TITLE V

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM

Sponsored by

MIDDLE ALABAMA AREA AGENCY ON AGING

SENIOR SERVICE AMERICA, INC. (SSAI)
And
STATE OF ALABAMA
DEPARTMENT OF SENIOR SERVICES (ADSS)

HOST AGENCY MANUAL
M4A
209 Cloverdale Circle
Alabaster, AL 35007
(205) 670-5770
(866) 570-2998
FAX: (866) 890-0374

www.M4A.org

Items needed in your Host Agency File
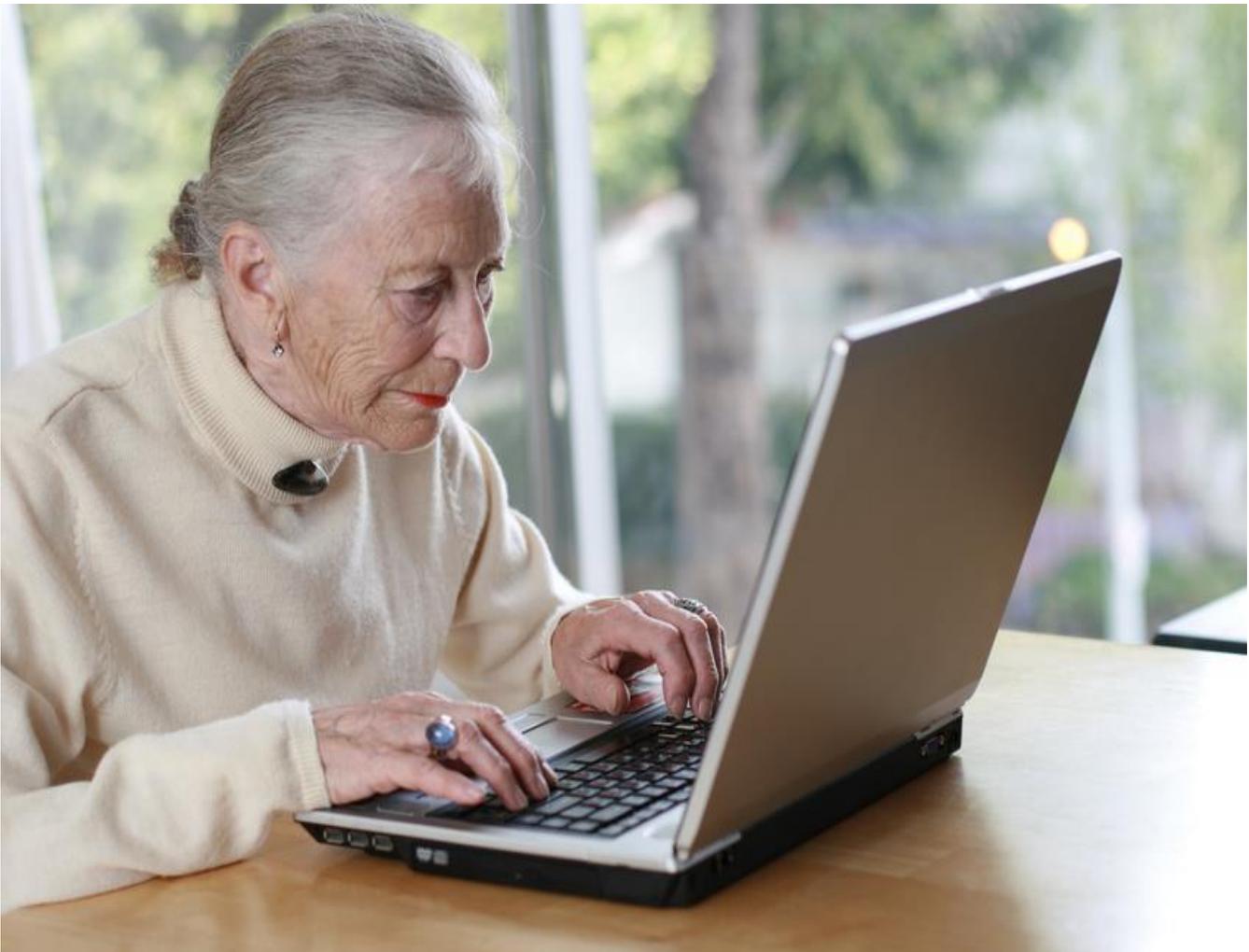
Copy of 501(c) (3) Designation (if applicable)
Copy of Host Agency Agreement (present)
Copy of Assignment Description for each Senior Trainee position
Copy of Health and Safety Meetings
Copy of Senior Trainees Timesheets
Current copy of Driver License and Proof of Automobile Insurance (if applicable)

Table of Contents

Joint Partnership

Thank you for partnering with the Middle Alabama Area Agency on Aging's Senior Community Service Employment Program in our effort to train senior adults to achieve gainful employment and personal growth through developing and improving their marketable skills. Through community service assignments seniors will be given the opportunity to develop their skills and confidence, meet the needs of local employers and contribute to the welfare of their community. Our goal is to enable participants to find jobs not subsidized by the government. To do this participants are given assignments that are aimed at developing transferable skills, and, where needed, combine assignments with classroom training to overcome any barriers to employment such as language skills or hygiene. Assignments will cover a broad range of services from literacy and libraries to service targeted to the elderly, to recreational services, etc.

As a host agency, you will be partnered with the Project Coordinator from M4A who will handle the initial phase of placing a participant. The first consideration of the Project Coordinator will be deciding where and in what capacity the participant is likely to gain new skills and self-confidence that will enhance their future prospects in the job market. This decision will be based on an initial interview with the participant which will take into account the participant's preferences, employment goals, skills, any training they may have received, and local employer needs. The Project Coordinator will then confer with you, the host agency supervisor, to determine the specific assignment duties, the skills to be attained, the training and supervision needed to ensure the skills are attained, the days and hours of community service and any pre-assignment training. She will then develop and discuss with you a written assignment description, and counsel with you regarding required safety in the work environment and outline your training responsibilities. It is important for you to understand the goals of the M4A SCSEP project; (1) eventual unsubsidized placement, (2) the project director's authorization to reassign participants to different community service assignments as necessary and (3) the participant's responsibilities. M4A also wants to be sure, to the greatest extent possible, that the participant is assigned to a host agency in or near where they reside.

There are some **limitations** on community service assignments you should know about. For ease of consideration they are delineated as follows:

● A participant may not be assigned to any community service assignment that involves the construction, operation or maintenance of any facility used or to be used as a place of sectarian religious instruction or worship, including but not limited to assignments in classrooms, lunchrooms, offices and maintenance departments. Community service programs that operate in religious facilities are exempt provided their function does not involve religious instruction or worship.
● Primarily benefits private, profit-making organizations (See also Policy 401 C., Types of Allowable Training)
● Are entrepreneurial, or revenue-generating in nature. (e.g., consigning crafts or other goods for public sale)
●Directly or indirectly benefits any private or personal undertaking of M4A staff or host agency staff member
● Involves a political party
To gain a full spectrum of learning experience and development, the sponsor will be rotating participants to different host agency assignments according to their IEPs (Individual Employment Plan), **with no assignment lasting longer than 12 months.**
● M4A may request a waiver from SSAI OR ADSS if justified by special circumstances.

● No community service participant will be allowed to volunteer beyond their assigned hours at their host agencies if they perform the same services that are described in their community service descriptions.
● Host agencies that provide services and charge client or service fees *may* be eligible to serve as host agencies provided that those fees are used to underwrite the delivery of services to economically disadvantaged people and the value of the community service exceeds the fees. For example, participants may be assigned to commodity food distribution centers, food banks, home health care programs, non-profit adult and child care programs, sheltered workshops, Goodwill Industries and Salvation Army Centers.

M4A SCSEP services

SCSEP project directors are responsible for assigning a participant to an appropriate community service assignment in a host agency for the purpose of training that participant for a job in the community. They will provide for monitoring of the host agency and participant. SCSEP will gather the information for eligibility and the Participant form, also gather information or conduct unsubsidized placement follow-up services/activities for other participants, provide job development, serve as an employment coach for the other participants and provide general administrative assistance to the project director.

Host Agency Responsibilities

● A host agency must be a non-partisan, non-profit or governmental organization. Organizations eligible to act as host agencies are public agencies operated by non-profit agencies or units of government with a certification under Section 501 (c) (3) of the U. S. Internal Revenue Code. Prior to serving as a host agency, organizations must submit their Federal Employer Identification Number (FEIN) and Section 510 (c) (3) designation.
● A host agency must allow participants to learn and use skills and competencies valued by local employers, especially those in high-growth industries and help participants obtain regular unsubsidized employment.
● Provide adequate orientation, instruction and training for the participant's assignment along with a proper work environment.
● Provide suitable supervision to enable each participant to perform as a productive and effective worker and gain the skills outlined in the participant's IEP and training agreement.
● Establish assignments that support the goals of SCSEP as well as the participant's goals established in the IEP. The host agency also must be willing to work with the Project Coordinator to develop the participant's IEP and performance evaluation.
●The host agency must provide a safe working environment; making sure that the buildings are sanitary and free from potential hazards or unsanitary conditions.
● Host agencies are not responsible for determining eligibility of an applicant or a current participant except when the project sponsor is also the host agency. Also, **host agencies cannot terminate a participant or sign an Exit Form,** except when the project sponsor is the host agency.
● Project sponsors are required to hold **mandatory orientation sessions and annual meetings** for host agencies to outline the goals and objectives of SCSEP and M4A. At these meetings, the SCSEP Project Coordinator and host agencies will: (1) review the host agencies responsibilities, including the above articles; (2) discuss what jobs and skills are in demand by local employers that might be attainable by SCSEP participants; (3) discuss effective training and supervision methods; (4) identify computer-related and other training opportunities available at the host agency; and (5) review other related issues (e.g., assessments and IEPs, workplace safety).

●Each host agency must sign an agreement with the M4A before any participants can be assigned to community service at the host agency. The agreement must be for one project year, or the appropriate portion thereof, and must be renewed each project year.

M4A must maintain records of all current Project Sponsor/Host Agency Agreements as well as all Section 501 (c) (3) designation and documentation of FEINs, to ensure that each participant's community service assignment is covered by a current agreement.

Host Agency and Participant Monitoring

Project directors will be monitoring the participants at their community service assignments. They will be doing this once every four months and while the Project Coordinator must be the monitor for at least one of the four visits they may also delegate this job to an appropriate staff member. They will be checking to see that the host agency is complying with their responsibilities. The first host agency monitoring review must be completed within the first four months of the date of the service assignment.

1. At each monitoring visit the Project Coordinator will interview the participant to determine whether he or she
   •Is knowledgeable about the duties in the written community service assignment description.
   •Is satisfied with the assignment and the level of supervision;
   • Has suggestions for changes, improvements or additional training
   •Has updates for the individual employment plan;
   •Understands the limit on the length of the assignment, payroll procedures and required benefits; and
   • Is making efforts to obtain unsubsidized employment.

2. Interview the host agency supervisor to:
   • Discuss the possibility of hiring the participant;
   • Determine whether he or she has suggestions for changes in the community service training assignment description, including the possibility of placing the participant in an assignment with more responsibility or providing training that will make the participant more employable;
   • Ensure that he or she understands the limit on the length of the participant's current assignment;
   • Ensure compliance with maintenance of effort and other requirements as indicated in the agreement;
   • Determine whether he or she is satisfied with the work being performed by the participant and progress in his/her training; and
   • Determine whether the host agency has received a Customer Service Survey.

3. Review the community assignment description and training plan to determine:
   • That the participant's duties are the same as those described in the assignment description;
   • That the scheduled hours of community service as set forth in the assignment description and approved by the project sponsor are being followed;
   • That the participant is acquiring the skills and confidence outlined in the training plan and IEP;
   • Ensure that, if the participant is doing volunteer work at the host agency, it complies with the provisions outlined in Policy 103 D., Volunteering at Host Agency Assignments Prohibited.

4. Ensure that the host agency has proper controls to confirm that participants work the hours claimed on their time sheets, including the signatures of both the host agency supervisor and participant.

SCSEP Eligibility Requirements

Age, income, place of residence and employment status are the criteria used to determine whether a person is eligible for SCSEP. The criteria for age and income must be met by all applicants and those being recertified for continued participation.

The four eligibility criteria are defined as:

1. Age – An individual must be 55 years of age or older on the date eligibility is determined. There is no upper age limit for participation in SCSEP.
2. Income – Individual (or family) income must not exceed 125 percent of the federal poverty level. (A person with a disability may be treated as a family of one for the income calculation.) The income limits are prepared annually by the U.S. Department of Health and Human Services.
3. Place of Residence – Place of residence means an individual's permanent dwelling place. To be eligible for enrollment, an individual must reside in the county in which M4A is authorized to operate SCSEP. There is no requirement pertaining to the length of residence prior to enrollment.
4. Employment Status – Individuals much be unemployed or employed with notice of pending termination.

If a participant exits the program and wants to re-enroll, s/he must be eligible and any preference is at the discretion of the Project Director.

Project Sponsor Responsible for Documenting Eligibility

Project sponsors are responsible for documenting eligibility information and for recording that information on the Participant Form. Examples for eligibility requirement include:

- Age – Birth certificate, Social Security award letter, driver's license, passport
- Income (for self and family members) – Social Security award letter, earning statements pension statements, income tax return for the prior year, and bank statements showing interest.
- Family Size – Income tax return from prior year, marriage certificate
- Residence – Utility bill, voter's registration card, driver's license

If the applicant or participant would like to qualify as a Family of One because of his/her disability, the disability must be documented. This documentation may include appropriate medical documents, letter from Vocational Rehabilitation Services, Disability Parking Permit issued by the State; and for SSDI, the Social Security Administration's benefits letter. (If the individual does not want to qualify as a Family of One, no declaration or documentation of any disability is required.)

Finally, a sponsor may document a participant's unemployment status by:

- Accessing UI records where possible;
- Reviewing bank records for payroll deposits;
- Phone calls to former employers; and

- Other documentation (e.g., certification from another agency that has reviewed the documentation).

Employment Eligibility Verification Form (I-9) Required
U.S. citizenship is not a requirement for eligibility; however, the Immigration and Naturalization Service requires an Employment Eligibility Verification Form (I-9) for every person hired after November 6, 1986.

No Other Eligibility Requirement or Limit on Length of Enrollment

Project sponsors cannot impose any requirement for eligibility other than those stated in A above.

Felony Background Checks

SCSEP does not require M4A to conduct felony background checks of participants, but does require M4A to obey local laws and its own and host agencies' policies. SSAI and ADSS will monitor its sub grantees to ensure consistent application. If M4A conducts felony background checks, all information collected will be maintained in a secure and confidential manner.

Enrollment of More Than One Family Member Discouraged

M4A will not enroll more than one family member in their SSAI or ADSS.

Recertification of Eligibility Required

M4A is required to certify each participant's eligibility once every 12 months. M4A also may verify eligibility as circumstances require.

What are Initial Assessments and IEPs?

First, the Assessment. When a senior participant is enrolled, the Project Coordinator does an initial assessment of that person prior to placing them with a host agency. The Initial Assessment helps to build the participant's IEP or Individual Employment Plan. This assessment will be updated as necessary but at least twice in a 12-month period. At minimum, the assessment is to include the date of assessment, name of participant, his/her work and educational history, the participant's goals, work skills, physical capabilities, other talents and hobbies, life interests and experience and finally their signature and that of the staff member conducting the assessment.

From answers gathered at the assessment, the Individual Employment Plan is developed. Both the Initial Assessment and the IEP are tools to help the Project Coordinator make an effective assignment to a host agency. They help identify appropriate training for the participant, identify unsubsidized employment opportunities and/or prospects, and pinpoint any personal, social or other barriers to employment. If there are any, the Project Coordinator can consider supportive services that will enhance the participant's experience in SCSEP. Together, they can establish a plan of action which will indicate possible community service assignments and when the participant and the Project Coordinator will proceed with completion of the IEP.

As seen above, the Initial Assessment includes five sections.

- **Section 1. Work History**. Provide information on any significant work experience, including volunteer or home-making activities. Where applicable, provide the name of the employer, job title, dates or duration of the job, the reason for leaving and whether the work was paid or unpaid. Ask the participant whether he or she would consider going into the same type of work.
- **Section 2. Education and Training** Provide information on the participant's educational background. Include degrees, special licenses or certifications obtained (i.e., dietary aide, home health certification, etc.) List any additional training received.
- **Employment Skills, Interests and Talents/Hobbies** Provide information on the participant's skills, interests and talents/hobbies. Also ask about the participant's workplace strengths and weaknesses.
- **Section 4. Ready, Willing and Available for Community Service Assignment or Unsubsidized Employment.** Ask about the length of time the participant has been unemployed, the progress of his or her job search, job readiness and work environment preferences. Indicate what type of unsubsidized employment the participant is seeking. Discuss the opportunities in high growth industries and high demand occupation. **Also, emphasize that SCSEP is an employment and training placement program, not a permanent position.**
- **Section 5. Barriers to Employment or Community Services.** Ask whether the participant has any barriers to employment. If any barriers are identified, then list available supportive services, referrals made and who is responsible for follow-up.

Based on the Initial Assessment, the Project Coordinator will be able to indicate possible community service assignments and when the participant and Project Coordinator will proceed with completion of the IEP. The participant and the project director, or designee, should sign and date the Initial Assessment.

The individual employment plan or IEP will reflect the participant's needs and interests. It will help to outline his or her employment goals. It must be prepared within 90 days of the participant's enrollment and updated as necessary, at least three times per year, to ensure the participant is making progress toward his or her goals for a job in the community.

The IEP will need to contain a statement of the participant's employment goal, expected entry wage and indicate whether he or she contacted the Career Center/One Stop. After the goal statement, indicate any training the participant will need to achieve the employment goal, including work experience, community service assignment and/or classroom training, as well as any job-seeking or job-retention skills that are needed. Describe any other actions needed to achieve the stated employment goal. The plan must include detailed actions and deadlines agreed upon by the participant and project director. The project director, or designee, must make frequent contact with the participant to review and document the progress the participant has made. The project director, or designee, must involve the host agency supervisor in discussions about the participant's job readiness and other progress. Each time the IEP is updated, both the participant and the project director, or designee, must initial and date the change. The Project Coordinator should notify the host agency supervisor of

changes to the IEP. Participants who refuse to cooperate with the training or employment goals stated in the IEP may be terminated by the SCSEP project director.

The Project Coordinator or designee must complete the Initial Assessment and IEP. Participants may complete Sections I through III of the IEP on their own to speed the process – but the Project Coordinator or designee must complete the rest of the form with the participant. Participants should be aware of the content of the forms and should be in full agreement with the subsequent action plan. All participants certify their agreement by signing the IEP and all updates. The Project Coordinator or designee must update the IEP after each significant contact with the participant (including visits at the participant's host agency).

Community Service Assignment Description

A written assignment description is required. Project directors are required to work with host agency supervisors to prepare a written community service assignment description for each participant. Copies of the assignment description should be given to the participant and the host agency supervisor and be made a part of the participant's record. Whenever the participant's duties are changed, project directors must revise and date the assignment description. The assignment description should be used in revising and updating the IEP.

At a minimum, the assignment description should include:
1. Assignment Title: the assignment title should reflect the duties and responsibilities of the community service assignment.
2. Objective: training objective for the community service assignment.
3. Host Agency: name and nature of programs and services provided by the host agency.
4. Location: address and telephone number of the community service site.
5. Hours and Days of Service: Regularly scheduled hours and days of service.
6. Rate of Pay: the hourly wage rate that will be paid to the participant in this assignment.
7. Supervision: name and title of host agency supervisor.
8. Duties and Responsibilities: all duties a participant will be expected to perform on the community service assignment.
9. Requirements: Any particular skills, experience or training requirements for the assignment.
10. Training: Describe the general training that will be offered to the participant.
11. Date: The date the assignment began or the date it was revised.

Participant Meetings

A participant meeting is required at least once a year; however the Project Coordinator may convene them more frequently as needed. A single meeting for all participants is preferable, but multiple meetings are permitted. These meeting should function as training sessions and can provide opportunities for participants to gain information and engage in social activities. The meetings should provide participants any opportunity to describe their community service assignments, and for newly enrolled participants to become acquainted with each other and the program. Former participants, particularly those who obtained unsubsidized employment, are encouraged to share their experiences. Enrolled participants are required to attend these meetings but will be compensated at the regular rate of pay for hours spent at a participant meeting. A Project Coordinator may, where appropriate, delegate some meeting responsibilities to participants, such as meeting planning and making

presentations. This allows participants to demonstrate skills and initiative that may be helpful in obtaining unsubsidized employment.

During these meetings the participants should be informed about the changes in the program's policies and procedures. Participant meetings also are excellent opportunities for guest speaker to provide useful information on employment, such as:

- Job search strategies and techniques;
- Available job openings
- Employment counseling
- One-Stop Career Center employment service assistance
- High demand occupations and high growth industries
- Discussions facilitated by employers, human resource professionals, employment counselors, successful ex-SCSEP participants
- Overcoming employment obstacles (e.g., transportation)
- Social Security, Medicare and Medicaid.

Types of Allowable Training

The types of training activities that M4A can offer to participants are community service assignment training, general training, specialized training and on-the-job experience (OJE) training.   These can be combined as necessary to increase the participant's chance of obtaining unsubsidized employment. The community service assignment is provided through the host agency and is by far the most cost-effective and best approach to train older learners to gain new skills or sharpen old skills. It is also beneficial in that it allows the participant to learn at his or her own pace and work on actual tasks dealing with current issues. The participant must have an IEP that outlines, in detail, the skills needed for the assignment and realistic timelines for achieving those goals. The host agency agreement or the assignment description must specify the type of training that will be provided and the number of hours each participant will train. To ensure that the community service assignment training helps the participant gain unsubsidized employment, the M4A will consider placing the participant in assignments that are similar to "in-demand" private-sector jobs. Given the emphasis on computer skills, M4A encourages participants, whenever appropriate, to incorporate computer training as part of their assignment. Transferring the participant to different host agencies (at least every 12 months) is an effective way for him or her to gain a diverse skill set (See Policy 103, Community Service Assignments).

Durational limit on Community Service Assignment

Participants cannot remain in the same community service assignment with the same host agency, including the project sponsor's agency, for more than a total of 12 months. The 12-month limit is the maximum period of an assignment, not the minimum. As a good practice, project directors should establish shorter community service assignment time limits in the participant's IEP. This 12-month limit on each assignment is intended to increase the participant's chances of obtaining unsubsidized employment, provide opportunities to increase responsibilities and learn or improve skills in a new assignment, prevent a host agency from using any participant to perform tasks which otherwise would be performed by regular staff members, and encourage the development of new host agency training assignments.

A Project Coordinator should change the assignment for a participant if he or she determines that a different assignment would provide greater opportunity for the participant to use and develop existing or new skills and aptitudes, provide work experience that will enhance the participant's potential for unsubsidized employment, or serve the best interests of the participant or M4A. To monitor the length of time a participant has been assigned to a host agency, project sponsors are required to keep adequate records of the beginning date of each participant's host agency assignment. Note: Participant's who are returning to an assignment after a period of leave or a Right of Return (following a failed unsubsidized placement), may not return to a previously held host agency assignment if the total time in the assignment was 12 months or more.

A participant may be enrolled in the Senior Community Service Employment Program for a maximum of four years.

Nepotism Prohibited

Nepotism means providing favorable consideration to immediate family members of participants. The immediate family includes: wife, husband, son, daughter, mother, father, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, stepparent, stepchild, grandparent and grandchild. Those involved in administrative capacities – those with the responsibility for the selection or assignment of a participant or supervisory responsibility involving a participant at a host agency are prohibited from enrolling an immediate family member as a participant. Also, project sponsors cannot enroll a person if a member of his or her immediate family is employed in an administrative capacity for the project sponsor. In addition, participants cannot be assigned to a host agency in which a member of their immediate family is in a supervisory or administrative capacity involving oversight of SCSEP participants. Where state or local statues regarding nepotism are more restrictive than this Policy, the state or local statues apply.

Host Agency Responsibilities

As we have stated above, host agency responsibilities include, but are not limited to, providing a healthy and safe working environment; orientation, instruction, supervision and training to enable each individual to perform as a productive and effective worker. We'd like to go into this in a little more detail. Remember, the vision and purpose of this program is to enable older persons to achieve gainful employment and personal development through their training and assignments.

Our contract with you, the Host Agency, is for an eligible SCSEP participant, not a specific individual. We reserve the right to move trainees from one host agency to another when it suits the needs of the program, is in the best interests of the trainee, will assist the trainee receive increased training opportunities, or if it is determined the transfer will increase the SCSEP participant's opportunities of being hired into unsubsidized employment off this program.

Your cooperation and understanding is a vital element in the success of SCSEP. This includes adhering to the guidelines of the program, but also achieving the ultimate goal which is assisting and working with older workers to assist them to gain the skills and confidence necessary to find jobs **OFF THE PROGRAM.** This allows them to remain active, independent, and contributing members of their communities.

Health and Safety in the Working Environment

In order for the health and safety program to be effective, we must demand that all employees of M4A become fully involved in reducing health and safety issues in the workplace. Each employee has a personal responsibility in accident prevention. He/she has the responsibility to his/her family, fellow employees, and to his/her employer in the performance of his/her duties and responsibilities. Therefore, employees must follow and are expected to observe safe practice rules and instructions relating to handling of his/her work. In addition, employees should always remember that their actions may affect fellow workers or members of the general public. Exercising safe practices are essential to the overall safety and security of any business environment. The above paragraph also refers to the Host Agency working environment. *If the senior trainee is injured in any way, whether slightly or seriously, the senior trainee must report the workplace injury to you as soon as possible, but within the 24 hour period. You, the supervisor, must ensure all appropriate statements, Workers Compensation Form 2, and other required information is submitted to the project director's office within the first 48 hours after the injury occurs.* Regardless of whether or not the injury is serious or very slight, the SCSEP participant is required to follow the Medical Protocol and report for drug testing per our safety program policies.

Host Agency Assignments

Because the Senior Community Service Employment Program has a dual purpose – both community service and transition into unsubsidized employment – it must be understood that the Host Agency's assignment should maximize the senior participant's chance for unsubsidized employment and make use of the senior participant's skills, employment interests, and aptitudes. Host Agencies must receive orientation to assure SCSEP participants receive adequate training, supervision, and opportunities for transition into unsubsidized employment. Host Agencies have the responsibility to provide adequate training, supervision, and instruction.

What is expected of the Supervisor?

You are the key to making the senior trainee successful through anticipating changes and making them as easy as possible through planning. You can assist the senior trainee to set goals by being a partner during the interview, orientation, and assignment description development process during enrollment. You can assist senior trainees by including them in staff meetings, training, and making them part of your work group. This keeps senior trainees up to date and allows them to have a complete sense of belonging. Giving senior trainees responsibilities learned through training tasks developed during the enrollment process encourages them to speak up and request assistance to resolve issues that arise during their assignment. Most of all listen to the senior trainee and assist them with their needs as they arise and reach a workable solution.

Listening: Give undivided attention to what the person is saying. Look directly at the person and nod or comment appropriately. Give trainees time to think and collect thoughts. Listen to words and feelings – read between the lines.

Helping Skills: Helping skills are behaviors a person can use to assist another individual to find solutions to problems of everyday living. Helping skills are caring, listening, understanding, and responding helpfully. As a supervisor, you need helping skills because trainees will come to you for help now and then. They will seek information about their assignments and training tasks as well as problems encountered in everyday living. When possible, listen and be helpful. You are doing both yourself and the senior trainee a favor. You will be demonstrating you are a person they can trust. The senior trainee will be more likely to come to you with difficulties in the work setting before the difficulties become catastrophes.

Problem Solving: SCSEP participants are encouraged to discuss any problems with their supervisor. By the same token, supervisors should discuss any problems with the SCSEP participant. Supervisors should take steps to document those issues regarding problem areas that occur at the host agency and provide written

documentation to the project director. Be sure to document discussions or conferences with the senior trainee. Examples of assignment related issues may be not reporting to the assignment on time or not completing assigned duties or training tasks. Examples of personal problems may be lack of transportation, dependent care, physical limitation, and many other areas affecting their life. Please document the conferences and notify the Project Coordinator when submitting the information.

Supervising Older Adults

Some older people find it difficult to be supervised by younger people. Sometimes young supervisors may expect seniors to keep up with the frantic pace of young people. This must be balanced with a reasonable expectation of job performance. Some problems could be due to supervisors with little or no experience with older workers. Supervisors should be aware of signs of aging which could affect job performance of older workers such as vision problems, dulling of senses, loss of hearing, failing eye sight, etc.

- *Dulling of senses* – colors fade: notice how some seniors seem to prefer bright colors and may choose mismatched clothing? This may seriously affect filing, computer skills, etc.
- *Hearing may diminish especially lower tones.* Notice when the trainee appears to be confused with verbal instructions. Written instructions, combined with verbal explanations may help. Notice whether the trainee responds to people with louder or higher pitched voices. Enunciate clearly-asking the trainee to make eye contact with you, maybe lip reading will help.
- Hygiene may suffer with diminished sense of smell. Failing eyesight may explain soiled clothing. Excessive problems with paranoia or hygiene may indicate serious problems-dementia or Alzheimer's. People with Alzheimer's also develop a fear or avoidance of water.
- *Frank discussions are tough, but sometimes necessary.* A frank discussion about problems with job performance and acknowledgement that a problem is surmountable may be helpful. Tell the trainee that you are willing to work with him/her.
- *Take the time to find out about the background of the trainee.* Understand that trainees may have held important jobs or may be revered in social or church activities. This can be in contrast to an entry level job. Trainees need to feel respected and appreciated at any level of accomplishment.
- *Be realistic in expectations.* The trainee should be placed in a position which fits ability and potential, but trainees should be expected to do a reasonable amount of work.

Trainees are to be treated like any other employee as much as possible. They are ***not*** volunteers. Attendance and punctuality are ***not*** negotiable.

Timesheet Requirements

Each senior trainee must file a time sheet for each pay period indicating the dates, community service hours worked, and type of compensated hours. The timesheet must be signed by the senior trainee, the host agency supervisor, and the project sponsor or designee. Timesheets must be completed in **blue** or **black** ink only. Timesheets are considered legal documents showing actual hours worked by the senior trainee and attendance at enrollee training sessions or meetings.

Host agency supervisors must understand the timesheets forwarded to our office are considered legal documents regarding actual hours worked. **No whiteout is to be used on timesheets. If there is a mistake made simply draw a line through it, initial, and write correct information beside it.** When an individual is over-compensated for hours actually worked, the supervisor must submit a corrected timesheet to reconcile those hours. If an individual is under-compensated for hours actually worked, the supervisor must submit a corrected timesheet to reconcile those hours. *The overall goal is to ensure either the individual is paid for actual hours worked or is compensated by compensatory time for hours worked above 19 ¾ hours per week.*