant if termination is expected. Participants have the right to appeal any decision. Corrective action letters should be sent to the participant from the sub grantee SCSEP staff. The letters must be progressive in that the first letter should serve as a warning and the second and third letters should emphasize that in the

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event of no satisfactory corrective action, the participant will be terminated. All written correspondence regarding termination should be copied to the state SCSEP Coordinator at DAS.

K. Complaints & Grievances: Describe the State's procedures for addressing and resolving participant complaints and grievances. Provide a copy of the State's current complaint/grievance policies.

Procedures exist to provide mediation of problems encountered at host agencies or with the SCSEP project staff and to terminate participants from the SCSEP program. A copy of grievance and termination procedures must be provided to each participant during Orientation to the SCSEP program. The USDOL-approved DAS SCSEP grievance and termination procedures are available in the *DAS SCSEP Participant Handbook* (see Appendix C).

L. Maximizing enrollment: Describe the State's procedures for fully enrolling all available slots, including purposefully over-enrolling participants, and how any over-enrollments will be balanced with equitable distribution requirements.

SCSEP staff may over-enroll eligible individuals on a short-term basis and over-enrollment should not exceed the annual service level goal as established by USDOL. When over-enrollment occurs, USDOL recommends a gradual shift that encourages current participants in subsidized community service assignments to move into unsubsidized employment in order to make positions available for eligible individuals in the areas where there has been an increase in the eligible population.

As noted elsewhere, fully enrolling all available slots requires consistent and planned outreach, management of exits, and attention to budgets. The State SCSEP Coordinator will work with sub-grantee staff during the coming year to provide training and technical assistance in these areas.

M. Performance: Describe the State's current and projected performance outcome for each six core performance measure for each program year covered by the plan. Understand that the State will have the option to negotiate their performance goals for each program years, at which time the State may address changes to the projected performance goals in a subsequent state plan modification.

Goal: Increase performance in core performance measures by June, 2019.

Strategies:

1. Prioritize six core performance goals for improvement
2. Identify additional data points that impact core performance goals
3. Provide intensive training and technical assistance to SCSEP staff about specific core performance goals, tools to diagnose performance, and strategies to improve performance
4. Utilize Sub Grantee Tracking Sheet to manage performance
5. Provide quarterly technical assistance based on Sub Grantee Tracking Sheets

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6. Identify areas to shift/swap authorized positions to increase administrative effectiveness

Indicators:

1. Number of sub grantees that show increase in performance
2. Number of performance goals that show increase in performance
3. Percentage increase in performance in performance goals

N. *Administrative Costs: describe any request for an increase in administrative costs consistent with section 502(c) (3) of the OAA*

Georgia is not requesting an increase in administrative costs.

SCSEP ASSURANCES

The State Plan must include assurances that where SCSEP is included in the Combined Workforce Plan, the State has established a written policy and procedure to obtain advice and recommendations on the State Plan from:	
1.	Representatives of the State and area agencies on aging; State and local boards under WIOA; Public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Social service organizations providing services to older individuals; Grantees under Title III of OAA; Affected Communities; Unemployed older individuals; Community-based organizations serving older individuals; Business organizations; and Labor organizations.

How to Submit Your SCSEP State Plan

SCSEP grantees submitting stand-alone State Plans should submit plans directly to scsep.stateplans@dol.gov with a copy to your Federal Project Officer.

SCSEP state grantees submitting Unified or Combined Plans should submit state plans using the Unified State Plan Portal. Instructions for submitting state plans using the portal will be described in forthcoming guidance. You may access the November 9, 2015, webinar discussing some features of the State Plan portal at

<https://www.workforce3one.org/view/5001530350850787869/info>.

Questions

Please submit any questions on your SCSEP state plan to your Federal Project Officer.