State of New Mexico
Senior Community Service Employment Plan
For the Period July 1, 2016 to June 30, 2020
INTRODUCTION

Amendments to the Older Americans Act signed into law on October 17, 2006 require the Governor of each state to submit a four year Senior Community Service Employment Plan. One option for the creation of this plan is to integrate it with the State Plan required by the Workforce Investment and Opportunity Act. Governor Susana Martinez has elected this option upon the advice of the State Workforce Board.

The Governor’s vision for workforce development is to “Transform New Mexico into the nation’s leader as a state of employability, where the workforce system supports the needs of private, public, and non-profit employers by providing a trained and employable workforce needed for businesses to grow and profit when appropriate, and allow all employers to become more effective and efficient. This vision will meet the needs of New Mexico citizens by delivering education and training programs which will result in meaningful employment, and increased quality of life and per capita income.”1

Four over-arching strategies inform this Plan:

- Soliciting input from private, non-profit and public employers;
- Educating employers about the demographic changes that are continuing;
- Training older workers according to requests from employers; and
- Placing older individuals in high growth occupations—including Health Care Support (HCS).

Background of Current Older Worker Programs

Employment and training services are provided to older New Mexicans through three government-funded programs and other community partners. The three core programs include:

1. The Senior Community Service Employment Program (SCSEP).

   The SCSEP has two goals:
   - Assisting income-eligible persons, age 55 or older, to obtain employment; and
   - Providing community service through paid, part-time, training positions.

   Enrolled participants receive:
   - Work experience and on-the-job training to develop new or improved skills; and
   - Support to overcome barriers to employment, such as lack of self-confidence, lack of English language fluency, or physical disabilities.

Participants are encouraged to take advantage of all available training offered by SCSEP providers, the Workforce Innovation and Opportunity Act (WIOA), America's Job Centers and other training sources. They are encouraged to apply for available jobs and cooperate with SCSEP staff in seeking permanent employment.

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1 Strategic Plan for Workforce Development, July 2012, page 8.
Most trainees receive on-the-job training for 20 hours per week at minimum wage. The majority receive some benefits; benefit packages vary among sponsoring organizations. Trainees are placed in community service positions within governmental entities or private, not-for-profit organizations.

Three organizations provide SCSEP services in New Mexico. Goodwill Industries International (GII), the National Indian Council on Aging (NICOA), and New Mexico Aging & Long-Term Services Department (ALTSD, also referred to as “the Department”). These three organizations work together to serve older adults with low incomes.

2. New Mexico Senior Employment Program (SEP).
This program is similar to the Senior Community Service Employment Program. However, as the program is state-funded, the Department may grant waivers of income, age, hours, salary and training requirements. The State Legislature created this program with recurring funds to provide increased employment options for older adults in New Mexico. The program’s intent is to support the aging network through allocation of subsidized positions. Aging Network organizations serve as host agencies for program enrollees. The majority of the funding in this program is contracted to the Non-Metro Area Agency on Aging; the Department administers the balance of the positions.

3. The 50+ Employment Connection.
The 50+ Employment Connection provides assistance to adults age 50 and older who are seeking employment, as well as to employers wishing to hire them. The program currently has five locations throughout New Mexico: Albuquerque, Rio Rancho, Roswell, Ruidoso and Santa Fe. Each location provides unique services geared to local needs. Volunteer and older worker program staff provide personal assistance to job seekers focused on career exploration and goal setting. Services may include assistance with job applications and resume preparation. Staff may also conduct job clubs, and engage in employment counseling and mock interviewing, providing on-going support in the job search process. Various training opportunities are offered to help job candidates become more qualified. Training topics include resume writing, interviewing skills, on-line job search and basic computer skills.

Structure of the New Mexico SCSEP State Plan
Four large sections comprise the body of this plan.

- First, an examination of economic projections for New Mexico with particular attention to employment opportunities, especially those appropriate for older workers. This includes a discussion of types of training to be provided by the SCSEP.
- Second, a description of the delivery and coordination of SCSEP services throughout New Mexico, including:
  - collaboration with other services to job seekers and older Americans,
  - outreach to employers,
  - service to minority individuals,
  - gap analysis,
  - service improvement, and
  - performance enhancement.
- Third, a listing of the locations where SCSEP services are delivered, how they are targeted to serve those most in need, and by what method the program minimizes disruption when services are moved to new locations.
- Finally, an overview of the specific operation of the New Mexico SCSEP.
I. ECONOMIC PROJECTIONS AND IMPACT

New Mexico's Economy and Projections.
Historically, New Mexico was among the top 15 states in terms of job growth in each of the past 4 decades. By February 2014, NM had fallen to 50th among the states. The employment to population ratio climbed from 54.9% in 1976 to 61% in 2008, but has been in free-fall since the onset of the Great Recession—it is now at 53.8%. New Mexico's total non-farm employment peaked at 852,900 jobs in September, 2008 and fell to a low of 795,700 (a loss of 57,200 jobs) in January 2011. It has now rebounded to 832,100 in September 2015—still over 20,000 jobs below the peak.

New Mexico's employment growth is substantially lower than the national outlook and neighboring states. A preliminary examination predicts steady, but slow job growth for New Mexico, sustained through 2017; adding about 10,000 jobs per year. It is assumed that employment levels will reach pre-recession levels by the end of 2017. The UNM Bureau of Business & Economic Research (BBER) suggests that NM housing markets and construction employment will remain well below the national forecast. BBER's assumptions for New Mexico are that federal, state and local government spending will remain constrained. Medicaid expansion however, will develop traction. This is partially a function of the dramatic slowing of New Mexico's population growth. Perhaps because job prospects are better elsewhere, people aren't coming to New Mexico, and New Mexicans are leaving.

Figure 1.
New Mexico Department of Workforce Solutions, Economic Research and Analysis Bureau, October 2015
The dramatic drop in oil prices is a mixed blessing for New Mexico.\(^3\) Falling oil and gas prices have a fiscal impact on the State General Fund. It is expected that there will be a loss of $145 million or 2.5% of the state’s budget. In contrast to these expected fiscal losses, the decline in gasoline prices translates into more money for consumers to spend locally. New Mexico families will save about $1,200 per household or 2.5% of the median household income. This savings translates into more purchasing power for individuals. This additional purchasing power will partially off-set the losses in the general fund for the state budget.

New Mexico Employment Projections and Impact on Older Workers.
The bright spot in New Mexico employment continues to be health care. Besides health care and social assistance, other appropriate areas for employment of low-skilled older workers include retail, transportation, and accommodation & food services. Each of these areas is projected to experience some employment expansion in the near future (see Figure 2 below). New Mexico SCSEP has been, and plans to continue, offering training in each of these areas.

Figure 2.

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\(^3\) UNM Bureau of Business & Economic Research, 10\(^{th}\) Annual Conference, Jeffrey Mitchell, Director, BBER, 2015
II. SERVICE DELIVERY AND COORDINATION

Planned and Existing Coordination of SCSEP with Other Programs

Coordinating SCSEP with WIOA Title I Programs.
The Center for Law and Social Policy (CLASP) published a guide in 2014 exploring several key provisions in the new Work Innovation and Opportunity Act (WIOA) that create opportunities for workers with low incomes. Promising strategies for serving older adults with barriers to employment include a mix of employment, training, and support services (such as transportation, individual counseling, financial supports, and child care).

WIOA Title I programs that provide services to adults, dislocated workers, Native American Indians and seasonal farm workers may also serve SCSEP-eligible individuals. These programs are overseen by a system of state and regional workforce boards. The New Mexico SCSEP director serves on the state workforce board and the central workforce board, which covers a four-county area which includes the Albuquerque metropolitan area. Participation on these boards enables coordination of SCSEP activities with WIOA Title I programs.

Coordinating SCSEP with other titles of the Older Americans Act (OAA).
ALTSD is the designated State Unit on Aging under the Older Americans Act. As such, collaboration with area agencies on aging and their subcontractors is facilitated naturally. ALTSD places SCSEP participants in senior centers around the state to train as cooks' helpers, drivers delivering meals to the home bound, and receptionists. ALTSD requires senior center staff to assess SCSEP participants for benefit eligibility.

Coordinating SCSEP with private and public entities serving older Americans.
ALTSD is engaged with a number of public and private organizations that serve older adults with low incomes.
- In San Juan County, SCSEP providers collaborate with ECHO Food Bank, San Juan College, the ARC and Tres Rios Habitat for Humanity, as well as several senior and community centers.
- In McKinley County, SCSEP providers collaborate with the Community Pantry, Adult Basic Education at UNM-Gallup North Campus, the Community Education and Workforce Development Division at UNM-Gallup, Rehoboth McKinley Christian Health Services and several senior centers.
- In Doña Ana County, SCSEP providers collaborate with the City of Las Cruces, Mesilla Valley Habitat for Humanity, St. Luke’s Health Clinic, and the Long-Term Care Ombudsman Program.
- In Bernalillo County, SCSEP providers coordinate training and outreach with the New Mexico Direct Caregivers Coalition, the TenderLove Community Center and several senior centers in and around Albuquerque.
- In Sandoval County SCSEP providers collaborate with the Loma Colorado Public Library, St. Felix Pantry, Zia Pueblo, and the Placitas, Meadowlark, and Corrales senior centers.

Coordinating SCSEP with labor market and job training initiatives.
The Department works with the UNM-Gallup Division of Community Education and Workforce Development, Adult Basic Education to provide SCSEP participants in McKinley County with adult basic education, computer literacy and customer service skills. The goal is to train older workers to match the needs of employers.
**SCSEP as an active partner in the one-stop system.**

Workforce Connection (One-Stop) offices in San Juan, McKinley, Sandoval, and Valencia Counties are current host agencies training SCSEP participants. All SCSEP participants are required, at enrollment, to register with the one-stop system as job-seekers. SCSEP staff routinely check with local Workforce Connection offices for appropriate job openings for SCSEP participants.

**Working with local economic development offices in rural locations.**

The North Central Economic Development District, headquartered in Santa Fe, operates the Non-Metro Area Agency on Aging (AAA). This office oversees the provision of Older Americans Act services for all of New Mexico except Bernalillo County, the Apache Nations, the Pueblos and the Navajo Nation. The Department has a state-funded contract with the Non-Metro AAA to provide state-funded senior employment services to the aging network. This connection provides access to economic development offices in the rural areas of New Mexico.

**Engaging Employers Toward Employment of SCSEP Participants**

**Seeking input from private non-profit and public employers.**

Collaboration begins with listening. A primary responsibility of both SCSEP and 50+ Employment Connection staff is to listen closely to the requirements and concerns of potential employers. ALTSD seeks input from employers regarding their needs. As needs are expressed, careful listening reveals where older worker involvement can be an asset. The benefits of intentionally including older workers may include:

- Access to new sources of job applicants; older workers are becoming more plentiful.
- No recruiting costs for employers; ALTSD Employment Programs charge no fees to employers.
- Higher retention rates compared to traditional hires; statistics bear this out.
- Increased productivity; older workers take less sick time than younger workers on average.
- An enhanced reputation within the community; older workers are well-connected and will often share their opinions freely.
- Improved workforce effectiveness; older workers model excellent work habits and may mentor younger workers.

**Training older workers in response to input from employers.**

Adherence to “business-driven” concepts and services is of paramount importance in building a network of employers pleased with the potential employees referred to them. Careful assessment and training of SCSEP participants and other older workers ensures that those referred for employment opportunities are job-ready and have the skills and customer-service attitudes attractive to employers.

Effective response to employers' needs requires integrated strategies and cross-system collaboration involving workforce development agencies, human services organizations, educational institutions, and employment service agencies. To better align such disparate services, ALTSD enlisted the services of academic institutions (UNM-Gallup, San Juan College in Farmington), Workforce Connection offices (Albuquerque, Farmington, Gallup and Las Cruces) and Behavioral Health Services (Navajo Nation and Zuni Pueblo). These collaborations allow the NM SCSEP to prepare the most vulnerable older workers to meet the needs of the modern workforce.
Long-Term Strategy for Serving Minority Individuals

The final Quarterly Progress Report for ALTSD’s 2014 program year shows that the populations served were 64% white, 24% Native American Indian and 3% African American. Of those served, 28% were Hispanic.

Half of ALTSD’s authorized positions are in San Juan and McKinley Counties. Demographics indicate that San Juan County’s population is 57.0% White (40.6% White, non-Hispanic) and 38.8% Native American Indian, predominantly Navajo. Those of Hispanic ethnicity comprise 19.5%. McKinley’s population is 18.6% White (9.8% White, non-Hispanic) and 76.8% Native American Indian, majority Navajo. Fourteen percent are of Hispanic or Latino origin. To assist staff with serving the large Native American Indian population in these counties, ALTSD offers cultural competency training to department staff, including SCSEP personnel. Additionally the ALTSD liaison to the Navajo AAA assists with connecting SCSEP staff and leaders of the Navajo Aging Network to one another. ALTSD has initiated a training program in partnership with UNM-Gallup, specifically to train SCSEP participants in McKinley County.

To address service issues for the Hispanic population, SCSEP employees, who recruit new participants, have recruited host agencies looking for participants bilingual in English/Spanish. They give Hispanic adults tools to help themselves by promoting senior centers, legal resources, benefits counselling and other community resources.

Locations of Community Service Needs

Preliminary research indicates some startling barriers to serving the Navajo population. The median age is 24. Only 28% of the population is engaged in the labor force. The median household income is $20,005, which translates to a poverty rate of 43% and an unemployment rate of 42%. The elders we serve share these same barriers. The Navajo Nation is an area where programs such as SCSEP are vital. The Nation receives some extra assistance through SCSEP because the ALTSD program serves this region of New Mexico through its federal grant and the National Indian Council on Aging provides some additional services in this area. However, approximately 5,000 Navajo Nation members in New Mexico are eligible for SCSEP. Fewer than 100 of these potential participants are served by SCSEP in any year.

Overall, New Mexico has the second-highest poverty rate of any state. The rate has risen from 20.8% in 2010 to 21.9% in 2014. There is a glimmer of hope, poverty among adults over age 65 decreased from 16% in 2010 to 13.2% in 2014. The racial/ethnic demographic for poverty in New Mexico looks like this:

- 18.1% of White New Mexicans live in poverty, as do
- 21.8% of Black residents,
- 25.6% of Hispanic persons and
- 34.6% of the Native American Indian population.

Unfortunately, 13.7% of those employed still live below the poverty line. New Mexico is a place where SCSEP services, and those of all organizations that serve older adults with low incomes, are absolutely vital.
Improving SCSEP Services

New Mexico plans to utilize the current design of the program including the use of grantees and program operators in the state. Grantees' regions are segregated by county, with the exception of the urban areas of the state. Cooperation between the state program and national grantees in the urban areas is functioning well. Cooperation with the set-aside grantee is working well in San Juan and McKinley Counties.

Continuous Improvement in SCSEP Performance

New Mexico’s SCSEP met and exceeded all performance levels specified in the Older Americans Act Section 513(a)(2)(E)(ii). The program works closely with the USDOL to monitor progress and serve older New Mexicans with excellence and care.

III. SCSEP SERVICE LOCATION AND POPULATION

Locations and Populations Most Needing SCSEP
The section titled “Locations of community service needs" on page 9 addresses this topic.

Location of Authorized Positions

<table>
<thead>
<tr>
<th>County (City)</th>
<th># of Authorized Positions</th>
<th>Changes from last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernalillo (Albuquerque)</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>Catron (Reserve)</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Doña Ana (Las Cruces)</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>Guadalupe (Santa Rosa)</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Luna (Deming)</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>McKinley (Gallup)</td>
<td>13</td>
<td>None</td>
</tr>
<tr>
<td>Sandoval (Rio Rancho)</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>San Juan (Aztec/Farmington)</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Santa Fe (Santa Fe)</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Valencia (Belen/Los Lunas)</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>None</td>
</tr>
</tbody>
</table>

Correction of Imbalances

Authorized SCSEP positions in New Mexico are not out of balance. Positions have been assigned by the US Department of Labor proportional to the number of eligible individuals in each county. Two counties are out of balance regarding actual service. Valencia County is over-served and Luna County is under-served. Service in Valencia County will be reduced by attrition. As participants exit from SCSEP in Valencia County, they will not be replaced until equitable distribution levels are reached. Development of new placements in Luna County is a challenge. Host agencies have been difficult to recruit, and those that have agreed to participate have not been successful. Continued steady work with local residents should build the program to the level of equitable distribution.
Strategy to Achieve Equitable Distribution.

SCSEP positions in New Mexico are currently distributed according to the distribution formula. No shifting of positions is necessary.

Ratio of Eligible Individuals in Each Area to the Eligible Population of New Mexico.

<table>
<thead>
<tr>
<th>County</th>
<th>Ratio</th>
<th>County</th>
<th>Ratio</th>
<th>County</th>
<th>Ratio</th>
<th>County</th>
<th>Ratio</th>
<th>County</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernalillo</td>
<td>24.11%</td>
<td>Doña Ana</td>
<td>10.27%</td>
<td>Lincoln</td>
<td>0.89%</td>
<td>Rio Arriba</td>
<td>3.13%</td>
<td>Socorro</td>
<td>1.34%</td>
</tr>
<tr>
<td>Catron</td>
<td>0.45%</td>
<td>Eddy</td>
<td>2.68%</td>
<td>Los Alamos</td>
<td>0.00%</td>
<td>Roosevelt</td>
<td>1.34%</td>
<td>Taos</td>
<td>2.23%</td>
</tr>
<tr>
<td>Chaves</td>
<td>4.46%</td>
<td>Grant</td>
<td>1.34%</td>
<td>Luna</td>
<td>2.23%</td>
<td>San Juan</td>
<td>6.25%</td>
<td>Torrance</td>
<td>0.89%</td>
</tr>
<tr>
<td>Cibola</td>
<td>1.79%</td>
<td>Guadalupe</td>
<td>0.45%</td>
<td>McKinley</td>
<td>5.80%</td>
<td>San Miguel</td>
<td>2.68%</td>
<td>Union</td>
<td>0.45%</td>
</tr>
<tr>
<td>Colfax</td>
<td>0.89%</td>
<td>Harding</td>
<td>0.00%</td>
<td>Mora</td>
<td>0.45%</td>
<td>Sandoval</td>
<td>4.91%</td>
<td>Valencia</td>
<td>3.13%</td>
</tr>
<tr>
<td>Curry</td>
<td>2.23%</td>
<td>Hidalgo</td>
<td>0.45%</td>
<td>Otero</td>
<td>3.57%</td>
<td>Santa Fe</td>
<td>5.80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>De Baca</td>
<td>0.45%</td>
<td>Lea</td>
<td>2.68%</td>
<td>Quay</td>
<td>0.89%</td>
<td>Sierra</td>
<td>1.79%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RATIOS ARE ACCURATE TO +/- 0.23%.

Distribution of SCSEP Positions for Priority Individuals by Specific Population Groups
(July 1, 2014 through June 30, 2015)

<table>
<thead>
<tr>
<th>Group</th>
<th>ALTSD</th>
<th>NICOA</th>
<th>GII</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>75+</td>
<td>7%</td>
<td>9%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>5/75</td>
<td>5/58</td>
<td>30/281</td>
<td>40/414</td>
</tr>
<tr>
<td>Disabled</td>
<td>4%</td>
<td>14%</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>3/75</td>
<td>8/58</td>
<td>97/281</td>
<td>108/414</td>
</tr>
<tr>
<td>Limited English/Low Literacy</td>
<td>9%</td>
<td>64%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>7/75</td>
<td>37/58</td>
<td>116/281</td>
<td>160/414</td>
</tr>
<tr>
<td>Rural</td>
<td>60%</td>
<td>50%</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>45/75</td>
<td>29/58</td>
<td>31/281</td>
<td>105/414</td>
</tr>
<tr>
<td>Veteran/Spouse</td>
<td>13%</td>
<td>7%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>10/75</td>
<td>4/58</td>
<td>77/281</td>
<td>91/414</td>
</tr>
<tr>
<td>Low Employment Prospects</td>
<td>60%</td>
<td>93%</td>
<td>99%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>45/75</td>
<td>54/58</td>
<td>278/281</td>
<td>377/414</td>
</tr>
<tr>
<td>No Success with WIA Title I</td>
<td>17%</td>
<td>9%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>13/75</td>
<td>5/58</td>
<td>4/278</td>
<td>22/414</td>
</tr>
<tr>
<td>Homeless or at Risk</td>
<td>37%</td>
<td>53%</td>
<td>65%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>28/75</td>
<td>31/58</td>
<td>184/278</td>
<td>243/414</td>
</tr>
<tr>
<td>Greatest Economic Need</td>
<td>89%</td>
<td>93%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>67/75</td>
<td>54/58</td>
<td>252/278</td>
<td>373/414</td>
</tr>
<tr>
<td>Minority Individuals</td>
<td>56%</td>
<td>91%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>42/75</td>
<td>53/58</td>
<td>185/278</td>
<td>280/414</td>
</tr>
<tr>
<td>Greatest Social Need</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>75/75</td>
<td>58/58</td>
<td>278/278</td>
<td>414/414</td>
</tr>
</tbody>
</table>

This table shows the distribution of SCSEP participants by specific population group for each grantee and for the entire state. The chart is based on year-to-date numbers from the Final Quarterly Progress Report for Program Year 2014 (July 1, 2014 through June 30, 2015.) The chart includes figures for priority individuals, as well as other populations identified in statute (individuals with “greatest economic need,” “minority” individuals, and individuals with “greatest social need”).
Avoidance of Disruption when Positions Shift

If the ALTSD loses SCSEP positions every effort will be made to address this within the parameters of attrition. If this is not possible, and some trainee positions must be eliminated, the following plan will be implemented:

1. Participants will be notified in writing at least 30 days in advance of termination.
2. If a participant’s position is being terminated, efforts will be made to place the individual in unsubsidized employment, or another training opportunity, such as with the Foster Grandparent or Senior Companion Programs. Local One-Stop Centers will be utilized, along with other local contacts and resources, to identify potential jobs or other programs for which any terminated participants may be eligible.
3. From the time it is known that positions are to be eliminated, participants will be encouraged to use work time to seek employment or a new placement. The ALTSD will research the possibilities in each affected community and communicate the possibilities to participants who need assistance. Final payroll payments will be sent to participants by the normal method used, unless specific instructions to the contrary are received from a participant. The notification letter will include a request for such instructions.

IV. SCSEP OPERATIONS

Organizational Structure and Management

<table>
<thead>
<tr>
<th>Key Staff</th>
<th>Title and Position</th>
<th>SCSEP Grant Activities</th>
<th>SCSEP Time Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myles Copeland</td>
<td>Cabinet Secretary, Governor Susana Martinez’ appointed signatory for the ALTSD SCSEP grant</td>
<td>Reviews documents for signature and reviews regular reports on the progress of the grant.</td>
<td>A few hours per year</td>
</tr>
</tbody>
</table>

Four employees in the Department’s Administrative Services Division (ASD) manage the fiscal aspects of the ALTSD SCSEP grant.

<table>
<thead>
<tr>
<th>Key Staff</th>
<th>Title and Position</th>
<th>SCSEP Grant Activities</th>
<th>SCSEP Time Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Gil</td>
<td>ASD Director</td>
<td>Checks and approves quarterly financial reports and monthly draw-downs of federal funds.</td>
<td>About two hours per quarter</td>
</tr>
<tr>
<td>Brandi Harrison</td>
<td>ASD Grants Reporting Manager</td>
<td>Gathers data and prepares quarterly financial reports.</td>
<td>Eight to ten hours per quarter</td>
</tr>
<tr>
<td>Harold Gomez</td>
<td>ASD Budget Director</td>
<td>Prepares Department’s budget in September. Amends the budget to match approved federal budget in July. Meets monthly with program management to track expenditures.</td>
<td>Several days per year</td>
</tr>
<tr>
<td>Reese Chavarria-Quam</td>
<td>ASD General Accounting Manager</td>
<td>Oversees the recording and tracking of accounts payable, ensures that expenditures adhere to budgeted categories and amounts, and processes monthly draw-downs of federal funds.</td>
<td>Approximately one day per month</td>
</tr>
</tbody>
</table>

Five employees in the Department’s Aging Network Division (AND) manage the ALTSD SCSEP grant.

<table>
<thead>
<tr>
<th>Key Staff</th>
<th>Title and Position</th>
<th>SCSEP Grant Activities</th>
<th>SCSEP Time Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynne Anker-Unnever</td>
<td>Director of the ALTSD Aging Network Division</td>
<td>Oversees budget and expenditures, is the final word on applicant and participant appeals, approves all program policies and procedures, and supervises the Employment Programs Bureau Chief</td>
<td>Two to three hours per week</td>
</tr>
<tr>
<td>Key Staff</td>
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</tr>
<tr>
<td>---------------------</td>
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<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Doug Calderwood</td>
<td>Employment Programs Bureau Chief—the ALTSD SCSEP program director</td>
<td>Responsible for the project. Develops and implements policies and procedures, supervises project staff, approves enrollment of applicants and sends notices of termination. Communicates and coordinates with national sponsors serving New Mexico. Collaborates with New Mexico state and regional workforce boards and America's Job Centers. Reviews all SCSEP expenditures.</td>
<td>Thirty percent (12 hours per week) allocated to the federal SCSEP grant. Another 5% (2 hours) covered by state match</td>
</tr>
<tr>
<td>Patricia Tupper</td>
<td>Associate Program Manager</td>
<td>Recruits, enrolls and manages SCSEP participants in the central and western regions of New Mexico. Assists with drafting policies and procedures, writing grant applications and similar activities.</td>
<td>Twenty percent (8 hours per week) allocated to the SCSEP grant. Another twenty percent (8 hours per week) paid with state matching funds.</td>
</tr>
<tr>
<td>Marie Anaya</td>
<td>Human Resources Assistant</td>
<td>Responsible for participant payroll files and all participant payroll/benefits functions. Assures that host agency agreements and offers of physical exams for participants are renewed annually. Assists with maintenance and archiving of closed participant files.</td>
<td>Twenty-seven percent (10 to 11 hours per week) allocated to the SCSEP grant. Three percent (1 to 2 hours per week) charged to state match</td>
</tr>
</tbody>
</table>
| Bill Taylor and Patricia Martinez | Case Managers (2) (in addition to the Associate Program Manager previously described) | Responsible for recruitment, enrollment and orientation of participants, conduct participant assessments, develop IEPs, recertify participants and provide participant support. Responsible for communicating with host agencies and participants regarding policies, work assignments, conflict resolution, training, program procedures and compliance. Develop jobs for SCSEP participants and insure that host agencies know their roles and responsibilities and understand the need to transition participants to unsubsidized employment. Match participants with appropriate employment opportunities based upon job readiness and initiate contacts with local employers to identify available jobs. Enter participant data in the SPARQ system. | • Bill Taylor: 62.5% (31 hours per week) allocated to the federal SCSEP grant; 14.5% (5 to 6 hours per week) charged to state match.  
• Patricia Martinez: 52.5% (25 hours per week) charged to the federal SCSEP grant; 14.5% (5 to 6 hours per week) charged to state match; and 10% (4 hours per week) charged to administrative portion of the federal SCSEP grant, as backup for the Human Resources Assistant |

**Organizational chart and authorized positions.**

An organizational Chart is included as attachment 1. New Mexico SCSEP has no sub-grantees. Authorized positions are listed in the chart on page 10 above.

**Local staff training.**

Local staff are trained with an initial thorough three-day training covering the basics of SCSEP. Training is continued through regular (approximately monthly) meetings at which various topics are covered. These include: most-in-need categories, in-depth payroll discussion, eligibility and re-certification documentation, IEP development and monitoring, file assembly, exit policies and procedure, and the like.

**Project monitoring and audit.**

ALTSD contracts with an outside accounting firm to perform an annual audit of all Department finances, with special emphasis on federal grants. In preparation for this audit, SCSEP staff pre-audit all files on a quarterly basis. Monthly training times are used for these pre-audits; any issues discovered become training and technical support opportunities.
New Mexico SCSEP provider management and transfer management, if applicable.
New Mexico SCSEP providers meet at least annually and communicate by telephone and e-mail as necessary throughout the year. Each provider is responsible to its corporate structure and contract with USDOL. Where coordination and collaboration are required, this is accomplished well and efficiently, with no resistance.

The state program will assist with transition of national grantees (if this occurs) to ensure a smooth transition for participants.

(1) The state program will organize a meeting or conference call to discuss the transition process and timeline. This will be scheduled as soon as possible, but at least within two weeks of receiving notice of a new national grantee configuration in New Mexico. All incumbent and new grantees will be invited and everything possible will be done to ensure attendance. Meetings or conference calls will be held as needed thereafter.

(2) USDOL’s expectation that the state take a leadership role in this process will be communicated in the grantee meetings. Grantees will be asked to share any communication to be sent to participants with the group before it is finalized and sent out. For participants transferred from ALTSD, at least 30 days before the transition a list of participants to be transferred will be sent to the new contractor. The list will include placement information and contact information in order to give the new contractor time to work with the participants to effect a smooth transition.

(3) Complaints will be forwarded to the responsible national grantees with a request that they respond to the state program within ten business days. The state will speak to the complainant in person or by telephone during those ten days. The state will consider the grantee’s response, as well as the interview with the complainant and recommend a resolution.

(4) The state will compose a letter to accompany letters from national contractors to their participants. This letter will explain that upon any change in national grantee(s), there should be no break in service or payment other than the normal break one might expect in starting a new job. The letter will give the state’s toll-free number, address, and e-mail should participants have questions or issues.

(5) If a participant is being transferred to a new contractor, the initial application and current eligibility information will be transferred. Confidential records, including supervisory assessments, medical records and any personnel actions will not be forwarded. Transfer of records will be discussed at transition meetings. Should new contractors express that they have not received adequate records, the state program will use the authority of USDOL’s mandate to facilitate the process.

(6) Issues in any of the areas covered in this section, or others that arise in the course of this process, which cannot be resolved to the satisfaction of the parties, will be reported by the state to its regional representative at the USDOL, with copies to the affected parties.
Recruitment

Regularly, usually once each pay period, case managers meet with the program director to review applicants. Vacancy locations are discussed. Applicants who have been determined to be eligible, and are appropriately located to fill existing vacancies, are ranked by priority and need. Case managers approach applicants in ranked order to offer program enrollment.

Recertification

Each spring, a memo requiring eligibility documentation is sent to all current SCSEP participants, no matter how briefly they have been in the program. This ensures that each participant is recertified at least annually. Eligibility paperwork is maintained by each participant's case manager, either in Albuquerque or Santa Fe for active participants, and in Santa Fe for closed files.

Orientation

Participants. Participants receive orientation from a case manager after being placed in an assignment. See Attachment 2, “Trainee Orientation Record” for the content and method of this orientation.

Host agencies. Host agencies receive orientation from a case manager after a participant has been placed. See Attachment 3, “Host Agency Orientation Record” for the content and method of this orientation.

Durational Limits

New Mexico SCSEP provides no extensions to the 48 month limit to participation created by the Older Americans Act. Participation in a particular community service assignment is governed by a participant’s Individual Employment Plan (IEP). A participant stays at a host agency as long as progress is being made toward employment goals, unless a host agency asks a participant to leave sooner. The state program’s durational limit policy is a part of the Termination Policy and reads:

CAUSES AND PROCEDURES FOR TERMINATION:
A participant shall be terminated from an ALTSD SCSEP training position if any of the following are found to be true: ...

A participant has been enrolled in SCSEP for forty-eight (48) months, reaching the maximum participation limit. The ALTSD SCSEP provides no extensions of this limit. Six months before a participant reaches this limit, he or she is informed in writing of the approaching date of disenrollment. ALTSD SCSEP staff work with the participant to create an Individual Employment Plan (IEP) designed to ease transition out of the program. A second notice of disenrollment will be sent to the participant thirty days before the date of exit. The participant is able to continue participating in the ALTSD SCSEP until the date of exit stated in the notice.
Assessments

All SCSEP participants are assessed initially and then at least two times per year. Attachment 4 is the New Mexico SCSEP Assessment Policy and Procedure. Besides three levels of assessments as stated in the NM SCSEP policy, participants may also be assessed using O-Net profiles or referred to NM Workforce Connection offices for WorkKeys assessment. IEPs are based on assessments. IEPs list barriers to employment, steps to overcome barriers, skill gaps, training to acquire skills, employment goals, steps to achieve goals, and training in job search methods.

Community Service Assignments

Types of community service and matching participants to host agencies.
New Mexico maintains considerable flexibility in types of host agencies. However, the main types are senior centers, medical offices or clinics, workforce services, law enforcement, schools and organizations that serve individuals with low incomes. These are chosen as they often deal with older adults with low incomes in a caring, but constructive, manner. Senior centers and organizations that serve individuals with low incomes are good initial placements for those who need “soft skills” development. Law enforcement, schools and health care organizations provide specific marketable job skills training. Workforce services organizations provide access to community job openings.

Participants are matched to host agencies after assessment. If soft skills are an initial need then an organization that can provide that sort of training is chosen. If customer service skills are well developed, then an organization that provides good, marketable skills training is appropriate. When a participant has marketable skills, a workforce services organization may be appropriate as to facilitate finding unsubsidized employment.

Placement in project administration.
New Mexico currently has one participant placed in project administration. This individual has good work skills and assists the case manager in the four corners area of New Mexico by visiting other participants and host agencies, by assisting applicants to apply for SCSEP, and recruiting new applicants and host agencies. Participant staff are encouraged to find unsubsidized employment as quickly as possible.

Average hours in a participant’s training week.
Almost all participants work 20 hours per week. When additional training is recommended in an IEP, the participant may be paid extra hours to attend training as well as provide community service. Some years, when budget allows, participants may be granted extra community service hours at the end of the program year.

Fringe benefits offered.
Each contractor in New Mexico offers different benefits to participants. New Mexico’s state program offers OASDI, Workers’ Compensation, an annual physical examination, up to 48 hours of necessary sick leave per program year, paid holidays (if those holidays are observed by the host agency) and administrative leave for specific reasons when approved by the program.

Procedures for assuring adequate supervision.
Each host agency signs and notarizes a host agency agreement which includes a clause stating that it will provide direct supervision of the trainee. Case managers visit and observe each host agency many times.
over the course of each program year, but on the “annual visit” private conversations are held with the 
trainee and the supervisor to ascertain the nature of the supervision from both viewpoints. Supervisors 
must provide evaluations of their trainees after ninety days and then annually. The quality of evaluation 
provides insight into the quality of supervision.

Training

Training is based on an Individual Employment Plan (IEP) for each participant. Training involves timeliness, 
professional dress and grooming, customer service, specific job skills, computer skills, and comparable 
endeavors. In McKinley County, the program has contracted with UNM-Gallup to provide customer service 
training. No SCSEP participant has entered a Registered Apprenticeship.

Supportive Services

The New Mexico SCSEP Participant Manual states:

IX. Referrals and Other Supportive Services
A. Referrals for Assistance: Your case manager can help you address issues that may keep you from 
successfully attaining your goals. Contact your case manager for referrals to:
   - Social Security,
   - Supplemental Security Income (SSI),
   - Social Security Disability Income (SSDI),
   - Supplemental Nutrition Assistance Program (SNAP), formerly Food Stamps,
   - Subsidized Housing,
   - Centennial Care (Medicaid),
   - Medicare, or
   - Other health insurance options.
B. Payment or Referral for Supportive Services: If you have an immediate and documented need that 
affects your ability to fully participate in the SCSEP, you may be able to receive supportive services 
through the SCSEP, such as:
   - housing assistance;
   - training-related health care and medical services;
   - child and adult day care;
   - eye exams and eyeglasses;
   - transportation assistance;
   - assistance in obtaining training-related incidentals, such as tools, work boots, and 
     uniforms.
These services may be provided directly or through referral to a social service organization. 
Assistance is subject to availability of funds. Contact your case manager for further information.

Termination

Please see Attachment 5—New Mexico SCSEP Termination Policy.

Complaints and Grievances

Please see Attachment 6—Grievance and Appeal Procedure
Maximizing Enrollment

Regularly, usually once each pay period, case managers meet with the program director to review applicants. Vacancy locations are discussed. All vacancies are filled as quickly as possible. Over enrollment may occur in a county when eligible applicants are available and when another county does not concurrently have eligible applicants. Methods of recruitment for under-served counties are discussed, methods implemented and balance restored.

Performance

Entered employment.
The goal for each of the four years covered by this plan is to achieve 40.0% for this measure.

Employment retention.
The goal for each of the four years covered by this plan is to achieve 66.6% for this measure.

Average earnings.
The goal for each of the four years covered by this plan is to achieve $6500 for this measure.

Service level.
The goal for each of the four years covered by this plan is to achieve 150.0% for this measure.

Service to most-in-need.
The goal for each of the four years covered by this plan is to achieve 2.33 for this measure.

Community service.
The goal for each of the four years covered by this plan is to achieve 75.0% for this measure.

Administrative Costs

New Mexico has not submitted a request for an increase in administrative costs, and has no plans to do so.
Appendices

The following Attachments provide supporting documentation for the Senior Community Employment Plan.

- **Attachment 1**—Organizational Chart
- **Attachment 2**—Trainee Orientation Record
- **Attachment 3**—Host Agency Orientation Record
- **Attachment 4**—New Mexico SCSEP Assessment Policy and Procedure
- **Attachment 5**—New Mexico SCSEP Termination Policy
- **Attachment 6**—Grievance and Appeal Procedure
- **Attachment 7**—Public Comments
New Mexico Aging and Long-Term Services Department

SCSEP Organizational Chart

Cabinet Secretary
Myles Copeland

Office of the Secretary

Aging Network
Division Director
Lynne Anker-Unnever

Admin. Svcs.
Division Director
Julia Gil

Other Divisions

Emp. Programs
Bureau Chief
Doug Calderwood

Other Bureaus

Associate Division
Director
Vacant

Budget Director
Harold Gomez

Human Resources
Bureau

Patricia Tupper

General Accounting
Mauricia Chavrias-
Quarn

Grant Reporting
Brandi Harrison

Personnel Assistant
Marie Anaya

Others

Case Manager
Patricia Martinez

Case Manager
William Taylor

50+ Employment
Connection

Pink shaded boxes indicate staff whose time may be accounted as leveraged resources or part of an indirect cost ratio.

Blue shaded boxes denote key staff for SCSEP.
Trainee’s Name ________________________________________________

Instructions: Trainees receive orientation after assignment to community service. SCSEP case managers review this document in detail with trainees and check mark all covered items. Trainees are to receive copies of this form and all documents referenced on page 4. Trainees’ files are to include original signed and executed copies of the completed Trainee Orientation Record.

☐ Program Goals and Objectives:
  • The goal of SCSEP is to secure employment for trainees.
  • Objectives include:
    o Identifying and recruiting applicants and host agencies;
    o Enrolling eligible applicants as trainees;
    o Assessing trainees and providing needed supportive services;
    o Assigning trainees to appropriate host agencies;
    o Creating and completing Individual Employment Plans (IEPs) to achieve trainees employment goals; and
    o Placing trainees into gainful employment.

☐ Training Opportunities: SCSEP is not a job; it is a training program—a stepping-stone to real employment with higher wages, benefits and opportunities for advancement.
  • Host agency assignments provide skills training and experience, build confidence, and establish a record that can be used for resumes and references.
  • Trainees may be placed in On-The-Job Experience (OJE). This is training with an organization or company that is not a host agency. At the end of twelve weeks, trainees are employed by the OJE site if all has gone well.
  • Trainees’ IEPs may indicate training needs (such as reading, math, English as a second language, or High School equivalency) and opportunities (like preparation to obtain Nurses’ Aide certification or a Commercial Drivers’ license). SCSEP or a community partner provides this training.
  • Once trainees complete all training, they are ready for unsubsidized employment.

☐ Trainees’ Roles:
  • Trainees are to:
    o Complete assessment forms as requested by their case managers;
    o Perform the work outlined in Trainee Task Descriptions;
    o Accept supervision from their host agency supervisors;
    o Accept guidance from ALTSD case managers;
    o Perform action steps outlined in their IEPs—these action steps lead to new knowledge, skills and abilities; and
    o Obtain employment. As they are ready, trainees are to look for job opportunities and follow-up on job leads.
  • Trainees are not employees of their host agency, nor employees of ALTSD. As trainees, they are not eligible for unemployment compensation upon exit from SCSEP.
COMMUNITY SERVICE ASSIGNMENTS:

☐ Purpose of Community Service Assignments: The purpose of community service assignments in non-profit or public agencies is two-fold:
  • to provide trainees with meaningful training through work experience and job skills enhancement in order to obtain unsubsidized employment; and
  • to provide community service through non-profit or public host agencies.

☐ Host Agency Support for Trainee Employment: The ultimate goal of SCSEP is for each participant to attain unsubsidized employment, most often based on the quality of skills learned at the host agency. Whenever possible, host agencies are encouraged to hire qualified trainees for vacant positions. Host agencies can also refer trainees to available positions in the community and provide references.

☐ Host Agency Supervisors’ Roles:
  • Host agency supervisors provide:
    ○ Skills training;
    ○ On-going supervision;
    ○ Safe, healthy work environments; and
    ○ Support.
  • Host agencies supervisors:
    ○ Reinforce that SCSEP is a training program; and
    ○ Encourage trainees to find employment outside of SCSEP.
  • Host agency supervisors report all on-the-job injuries sustained by trainees within 24 hours to ALTSD's Human Resources Assistant in Santa Fe.
  • Host agency supervisors evaluate participants’ training progress after 90 days and then at least annually in partnership with their ALTSD case manager.
  • Host agency supervisors may discuss participants’ progress with their ALTSD case manager at any time.

WHAT ALTSD DOES:

☐ Develop Individual Employment Plans (IEPs): ALTSD employees work with trainees and their supervisors to establish employment goals and develop IEPs. IEPs are the core of SCSEP.
  • IEPs reflect trainees’ individual goals, interests, training needs, realistic local job opportunities, and supportive service needs.
  • IEPs outline skills trainees are to learn at their host agencies or in classroom settings.
  • IEPs list supportive services to be provided by ALTSD and community partners.
  • IEPs outline action steps to be taken by trainees to achieve their goals with support from ALTSD, host agencies and other community partners.
  • When trainees complete IEP goals at their current assignments, IEPs are updated. Upgraded training at the same site may be recommended or trainees may be transferred to new host agencies.
Authorize Hours: Trainees’ community service assignments are normally 20 hours per week. Host agencies assure that the trainees work the number of hours authorized by ALTSD and specified in Assignment Justification & Trainee Task Description form. Trainees cannot volunteer hours beyond those listed on this form unless volunteer tasks are substantially different from community service assignment tasks.

Provide Wages and Fringe Benefits: Trainees are paid wages for time spent in orientation, training, and at the community service assignment. The wage rate will be the highest of the local, state, or federal minimum wage. In addition to wages, trainees are covered by Workers’ Compensation. Trainees are paid on a bi-weekly basis. ALTSD’s preferred method of payment is by direct deposit to a bank or to a pay card. In order to receive payment, time sheets must be completed, signed, dated, and submitted according to ALTSD policy. Failure to follow submission guidelines may delay payment.

Track Maximum Program Participation: The length of time in SCSEP varies for each trainee and is based on individual training needs; however, the maximum duration of program participation is 48 months. ALTSD notifies trainees six months before this limit is reached and again 30 days before the deadline.

Background Checks: ALTSD does not automatically conduct background checks; however, some assignments or training may require background checks.

Customer Service: ALTSD strives to provide the best possible services to trainees and community partners. Please address any questions or comments to case managers or other ALTSD staff.

Satisfaction Surveys: Trainees receive annual customer satisfaction surveys from the U.S. Department of Labor. They are to complete the survey and return in the stamped, self-addressed envelope mailed with the survey.

Trainees’ Rights and Responsibilities:

Available Supportive Services: Needs for supportive services to enable successful participation in SCSEP are assessed at least twice per year. Supportive services, such as: housing assistance; health care and medical services; child and adult care; eyeglasses; transportation assistance; and incidentals such as tools, work boots and uniforms are offered when there is an imminent and documented need. Services may be provided directly or through referral to a social service organization. Assistance is subject to availability of funds.

Availability of a Free Physical Examination: As a trainee benefit, SCSEP offers to pay for all or part of the cost of a limited physical examination. The results of these examinations are trainees’ property, to share only upon their written approval.

Allowable and Prohibited Political and Religious Activities: Trainees have the right to be affiliated with political parties and religious organizations and to participate in associated activities on their own time. During paid SCSEP hours, trainees are prohibited from participating in any political or religious activities.

Responsibility to Remain Eligible: Trainees are to continue to meet SCSEP eligibility requirements and certify this at least annually. Eligible trainees are at least 55 years old, unemployed, residents of New Mexico, who receive income of less than 125% of the federal poverty level. Trainees are to provide specified documentation to determine eligibility at enrollment, when family size or income changes, and each year thereafter.

Obligation to Report Changes in Income or Family Size: Trainees are to immediately report any changes in household income or family size to ALTSD.
☐ Requirement to Notify ALTSD if Employed: Employment is the goal of SCSEP. Participants who obtain employment are required to immediately inform ALTSD of their change in status and will be exited from the program as a successful trainee with unsubsidized employment.

☐ Obligation to Report Lack of Training and Supervision: Trainees are assigned to host agencies to learn skills that will equip them for unsubsidized employment. If trainees’ actual duties are not consistent with the current job title and training plan, if they are not gaining valuable skills, or if they are unsupervised, trainees are to report this situation to ALTSD staff.

☐ Job Search Responsibilities: Trainees receive job search assistance from ALTSD, the host agency and from their local America Job Center (AJC). All trainees are to register with the AJC and attend workshops offered there. When they are job-ready, trainees are to regularly check at the AJC, and on-line, for job openings. ALTSD provides support, helps develop job opportunities, and assists trainees to achieve goals outlined on the IEP. If trainees cannot obtain jobs, other services will be considered. Next steps may involve developing a new IEP.

☐ Obligation to Seek Unsubsidized Employment: SCSEP is a temporary on-the-job training program, not a permanent job. Trainees whose case managers determine that they are job ready are to work with their case managers, and on their own, to identify and obtain unsubsidized employment. Trainees are to provide ALTSD with documentation of employment when it is attained.

DOCUMENTS TO BE GIVEN TO TRAINEES AS PART OF ORIENTATION:

☐ Time Sheet and Instructions
☐ Grievance and Appeal Policy for participants and Applicants
☐ Termination Policy (Including the Individual Durational Limit Policy)
☐ Physical Exam Acceptance or Waiver
☐ Leave Policy
☐ Terms of Agreement

Trainee: By signing this document, I certify that I have received information about the goals of SCSEP and understand my rights and responsibilities as a SCSEP trainee. Further I have been given the handouts included in the list of supplemental documents. I also certify that I understand the policies and information provided in the documents listed above.

________________________________________________________ __________________
Trainee’s Signature         Date

Case Manager: By signing this document, I certify that I provided a thorough orientation about SCSEP to the trainee and that copies of all required documents have been distributed to the trainee and the originals are maintained in the trainee’s file.

_______________________________________________________ __________________
ALTSD Case Manager’s Signature       Date
Host Agency Name: __________________________________________________________

Instructions: Host agency supervisors receive orientation once a trainee has been assigned to their site. SCSEP case managers review this document in detail with host agency supervisors and check mark all items covered. Supervisors are to receive copies of this form and all documents referenced on page 4.

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- The goal of SCSEP is to secure employment for trainees.
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- Host agency supervisors provide:
  - Skills training;
  - On-going supervision;
  - Safe, healthy work environments; and
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- Host agencies supervisors:
  - Reinforce that SCSEP is a training program; and
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  - When trainees complete IEP goals at their current assignments, IEPs are updated. Upgraded training at the same site may be recommended or trainees may be transferred to new host agencies.

- **Authorize Hours:** Trainees’ community service assignments are normally 20 hours per week. Host agencies assure that the trainees work the number of hours authorized by ALTSD and specified in Assignment Justification & Trainee Task Description form. Trainees cannot volunteer hours beyond those listed on this form unless volunteer tasks are substantially different from community service assignment tasks.

- **Provide Wages and Fringe Benefits:** Trainees are paid wages for time spent in orientation, training, and at the community service assignment. The wage rate will be the highest of the local, state, or federal minimum wage. In addition to wages, trainees are covered by Workers’ Compensation. Trainees are paid on a bi-weekly basis. ALTSD’s preferred method of payment is by direct deposit to a bank or to a pay card. In order to receive payment, time sheets must be completed, signed, dated, and submitted according to ALTSD policy. Failure to follow submission guidelines may delay payment.

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- **Background Checks:** ALTSD does not automatically conduct background checks; however, some assignments or training may require background checks.

- **Customer Service:** ALTSD strives to provide the best possible services to trainees and community partners. Please address any questions or comments to case managers or other ALTSD staff.

- **Satisfaction Surveys:** Trainees receive annual customer satisfaction surveys from the U.S. Department of Labor. They are to complete the survey and return it in the stamped, self-addressed envelope mailed with the survey.
TRAINEE’S RIGHTS AND RESPONSIBILITIES:

☐ Available Supportive Services: Needs for supportive services to enable successful participation in SCSEP are assessed at least twice per year. Supportive services, such as: housing assistance; health care and medical services; child and adult care; eyeglasses; transportation assistance; and incidentals such as tools, work boots and uniforms are offered when there is an imminent and documented need. Services may be provided directly or through referral to a social service organization. Assistance is subject to availability of funds.

☐ Availability of a Free Physical Examination: As a trainee benefit, SCSEP offers to pay for all or part of the cost of a limited physical examination. The results of these examinations are trainees’ property, to share only upon their written approval.

☐ Allowable and Prohibited Political and Religious Activities: Trainees have the right to be affiliated with political parties and religious organizations and to participate in associated activities on their own time. During paid SCSEP hours, trainees are prohibited from participating in any political or religious activities.

☐ Responsibility to Remain Eligible: Trainees are to continue to meet SCSEP eligibility requirements and certify this at least annually. Eligible trainees are at least 55 years old, unemployed, residents of New Mexico, who receive income of less than 125% of the federal poverty level. Trainees are to provide specified documentation to determine eligibility at enrollment, and each year thereafter, when family size or income changes.

☐ Obligation to Report Changes in Income or Family Size: Trainees are to immediately report any changes in household income or family size to ALTSD.

☐ Requirement to Notify ALTSD if Employed: Employment is the goal of SCSEP. Participants who obtain employment are required to immediately inform ALTSD of their change in status and will be exited from the program as a successful trainee with unsubsidized employment.

☐ Obligation to Report Lack of Training and Supervision: Trainees are assigned to host agencies to learn skills that will equip them for unsubsidized employment. If trainees’ actual duties are not consistent with the current job title and training plan, if they are not gaining valuable skills, or if they are unsupervised, trainees are to report this situation to ALTSD staff.

☐ Job Search Responsibilities: Trainees receive job search assistance from ALTSD, the host agency and from their local America Job Center (AJC). All trainees are to register with the AJC and attend workshops offered there. When they are job-ready, trainees are to regularly check at the AJC, and on-line, for job openings. ALTSD provides support, helps develop job opportunities, and assists trainees to achieve goals outlined on the IEP. If trainees cannot obtain jobs, other services will be considered. Next steps may involve developing a new IEP.

☐ Obligation to Seek Unsubsidized Employment: SCSEP is a temporary on-the-job training program, not a permanent job. Trainees whose case managers determine that they are job ready are to work with their case manager, and on their own, to identify and obtain unsubsidized employment. Trainees are to provide ALTSD with documentation of employment when it is attained.

DOCUMENTS TO BE GIVEN TO HOST AGENCY SUPERVISORS AS PART OF ORIENTATION:

☐ Time Sheet and Instructions
☐ Grievance and Appeal Policy for participants and applicants
☐ Termination Policy (Including the Individual Durational Limit Policy)
☐ Physical Exam Acceptance or Waiver
☐ Leave Policy
☐ Terms of Agreement

My signature below is acknowledgment that I have been oriented and received a full explanation to my satisfaction concerning SCSEP requirements and the trainee assigned to my agency. Further, I have been given a SCSEP handbook and reviewed and understand the policies.

______________________________________________________________  __________________
Host Agency Supervisor's Signature        Date

_______________________________________________________________  __________________
SCSEP Representative Signature        Date

Created March 31, 2014 Attachment 3 Page 27 of 34
ASSESSMENT: INITIAL, SECONDARY AND JOB SEARCH SKILLS POLICY: All SCSEP applicants are to complete an Initial Assessment. SCSEP case managers are to work with applicants to complete appropriate assessments at least twice every twelve months.

PURPOSE: To establish the procedure for assessment and re-assessment of SCSEP applicants and trainees.

APPLICABILITY: SCSEP applicants, trainees, and case managers.

CROSS-REFERENCE: The Older Americans Act, as amended in 2006, Sec. 502 a (1) (b)(N)(i); Sec. 518 of the Older Americans Act and 20 CFR Sections 641.140, 641.360, 641.365, and 641.879 (as amended) and (3)(A)(B); NMAC 9.2.13.8(d)

PROCEDURE:
Three levels of assessment guide a case manager and trainee. These are an Initial Assessment, a Secondary Assessment and a Job Search Skills Assessment. The appropriate level of assessment is to be completed or updated at least twice per year, and an Individual Employment Plan (IEP) is to be updated in conjunction with the assessments. Host agency assignments are to be modified or changed as indicated by assessments and IEPs.

An Initial Assessment is to be completed by each applicant. An Initial Assessment may be sent to an applicant with the Application Part I: Applicant Personal Information. Even if an applicant is not eligible for SCSEP, or is placed on a waiting list, this assessment can assist the applicant in pursuing job leads. If an Initial Assessment reveals significant barriers to employment, such as homelessness, lack of a high school education, limited English proficiency, or the like, then the initial IEP should be focused on addressing these issues and the initial host agency assignment is to focus on the development of “soft skills” such as timeliness, dependability, appropriate dress and behavior. When barriers to employment have been addressed and a trainee is performing well at basic work tasks, it is time to conduct a Secondary Assessment.

If initial barriers are less significant, such as lack of computer literacy, or the desire to transfer to a new field of work, then the applicant/trainee is ready to proceed to the Secondary Assessment. This requires knowledge of The Occupation Information Network (O*NET) and is to be done in consultation with a case manager or other SCSEP staff, where there is a computer with internet access. O*NET is found at www.onetonline.org. This assessment focuses on particular jobs that a trainee would like to pursue, and identifies the skills necessary for those jobs. This assessment is to result in an IEP which focuses on filling skill gaps or receiving specialized training. Host agency assignments are to be in organizations that provide training that addresses identified goals.

A Job Search Skills Assessment is to be completed when a trainee is job ready. This assessment guides a trainee in polishing a resume, contacting references, developing interviewing skills and the like. The IEP related to this assessment is to focus on job search, with action steps related to applying for jobs and preparing for job interviews.

Initial Assessment:
1. Education. Compare the answers in this section with answers given to questions F, I, J and K on Application Part II: Verification and Eligibility. If the answers are not consistent, probe gently for more information regarding the applicant’s educational experience.

2. Employment History. The applicant is to prepare a listing of jobs held for at least the past ten years, with the most recent job first. The applicant is to rank the jobs from most favorite (#1) to least favorite (#8 or more.) If the applicant has a prepared resume, it is to be attached. If the applicant has had more than eight jobs in the past ten years, additional pages
may be attached. If a prepared resume is not available, this is to become an action step in the Individual Employment Plan (IEP).

3. Skills/Strengths. Listed skills are to be categorized. Probe to determine skills the applicant enjoys, which have been done most frequently, which are relevant to desired jobs, and which the applicant no longer wishes to do.

4. Confidence Rating. This section is to be completed by the applicant. Review this section to identify training that might become part of an IEP, assuming the applicant is eligible for SCSEP.

5. Barriers to Employment. This section is to be compared with “most-in-need” categories selected by the applicant. Items here are to be transferred to the “Barriers” section of the IEP.

6. Forced Choice Exercise. This is the last section to be completed prior to an interview. If job ideas are sparse or don't seem to fit the results of the exercise, the case manager and applicant are to brainstorm together to identify job titles or types of work that fit the categories chosen. If the applicant has generated many job ideas, the case manager and applicant are to work together to select the most realistic. This exercise may be repeated on reassessment to determine if areas of interest have remained similar or changed over time.

Secondary Assessment:
1. Strengths to Build On. Review the Initial Assessment with the applicant/trainee to identify strengths that can form a basis for training to be provided by SCSEP.

2. Employment Goals. Go to www.onetonline.org to look up positions by title or select skills to find positions that require those skills. Identify three obtainable job titles that interest the applicant. Qualifications for each are to be listed, and the applicant is to decide if he or she has those qualifications. If not, the case manager is to work with the applicant to identify on-the-job or classroom training to develop the qualifying skill set.

3. Preferences for Unsubsidized Employment. This section will guide the selection of a host agency, as well as an employment goal that is realistic.

4. Job Goals: This section focuses the applicant/trainee on specific jobs and guides training and host agency assignments.

Job Search Skills Assessment:
1. The trainee is to start with the list of “Job Search Skill Options” at the bottom of the page and mark those that he/she does not possess. The case manager is to work with the trainee to arrange the marked skills in the boxes at the top of the form. Those that will be worked on immediately are to be transferred to Goal 4 of the IEP. When those tasks are completed, the case manager is to work with the trainee to complete the Job Search Skills Assessment again and develop the next steps to be entered into the IEP.
NEW MEXICO SCSEP TERMINATION POLICY

EFFECTIVE DATE: October 1, 2011

PURPOSE: To outline a policy in compliance with Title V of the Older Americans Act as amended in 2006 [42 USC Section 3056, Sections 501 through 518] and the United States Department of Labor Employment and Training Administration Rule governing the Senior Community Service Employment Program (SCSEP) effective October 1, 2010. [20 CFR Part 641]

APPLICABILITY: All SCSEP participants. This policy shall be followed fairly and equitably in terminating the training position of any participant. There is no upper age limit for participation in SCSEP; participants cannot be terminated from their training positions due to age.

DISTRIBUTION: At enrollment, each SCSEP participant shall receive a written copy and a verbal explanation from Aging and Long-Term Services Department (ALTSD) SCSEP staff of this policy.

NOTICE AND RIGHTS OF GRIEVANCE AND APPEAL: Thirty (30) days written notice shall be given before all terminations. All terminations are subject to ALTSD’s Employment Programs for Older Workers Appeal Procedure. Every written notice of termination shall include a copy of this procedure. [9.2.13.12 NMAC]

CAUSES AND PROCEDURES FOR TERMINATION:
A. A participant shall be terminated from an ALTSD SCSEP training position if any of the following are found to be true:

1. A participant knowingly provided false information and was incorrectly declared eligible for SCSEP. If this occurs, the participant will be placed on leave without pay immediately and a written notice of disenrollment in thirty days will be sent to the participant.

2. A participant was incorrectly declared eligible for SCSEP through no fault of the participant. For instance, a participant may be declared eligible through an error in calculating includable income. If this occurs, the participant will promptly be sent a notice of disenrollment in thirty days. The participant will be able to continue participating in the ALTSD SCSEP until the date of exit stated in the notice.

3. A participant is found to be ineligible at recertification. Annually, or more frequently if there is a substantial change in circumstances, each participant’s age, income, residency, family size and employment status are reexamined in order to determine if he or she continues to be eligible for the program. During this examination a participant may be found no longer to be eligible due to a change such as increased income or family size. If this occurs, the participant will immediately be sent a notice of disenrollment in thirty days. The participant will be able to continue participating in the ALTSD SCSEP until the date of exit stated in the notice.

4. A participant has been enrolled in SCSEP for forty-eight (48) months, reaching the maximum participation limit. The ALTSD SCSEP provides no extensions of this limit. Six months before a participant reaches this limit, he or she will be informed in writing of the approaching date of disenrollment. ALTSD SCSEP staff will work with the participant to create an Individual Employment Plan (IEP) designed to ease the transition out of the program. A second notice of disenrollment will be sent to the participant thirty days before the date of exit. The participant will be able to continue participating in the ALTSD SCSEP until the date of exit stated in the notice.

5. A participant becomes employed while enrolled in SCSEP. To qualify for enrollment in the ALTSD SCSEP an applicant has to be unemployed. All participants are informed, at the time of enrollment, that they must remain unemployed to continue to be eligible for the program. They are instructed to inform ALTSD SCSEP staff immediately if they become employed. A participant who is discovered to be employed while enrolled...
without the knowledge of the ALTSD SCSEP staff will be placed on leave without pay immediately. The participant will promptly be sent a notice of disenrollment in thirty days.

6. A participant engages in willful misconduct or intentional disregard of program policies and rules such as the behaviors listed in Section B. Mere negligence, inadvertence, incapacity, or incompetence are not acceptable reasons for termination from an ALTSD SCSEP training position. Unless a participant’s violation of ALTSD SCSEP policy is of a serious nature, a participant will be given two documented opportunities to correct his or her behavior before being terminated from his or her position. These opportunities may involve placement in new community service assignments. When a participant’s violation of ALTSD SCSEP policy is of a serious nature, immediate action to remove the participant from the host agency may be required. In this case, the participant will be put on leave without pay and a notice of disenrollment in thirty days will be sent immediately. Examples of situations requiring this course of action include, but are not limited to:

   a. Gross misconduct, such as physical or extreme verbal violence at the workplace.
   b. Intentionally causing danger to the health and safety of oneself or others in the workplace.

B. A participant may be terminated for cause from an ALTSD SCSEP training position for reasons including:

1. Falsification of official records, such as timesheets;
2. Intentional disclosure of confidential or private information obtained from a host agency, SCSEP staff, or SCSEP administration;
3. Physical violence or intentional destruction or theft of property;
4. Obscene, abusive, harassing, or threatening language or behavior;
5. Sexual harassment;
6. Causing an imminent threat to health or safety of self or others;
7. Working while under the influence of alcohol or illegal or non-prescribed, consciousness-altering drugs;
8. Violation of the ALTSD SCSEP leave policy, including taking leave without pay for non-medical reasons without prior approval, failure to return from an approved leave at the stated time without notice or good cause, inability to return to work after four pay-periods of leave without pay for medical reasons, and failure to provide documentation from a doctor of illness exceeding three days when requested by the participant’s supervisor or SCSEP staff;
9. Frequent tardiness or unauthorized absences without good cause or without informing the supervisor. Generally, three instances of absence without good cause or without proper notice may warrant termination.
10. Refusal to comply with the Individual Employment Plan (IEP) without good cause, such as refusal to:
   a. Accept at least three job offers or referrals, and there are no extenuating circumstances.
   b. Accept training opportunities or follow through with objectives to achieve goals that are outlined in the IEP;
   c. Accept a new community service assignment to enhance skill development in support of IEP goals;
   d. Accept supportive services that will enhance the participant’s ability to engage in a community service assignment consistent with the IEP;
   e. Participate in services offered by SCSEP staff such as job search or resume writing;
11. Refusal to cooperate with the recertification, assessment or IEP processes;
12. Insubordination: Intentional refusal to carry out the direct instructions of a supervisor, or ALTSD SCSEP staff, providing there are no extenuating circumstances.
9.2.13.11 GRIEVANCE PROCEDURE:
A. An applicant who has been determined ineligible for enrollment or placement in the programs created under this part may:
   (1) request a reconsideration regarding ineligibility from the employment programs bureau chief, either in person, by telephone, or in writing, within five calendar days of receipt of the notice of ineligibility determination;
   (2) the bureau chief shall have ten calendar days from receipt of the request for reconsideration to review the documentation and make a second determination of eligibility;
   (3) if the applicant still believes that the determination is incorrect, the applicant's next step is to contact the aging network division director in writing within ten calendar days of receipt of the bureau chief's ineligibility determination, challenging the reasons given for ineligibility, and providing accompanying documentation;
   (4) after reviewing the challenge and accompanying documentation, the division director shall make a determination affirming or reversing the determination of eligibility by the bureau chief within ten calendar days of receiving the challenge; the division director's determination shall be final.
B. Any participant who believes that he or she has been subject to unfair treatment, discrimination, or harassment by a supervisor, manager, co-worker or a host agency may proceed as follows.
   (1) Step 1: The participant may discuss a problem or grievance with the participant's supervisor, either in person, by telephone, or in writing, within five calendar days of the occurrence of the problem. The supervisor shall then work with the participant to provide a solution or an explanation within ten additional calendar days. If more time is required for the supervisor to provide a meaningful response, the participant will be notified of this fact and advised of the anticipated response date. In no event shall the supervisor extend the response date by more than 30 days from receipt of first notice. However, if the participant finds it difficult to discuss the problem with the supervisor, the participant may proceed directly to step 2.
   (2) Step 2: If the problem or grievance remains unresolved to the participant's satisfaction after following Step 1, or if the participant found it difficult to discuss the problem with the supervisor, the participant may proceed to the host agency's next level of authority. The participant may discuss the problem with this level of authority, either in person, by telephone, or in writing, within five calendar days of the event giving rise to the grievance or the response of the supervisor in step 1. This level of authority shall then work with the participant to provide a solution and/or explanation within ten additional calendar days. If the participant feels that the problem continues to remain unresolved, the participant may proceed to step 3.
   (3) Step 3: If the participant is unable to receive a satisfactory answer or resolution to the problem from the host agency in step 2, the participant may then submit a written grievance to the employment programs bureau chief within five days after the participant receives the response from the host agency in step 2. This written grievance shall include the following: the nature of the grievance, relevant facts and specific actions, and the requested relief or course of action. The bureau chief shall contact the participant within ten calendar days after receiving the written grievance, to obtain additional information relevant to the grievance. The bureau chief may investigate the grievance and shall provide a written determination. This shall be mailed to the participant within 20 calendar days after the bureau chief's receipt of the grievance unless additional time is required for investigation. If additional time is required, the participant will be notified of that fact and advised of the response date. In no event shall the bureau chief extend the response date by more than 30 days from receipt of first notice.
   (4) If the problem or grievance remains unresolved to the participant's satisfaction following step 3, the participant may follow the appeal procedure outlined 9.2.13.12 NMAC.
[9.2.13.11 NMAC - N, 02/12/2010]

9.2.13.12 RIGHT OF APPEAL OF PARTICIPANTS:
A. Participants in programs created under this part have a right of appeal in the following circumstances:
   (1) when participation has been involuntarily terminated by written notification from the department; or
(2) when deemed ineligible for continued enrollment by written notification from the department; or
(3) when, after following the grievance procedure outlined in Subsection B of 9.2.13.11 NMAC, the problem
or grievance remains unresolved.

B. Appeal procedures for program participants who meet the criteria set forth in Subsection A of this section.

(1) an appeal, pursuant to Subsection A of this section, shall be submitted in writing to the director of the
aging network division within five working days following receipt of the notice of action;
(2) the aging network division director shall contact the participant within ten calendar days after receiving
the written appeal to confirm receipt of the appeal and provide an opportunity to obtain additional information relevant to the
appeal;
(3) after affording the applicant the opportunity to produce additional relevant information, the aging network
division director shall provide a written decision in response to the appeal within 25 calendar days following contact with the
participant;
(4) the aging network division director’s decision shall be final and binding;
(5) complaints of violations of federal law that cannot be resolved within 60 days as a result of this appeal
procedure may be filed with the employment and training administration of the United States department of labor or other
appropriate entities.

[9.2.13.12 NMAC - N, 02/12/2010]
A public hearing, held in Albuquerque on Tuesday, December 1, 2015 in conjunction with the Aging Network Training resulted in the following comments:

<table>
<thead>
<tr>
<th>#</th>
<th>Comment</th>
<th>Response</th>
<th>Commenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The program needs to have a shorter application and less financial information should be required. Applications need to be accessible at host agencies.</td>
<td>The financial and other eligibility requirements are set by federal law and regulation. We will pass your concern on to the USDOL.</td>
<td>Gloria Fragua, Five Sandoval Indian Pueblos, Inc.</td>
</tr>
<tr>
<td>2</td>
<td>Are 50+ Employees state funded?</td>
<td>Yes</td>
<td>Jenny Martinez, Director, Non-Metro Area Agency on Aging</td>
</tr>
<tr>
<td>3</td>
<td>How many slots are available in Luna County?</td>
<td>There are five authorized positions in Luna County.</td>
<td>Jenny Martinez, Director, Non-Metro Area Agency on Aging</td>
</tr>
<tr>
<td></td>
<td>Are any SCSEP Participants currently training in Luna County?</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

As comments continue to be received, they will be added to this attachment.