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SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP) STATE PLAN

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FOREWORD

The Senior Community Service Employment Program (SCSEP) is a program administered by the Department of Labor. The SCSEP mission is to assist unemployed low-income persons who are 55 years of age and older and who have poor employment prospects, by training them in part-time community service assignments and by assisting them in developing skills and experience to facilitate their transition to unsubsidized employment. In Iowa, SCSEP is housed in the Iowa Department on Aging and reports to the Department of Labor. Iowa's SCSEP program is submitting a Stand-Alone State Plan for 2020-2024. Iowa's remaining core partners under the Workforce Innovation and Opportunity Act (WIOA), are submitting a Unified State Plan for 2020-2024.

In Iowa, federal funding provides for 515 training positions. National grantees are awarded 80% of all training positions through the national competition, which occurred in 2016 and will occur again in 2020. The current national grantees are National Able Network (ABLE), the AARP Foundation, and Senior Service of America Inc. (SSAI). The State of Iowa is awarded the remaining 20%. This means that the National Grantees currently have 410 training positions and the State of Iowa has 105 training positions.

At the state level, Iowa's SCSEP program is connected to and collaborates with Iowa WIOA Core Partners through the State Workforce Board. State Workforce Board meetings are attended by the Iowa SCSEP Director. This allows for open communication and collaboration on employment program modifications, system updates, referral processes, dissemination of information, and future planning. Iowa SCSEP Director conducts semi-annual SCSEP sub-grantee staff trainings, SCSEP feedback focus groups, and host agency and participant surveying. In addition to annual monitoring of host agencies and participant experiences, the Iowa SCSEP Director monitors data collection and validation.

Iowa's State sub-grantee is AARP for Program Years 2019-2024. The Iowa SCSEP sub-grantee program is managed by the AARP SCSEP Program Manager. The SCSEP Program Manager provides leadership, training and supervision to participant assistants, works alongside participant assistants to complete and monitor program activities, provides information to American Job Centers (AJC) Directors and staff on the SCSEP Program, establishes public and private community partnerships, recruits and establishes host agency sites, and builds relationships with community employers.

At the local level, the SCSEP program has a presence at the AJCs in Burlington, Cedar Rapids, Creston and Mason City. The Iowa grant supports the participant assistants housed at these centers. Participant Assistants work as sub-grantee staff and assist with potential participant intake, data entry, job search, soft and hard employment skill development, host agency placement support, verifying participant and program information, and business services. These collaborations provide a stronger network of supports to eligible Iowans age 55 and older seeking employment.

STATUTORY AUTHORITY AND GOVERNING LAW

42 U.S.C. 3056 (Older Americans Act Reauthorization Act of 2016, Pub. L. No. 114-144)
20 C.F.R. Part:

641- Provisions Governing the Senior Community Service Employment Program
Iowa Code Chapter 231 – Department on Aging – Older Iowans
Iowa Administrative Code Chapter 17 – Department on Aging

REPORTING STATE PLAN SCHEDULE

Activity	Issue Date	Effective Date	Location
IDA will issue the Senior Community Service Employment Plan (SCSEP) State Plan effective for next fiscal year. <ul style="list-style-type: none">• This version will include changes to reporting requirements to begin in the fiscal year starting July 1.	April 1	July 1	https://www.iowaaging.gov/programs-services/senior-employment
Revision: IDA will issue revisions to the current Senior Community Service Employment Plan (SCSEP). <ul style="list-style-type: none">• The revised version will include corrections or clarifications to existing information.• New or modified reporting requirements for the current SFY reporting period will only be included when legislative action or administrative rule changes require it.	April 1	April 1	https://www.iowaaging.gov/programs-services/senior-employment

EXECUTIVE SUMMARY

Iowa's Senior Community Service Employment State Plan addresses Iowa's current and long-term job projections for industries and occupations that may provide employment opportunities for older workers. By assessing the economic projections and accessing required skills for in-demand employment opportunities, grantees can create strategic plans to meet business and participant needs. The most in-demand industries are health care and social assistance, manufacturing, retail trade, and educational services.

The industries with highest projected growth currently employ the highest number of older Iowans. Manufacturing, health care and social assistance, educational services, and retail trade currently employ 55% of Iowans 55-99. Additionally, the same four industries are reflected in the identified top ten in-demand occupations for SCSEP participants: Retail Salespersons, Cashiers, Combined Food Preparation and Serving Workers, Office Clerks, Customer Service Representatives, Janitors and Cleaners, Nursing Assistants, Stock Clerks and Order Fillers, and Teacher Assistants.

The delivery and coordination of SCSEP program services uses participant data tracked by grantees, the Federal Department of Labor, and Iowa Workforce Development to monitor SCSEP services. Labor market information is also analyzed to determine areas of program improvement and strength. Additionally, this assists grantee staff and participants to select an in-demand job goal for their Individualized Employment Plan. By collaborating with core partners and community providers, participants receive a higher volume and quality of services more quickly. Additional wrap around services are more easily accessible for participants when grantee staff are co-located and actively engaged in American Job Centers. This also allows for co-enrollment and access to additional training and resources for participants.

In the Workforce Needs Assessment released in 2019, surveyed employers reported that they perceived the following lack of skills among applicants: Occupational Hard Skills (32.8%), Interpersonal Soft Skills (25.0%) and Basic Skills (14.0%). Occupational Hard Skills are the technical and knowledge skills that directly apply to a job. In general, occupational skills include analytical skills, physical ability, knowledge, and experience. Older workers often have vast work histories and experiences to offer employers. By connecting older workers with apprenticeships, literacy, computer, and other training, we assist the participant in addressing any career specific knowledge and skill gaps. This training can occur at the host agency training site, American Job Center (AJC), apprenticeship site, educational entity, or other community training sites.

Grantee trainings, calls, and agreed processes allow for communication and coordination around Iowa's SCSEP strategic plan and outcomes. Continued support and education for staff working for AJC's and other community agencies remains a focus of all grantees. Outreach, education, and media efforts continue to be a focus for all SCSEP grantees to expand our relationship networks and service delivery system.

Though continued assessment of Iowa's population served by SCSEP and the federally regulated entity, Department of Labor (DOL), equitable distribution of training positions is better understood. Challenges continue in serving rural communities. These challenges encourage grantees to find innovative solutions,

expand outreach efforts, and target service delivery for populations most-in-need. Grantees continue to provide information, offer trainings, build relationships with employers, and develop relationships with organizations to strengthen referral sources. To meet the goal of becoming more culturally sensitive, the Iowa SCSEP Director will provide cultural competency training, share information about the SCSEP program, connect Iowa community organizations with the local SCSEP grantees, and identify advantages to hiring diverse and aging populations.

To ensure service delivery is in compliance with federal regulations and to maintain equity among grantees, grantees have developed processes for referrals, waitlists, enrollment imbalances, and changes in training position distributions. These four processes are discussed on grantee quarterly calls and as needed between grantees. This assists grantees in providing quality services to participants and stronger grantee relationships.

The State of Iowa Senior Community Employment Program's strategic plan, State Plan, and supporting documentation details the service delivery and future success of the program.

STRATEGIC PLAN

Mission: Assist unemployed low-income persons who are 55 years of age and older and who have poor employment prospects, by training them in part-time community service assignments and by assisting them in developing skills and experience to facilitate their transition to unsubsidized employment.

Focus Areas:

- Service Delivery:
 - Iowa grantees will continue to strive for equitable distribution by continuing to develop strategies to improve relationships, strengthen program infrastructure, and establish a system of support to improve service delivery. These will be accomplished through training, sharing of program success stories, creating a stronger media presence, job development, and business services
 - In order to improve SCSEP services and achieve enrollment throughout the state, each grantee will be encouraged to create a plan to serve the counties with higher unemployment and poverty rates
- Economic Analysis:
 - Host agency training positions will be targeted and recruited within industries with growing occupational demands
 - SCSEP participants will prepare for Individualized Employment Plan (IEP) employment goal by completing trainings, certifications and classes which will be documented on their IEP and in grantee quarterly reporting to the Federal Department of Labor (DOL)
 - Poverty rates and unemployment rates will continue to be monitored by Iowa SCSEP Director
- Trainings and Certifications:
 - Assist older workers in identifying and obtaining desired training and certification to obtain meaningful employment
 - Assist participants in obtaining a higher level employment where training certification is required
 - Provide consultation to participants on growing their skills to match occupational demands before setting an IEP job goal
- Host Agency Development:
 - Identify expanding occupations and industries
 - Target training position development appropriate for seniors
 - Improve SCSEP participants' entry into unsubsidized employment
- Community Partner Collaboration:
 - Grantees will contact their American Job Center (AJC) offices to partner, develop and host a job club specifically for current and potential participants
 - Continue to develop partnerships with community agencies to increase referral sources

- Continue to increase outreach efforts to community agencies about open training positions
- Coordinate provider efforts to identify the following common needs: transportation services, affordable housing, job development, and business services.
- Continued training on resources available through the AAAs
- Serving Diverse and Most-In-Need Populations:
 - Encourage grantees to make progress in serving eligible individuals in diverse and most-in-need populations
 - Host cultural competency training as part of the semi-annual provider meetings.
 - Locate organizations resettling refugees and working with immigrant populations to share information about the SCSEP program
 - Develop a plan to connect immigrant and refugee population organizations with the local SCSEP grantees
 - Identify employers open to hiring immigrants and refugees and share this information with community agencies and grantees

CHAPTER ONE: GENERAL REPORTING INSTRUCTIONS

This chapter identifies the software systems, report deadlines, and report submission requirements.

Reporting Requirements

The current service reporting software system is SCSEP Performance and Results QPR System (SPARQ), administered through contract by the United States Department of Labor's Employment and Training Administration.

Official Reports and Due Dates

Quarterly Reports	Refer to ...	Due Date	Submission Method
Department of Labor (DOL) Grant Program Report	Chapter 2	45 calendar days after end of each Quarter: November (Q1), February (Q2), May (Q3), and August (Q4)	E-mail to Dept. of Labor grants.scsepdocs@dol.gov and Federal Project Officer, Gary Lewis, lewis.gary@dol.gov

Annual Reports	Refer to ...	Due Date	Submission Method
Program Year Grant Application: -Description of Costs on SF-424 Budget Information Form -Budget Narrative (SF-424A) -Indirect Cost Rate Agreement -In Kind Match Report -Supervision Hours Timesheets -Attachment B: Programmatic Narrative -Attachment C: Programmatic Assurances -Attachment D: Optional Special Requests	Chapter 6	July 1	E-mail to grants.scsepdocs@dol.gov

CHAPTER TWO: IOWA 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)). Alternately, States may discuss this in the economic analysis section of strategic plan, if submitting a Combined State Plan.
- 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 will be trained and the types of skills training 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)).

A. Long-term Projections for Employment in Iowa

According to the Iowa Workforce Development Labor Market Information Division, the number of individuals employed in Iowa is 1,694,200. During calendar year 2019, the working population increased every month leading to a 70.1% labor force participation rate. The latest figures show that 31.5% of this labor force is age 55-99.

The industries currently adding the most jobs are construction and financial services. The following chart shows the long term (2016-2026) statewide industry sector employment projections. The projections are listed from those employing the highest percentage of the total workforce to the lowest percentage and notes the increase or decrease in employment in each of these sectors.

Table 1. Iowa Statewide Industry Projections (2016-2026), Labor Force and Occupational Analysis Bureau, Iowa Workforce Development

Industry	2016 Estimated Employment	% Total	2026 Projected Employment	% Change
Health Care & Social Assistance	214,355	12.5%	246,890	15.2%
Manufacturing	213,695	12.4%	217,960	2.0%
Retail Trade	182,650	10.6%	193,280	5.8%
Educational Services	177,200	10.3%	189,785	7.1%
Self-employed & Unpaid Family Workers	144,200	8.4%	153,065	6.1%
Accommodation & Food Services	121,910	7.1%	133,670	9.6%
Finance & Insurance	93,735	5.5%	109,955	17.3%
Construction	80,770	4.7%	93,475	15.7%
Transportation & Warehousing	68,180	4.0%	77,185	13.2%
Administrative & Support Services	67,655	3.9%	81,435	20.4%
Wholesale Trade	66,765	3.9%	68,530	2.6%

Other Services	62,270	3.6%	66,940	7.5%
Local Government	55,185	3.2%	56,515	2.4%
Professional, Scientific, & Technical Services	51,735	3.0%	60,150	16.3%
State Government	19,225	1.1%	19,130	-0.5%
Management of Companies	19,035	1.1%	23,580	23.9%
Real Estate Rental & Leasing	14,380	0.8%	15,910	10.6%
Federal Government	9,990	0.6%	9,905	-0.9%
Utilities	6,470	0.4%	6,500	0.5%
Agriculture, Forestry, Fishing	3,545	0.2%	4,925	38.9%
Mining, Quarrying, Oil & Gas Extraction	2,120	0.1%	2,230	5.2%

Iowa Workforce Development, Labor Market Information Division, Industry Projections

Table 2 shows the occupations projected to be the most in need. The currently established SCSEP training positions and the occupation projections are closely aligned. These aligned ten occupations include: Retail Salespersons, Cashiers, Combined Food Preparation and Serving Workers, Office Clerks, Customer Service Representatives, Janitors and Cleaners, Nursing Assistants, Stock Clerks and Order Fillers, and Teacher Assistants. Applicable SCSEP occupations are denoted below with a red asterisk next to the corresponding occupation name. The aligned occupations account for 289,765 of Iowa's Total Number of Employment Positions Projected for 2026. This is 14.7% of Iowa's 2026 Total Projected Employment Number.

Table 2. State of Iowa Occupational Projections (2016-2026), Labor Force and Occupational Analysis Bureau, Iowa Workforce Development

Occupations	2026 Projected Employment Number
Farmers, Ranchers, and Agricultural Managers	88,975
Retail Salespersons*	48,205
Heavy and Tractor Truck Drivers	49,265
Cashiers*	43,620
Combined Food Preparation and Serving Workers, Including Fast Food*	41,975
Registered Nurses	37,995
Office Clerks, General*	32,395
Laborers and Freight, Stock, and Material Movers and Handlers	31,070

Customer Service Representatives*	29,430
Janitors and Cleaners, Except Maids and Housekeeping Cleaners*	30,210
Waiters and Waitresses	26,145
Bookkeeping, Accounting, and Auditing Clerks	24,395
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	22,270
Nursing Assistants*	24,520
Elementary School Teachers, Except Special Education	23,040
First-Line Supervisors of Retail Sales Workers	21,355
Team Assemblers	18,350
Stock Clerks and Order Fillers*	20,870
Sales Representatives, Wholesale and Manufacturing, Ex Tech & Scientific Products	18,605
Teacher Assistants*	18,540
Total Projected Employment, All Occupations	1,976,480

Iowa Workforce Development, Labor Market Information Division, Industry and Occupational Projections

During this past year, Iowa Workforce Development released the Workforce Needs Assessment for the State of Iowa. As the following table indicates, the current job orders reflect the anticipated jobs in Iowa that will need to be filled in the future.

Table 3. Top Reported Total Job Orders, Iowa Workforce Development Job Bank 2 Iowa Wage Report - Iowa Workforce Development

Occupations	Total Job Orders
Heavy and Tractor-Trailer Truck Drivers	17,680
First-Line Supervisors Of Retail Sales Workers	12,924
Retail Salespersons	10,067

Customer Service Representatives	9,486
Registered Nurses	7,810
Stock Clerks and Order Fillers	7,634
Cashiers	6,759
Accountants and Auditors	5,981
Combined Food Preparation and Serving Workers, Including Fast Food	4,802
First-Line Supervisors of Office and Administrative Support Workers	4,241
First-Line Supervisors of Food Preparation and Serving Workers	4,068
Business Operations Specialists	3,763
Production Workers	3,607
Laborers and Freight Stock, and Material Movers	3,412
First-Line Supervisors of Production and Operating Workers	3,377
Healthcare Practitioners and Technical Workers	3,287
Nursing Aids, Orderlies, and Attendants	3,166
Light Truck or Delivery Services Drivers	3,137
Social and Human Services Assistants	3,118
Security Guards	3,099
Driver/Sales Workers	2,965
Management Analysts	2,959
Managers, All Others	2,921
Food Service Managers	2,757
Computer Support Specialists	2,751

Financial Managers	2,686
Maintenance and Repair Workers, General	2,609
Sales Representatives, Services, All Other	2,605
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	2,529
Bus and Truck Mechanics and Diesel Engine Specialists	2,391

Iowa Workforce Development, Workforce Needs Assessment-2019

In the Iowa Laborshed Survey conducted by Iowa Workforce Development, gathered information about older workers' employment history. The survey questions include: occupation, industry, wages, benefits, and age among others. The average industry employment for those ages 55-99 is listed in the following chart. The industries employing the highest number of older Iowans are manufacturing, health care and social assistance, educational services, and retail trade. These four industries currently employ 55% of Iowans 55-99.

Table 4. Iowa's Industry Employment for Ages 55-99, 2019 Iowa Laborshed Survey, Labor Market Information Division, Iowa Workforce Development

Industry Employment Ages 55-99	Number Employed
Manufacturing	56,008
Health Care and Social Assistance	54,945
Educational Services	48,128
Retail Trade	41,019
Finance and Insurance	20,330
Wholesale Trade	19,305
Transportation and Warehousing	19,262
Public Administration	17,699
Accommodation and Food Services	15,050
Construction	14,388

Administrative and Support and Waste Management and Remediation Services	13,738
Professional, Scientific, and Technical Services	12,594
Other Services (except Public Administration)	5,075
Management of Companies and Enterprises	5,075
Information	4,904
Agriculture, Forestry, Fishing, and Hunting	4,838
Real Estate and Rental and Leasing	4,096
Arts, Entertainment, and Recreation	4,064
Utilities	2,373
Mining, Quarrying, and Oil and Gas Extraction	667

Iowa Workforce Development, Labor Market Information Division, Iowa Laborshed Survey 2019

The industries from Iowa's Industry Employment for Ages 55-99 (Table 4), that match the Top Reported Total Job Orders (Table 3) include: manufacturing, health care and social assistance, retail trade, accommodation and food services, educational services, finance and insurance, transportation and warehousing, and administrative support. These industries are employing a higher number of individuals ages 55-99 and are also projected for substantial future growth by 2026. The occupations in these industries include: retail salespersons, cashiers, food service workers, office clerks, customer service representatives, stock clerks, janitors, healthcare aids, and teacher assistants. These are obtainable unsubsidized employment positions that can utilize the entry level skills, certifications, and training completed by participants while training with their host agencies.

According to SPARQ data, a high percentage of participants are currently training at host agencies that specialize in the industries of educational services, retail trade, accommodation and food service, manufacturing, and transportation and warehousing. Host agency training experiences assist participants in developing industry knowledge and transferable skills that will support ongoing employment and prepare them for future jobs. Transferable skills necessary to attain employment and succeed include; service delivery, processing, handling, observing, monitoring, mentoring, deploying workplace rules and guidelines. On-the-job experiences and training at the host agencies provide participants entry-level technical skills however, for more technical occupations additional training or certification may be needed. As industry personnel requirements continue to evolve, more support and training will be necessary to assist older workers in closing skill gaps to obtain their desired employment positions. The development of training positions that meet the state's economic needs and the interests of participants will continue to be a priority in Iowa. This is in alignment with the Governor's Future Ready Iowa Act.

In focus group conversations with SCSEP participants, SCSEP grantees, host agencies, and potential employers the outcomes were aligned. The high demand industries (Table 1) have occupations that are attainable for older workers. Employers reported that they are actively seeking employees for those occupations. Participants reported that they are actively seeking occupations in the following industries educational services, retail trade, accommodation and food service, manufacturing, and transportation and warehousing. These jobs are obtainable and, older workers are actively seeking these positions.

By assisting participants to identify positions in growing industries and promoting an understanding of Iowa's current labor market, participants are better able to make an informed choice as they develop their Individual Employment Plan (IEP) job goal. To create IEP job goal the participant and grantee staff utilize interest assessments, labor market research, strengths, and a transferable skills analysis. SCSEP staff can assist the participant in identifying positions that are in high-demand industries, which align with their talents, skills and abilities. This process will cooperatively lead to successful employment outcomes that will enable the participant as well as the employer.

B. Education and Training Opportunities

In evaluating Iowa's reported job orders (Table 2) that are most in-demand and best suited for SCSEP participants, examination of required skills, and qualifications were found on O*NET OnLine (<https://www.onetonline.org>). Occupations were identified that most favor the SCSEP program such as retail salespersons, cashiers, office clerks, food preparation workers, janitors, customer service representatives, stock clerks, delivery drivers, and teacher assistants. A majority of the professions listed require a high school diploma as the educational entry point, and 71% of state SCSEP participants have an education level of high school diploma, 1-3 years of completed college coursework, or an associate's degree, readily qualifying them to meet the in-demand jobs available.

For occupations where less than a high school diploma is required, applicants may be suitable for entry level jobs such as janitors, food preparation workers, or delivery drivers. Occupational growth and job progression is possible and attainable at most skill or education levels.

In addition to educational training, soft skill and employability skill development are available for participants if needed. Host agency supervisors evaluate participants' growth based on participant training performance. Participants are evaluated on their attendance, ability to follow work processes and directions, and ability to be part of a team. Results of training performance are shared by SCSEP and host agency supervisors to celebrate participants' hard work and to collaborate on solutions for areas of improvement. Often for those who have been out of the workforce soft skills develop may be necessary for areas such as conflict management, behavior in the workplace, and time management skills may be necessary. When problems are identified the SCSEP grantee staff and host agency supervisor develop a work improvement plan to ensure additional training is provided.

For the 17% of participants who have not earned a high school diploma or equivalent, they will be encouraged and supported to do so through the local American Job Center (AJC) or community college. If a participant elects to enroll in this training, it will be identified on their Individualized Employment Plan (IEP) and completed concurrently with host agency training.

Every participant enrolled in the SCSEP program is expected to improve their job seeking and job readiness skills through trainings, certifications, and/or classes. This expectation is communicated at intake and documented as part of each participant's IEP. Most participants have access to the classes offered by local AJC's. Examples of AJC classes include: resume writing, interviewing skills, interpersonal skills, and entry level computer skills. The sharpening and development of these skill sets can assist participants in securing employment and add skills to their resumes. During an interview, the classes provide assurance to prospective employers that they are willing to and capable of learning new things.

For those individuals who cannot access AJC classes on site, training may be taken through an online format. Initial instruction, such as beginning computer training, is provided by the sub-grantee staff. Once the participant has some confidence, they are linked with an online training format such as GCF Global. Other online classes include interviewing and job search strategies; such as those offered by AARP or The Interview Academy. Once again, the grantee staff will provide information and connect participants to the identified online training sites. All SCSEP participants are expected to spend time each week learning new job seeking and job readiness skills.

Another primary goal of the SCSEP program is to assist the participants in obtaining a higher level employment where training certification is required. Examples of available short-term training certifications are Certified Nursing Assistant (CNA), Patient Intake and Billing, Administrative Support Professional, Computer Numerical-Control Operator, Commercial Vehicle Operator Training (Class A CDL), Forklift Driver, or Food Safety. Participants are referred to a community college or other training entities for training available and related to their IEPs. SCSEP program staff will help the participant obtain information about the financial aid packages available.

For participants who have a disability, referrals to Iowa Vocational Rehabilitation Services (IVRS) will be made. IVRS can provide qualified participants disability counseling and guidance, support with requesting accommodations, obtaining needed assistive technology, required training classroom materials (such as: tools or clothing), and financial assistance for their education. Those who are eligible, will be co-enrolled in the WIOA Title I adult program. Through WIOA Title I enrollment, training funds can be provided. For participants that qualify for SCSEP, IVRS, and WIOA Title I services, these community partners will work together with SCSEP program staff to coordinate services, financial assistance, and support for participants. If there are no other funding options available, SCSEP training funds will be utilized.

Apprenticeships have become an increasingly available training option. Registered Apprenticeship Programs provide the opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. Registered apprenticeships provide at least 2,000 hours of on-the-job learning, 144 hours of related classroom instruction per year for participants. Apprenticeships vary in length from one to five years depending on the occupation. Once SCSEP participants identify their chosen career, the sub-grantee staff will determine if an apprenticeship is available that matches their IEP. Participants and SCSEP program staff will work closely with the AJC to find out about the registered apprenticeships in their area.

Employers that are seeking apprentices can be found utilizing the Registered Apprenticeship sponsor list, (<https://www.earnandlearniowa.gov/sponsors>). Communication and business relationship development will be initiated by the sub-grantee staff to connect participants to businesses offering

apprenticeship opportunities. Upon completing a registered apprenticeship program the participant will receive a certification that awards an industry credential issued by the Department of Labor that is recognized throughout the United States. The quantity and variety of registered apprenticeships continues to expand in the state of Iowa. According to the U.S. Department of Labor Office and Apprenticeship Data and Statistics, there are 756 registered apprenticeship programs in Iowa, with 126 new apprenticeships added in 2018.

C. Iowa Employment Opportunities Skill Requirements and Evaluation

The current and projected needs for employees closely align with the occupations older workers are seeking. Top Reported Total Job Orders (Table 3) demonstrates the most in-demand occupations include: retail sales, cashiers, food service workers, customer service representatives, stock clerks, janitors, healthcare personal aids, and teacher assistants. Understanding the required skills for each of these professions is important to prepare the participants for these positions. O*Net OnLine lists the educational requirements, skills, and work context for these job categories below.

Retail Salespersons

- Education: High School Diploma or Below
- Skills: Active listening, persuasion, speaking, service orientation, and negotiation.
- Work Context: Phone, contact with others, deal with external customers, face to face discussions, and work with a team.

Cashiers

- Education: High School Diploma or Below
- Skills: Active listening, service orientation, speaking, mathematics, and social perceptiveness.
- Work Context: Contact with others, spend time standing, deal with external customers, telephone, and indoors.

Office Clerks

- Education: High School Diploma
- Skills: Active listening, reading comprehension, speaking, social perceptiveness, and time management.
- Work Context: E-mail, phone, contact with others, sitting, and some freedom to prioritize.

Food Preparation Workers

- Education: High School Diploma or Below
- Skills: Active listening, coordination, service orientation, social perceptiveness, and speaking.
- Work Context: Standing, time pressure, work with team, coordinate with others, and contact with others.

Janitors

- Education: High School Diploma or Below
- Skills: Active listening.

- Work Context: Standing, face to face discussions, indoors, freedom to make decisions, and unstructured work.

Customer Service Representatives

- Education: High School Diploma
- Skills: Active listening, speaking, service orientation, reading comprehension, and critical thinking.
- Work Context: Phone, contact with others, e-mail, face to face discussions, and accuracy.

Stock Clerks

- Education: High School Diploma
- Skills: Active listening, coordination, speaking, and time management.
- Work Context: Face to face discussions, accuracy, contact with others, time pressure, and work with group or team.

Teacher Assistants

- Education: High School Diploma
- Skills: Active listening, speaking, instructing, social perceptiveness, and coordination.
- Work Context: Work with a group, contact with others, face-to-face discussion, physical proximity, and indoors.

Healthcare Personal Aids

- Education: High School Diploma
- Skills: Social orientation, active listening, social perceptiveness, speaking, and monitoring.
- Work Content: Physical proximity, contact with others, work with group, accuracy, and face-to-face discussions.

Healthcare Support Professionals

- Education: High School Diploma
- Skills: Reading, comprehension, active listening, critical thinking, speaking, and writing.
- Work Content: Accuracy, task repetition, sitting, face-to-face discussion, and indoors.

It is valuable for grantees and participants to understand the entry level education and skill set for positions as they work to establish the Individual Employment Plan (IEP) goal. Upon enrollment in SCSEP participants complete an assessment which identifies their previous work history and skills. Sub-grantee staff and the participants match work history and skills information to the participant's skills and interests with high-demand occupations. Any skill deficits are addressed in the Individual Employment Plan. Sub-grantee program staff assist participants in obtaining information for the training identified for their skill gap during IEP development.

In the Workforce Needs Assessment released in 2019, surveyed employers reported that they perceived the following lack of skills among applicants: Occupational Hard Skills (32.8%), Interpersonal Soft Skills (25.0%) and Basic Skills (14.0%). Occupational Hard Skills are the technical and knowledge skills that directly apply to a job. In general, occupational skills include analytical skills, physical ability, knowledge and experience. Older workers have a great deal to offer employers with their vast work histories and

experiences. By connecting them with literacy, computer, apprenticeships and other training we assist the participant in addressing any career specific knowledge and skill gaps. This training can occur at the host agency training site, AJC, apprenticeship site, educational entity or other community training sites.

Interpersonal Soft Skills are the skills related to the individual's habits, personality, and character. In general, soft skills include responsibility, timeliness, leadership, customer service, self-esteem, and teamwork. Soft skills training or educational enrollment in short-term certificate training can be obtained through the AJC or the community college. Additional job preparation and soft-skills training occurs during the job club taught by the sub-grantee. The host agency assignment can also be used to teach the soft skills the participant needs to acquire.

When the participant has completed the enrollment process, they are required to be registered with the AJC. Upon registration, the participants become AJC members and can take advantage of the programs offered under Wagner-Peyser. If the participant visits the AJC frequently, they become known to the staff and are better able to make connections to local employers looking for their skillset. Any SCSEP participant who becomes an AJC member can receive assistance with completing online applications, obtain copies of their resume, mock interviews, and receive support with their job search. The sub-grantee staff introduces the participant to these skills trainers and promotes the benefits of being involved with the AJC for this job search assistance.

AJCs schedule and plan business "meet and greets" where participants can speak with employers about their hiring needs. The sub-grantee staff are expected to attend these recruitment and networking events. While attending, sub-grantee staff will work to build relationships with the businesses who attend and introduce the recruiters to the SCSEP program. When sub-grantee staff locate jobs that match the interests and skills of their participants, they provide the job information to the participant and a warm introduction to the employer. According to the Workforce Needs Assessment released in 2019, employers reported that they found networking and word of mouth the most effective advertising technique for hiring. This connection assists the SCSEP participants locate employers seeking their skills. Additionally, it assists the employer and SCSEP program staff build a relationship for future placements.

CHAPTER THREE: SERVICE AND DELIVERY COORDINATION

A. Provide a detailed description of what actions will be taken to coordinate SCSEP with other programs, including:

1. 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))
2. Actions to coordinate activities of SCSEP grantees with the activities the State will carry out under the other titles of the OAA. (20 CFR 641.302(h))
3. 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))
4. Actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))
5. 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)

B. 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)) (Alternately, the State may discuss this in the State strategies section of strategic plan if submitting a Combined Plan.)

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

D. Provide a list of community services needed and the places that need these services most. 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)

E. 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))

F. 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(1))

A. Service Delivery Coordination and Collaboration

1. Service Delivery Coordination with WIOA Title I Programs

The relationship between the SCSEP program, American Job Center (AJC) staff, and workforce partners is strong and continually improving when it comes to serving those 55 and older. When it is financially possible, the SCSEP Grantees are co-located at the AJC's. Currently, the Iowa grant is co-located in Burlington, Cedar Rapids, Creston, Davenport, and Mason City. The AJC's in Sioux City and Spencer offer meeting space whenever the sub-grantee staff needs to meet with participants. Each of the AJC's serves as a host agency site for participants. With SCSEP Grantee representation in the AJC, the potential participants age 55+ who come to the AJC for services are directed to the program. The Iowa grant will continue the co-location with the current sites. The AJCs will continue to be used as a host agency site and this gives the AJC staff an easy link to the program.

As the Iowa AJC's have developed a referral process, the SCSEP Grantees have been included. Referrals come into the SCSEP program. The SCSEP program also refers participants to other programs for services such as benefits planning. SCSEP Grantees also attend the local partners' meetings, so that they are aware of other programs and services that are available for their participants. The sub-grantee will continue to attend the partners meetings and use the referral process to ensure co-enrollment of potential participants.

When the AJC hosts a job fair, the sub-grantee staff are available to offer assistance in setting up and greeting customers. The sub-grantee has an information table specifically for those participants who are 55+. The SCSEP participants in the area are required to attend these job fairs. The partnership with the job fairs will continue to be used as a way to strengthen the relationship between SCSEP and the partners under WIOA.

2. Service Delivery Coordination with Other Titles of Older American Act (OAA)

The Iowa Department on Aging (IDA), which is the recipient of SCSEP funding, also receives funding for the services provided under the Older American's Act. The six Area Agencies on Aging (AAA) provide the services such as nutrition services, home-delivered meals, transportation, supports for family caregivers, elder rights protection, long-term advocacy, and employment. SCSEP participants who are 60 or older are eligible for these services.

The entry point for accessing OAA services in Iowa starts with a call to the AAA in the participant's service area. The information and referral specialist can provide basic information, but participants with higher level needs are referred to an options counselor. The options counselor can visit with the individual to complete an assessment and determine the array of services required. As the AAA's in Davenport and Waterloo serve as a host agency sites, the sub-grantee staff can easily hand off the referral for services. The AAA's have been used to provide housing

assistance, transportation services, and nutrition services to SCSEP participants. While some of the community providers and AAA's have good relationships, there is still opportunity to provide education and improve referral processes. To strengthen these connections, the Iowa SCSEP Director will ensure connections with the AAA services are one of the topics covered during a semi-annual SCSEP training.

3. Service Delivery Coordination with Private and Public Entities

The support needs of SCSEP participants are varied. It is important to consider all the needs the individual may have since special needs or disabilities may be preventing the person from going to work. All of the Iowa SCSEP Grantees feel they have good relationships with the many different organizations since a number of them serve as host agencies. The SCSEP Grantees have connected the participants to health services, food assistance, rent assistance, and transportation services. Referrals between the programs are shared both by the SCSEP Grantee and the private or public entity.

The partnerships that the SCSEP Grantees have include:

- Iowa Vocational Rehabilitation Services
- Iowa Department for the Blind
- Iowa Department of Human Services
- Community Rehabilitation Programs
- Veterans Health Centers
- Iowa Mobility Managers
- Community Action Programs
- Homeless Shelters
- St. Vincent DePaul
- Salvation Army
- Goodwill
- Veterans Affairs
- Home-based Iowa
- County General Relief
- Senior Centers
- Community Colleges
- Chambers of Commerce
- Local chapters of Society of Human Resource Managers (SHRM)
- Other public, private, and faith-based organizations

It is a focus in Iowa to maintain the relationships with each of the organizations in their area since they have funding available to meet the needs of the participants that would not otherwise be met. In order for SCSEP Grantees to be seen as good community partners, the grantees will respond quickly to referrals that are sent by another agency or organization. These entities will also attend the monthly partners meetings that are coordinated through the AJC. If information fairs are held, the sub-grantee will be part of them to talk about the SCSEP employment program.

Sub-grantee staff will also attend community events such as a ribbon cutting for a new business put on by the local chamber, so the SCSEP program is seen as a resource for the community.

4. Coordination and Collaboration on Labor Market and Training Initiatives

SCSEP Grantees are made aware of the high-growth industries in their area and the jobs that need to be filled through their attendance at the Regional Workforce Development Board and partners meetings. These two entities are also the source of information about training programs available in their areas. The training programs can include the certificate programs at the local community colleges or private training programs put together by organizations such as Goodwill. As new apprenticeships are developed, these two entities will be the first ones to know about the apprenticeships and start promoting them. Attendance at these meetings will be continued to be sure the connections are kept strong and that changes and new information are communicated with the sub-grantee.

Additionally, when the sub-grantee staff learns about a new training program that would be a good fit for the participant, that sub-grantee staff person will make an appointment to tour the program and meet with training staff to learn about the program. This allows the sub-grantee to evaluate the program to ensure that it would work for the participant. Sub-grantee staff will discuss and create action plans with participants to address any barriers or concerns about program expectations. Accommodations and support that the participant might need would be addressed through an agreed upon training action plan. During the SCSEP quarterly calls, the variety of training programs the participants are enrolled in is discussed. This is one way to assist sub-grantee staff to learn about programs available, as well as show the variety of training opportunities the participants are capable of completing.

5. Service Delivery Coordination with One-Stop Delivery System

One of the ways that SCSEP connects with the workforce system is through the co-locations in offices throughout the state. The AJC staff view the SCSEP staff or participant assistants as coworkers and connect older workers who stop at the AJC with these SCSEP workers. In order to keep these connections, there will continue to be program co-locations. The SCSEP grantees will use as many of these one stop partners as possible as host agency sites.

Besides being located at the AJC, it is important to continue to develop the partner relationships. The program directors can foster these relationships by regularly meeting with the AJC director. These meetings will be arranged each time the SCSEP manager is in the area. The program directors will also ask to do a SCSEP program information session two times a year at the partner meetings. The SCSEP program director for each grantee will also set up a contact person at each AJC. Through this contact, personal referrals can be arranged or specific questions about the program can be answered.

B. Employer Partnership Development

Each of the AJC's have a business services team. Monthly teams meet with the core and mandatory partners to discuss the employment opportunities available in the area. The state SCSEP participant staff will continue to attend the business services meetings to obtain information about available jobs and community employers. Additionally, the staff will attend the employer "Meet and Greets" as well as the job fairs that are held in the region. Through these connections, they are able to develop relationships with the local businesses.

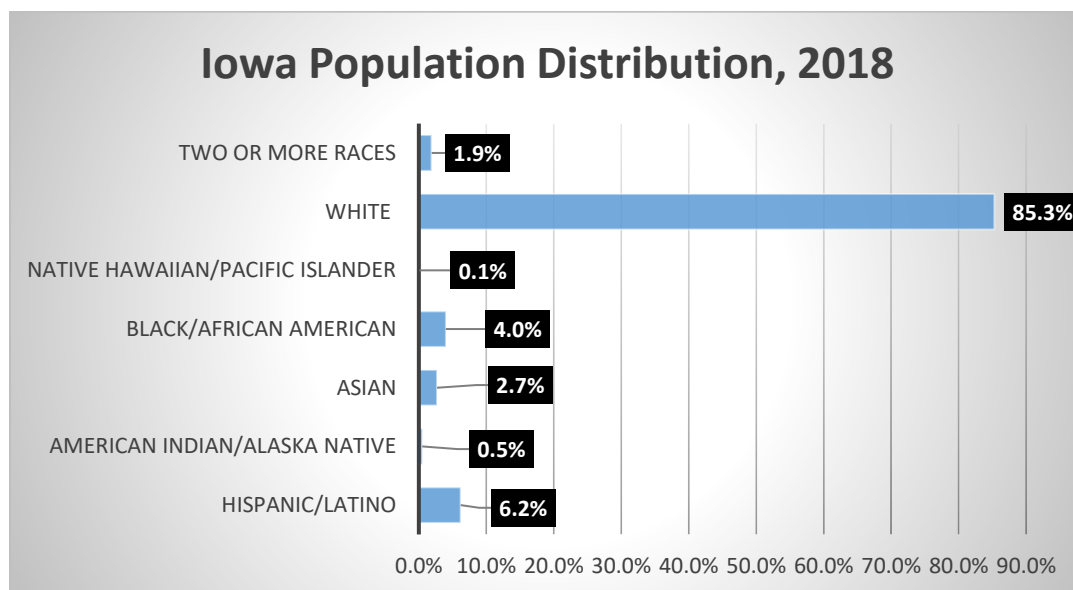
One of the national grantees uses a participant assistant as a job developer. They are responsible for determining the businesses that are hiring and then they match the participants with that job goal to the business. This has proven to be a successful model and other grantees are looking at incorporating it into their service delivery model.

On-the-Job-Experience (OJE) is another valuable tool that is available for SCSEP participants. The sub-grantee staff will explain and offer the OJE as they make business contacts. Sub-grantee staff will also contact the business after a participant has completed an interview to determine if the business would like to move forward with the OJE. If the business agrees, a contract will be developed between the business and the grantee. Small business partners have been more successful in utilizing OJE's.

C. Serving Minorities under SCSEP

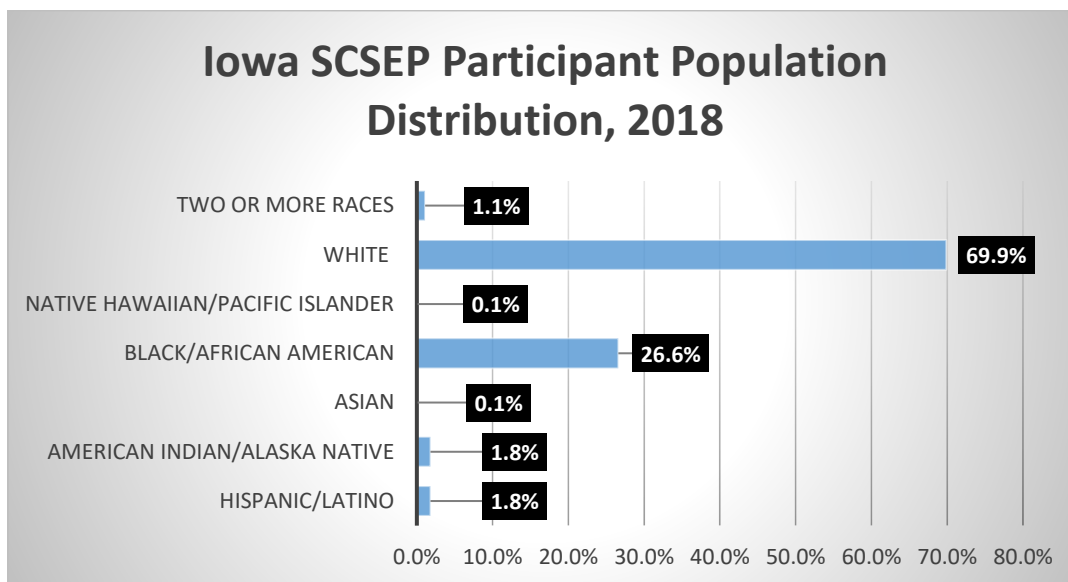
According to the Census Bureau, the racial and ethnic group population distribution in Iowa is as follows:

Chart 1. Iowa's Racial and Ethnic Group Population Distribution



During Program Year 2018, the national grantees (AARP Foundation, National Able Network, and Senior Service America, Inc.) and the Iowa grant served 730 individuals. Below are the racial and ethnic group population distribution for SCSEP participants in Iowa:

Chart 2. Iowa's Racial and Ethnic Group Population Distribution for SCSEP participants



According to the statistical analysis, minority populations are being served at a higher percentage than the total distribution of the following groups: the Black/African American population and the American Indian/Alaska Native population. The remaining ethnic populations were statistically underserved.

In looking at the population distribution, Iowa has seen an increase in those who identify as Hispanic/ Latino, Asian, and Black /African American. A percentage of this increase is due to immigration and refugee resettlement. In order to connect with these minority populations, it will be important to learn about their culture as well as understand some of the additional barriers refugees face.

To meet the goal of becoming more culturally sensitive, the Iowa SCSEP Director will:

- Host cultural competency training as part of the semi-annual provider meetings
- Locate organizations resettling refugees and working with immigrant populations to share information about the SCSEP program
- Develop a plan to connect refugees and immigrant population organizations with the local SCSEP grantees
- Identify employers open to hiring immigrants and refugees and share this information with providers

In seeking out the minority population and delivering the services to them, the sub-grantee and national grantee staff will be encouraged to:

- Meet with the providers in their areas assisting minority populations
- Develop a process for sharing referrals
- Increase the number of host agencies by using these organizations providing services to minority populations as host agency sites so that these populations can start working in a place that would understand their needs
- During the quarterly all provider call each grant will share minority recruitment progress and strategies
- Insure recruitment strategies are directed toward diverse groups in the community which may require providing information in another language

D. Community Services Needed and Areas of Need

With the grant covering all areas of the state, each region is different and every county has the need for some type of service. During the planning meeting, Iowa grantees identified the following common needs: transportation services, affordable housing, host agency sites in rural areas, and a small number of employers in rural areas. Childcare is also an increasing need as we have seen the emerging trend of grandparents raising their grandchildren.

Throughout each service area the grantees develop their networks to address these needs. Their partners include the AJC, the Iowa Department of Human Services, Iowa Vocational Rehabilitation Services, the Iowa Department for the Blind, the Veterans Administration, Goodwill, the Salvation Army, the Area Agencies on Aging, the Community Action Agencies, local food banks and other private non-profit organizations. Many of the local food banks and community action agencies serve as host agency sites; so these partnerships are well developed and can quickly address the participant's needs.

As each provider develops the partnerships in their area, there are often state initiatives that are put forth by the legislature or other larger non-profit groups. With childcare now being identified as a need, there is proposed legislation to provide more childcare care funding to families. Additionally, there is a new housing program being designed for some of the rural areas of the state. The Iowa SCSEP Director tracks the statewide law changes or initiatives. As these programs are developed or legislation is passed this information will be shared with each of the grantees so that they can use it for their participants. Grantees will continue to monitor new initiatives for benefits to assist participants in meeting their needs.

E. Long-term Strategy to Improve SCSEP Services and Program

In the state of Iowa, three national grantees deliver SCSEP services. They include National Able (Ability Based on Long Experience) Network (ABLE), the AARP Foundation, and Senior Service of

America Inc. (SSAI). SSAI uses two community action agencies as their sub-grantees. The state sub-grantee is the AARP Foundation.

Under the direction of the Iowa SCSEP Director, all grantees will connect on an ongoing basis. There are quarterly conference calls initiated by the Iowa sub-grantee SCSEP Program Manager. These calls allow time to share what is happening at the state level with workforce development or any information shared by the SCSEP National Office. The grantees also get the chance to share what is happening in their area and ask questions about challenges they may face. At the grantee meeting, the grantee leadership agreed that these calls are important to keep everyone connected. These calls will continue to be initiated by the Iowa SCSEP Director.

Semi-annual in person trainings, organized by Iowa SCSEP Director are held at the Department on Aging. Some topics covered during these trainings have included: SNAP educational benefits, free dental services for participants, and Social Security Disability and Supplemental Security Income work incentives. Grantee leadership felt these trainings were valuable and provided transparency. Trainings will be held on a bi-annually basis for grantees to allow for communication and coordination around SCSEP strategic plans and outcomes. As part of the long-term strategy to improve SCSEP services and programs grantee collaboration and communication is achieved through ongoing training and strategic communication.

F. Strategy for Continuous Improvement for SCSEP Participants' entry into Unsubsidized Employment

In order to help participants prepare for better employment opportunities, additional educational training is beneficial. The plan established by the SCSEP grantees includes encouraging participants to take the classes provided at the American Job Center (AJC). The classes can include resume writing, interviewing skills, computer skills training, discussing justice involvement, or getting along in the workplace. The grantees will monitor classes taken at the AJC or other private training programs in the area. If the AJC or other provider is in a location the participant can't travel to, then the SCSEP grantee will do the training themselves. This is done by bringing laptops to a host agency site and using their facilities for training.

One successful example of an innovative strategy for continuous improvement is a job club, specifically designed for SCSEP participants, provided at an AJC site. Job clubs at local AJCs provide computers to complete job applications and resumes. The SCSEP grantees will contact their AJC offices to determine how a joint partnership could be developed to host a job club specifically for their participants. If the AJC site is not able to provide space for participant specific job club, each SCSEP grantee will create strategies to provide services.

During one of the biannual training events, the SCSEP grantees learned about the SNAP Food Assistance Employment and Training program that is available through the community colleges. These benefits, along with PACE or GAP assistance, could be used to upgrade their skills through certificate programs provided by the community colleges. Some of the certificates that would

prepare persons 55+ for jobs that are in-demand include: customer service; medical office professional; health support professional; social service assistant; food preparation; and office assistant. The grantee staff will be evaluating participants who could benefit from these certificate programs and encourage them to consider additional education as a means to their job goal. Once their job goal is identified, the grantee staff will assist them in connecting with the appropriate community college or education entity.

For participants receiving Social Security benefits and other assistance grantee staff will provide information, counseling, planning, and guidance about how unsubsidized employment will impact their income. Ongoing training and information on benefits planning will be provided for all grantee staff. To enhance participant understanding of the Social Security programs and their impact, grantee staff will refer the participant to local benefits counselors when needed. Additionally, they will work with the participant in identifying their budget and assist them in analyzing the advantages or disadvantages of working. When the participants have the correct information about benefits and working, they are less reluctant to seek unsubsidized employment.

CHAPTER FOUR: LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

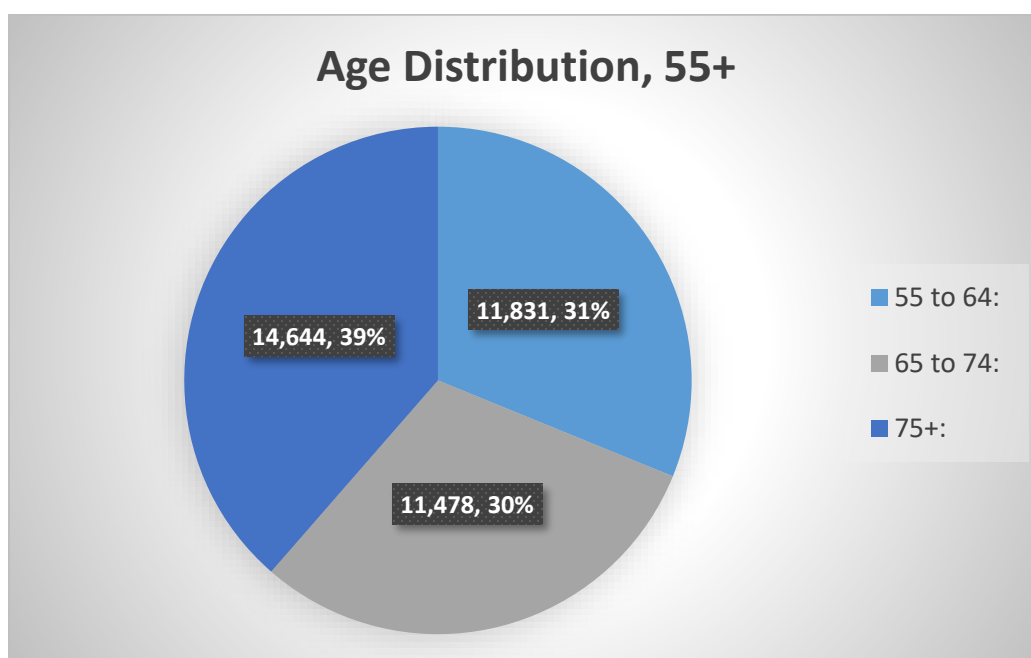
- A. Describe the localities and populations most-in-need of the type of projects authorized by title V. (20 CFR 641.325 (d)).
- B. List the cities and counties where the SCSEP project will take place. Include the number of SCSEP authorized positions and indicate if and where the positions changed from the prior year.
- C. Describe any current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.
- D. Explain the state's long-term strategy for achieving an equitable distribution of SCSEP positions within the state that moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365 and;
 - 1. Equitably serves both rural and urban areas (20 CFR 641.302(a) (2) and
 - 2. Serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365)
- E. Provide the ratio of eligible individuals in each service area to the total eligible population in the state. (20 CFR 641.325(a))
- F. Provide the relative distribution of eligible individuals who:
 - 1. Reside in urban and rural areas within the state
 - 2. Have the greatest economic need
 - 3. Are minorities
 - 4. Are limited English proficient
 - 5. Have the greatest social need. (20 CFR 641.325(b))

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))

A. Localities and Population Most-in-Need of Title V Services

The SCSEP program is designed to support unemployed individuals age 55+, at 125% of poverty. The Federal Department of Labor estimated that Iowa's population is 3,055,939. Individuals age 55+ at or below 125% of poverty represent 1.2% of Iowans.

Chart 3. Iowans Age 55+ and at or below 125% of Poverty



The state of Iowa poverty rate is 11.2%, 15 of Iowa's 99 counties have significantly higher poverty rates. The numbers of participants seeking SCSEP services in these counties would be higher than counties with poverty levels below 15%.

The counties with 20% poverty rate, include:

- Crawford
- Decatur
- Story

Those counties with a 15%-19.9% poverty rate, include:

- Allamakee
- Appanoose
- Black Hawk
- Cass
- Clarke
- Davis
- Des Moines
- Jefferson
- Johnson
- Lee
- Montgomery
- Webster
- Wapello

The unemployment rate is used as a way to locate potential participants. During calendar year 2019, the unemployment rate fluctuated between 2.4% and 2.5%. In addition, the labor force participation rate steadily increased to 70.1%. These statistics imply that most lowans that want to be employed are employed.

The average unemployment rate does not tell the whole story of lowans seeking employment. In 2019, Iowa's average unemployment rate was 2.45%. There were 61 counties with a higher rate of unemployment. For the counties that had higher unemployment rates than the state average, the range was from Winnebago County at 2.9% to Marshall County at 6.8%. Forty of the counties had an unemployment rate of between 3.0% and 3.9%. Nineteen counties had an unemployment rate of between 4.0% and 4.9%.

The 16 counties have the highest poverty rate in the stat also have a higher than average unemployment rate. The counties that were above the state average in poverty and unemployment rate include: Allamakee; Appanoose; Clinton; Crawford; Des Moines; Floyd; Hardin; Keokuk; Lee; Madison; Marshall; Monroe; Scott; Union; Wapello; and Webster. The counties of Allamakee, Clinton, Floyd, and Union have a poverty rate of 10.0%-14.9%. The counties of Appanoose, Des Moines, Wapello, and Webster have a poverty rate of 15.0%-19.9%. Crawford County's poverty rate is 20%.

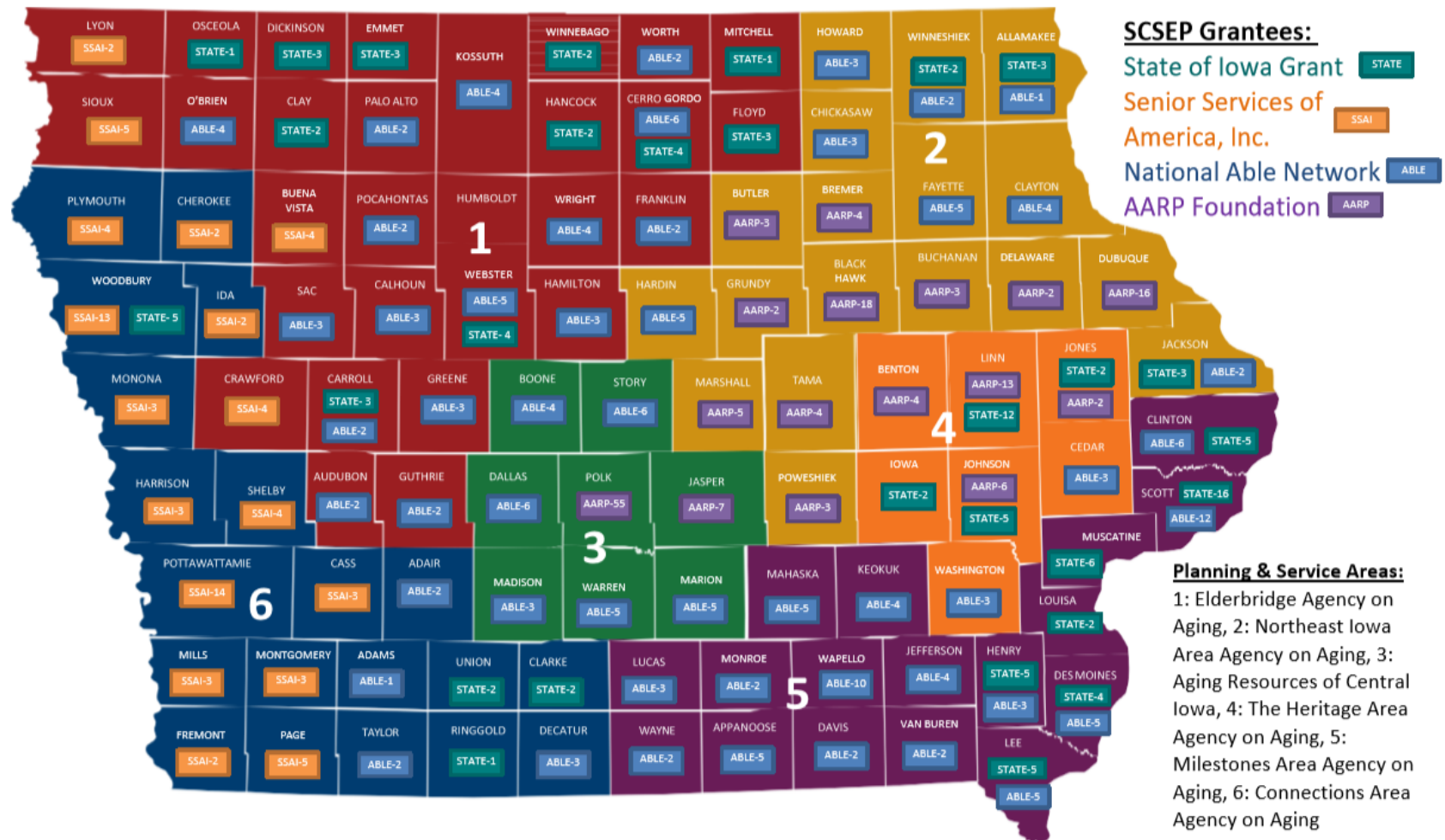
The goal of the SCSEP program is to provide access to employment support and training for eligible lowans 55+. In order to achieve this, the state and national grantees are awarded authorized training positions according to the Equitable Distribution Report. Currently, the state has been awarded 515 training positions. These positions are awarded in all but one of Iowa's 99 counties. These training positions are in rural Iowa, as well as urban areas. It is the responsibility of state and national grantees to enroll individuals in training positions throughout the state.

In order to improve SCSEP services and achieve enrollment throughout the state, each grantee will be encouraged to create a plan to serve the counties with higher unemployment and poverty rates. Counties with unemployment rates listed above the state average and who currently have no enrollees are Allamakee, Appanoose, Keokuk, and Monroe. Currently under enrolled counties are Des Moines, Floyd, Hardin, Lee, Madison, Wapello, and Webster. Allamakee, Des Moines, Floyd, Lee, and Webster counties are being served by the state grantee. Appanoose, Keokuk, Monroe, Hardin, Madison and Wapello are being served by national grantees. Poverty rates and unemployment rates will continue to be monitored by Iowa SCSEP Director.

B. State of Iowa SCSEP Positions and Locations

Currently, there are three national grantees that serve the state of Iowa. They currently include the AARP Foundation (AARP), National Able Network (ABLE), and Senior Service America Inc. (SSAI). SSAI has the sub-grantees of Community Action of Siouxland and West Central Community Action. The AARP Foundation is the sub-grantee for state grantee training positions. Currently, Iowa's total SCSEP training positions are 515. For Program Year 2019, there was an increase of one position in Iowa granted to National ABLE in Scott County. Humboldt County was not awarded any training positions and is the only Iowa county not served by the SCSEP program. The Iowa state grantee was awarded 105 training positions and serves 28 of 98 counties. There were no changes in training position distribution. National grantees share the remaining 410 training positions. AARP currently has 147 training positions in 16 counties. National ABLE currently has 187 training positions in 56 counties. SSAI currently has 76 training positions in 18 counties. There are currently 15 counties where 2 grantees have assigned training positions.

Figure 1. Iowa's Senior Community Services Employment Program (SCSEP) Training Position Distribution

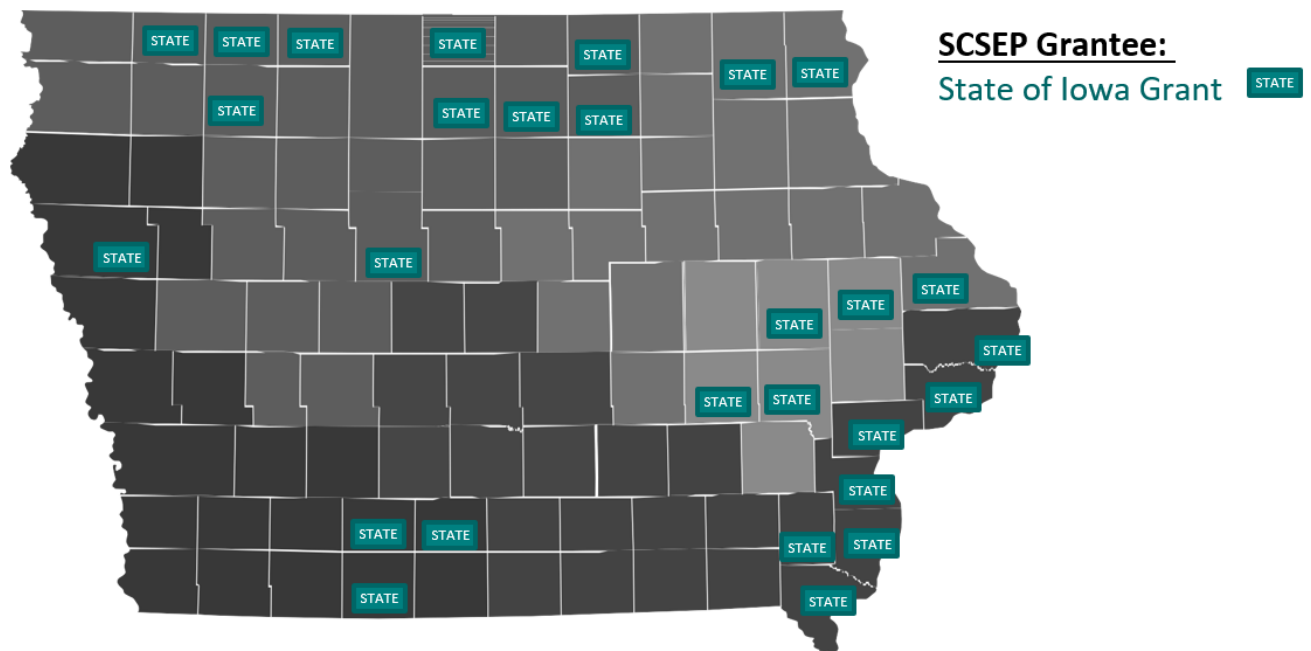


The following tables and charts below outline the counties covered by each SCSEP Grantee, the number of authorized positions and any changes to training position allocations for Program Year 2019.

Table 5. State of Iowa Equitable Distribution

County	Authorized Positions	County	Authorized Positions
Allamakee	3	Jones	2
Carroll	3	Lee	5
Cerro Gordo	4	Linn	12
Clarke	2	Louisa	2
Clay	2	Mitchell	1
Clinton	5	Muscatine	6
Des Moines	4	Osceola	1
Dickinson	3	Ringgold	1
Emmet	3	Scott	16
Floyd	3	Union	2
Hancock	2	Webster	4
Iowa	2	Winnebago	2
Jackson	3	Winneshiek	2
Johnson	5	Woodbury	5

Figure 2. State Grantee County Distribution



The county and training position allocation for each national grantees are as follows.

Table 6. AARP Foundation (AARP) Equitable Distribution

County	Authorized Positions
Benton	4
Blackhawk	18
Bremer	4
Buchanan	3
Butler	3
Delaware	2
Dubuque	16
Grundy	2
Jasper	7
Johnson	6
Jones	2
Linn	13
Marshall	5
Polk	55
Poweshiek	3
Tama	4

Figure 3. AARP Foundation County Distribution

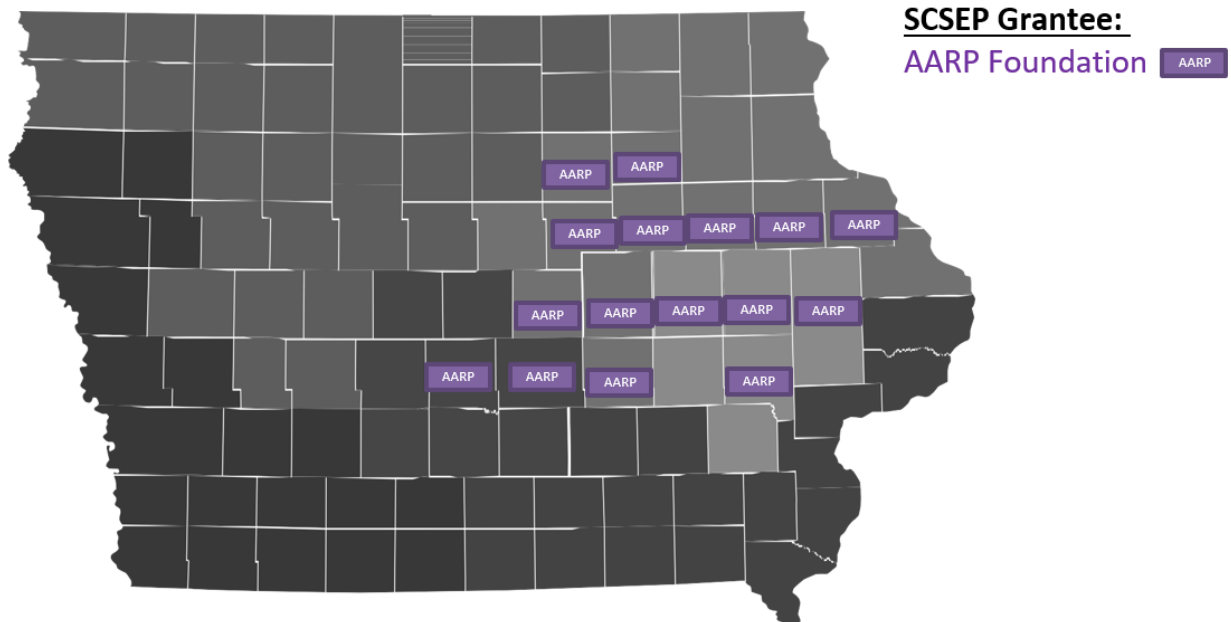


Table 7. National Able Network (ABLE) Equitable Distribution

County	Authorized Positions	County	Authorized Positions	County	Authorized Positions
Adair	2	Fayette	5	Monroe	2
Adams	1	Franklin	2	O'Brien	4
Allamakee	1	Greene	3	Palo Alto	2
Appanoose	5	Guthrie	2	Pocahontas	2
Audubon	2	Hamilton	3	Sac	3
Boone	4	Hardin	5	Scott	12*
Calhoun	3	Henry	3	Story	6
Carroll	2	Howard	3	Taylor	2
Cedar	3	Jackson	2	Van Buran	2
Cerro Gordo	6	Jefferson	4	Wapello	10
Chickasaw	3	Keokuk	4	Warren	5
Clayton	4	Kossuth	4	Washington	3
Clinton	6	Lee	5	Wayne	2
Dallas	6	Lucas	3	Webster	5
Davis	2	Madison	3	Winneshiek	2
Decatur	3	Mahaska	5	Worth	2
Des Moines	5	Marion	5	Wright	4

*Denotes 1 gained position for program year 2019.

Figure 4. National Able Network County Distribution

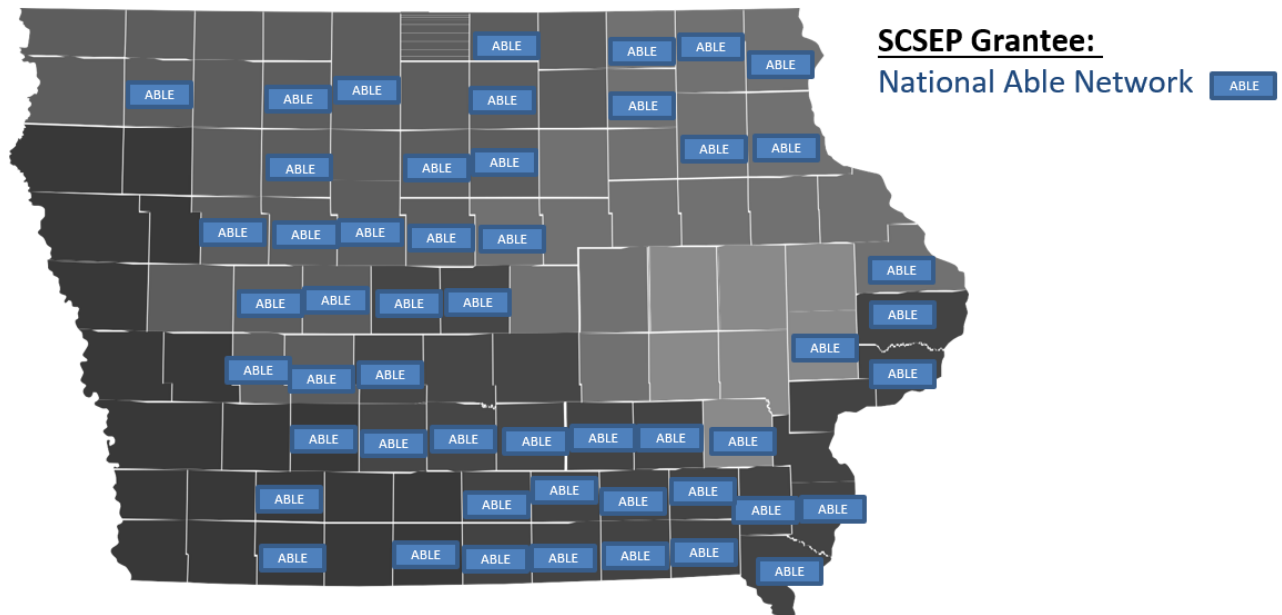
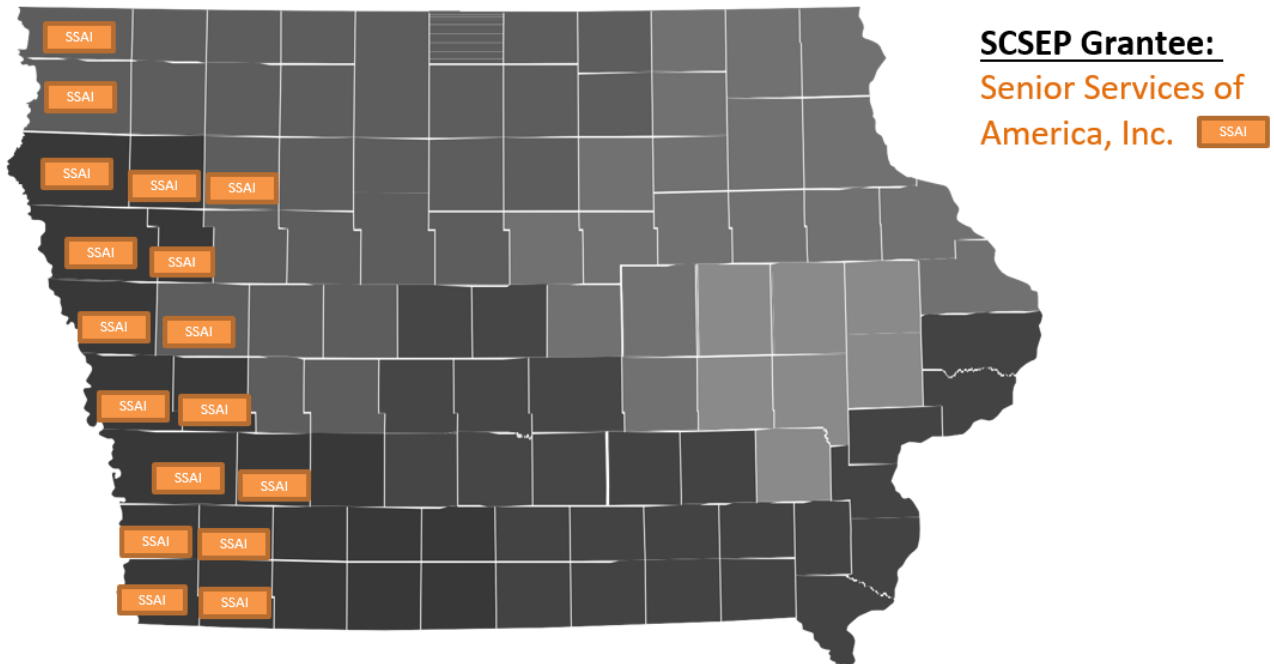


Table 8. Senior Service America Inc. (SSAI) Equitable Distribution

County	Authorized Positions	County	Authorized Positions
Buena Vista	4	Monona	3
Cass	3	Montgomery	3
Cherokee	2	Page	5
Crawford	4	Plymouth	4
Fremont	2	Pottawattamie	14
Harrison	3	Shelby	4
Ida	2	Sioux	5
Lyon	2	Woodbury	13
Mills	3		

Figure 5. Senior Services of America, Inc. County Distribution



C. State of Iowa SCSEP Equitable Distribution

In viewing the training positions some imbalances were noted mostly in rural. High costs associated with out-of-area travel, limit travel as grantees can easily overspend to serve participants in rural areas. Additionally, if the service area is rural, there may be fewer host agencies and employment may be limited. Participants in these rural areas might face multiple barriers to employment such as housing affordability and transportation. Participants may depend on family members or friends to occasionally take them to their appointments. SCSEP grantees understands that the training positions need to be filled.

In order to recruit in these areas and keep the costs down, the grantees will work in the following ways to fill all training positions:

- Partner with the local AJC to have one point of contact there who knows about the SCSEP program. They can assist with recruiting and making referrals that the providers can follow up with
- Use community action agency/area agency on aging offices to provide outreach about the program and referrals to the providers
- Strengthen partnerships with current host agencies and use them to help recruit new ones in underserved areas
- Maintain partnerships with vocational rehabilitation agencies
- Provide community training and education at local chamber/business meetings to teach them about the SCSEP program for future referrals
- Partner with veteran's organizations
- Meet with and attend the county board of supervisors meetings to discuss the SCSEP program
- Partner with United Way to seek referrals in rural areas
- Seek referrals from participants
- Work with local housing programs to identify potential participants
- Make sure Head Start/WIC and other agency programs know about SCSEP. Some participants are using these care giving programs for grandchildren
- Keep close contact with the correctional system to receive referrals

D. Long-term Strategy for Equitable Distribution

Iowa grantees will continue to strive for equitable distribution by continuing to develop strategies to improve relationships, strengthen program infrastructure, and establish a system of support to improve service delivery. These will be accomplished through training, sharing of program success stories, creating a stronger media presence, job development, and business services.

Iowa grantees have identified the following challenges in enrolling participants with the current equitable distribution: population density, participant turnover rates, limited number of host agencies, and population influx due to lower cost of living. Urban areas have a higher number of potential participants requesting assistance and more businesses available to be developed into

host agency sites. The training position numbers also change when participants exit the program for unsubsidized employment, health concerns, or other reasons. In rural communities, host agencies are harder to establish. Ongoing monitoring to assess Iowa's equitable distribution can be found on the Equitable Distribution/Authorized Positions website (<http://www.scseped.org>).

Iowa SCSEP Director annually analyzes of the over-served and underserved counties. Rural areas of the state which have no large cities are difficult for grantees to fulfill with only one or two training positions. The counties with a higher population city are often overenrolled.

Allocating and maintaining enrollment in rural area training positions is the goal of each grantee. The Department of Labor assigns Iowa equitable distribution requirements. Grantees have agreed to working towards equitable distribution by creating processes for referrals, over enrollment, waiting lists, and changes in equitable distribution. If a potential participant is not living in the county the grantee serves, the referral process is initiated. Grantee staff will identify the appropriate grantee and provide the potential participant that grantees contact information. Additionally, the referring grantee staff will reach out to the appropriate grantee staff via email or phone call to provide potential participant's contact information.

If a grantee is overenrolled, they will make referrals to grantees who are available to serve that county. During grantee quarterly phone calls, the grantees discuss over enrollments and uneven distribution to determine if any changes can be made to shift participants to under enrolled areas. Additionally, if a participant waitlist need occurs it is discussed at this time. Plans for any distribution changes are also created and discussed on this quarterly call.

1. Equitably serves both rural and urban areas

There are a total of 515 SCSEP training positions in Iowa, 234 or 45.4% are located in urban areas and 281 or 54.6% in rural areas. The slightly higher distribution in rural areas presents a challenge, but also opportunity for grantees to work together and create a more equitable system. Statewide, out of the 98 counties participating 69 were under enrolled and 25 were over enrolled.

The following opportunities are potential ways to attain more equity:

- Participate in rural and community job fairs
- Media and marketing efforts to share information about the SCSEP program
- Engage participants in rural host agencies to recruit other participants
- Develop relationships and provide information to staff at American Job Centers (AJC) to create stronger referral systems
- Share numbers of overserved and underserved counties and complimentary solutions that work toward meeting greater balance during quarterly calls
- Develop partnerships with other rural providers such as the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), the Veterans Administration (VA), and Housing and Urban Development (HUD) to share information about referring individuals in targeted rural areas.

- Provide professional development training for organizations such as Head Start or Visiting Nurses to enhance connection for program referrals.

2. Serves individuals afforded priority for service under 20 CFR 641.520.

Funding is available, but may not be enough to serve all eligible individuals. Federal Regulation has established a priority list. All grantees will utilize these criteria to prioritize individuals on the waiting list when no other authorized grantee in the county is available to serve them.

The following characteristics define waitlist eligibility:

- Veterans (or in some cases, spouses of veterans) for purposes of §2(a) of the Jobs for Veterans Act, 38 U.S.C. 4215(a)
- 65 years of age or older
- Have a disability
- Have limited English proficiency or low literacy skills
- Reside in a rural area
- Have low employment prospects
- Have failed to find employment after using services provided through the One Stop delivery system
- Are homeless or are at risk for homelessness

The waiting list priority category for veterans or spouses of veterans will be as follows:

- Veteran or qualified spouse who possess at least one of the other priority characteristics or;
- Veteran or qualified spouse who does not possess any of the other priority characteristics.
- Once all veterans or qualified spouses have been removed from the waiting list others on the priority list will be served.

E. Eligible Iowans in Grantee Service Areas

In the state of Iowa, there are a total of 38,216 individual's age 55 to 75+ that could be eligible for the program. The chart below identifies the number of potential participants for each SCSEP grantee and the percentage of Iowan's age eligible in their service areas.

Table 8. Eligible Aged Iowans by County Population

Iowa's Current SCSEP Grantees	Service Area Cumulative County Population	Percentage of Iowa's Eligible Age Participants
State Grantee	12,100	31.7%
AARP Foundation	11,007	28.8%
ABLE	9,902	25.9%
SSAI	5,207	13.6%

F. Relative distribution of eligible individuals in Iowa

The Iowa SCSEP program ensures that individuals in the following status and meet the following qualifications are served:

- Reside in urban and rural areas within Iowa
- Individuals with greatest economic need
- Minority populations
- Individuals with limited English proficiency
- Individuals with greatest social needs

Table 9. Distribution of individuals in Iowa

							SCSEP all SCSEP Grants in Iowa	
Total Iowa SCSEP Training Positions							515	
Sex	Age 55- 59	60-64	65-69	70-74	75 and Over	Total	Total Served PY2018	Total % Population enrolled in SCSEP
Male	105,699	100,617	84,441	60,680	93,542	444,979	319	.07%
Female	108,208	103,013	88,252	67,500	142,126	509,099	411	.08%
Educational Attainment		45-64	65 and Over			Total	Total Served PY2018	Total % Population enrolled in SCSEP
Less than 9 th Grade		24,040	20,883			44,923	14	.03%
9 th to 12 th Grade (no diploma)		33,111	30,334			63,445	85	.13%
High School Graduate (includes equivalency)		247,246	218,775			466,021	315	.06%
Some college, no degree		168,675	107,535			276,210	193	.06%
Associate's Degree		102,097	38,366			140,463	25	.13%
Bachelor's Degree		145,663	75,438			221,101	61	.01%

Graduate or professional degree		68,018	46,487			114,505	23	.02%
Veteran Status		55-64	65-74	75 and Over		Total	Total Served PY2018	Total % Population enrolled in SCSEP
Totals		33,605	53,906	51,769		139,280	112	.08%
Disability		35-64	65-74	75+		Total	Total Served PY2018	Total % Population enrolled in SCSEP
Totals		135,104	58,287	164,165		356,556	235	*
Race	55-64	65-74	75-84	85 and Older		Total	Total Served PY2018	Total % Population enrolled in SCSEP
White	392,994	260,755	150,097	76,491		880,337	510	.06%
Black or African American	7,568	3,546	1,526	584		13,224	194	1.47%
Asian	4,432	2,612	1,226	243		8,513	1	.01%
Native Hawaiian and Other Pacific Islander	134	75	40	3		252	1	.40%
Native America Indian Alaskan Native	1,138	574	239	63		2014	13	.65%
Hispanic	9,776	3,107	1,614	623		15,120	13	.09%

Two or more races	2,067	1,213	495	248		4,013	8	.20%
Poverty Level	55-64	65-74	74 and over			Total	Total Served PY2018	Total % Population enrolled in SCSEP
Totals	33,544	16,057	20,546			70,147	660	.94%
Rural	55-59	60-64	65-69	70-74	75+	Total	Total Served PY2018	Total % Population enrolled in SCSEP
Male	47,499	45,831	34,975	25,678	47,156	201,139		
Female	47,631	44,072	35,805	28,514	70,686	226,708		
Total Rural						427,847	283	.07%
Urban	55-59	60-64	65-69	70-74	75+	Total	Total Served PY2018	Total % Population enrolled in SCSEP
Male	57,220	52,261	40,201	27,714	44,289	221,685		
Female	60,309	54,405	44,399	31,119	68,409	258,641		
Total Urban						480,326	447	.09%

United States Census Bureau 2013-2017 American Community Survey-5 Year Estimates

*Could not calculate because figure included individuals who would not be eligible for SCSEP due to age.

The following tables show the languages spoken at home as well as those who do not speak English at all:

Table 10. Population by Languages Spoken at Home, Iowa

Language Spoken at Home	Age 18-64	Age 65 and Over
English Only	1,728,765	447,180
Spanish	80,418	4454
Other Indo-European	31,995	5,732
Asian and Pacific Islander	35,278	2,962
Other languages	11,916	698

United States Census Bureau American Community Survey-2013-2017-5-Year Estimates

Table 11. Number of Speakers who speak English “not at all”, Iowa

	Number of Speakers who speak English “not at all”	
Language Spoken at Home	18-64	65 and over
Spanish	6,514	950
Other Indo-European	870	253
Asian and Pacific Islander	2,146	403
Other languages	315	78

United States Census Bureau American Community Survey-2013-2017-5-Year Estimates

Since 2016, Iowa has seen shifts in ethnic distribution demographics. While there is still a white majority, in the past three years the percentage dropped from 92.1% to 85.3%. During the same period, an increase was seen in the Hispanic population from 5.6% to 6.2%, the Asian population from 2.2% to 2.7%, and the Black/African American population from 3.4% to 4.0%. Much of this increase is attributed to an increase in refugees and immigrants. Households where English is the only language spoken, saw a decline of 2496 households.

Adding to the change in populations is the loss of residents in 69 of the 99 counties. According to U.S. Census Bureau Population information released by the State Data Center in 2019, the counties with the highest declines were rural counties. Counties gaining population were metropolitan areas. Those counties include Dallas with an increase of 35.11%, Johnson at 15.17%, Polk at 12.68%, Warren at 10.17%, Linn at 6.71%, and Scott at 4.85%. This increase has been occurring since 2010. With 281 or 54.5% of the training positions located in the rural areas, population is decreasing, additional challenges filling the training positions have prevailed.

The SCSEP program participants closely align with these demographic trends. Grantees have made outreach efforts to target minority populations and have provided specialized services to encourage program participation. For example, SCSEP grantees have gone to homeless shelters and held participant specific groups with translators available. This has provided greater program access and addresses participant specific barriers to accessing services. Grantees have noted an increase of participants age 75+ seeking SCSEP services. In Program Year 2018, Iowa’s State Grantee served 14 individuals age 75+ or 9% of participants served. Along with these older

participants, the goal for the “Most-in-Need” was 2.90 barriers to employment. At years’ end the grant reported out a participant average of 4.30 barriers to employment.

The SCSEP program is designed to serve individuals who require the most assistance in returning to employment; the SCSEP grantees in Iowa are in compliance. As those with greater barriers request services, partnerships with other community agencies will become more important. Collaboration and wrap around services are more easily accessible for participants when sub-grantee staff are co-located and engaged in AJC’s. For example, AARP uses the Des Moines AJC for their job club. They also use Lutheran Social Services to provide interpreting for those with language barriers. These practices and collaborative service delivery opportunities have proven to be successful delivery models which other grantees are working to replicate.

SCSEP participants have expressed that more of them are caring for their grandchildren. An increasing number of participants are in need of assistance for childcare services. Establishing connections with Head Start and the community action agencies to pay for childcare will be valuable. Additionally, understanding the childcare funding programs available through the Department of Human Services will also be necessary. All of the grantees will seek out these supports so that the participants will have the support necessary to return to employment.

G. Plan for Redistribution and Disruptions in Services

As the population shifts and as training positions are redistributed, all SCSEP grantees will coordinate to assure the least disruption of services to participants. Grantee will collaborate and follow this protocol should changes or shifts in service be required:

- Make gradual shifts in training positions as they become vacant to areas where there have been changes in eligible populations
- Transfer a participant to a new grantee with the involvement of the State SCSEP Director
- Grantees will submit, in writing, proposed changes in distribution that occur after submission of the equitable distribution report to the Department of Labor
- All grantees will coordinate and plan for proposed changes in position distribution
- Participant training assignments at their host agency will not be shortened in length unless unsubsidized employment is obtained

SCSEP ASSURANCES

The State Plan must include assurances that SCSEP is included in the Iowa Unified 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;

	<p>Affected Communities; Unemployed older individuals; Community-based organizations serving older individuals; Business organizations; and Labor organizations.</p>
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The development of the Iowa SCSEP State Plan was coordinated by the Iowa SCSEP Director/Executive Officer with the Iowa Department on Aging. Representatives from the National grantees the AARP Foundation, National Able Network, and Senior Service of America Inc. met to discuss challenges and propose solutions for the plan implementation. Two focus groups were held with a total of 36 participants interviewed. The topics surveyed included the types of jobs being sought, host agency training, and other employment training desired. A survey was sent to employers through the Employers Council of Iowa.

The comments received during the focus group:

- The participants value the computer skills and other office technology skills developed through their host agency assignments and would welcome more computer training
- The participants like helping individuals solve their problems
- Host agency training assists the participant learn more about their community and finding other career options
- The participants felt they could perform the following high growth occupations: Retail Salespersons, Cashiers, Combined Food Preparation and Serving Workers, Office Clerks, Customer Service Representatives, Janitors and Cleaners, Nursing Assistants, Stock Clerks and Order Fillers, and Teacher Assistants
- The participants would appreciate if trainers were patient and understood how to work with individuals who have been out of school for some years.
- The participants support needs on the job includes:
 - Daycare
 - Supervisor understanding for their need for regular hours that will allow for them to care for grandchildren
 - Self-advocacy support with businesses to understand the value of older workers and assistance with communication around changes in employment (ex: should layoffs occur)
 - Work adjustment and supportive services once participants are employed

CHAPTER FIVE: CONSUMER AND SERVICE REPORTING DEFINITIONS

The following definitions apply:

Authorized position level means the number of SCSEP enrollment opportunities that can be supported for a 12-month period based on the average national unit cost. The authorized position level is derived by dividing the total amount of funds appropriated for a Program Year by the national average unit cost per participant for that Program Year as determined by the Department. The national average unit cost includes all costs of administration, other participant costs, and participant wage and benefit costs as defined in § 506(g) of the OAA.

Career services means those services described in sec. 134(c) (2) of WIOA.

Co-enrollment applies to any individual who meets the qualifications for SCSEP participation and is also enrolled as a participant in WIOA or another employment and training program, as provided in the Individual Employment Plan (IEP).

Community service means:

- (1) Social, health, welfare, and educational services (including literacy tutoring), legal and other counseling services and assistance, including tax counseling and assistance and financial counseling, and library, recreational, and other similar services;
- (2) Conservation, maintenance, or restoration of natural resources;
- (3) Community betterment or beautification;
- (4) Antipollution and environmental quality efforts;
- (5) Weatherization activities;
- (6) Economic development; and
- (7) Other such services essential and necessary to the community as the Secretary determines by rule to be appropriate. (OAA § 518(a) (1)).

Community service assignment means part-time, temporary employment paid with grant funds in projects at host agencies through which eligible individuals are engaged in community service and receive work experience and job skills that can lead to unsubsidized employment. (OAA § 518(a) (2)).

Community Service Employment means part-time, temporary employment paid with grant funds in projects at host agencies through which eligible individuals are engaged in community service and receive work experience and job skills that can lead to unsubsidized employment. (OAA sec. 518(a) (2).) The term community service assignment is used interchangeably with community service employment.

Core measures means hours (in the aggregate) of community service employment; the percentage of project participants who are in unsubsidized employment during the second

quarter after exit from the project; the percentage of project participants who are in unsubsidized employment during the fourth quarter after exit from the project; the median earnings of project participants who are in unsubsidized employment during the second quarter after exit from the project; indicators of effectiveness in serving employers, host agencies, and project participants; the number of eligible individuals served; and most-in-need (the number of individuals described in sec. 518(a)(3)(B)(ii) or (b)(2) of the OAA). (OAA sec. 513(b) (1).)

Department or DOL means the United States Department of Labor, including its agencies and organizational units.

Disability means a disability attributable to a mental or physical impairment, or a combination of mental and physical impairments, that results in substantial functional limitations in one or more of the following areas of major life activity:

- (1) Self-care;
- (2) Receptive and expressive language;
- (3) Learning;
- (4) Mobility;
- (5) Self-direction;
- (6) Capacity for independent living;
- (7) Economic self-sufficiency;
- (8) Cognitive functioning; and
- (9) Emotional adjustment. (42 U.S.C. 3002(13)).

Equitable distribution report means a report based on the latest available Census or other reliable data, which lists the optimum number of participant positions in each designated area in the State, and the number of authorized participant positions each grantee serves in that area, taking into account the needs of underserved counties and incorporated cities as necessary. This report provides a basis for improving the distribution of SCSEP positions.

Frail means an individual 55 years of age or older who is determined to be functionally impaired because the individual—

- (1)(i) Is unable to perform at least two activities of daily living without substantial human assistance, including verbal reminding, physical cueing, or supervision; or
- (ii) At the option of the State, is unable to perform at least three such activities without such assistance; or
- (2) Due to a cognitive or other mental impairment, requires substantial supervision because the individual behaves in a manner that poses a serious health or safety hazard to the individual or to another individual. (42 U.S.C. 3002(22)).

Grant period means the time period between the effective date of the grant award and the ending date of the award, which includes any modifications extending the period of performance, whether by the Department's exercise of options contained in the grant agreement or otherwise. This is also referred to as "project period" or "award period."

Grantee means an entity receiving financial assistance directly from the Department to carry out SCSEP activities. The grantee is the legal entity that receives the award and is legally responsible

for carrying out the SCSEP, even if only a particular component of the entity is designated in the grant award document. Grantees include public and nonprofit private agencies and organizations, agencies of a State, tribal organizations, and Territories, that receive SCSEP grants from the Department. (OAA §§ 502(b) (1), 506(a)(2)). As used here, “grantee” includes “grantee” as defined in 29 CFR 97.3 and “recipient” as defined in 29 CFR 95.2(gg).

Greatest economic need means the need resulting from an income level at or below the poverty guidelines established by the Department of Health and Human Services and approved by the Office of Management and Budget (OMB). (42 U.S.C. 3002(23)).

Greatest social need means the need caused by non-economic factors, which include: Physical and mental disabilities; language barriers; and cultural, social, or geographical isolation, including isolation caused by racial or ethnic status, which restricts the ability of an individual to perform normal daily tasks or threatens the capacity of the individual to live independently. (42 U.S.C. 3002(24)).

At risk for homelessness means an individual is likely to become homeless and the individual lacks the resources and support networks needed to obtain housing.

Homeless includes:

- (1) An individual who lacks a fixed, regular, and adequate nighttime residence; and
- (2) An individual who has a primary nighttime residence that is:
 - (i) A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - (ii) An institution that provides a temporary residence for individuals intended to be institutionalized; or
 - (iii) A public or private place not designed for, or ordinarily used as, regular sleeping accommodations for human beings. (42 U.S.C. 11302(a)).

Host agency means a public agency or a private nonprofit organization exempt from taxation under § 501(c)(3) of the Internal Revenue Code of 1986 which provides a training work site and supervision for one or more participants. Political parties cannot be host agencies. A host agency may be a religious organization as long as the projects in which participants are being trained do not involve the construction, operation, or maintenance of any facility used or to be used as a place for sectarian religious instruction or worship. (OAA § 502(b)(1)(D)).

Indian means a person who is a member of an Indian tribe. (42 U.S.C. 3002(26)).

Indian tribe means any tribe, band, nation, or other organized group or community of Indians (including Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, 43 U.S.C. 1601 *et seq.*) which: (1) Is recognized as eligible for the special programs and services provided by the United States to

Indians because of their status as Indians; or (2) is located on, or in proximity to, a Federal or State reservation or Rancheria. (42 U.S.C. 3002(27)).

Individual employment plan (IEP) means a plan for a participant that is based on an assessment of that participant conducted by the grantee or sub-recipient, or a recent assessment or plan developed by another employment and training program, and a related service strategy. The IEP must include an appropriate employment goal (except that after the first IEP, subsequent IEPs need not contain an employment goal if such a goal is not feasible), objectives that lead to the goal, a timeline for the achievement of the objectives; and be jointly agreed upon with the participant. (OAA § 502(b)(1)(N)).

Jobs for Veterans Act means Public Law 107-288 (2002). Section 2(a) of the Jobs for Veterans Act, codified at 38 U.S.C. 4215(a), provides a priority of service for Department of Labor employment and training programs for veterans, and certain spouses of veterans, who otherwise meet the eligibility requirements for participation. Priority is extended to veterans. Priority is also extended to the spouse of a veteran who died of a service-connected disability; the spouse of a member of the Armed Forces on active duty who has been listed for a total of more than 90 days as missing in action, captured in the line of duty by a hostile force, or forcibly detained by a foreign government or power; the spouse of any veteran who has a total disability resulting from a service-connected disability; and the spouse of any veteran who died while a disability so evaluated was in existence. (See § 641.520(b)).

Job ready refers to individuals who do not require further education or training to perform work that is available in their labor market.

Limited English proficiency means individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.

Local Board means a Local Workforce Development Board established under sec. 107 of the Workforce Innovation and Opportunity Act.

Local Workforce Development Area or local area means an area designated by the Governor of a State under sec. 106 of the Workforce Innovation and Opportunity Act.

Low employment prospects means the likelihood that an individual will not obtain employment without the assistance of the SCSEP or another workforce development program. Persons with low employment prospects have a significant barrier to employment. Significant barriers to employment may include but are not limited to: Lacking a substantial employment history, basic skills, and/or English-language proficiency; lacking a high school diploma or the equivalent; having a disability; being homeless; or residing in socially and economically isolated rural or urban areas where employment opportunities are limited.

Low literacy skills means the individual computes or solves problems, reads, writes, or speaks at or below the 8th grade level or is unable to compute or solve problems, read, write, or speak at a level necessary to function on the job, in the individual's family, or in society.

Most-in-need means participants with one or more of the following characteristics: Have a severe disability; are frail; are age 75 or older; are age-eligible but not receiving benefits under title II of the Social Security Act; reside in an area with persistent unemployment and have severely limited employment prospects; have limited English proficiency; have low literacy skills; have a disability; reside in a rural area; are veterans; have low employment prospects; have failed to find employment after using services provided under title I of the Workforce Innovation and Opportunity Act; or are homeless or at risk for homelessness. (OAA sec. 513(b)(1)(F).)

National grantee means a public or non-profit private agency or organization, or Tribal organization, that receives a grant under title V of the OAA (42 U.S.C. 3056 *et seq.*) to administer a SCSEP project. (See OAA § 506(g)(5)).

OAA means the Older Americans Act, 42 U.S.C. 3001 *et seq.*, as amended.

One-Stop Center means the One-Stop Center system in a WIOA local area, which must include a comprehensive One-Stop Center through which One-Stop partners provide applicable career services and which provides access to other programs and services carried out by the One-Stop partners. (See WIOA sec. 121(e)(2).)

One-Stop delivery system means a system under which employment and training programs, services, and activities are available through a network of eligible One-Stop partners, which assures that information about and access to career services are available regardless of where the individuals initially enter the workforce development system. (See WIOA sec. 121(e)(2).)

One-Stop partner means an entity described in sec. 121(b)(1) of the Workforce Innovation and Opportunity Act, *i.e.*, required partners, or an entity described in sec. 121(b)(2) of the Workforce Innovation and Opportunity Act, *i.e.*, additional partners.

Other participant (enrollee) costs means the costs of participant training, including the payment of reasonable costs to instructors, classroom rental, training supplies, materials, equipment, and tuition, and which may be provided before or during a community service assignment, in a classroom setting, or under other appropriate arrangements; job placement assistance, including job development and job search assistance; participant supportive services to enable a participant to successfully participate in a project, including the payment of reasonable costs of transportation, health care and medical services, special job-related or personal counseling, incidentals (such as work shoes, badges, uniforms, eyeglasses, and tools), child and adult care, temporary shelter, and follow-up services; and outreach, recruitment and selection, intake orientation, and assessments. (OAA § 502(c)(6)(A)(ii)-(v)).

Pacific Island and Asian Americans means Americans having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. (OAA sec. 518(a)(6).)

Participant means an individual who is determined to be eligible for the SCSEP, is given a community service assignment, and is receiving any service funded by the program as described in subpart E.

Persistent unemployment means that the annual average unemployment rate for a county or city is more than 20 percent higher than the national average for two out of the last three years.

Poor employment prospects means the significant likelihood that an individual will not obtain employment without the assistance of the SCSEP or another workforce development program. Persons with poor employment prospects have a significant barrier to employment; significant barriers to employment include but are not limited to: lacking a substantial employment history, basic skills, and/or English-language proficiency; lacking a high school diploma or the equivalent; having a disability; being homeless; or residing in socially and economically isolated rural or urban areas where employment opportunities are limited.

Program operator means a grantee or sub-recipient that receives SCSEP funds from a SCSEP grantee or a higher-tier SCSEP sub-recipient and performs the following activities for all its participants: Eligibility determination, participant assessment, and development of and placement into community service assignments.

Program Year means the one-year period beginning on July 1 and ending on June 30.

Project means an undertaking by a grantee or sub-recipient in accordance with a grant or contract agreement that provides service to communities and training and employment opportunities to eligible individuals.

Recipient means grantee. As used here, “recipient” includes “recipient” as defined in 29 CFR 95.2(gg) and “grantee” as defined in 29 CFR 97.3.

Residence means an individual's declared dwelling place or address as demonstrated by appropriate documentation.

Rural means an area not designated as a metropolitan statistical area by the Census Bureau; segments within metropolitan counties identified by codes 4 through 10 in the Rural Urban Commuting Area (RUCA) system; and RUCA codes 2 and 3 for census tracts that are larger than 400 square miles and have population density of less than 30 people per square mile.

SCSEP means the Senior Community Service Employment Program authorized under title V of the OAA.

Secretary means the Secretary of the U.S. Department of Labor.

Service area means the geographic area served by a local SCSEP project in accordance with a grant agreement.

Severe disability means a severe, chronic disability attributable to mental or physical impairment, or a combination of mental and physical impairments, that—

- (1) Is likely to continue indefinitely; and
- (2) Results in substantial functional limitation in 3 or more of the following areas of major life activity:
 - (i) Self-care;
 - (ii) Receptive and expressive language;
 - (iii) Learning;
 - (iv) Mobility;
 - (v) Self-direction;
 - (vi) Capacity for independent living;
 - (vii) Economic self-sufficiency. (42 U.S.C. 3002(48)).

Severely limited employment prospects means the substantial likelihood that an individual will not obtain employment without the assistance of the SCSEP or another workforce development program. Persons with severely limited employment prospects have more than one significant barrier to employment; significant barriers to employment may include but are not limited to: Lacking a substantial employment history, basic skills, and/or English-language proficiency; lacking a high school diploma or the equivalent; having a disability; being homeless; or residing in socially and economically isolated rural or urban areas where employment opportunities are limited.

State Board means a State Workforce Development Board established under WIOA sec. 101.

State grantee means the entity designated by the Governor, or the highest government official, to enter into a grant with the Department to administer a State or Territory SCSEP project under the OAA. Except as applied to funding distributions under § 506 of the OAA, this definition applies to the 50 States, Puerto Rico, the District of Columbia and the following Territories: Guam, American Samoa, U.S. Virgin Islands, and the Commonwealth of the Northern Mariana Islands.

State Plan means a plan that the Governor, or the highest government official, of a State must submit to the Secretary that outlines a four-year strategy, and describes the planning and implementation process, for the statewide provision of community service employment and other authorized activities for eligible individuals under SCSEP. (See § 641.300).

Sub-recipient means the legal entity to which a sub-award of financial assistance is made by the grantee (or by a higher-tier sub-recipient), and that is accountable to the grantee for the use of the funds provided. As used here, “sub-recipient” includes “sub-grantee” as defined in 29 CFR 97.3 and “sub-recipient” as defined in 29 CFR 95.2(kk).

Supportive services means services, such as transportation, health and medical services, special job-related or personal counseling, incidentals (such as work shoes, badges, uniforms, eye-glasses, and tools), child and adult care, housing, including temporary shelter, follow-up services,

and needs-related payments, which are necessary to enable an individual to participate in activities authorized under the SCSEP. (OAA secs. 502(c)(6)(A)(iv) and 518(a)(8).)

Title V of the OAA means 42 U.S.C. 3056 *et seq.*, as amended.

Training services means those services authorized by WIOA sec. 134(c)(3).

Tribal organization means the recognized governing body of any Indian tribe, or any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body. (42 U.S.C. 3002(54)).

Unemployed means an individual who is without a job and who wants and is available for work, including an individual who may have occasional employment that does not result in a constant source of income. (OAA sec. 518(a)(9).)

Veteran means an individual who is a “covered person” for purposes of the Jobs for Veterans Act, 38 U.S.C. 4215(a)(1).

Workforce Innovation and Opportunity Act (WIOA) means the Workforce Innovation and Opportunity Act, Public Law 113-128 (July 22, 2014), as amended.

Workforce Innovation and Opportunity Act (WIOA) regulations means the regulations in parts 675 through 688 of this chapter, the Wagner-Peyser Act regulations in parts 651 through 654 and part 658 of this chapter, and the regulations implementing WIOA sec. 188 in 29 CFR part 38. [75 FR 53812, Sept. 1, 2010, as amended at 77 FR 4661, Jan. 31, 2012; 82 FR 56880, Dec. 1, 2017]

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