



New S2S Policy Brief: Building Employer-Driven SNAP E&T Programs by Using Labor Market Information and Employer Input

An employer-driven SNAP E&T program offers participants the best opportunity to secure good jobs leading to economic self-sufficiency. By providing training that responds directly to the needs of local industries and employers for skilled workers, an employer-driven program can help participants acquire the specific skills needed to connect to real, quality job opportunities available in local labor markets.

Employer-driven training programs are designed utilizing labor market information (LMI) and other direct employer input and partnerships to ensure they are targeting in-demand jobs, and are providing the right skills, credentials and work experience necessary to compete for these jobs. Use of LMI can also ensure that the jobs targeted by training programs are “good” jobs – that is, jobs that are stable and provide a sufficient number of hours, living-wages, and career advancement.

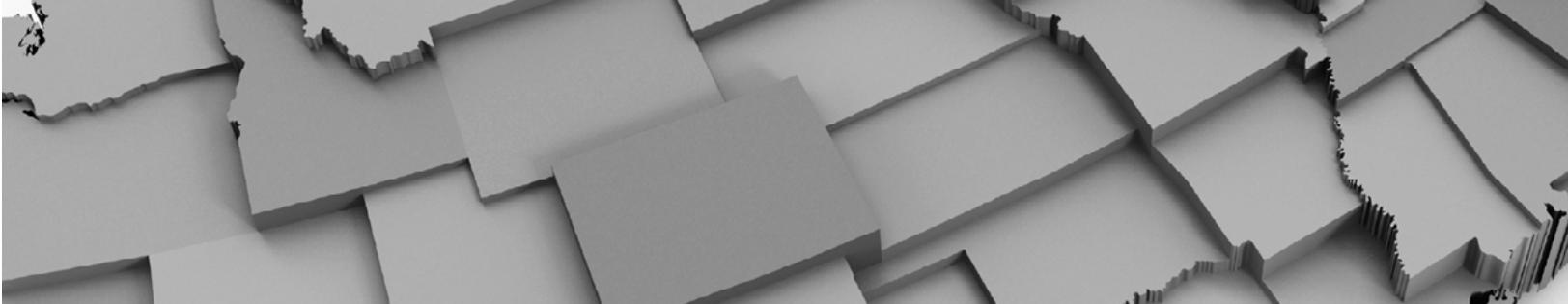
State SNAP agencies do not need to develop LMI or approach employers to ensure their SNAP E&T programs are employer-driven. Rather, agencies should partner with workforce system stakeholders, including State employment security or labor agencies which are already required to develop and integrate LMI as part of administering federal workforce programs. In addition, State agencies can require any third-party partners they select to provide SNAP E&T services to first demonstrate the use of LMI and employer input in the design of their training programs.

Read the full brief **HERE**.

Upcoming Events, Important Dates & Resource Links

- **SNAP to Skills Hosted Webinar on Community and Technical College Partnerships on April 12.** The webinar highlighted the value and opportunity community and technical college partnerships and the role they can play in building robust, demand-driven SNAP E&T programs. The webinar discussed key steps for understanding the local community college system and organizational structure and how to identify and utilize existing, available non-federal funds through the 50-50 third-party reimbursement model.

Access a recording of the webinar **HERE**.



- **Read the *Evaluation of SNAP Employment and Training Pilots Second Report to Congress*:** On January 23, the Annual Report to Congress on the SNAP Employment and Training Pilots was released. Authorized and funded by section 4022 of the Agricultural Act of 2014, the SNAP E&T pilot projects are testing innovative strategies and approaches that connect low-income households to good paying jobs which reduce their need for SNAP. The report presents achievements and accomplishments during FY 2016, pilot-project challenges after the launch of the pilot operations and progress made in addressing these challenges and activities that will take place in or after FY 2017 related to the evaluation.

Read the report **HERE**.

- **Read the National Skills Coalition (NSC) Report on *Foundational Skills in the Service Sector*:** The report examines issues facing service-sector workers with limited foundational skills and strategies for helping these workers upskill and achieves economic mobility. It includes examples of how employers are helping their workers build literacy, numeracy, and technology-related skills and recommendations for policymakers on how to support adult education and work place learning opportunities for these workers.

Read the report **HERE**.

- **Read the Heartland Alliance Report *Integrating Rapid Re-Housing & Employment: Program and Policy Recommendations for Enhancing Rapid Re-Housing*:** The report offers program-level recommendations for enhancing the design and delivery of rapid re-housing with employment supports and puts forward policy ideas for helping to ensure that the rapid re-housing model can provide pathways to employment and economic opportunity for all families experiencing or at-risk of homelessness.

Read the report **HERE**.

- **Read *The Case for Investment in Adult Basic Education*:** This report uses new data to demonstrates the positive impact that literacy skills have on social issues facing all adults. *The Case for Investment in Adult Basic Education* discusses recent research by Dr. Stephen Reder, which examined the correlation between participation in adult basic skills programs and future increases in income, literacy levels, high school equivalency attainment, and postsecondary engagement.

Read the report **HERE**.



Access the *SNAP to Skills* Website

In October 2016, FNS officially launched a **new digital platform for the *SNAP to Skills* Project**. This new resource will serve as a “one-stop-shop” for information and news about SNAP E&T. States and their partners are able to access information about the project, SNAP E&T tools and resources, policy briefs, and stories from successful SNAP E&T programs.

ACCESS THE WEBSITE **HERE**.

About the *SNAP to Skills* Project

Launched in October of 2015, *SNAP to Skills* (S2S) is a project of USDA’s Food and Nutrition Service (FNS), operated in partnership with Seattle Jobs Initiative (SJI), to provide States the tools and resources they need to develop job-driven SNAP E&T programs that help SNAP participants find jobs and work toward self-sufficiency. The project seeks to help advance SNAP E&T programs in all States through these tools and resources, while 10 States have been selected to receive enhanced technical assistance. These States are: Arizona, Arkansas, California, Maryland, Massachusetts, Michigan, Minnesota, Missouri, North Carolina and Tennessee.

Previous editions of the SNAP E&T Review are accessible here:

April 2016 SNAP E&T Review

May 2016 SNAP E&T Review

June 2016 SNAP E&T Review

July 2016 SNAP E&T Review

October 2016 SNAP E&T Review

November 2016 SNAP E&T Review

December 2016 SNAP E&T Review

February 2017 SNAP E&T Review

March 2017 SNAP E&T Review



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