

## SNAP E&T Activities Guide

### Quick Reference

NON-EDUCATION / NON-WORK	EDUCATION	WORK EXPERIENCE
<ul style="list-style-type: none"> <li>• SJS - Supervised Job Search</li> <li>• JST - Job Search Training</li> <li>• W - Workfare</li> <li>• SET - Self-Employment Training</li> <li>• JR - Job Retention Services</li> </ul>	<ul style="list-style-type: none"> <li>• EPB - Basic Education and/or Foundational Skills Instruction</li> <li>• EPC - Career and/or Technical Education Programs or Other Vocational Training</li> <li>• EPEL - English Language Acquisition</li> <li>• EPIE - Integrated Education and Training (IET)/Bridge Programs</li> <li>• EPWRT - Work Readiness Training</li> </ul>	<ul style="list-style-type: none"> <li>• WA - Work Activity (Uncompensated)</li> <li>• WBLOJT - Work-Based Learning, On-the-Job Training</li> <li>• WBLA - Work-Based Learning, Apprenticeship</li> <li>• WBLI - Work-Based Learning, Internship</li> <li>• WBLTJ - Work-Based Learning, Transitional Jobs</li> </ul>

**Note:** Holding and Local Flag are not SNAP E&T activities and are non-reimbursable, but can be used in WF1 for internal tracking purposes.

<p><b>Employability Assessment</b></p> <p><i>This SNAP E&amp;T activity will open automatically upon enrollment. All participants must have an employability assessment.</i></p>	<p>The purpose of an Employability Assessment is to collect and evaluate information to identify a participant's employment goals, barriers, and support service needs. The assessment must be completed prior to placement in an activity, and as often as necessary throughout the participant's engagement in the program. The assessment should consider: the person's literacy level; ability to communicate in the English language; educational and employment histories; employment-related skills and abilities; and barriers to employment. Assessments are completed in person with client input.</p> <p>The results of the Employability Assessment are used to develop the Employment Plan (EP). Goals and overall work plans must be achievable and directly relate to participant self-sufficiency. For time-limited participants who wish to meet the work requirement through participation in the program, the plan of services must address the need to work or participate in work activities for at least 80 hours per month in order to earn additional months of Supplemental Nutrition Assistance Program (SNAP) benefits. Both provider and participant sign the EP and the participant must receive a copy.</p> <p><b>WF1 Activity: Employability Assessment</b></p>
--	--

NON-EDUCATION/NON-WORK	
Definition and Corresponding Workforce One (WF1) Activity	
Supervised Job Search (SJS)	<p>An activity in which the participant is primarily engaged in actively applying for work, building connections with prospective employers, and/or attending hiring events and other networking opportunities. Supervised job search activities must have a direct link to increasing the employment opportunities of individuals engaged in the activity. Participants may conduct these activities at any location appropriate to the activity, including, but not limited to their home, job sites, public facilities, or their SNAP E&amp;T provider locations. Providers must attempt to make contact with the participant at least once per week, and must successfully make contact at least once per month in order to continue participation in this activity. Providers must retain a summary of job search activities performed (including activity type, positions applied for or follow-up steps taken (if any), and any application barriers that may have arisen).</p> <p>Providers must establish, in consultation with the participant, individual goals for the number of applications or contacts made each month. This standard should take into account the participant's location and barriers. Providers must demonstrate through case notes or other means that they have engaged in regular meaningful communication with the participant about their job search.</p> <p>Supervised Job Search focuses on searching for and applying for jobs with direct supervision, and is not intended to be a long-term activity.</p> <p><b>For a time-limited participant:</b> Supervised Job Search and Job Search Training are not countable activities unless they make up less than 50% of the required 80 hours per month. If combining Supervised Job Search or Job Search Training in order to meet the work requirement, 51% or more of the time must be spent in:</p> <ul style="list-style-type: none"> <li>• A SNAP E&amp;T activity other than Supervised Job Search or Job Search Training</li> <li>• Title I of the Workforce Innovation and Opportunity Act (WIOA)</li> <li>• The Trade Adjustment Assistance program</li> <li>• A program of employment and training for veterans operated by the Department of Labor or the Department of Veterans Affairs (this does not include Jobs for Veterans),</li> <li>• Paid employment</li> <li>• Volunteering</li> </ul>

	<p>Since this activity alone does not meet the work requirement for time-limited recipients, hours do not need to be recorded for this activity unless it is combined with another source of countable hours, such as employment or education. If the plan is to combine activities to earn additional months of benefits, this must be reflected in the EP and case noted.</p> <p><b>WF1 Activity: Supervised Job Search</b></p> <p><i>Example:</i></p> <p>An activity where participants search for jobs:</p> <ul style="list-style-type: none"> <li>• at a provider location three days per week and meet one-on-one with a case manager once per week to discuss their job search progress.</li> <li>• independently and meet with their case manager at least once a month to ensure their job search is leading to meaningful employment.</li> </ul>
<b>Job Search Training (JST)</b>	<p>An activity that strives to enhance the job search skills of participants by providing instruction and mentoring in job seeking techniques, increasing motivation and self-confidence for work, and understanding employer needs. Job search training activities are approvable if they directly enhance the employability of the participants. A direct link between the job search training activities and job-readiness must be established. The activity may consist of employability assessments, job placement services, one-on-one case management to reduce employment barriers, application assistance, and training in aspects of the job search process including resume writing, interviewing, appropriate dress, social skills, and using job search technology. Job Search Training is not intended to be a long-term activity.</p> <p><b>For a time-limited participant:</b> Supervised Job Search and Job Search Training are not countable activities unless they make up less than 50% of the required 80 hours per month. If combining Supervised Job Search or Job Search Training in order to meet the work requirement, 51% or more of the time must be spent in:</p> <ul style="list-style-type: none"> <li>• A SNAP E&amp;T activity other than Supervised Job Search or Job Search Training</li> <li>• Title I of the Workforce Innovation and Opportunity Act (WIOA)</li> <li>• The Trade Adjustment Assistance program</li> <li>• A program of employment and training for veterans operated by the Department of Labor or the Department of Veterans Affairs (this does not include Jobs for Veterans),</li> <li>• Paid employment</li> <li>• Volunteering</li> </ul>

	<p>Since this activity alone does not meet the work requirement for time-limited recipients, hours do not need to be recorded for this activity unless it is combined with another source of countable hours, such as employment or education. If the plan is to combine activities to earn additional months of benefits, this must be reflected in the EP and case noted.</p> <p><b>WF1 Activity: Job Search Training</b></p> <p><i>Example:</i></p> <p>An activity that teaches participants how to: look for work, create or enhance a resume, and prepare for an interview.</p>
<b>Workfare (W)</b>	<p>A work activity in which SNAP recipients perform work in a private or public non-profit agency as a condition of eligibility. In lieu of wages, workfare participants receive compensation in the form of their household's monthly benefit allotment. The primary goal of workfare is to improve employability and encourage individuals to move into regular employment while returning something of value to the community. Workfare assignments cannot replace or prevent the employment of regular employees and assignments must provide the same benefits and working conditions provided to regular employees performing comparable work for comparable hours. The maximum number of hours of work each month is determined by dividing the household's SNAP benefit allotment by the federal or state minimum wage, whichever is higher (in Minnesota, the higher state minimum wage of large employers must be used). The county or tribal human services office, or Employment Services Provider (ESP) must round the number of hours arrived at through this computation down to the next full hour. For time-limited participants, the work requirement is considered to be met when the maximum number of hours are obtained. This activity requires the provider to enter into a worksite agreement which specifies days/hours of work and responsibilities of the participant and supervisor.</p> <p><b>WF1 Activity: Workfare</b></p> <p><i>Example:</i></p> <p>A program at the city Parks and Recreation Department to place participants in jobs at local pools during the summer. Participants are responsible for emptying trash, cleaning changing rooms, and shutting the pool area down for the night. The program provides participants with a current job reference, an opportunity to learn new skills, enhance soft skills, and expand their network of job contacts.</p>
<b>Self-Employment Training (SET)</b>	<p>An activity that improves the employability of participants by providing training in setting up and operating a small business or other self-employment venture. Participants receive technical assistance in developing business plans and in creating financial marketing plans, and also learn how to access small business grants and other business support services.</p> <p><b>WF1 Activity: Self-Employment Training</b></p> <p><i>Example:</i></p>

	<p>A program that teaches participants how to create and run a small business. Participants learn how to develop a business or marketing plan, use accounting software, manage inventory and supplies, and find grants and other support services for small businesses.</p>
--	---

<p><b>Job Retention (JR)</b></p>	<p>Services provided to SNAP E&amp;T participants who have secured employment after participating in another E&amp;T activity; only individuals who have received other employment and/or training services under the E&amp;T program are eligible for job retention services. Individuals must have received SNAP benefits in the month of or the month prior to starting job retention services. This activity is meant to help participants who have secured employment achieve satisfactory performance, retain employment, or to increase earnings over time. Such services and reimbursable participant costs may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Clothing required for the job</li> <li>• Equipment or tools required for the job</li> <li>• Test fees</li> <li>• Union dues</li> <li>• Licensing and bonding fees.</li> <li>• Case management</li> <li>• Life skill classes</li> <li>• Referrals to other services</li> <li>• Dependent care assistance</li> <li>• Transportation assistance</li> </ul> <p>Individual circumstances may warrant job retention services that begin at various times, such as on the day a job offer is accepted, the day the individual reports the information to their E&amp;T case manager, the first day of the job, or other time based on the availability and type of services. Retention services must be provided for a minimum of 30 days, but not more than 90 days. The provider may identify when the 90 days of job retention services start, however, the household must have been receiving SNAP in the month of or the month prior to beginning job retention services.</p> <p>Job retention services are available to a participant for each new job or promotion the individual obtains, as long as the improvement was gained as a result of participation in SNAP E&amp;T. For example, if a person gains employment through a new job, receives 90 days of job retention services, and then later finds a different job, they would generally not be eligible for a new 90-day period of job retention services. However, if the individual re-engaged in SNAP E&amp;T services and then gains new employment, they would be eligible for additional job retention services. There may be circumstances where a person participates in job search, gains employment and receives 30 to 90 days of job retention services. This person may later reengage with SNAP E&amp;T after a job loss to search for work or obtain career or technical training to find a better job and could qualify for an additional 90 days of job retention services.</p> <p><b>WF1 Activity: Job Retention Services</b></p> <p><b>Example:</b></p> <p>A program for individuals who participated in SNAP E&amp;T, but are now employed, that provides job coaching and assists participants with situations that could affect their employment, such as conflicts at work or finding childcare. The program also provides reimbursements for employment needs like clothing, work boots, transportation, and childcare.</p>
----------------------------------	---

## EDUCATION

Activities that improve basic skills or otherwise improve employability. Only educational activities that establish a direct link to job-readiness will be approved, although programs that involve articulated career pathways or stackable credentials that ultimately lead to employment are encouraged and allowed. Allowable educational programs may include:

### Definition and Corresponding Workforce One (WF1) Activity

<p><b>Basic/Foundational Skills Instruction (EPB)</b></p>	<p>Programs that offer academic instruction and education services below the post-secondary level that increase an individual's ability to read, write, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment. Such programs include Adult Basic Education (ABE), basic literacy, and high school equivalency (GED).</p> <p>Minnesota only allows reimbursement for ABE/GED services provided to participants aged 21 or over. These services must be substantially differentiated from those already provided by existing education programs currently being offered at no cost to the general public. If these services are provided to persons other than E&amp;T participants, the costs charged to E&amp;T must be the same.</p> <p><b>WF1 Activity: Basic Education and/or Foundational Skills Instruction</b></p> <p><i>Example:</i></p> <p>An activity that teaches foundational skills, prepares participants for additional education, and builds work-life skills, such as:</p> <ul style="list-style-type: none"> <li>• helping a participant increase from a third-to fifth grade reading level.</li> <li>• preparing a participant to pass a high school equivalency test.</li> </ul> <p>Teaching skills such as basic health, finance, and/or digital skills to help a participant succeed in the workplace.</p>
<p><b>Career and/or Technical Education Programs or Other Vocational Training (EPC)</b></p>	<p>Organized activities at the post-secondary level that provide individuals with the academic and technical knowledge and skills necessary to prepare for further education and for careers in current or emerging employment sectors. Programs are primarily designed for those who are beyond the age of compulsory high school attendance. Ideally, such programs should be employer-driven and lead to industry-recognized certificates or credentials. Post-secondary training is limited to a 2-year associate degree level or lesser and may not include a 2-year associate degree intended for transfer into a 4-year degree program or any other additional educational program, such as an Associate of Arts.</p> <p>Classroom training and educational activities may be included in an EP, but are limited to a 2-year associate career or technical degree or lesser. This may include prerequisite courses (other than a remedial course which may be considered basic education and/or foundational skills instruction) that meet the requirements of a career or technical education program. In order for a post-secondary education program to be approved, the ESP must ensure that:</p>

	<ul style="list-style-type: none"> <li>• The goals in the participant's EP could be met with the post-secondary training.</li> <li>• There is a market for employees with the proposed training where the participant will (or is willing to) reside upon completion of the program.</li> <li>• The participant can meet the requirements for admission into the program.</li> <li>• There is a reasonable expectation that the participant will complete the training program based on such factors as their current assessment, previous education, training, work history, current motivation, and circumstances.</li> </ul> <p><b>WF1 Activity: Career and/or Technical Education Programs or Other Vocational Training</b></p> <p><i>Example:</i></p> <p>A Certified Nursing Assistant (CNA) program that teaches essential job skills, such as proper hygiene, when interacting with patients, measuring and recording blood pressure, assisting patients with mobility issues, and moving patients from a bed to a wheelchair. Program culminates in a clinical skills test that results in a state certification.</p> <p>A warehouse training program that teaches OSHA requirements, ladder safety, forklift safety, slips and falls, fire safety, hazard communication, and machine operations. Participants earn an OSHA 10 certificate and a Manufacturing Skills Standard certificate.</p>
<b>English Language Acquisition (EPEL)</b>	<p>Designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language.</p> <p><b>WF1 Activity: English Language Acquisition</b></p> <p><i>Example:</i></p> <p>A program where participants improve their English language skills such as: speaking English or speaking English fluently, reading or writing in English, English literacy.</p>
<b>Integrated Education Training (IET)/Bridge Programs (EPIE)</b>	<p>Programs that provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or group of occupations for the purpose of educational and career advancement.</p> <p>IET/Bridge programs are designed to build the foundational skills of people whose academic abilities do not meet the minimum requirements of a traditional post-secondary degree or certificate program. IET/Bridge programming provides enhanced support and programming for people through contextualized foundational instruction. For example, for a participant entering a Certified Nursing Assistant (CNA) program, the reading instruction would be focused on healthcare terms and vocabulary. There may be an ABE/ESL/ELL instructor in the classroom teaching alongside the CNA instructor.</p> <p><b>WF1 Activity: Integrated Education Training (IET)/Bridge Programs</b></p>



	<p><b>Example:</b></p> <p>A culinary program that teaches math skills by doubling or halving a recipe.</p> <p>A Certified Nursing Assistant (CNA) program that teaches English language skills by asking patients questions about their health in English.</p>
<p><b>Work Readiness Training (EPWRT)</b></p>	<p>Intensive programs that include skill assessment and educational remediation services that prepare individuals for the workforce. Work readiness skills may include both foundational cognitive skills such as reading for information, applied mathematics, locating information, problem solving, and critical thinking and non-cognitive skills, or soft skills, which are defined as personal characteristics and behavioral skills that enhance an individual's interactions, job performance, and career prospects such as adaptability, integrity, cooperation, and workplace discipline. Work readiness training is intended to increase employability, but does not result in a recognized credential.</p> <p><b>WF1 Activity: Work Readiness Training</b></p> <p><b>Example:</b></p> <p>A program that teaches skills necessary to succeed in employment, such as:</p> <ul style="list-style-type: none"> <li>• workplace etiquette and expectations</li> <li>• conflict management</li> <li>• financial literacy</li> <li>• goal setting</li> </ul>

## WORK EXPERIENCE

A work experience program is designed to improve the employability of household members through actual work experience or training, or both, and to enable individuals employed or trained under such programs to move promptly into regular public or private employment. Work experience assignments may not replace the employment of a regularly employed individual and they must provide the same benefits and working conditions provided to regularly employed individuals performing comparable work for comparable hours. Work experience is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate, and consistent with other laws such as the Fair Labor Standards Act (FLSA). Work experience may be arranged within the private for-profit sector, the non-profit sector, or the public sector. A time-limited participant who is participating in work experience would still need to meet the 80-hour requirement with work, work program participation or a combination of work and work program participation.

Work experience may include a Work Activity (WA) or Work-Based Learning (WBL), see definitions below.

### Definition and Corresponding Workforce One (WF1) Activity

#### Work Activity (WA)

An activity that provides a person with an opportunity to acquire the general skills, knowledge, and work habits necessary to obtain employment in exchange for SNAP benefits. The purpose of work activity is to improve the employability of those who cannot find unsubsidized full time employment. A work activity can be arranged within the private for-profit sector, the non-profit sector, or the public sector whereas workfare must take place at a public or private non-profit institution. Work activity is a training program and should have clearly defined learning goals, such as a curriculum, clearly articulated outcome goals, intentional day-to-day activities that are designed to improve someone's skills and employability, and a planned start date and end date.

Households that include work activity participants may not work more hours monthly than the total obtained by dividing the household's monthly SNAP allotment by the higher of the applicable Federal or State minimum wage (in Minnesota, the higher state minimum wage of large employers must be used). The ESP must round the number of hours arrived at through this computation down to the next full hour. Unlike workfare, participating in this activity for the maximum amount of hours may not meet the work requirement for time-limited participants; these individuals may need to do additional activities in order to meet the 80 hour per month requirement.

#### WF1 Activity: Work Activity (Uncompensated)

##### Example:

An activity where participants work for a community-based organization for three months to improve their customer service skills by answering phone calls and directing people to the right staff person. The activity is designed to teach specific office and customer service skills, participants receive ongoing supervision and feedback, and are linked to permanent employment

	<p>opportunities through the program.</p> <p>An activity where participants work for a local government agency maintaining public spaces, such as parks or community centers, to improve their skills in maintenance and landscaping by repairing park equipment and using mechanical equipment to maintain trees and shrubs. The activity is designed to teach specific mechanical and groundskeeping skills, participants receive on-going supervision and feedback, and are linked to permanent employment opportunities through the program.</p>
<p><b>Work-Based Learning, On-the-Job Training (WBLOJT)</b></p>	<p>A work placement made through a contract with an employer or registered apprenticeship program sponsor in the public, private non-profit, or private sector. Through the on-the-job training (OJT) contract, occupational training is provided for the participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. An OJT contract must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's individual employment plan. Wages are reimbursed at a set percentage by the organization to the employer for the length of the contract. OJT also carries the expectation that the participant will be hired by the employer in a permanent position when the contract ends.</p> <p><b>WF1 Activity: On-the-Job Training</b></p> <p><i>Example:</i></p> <p>A program at a gas and pipe welding company that provides workers with real-time training about the machines and procedures at that employment site. Participants are employees of the workplace where they are doing the OJT, but as part of the training program receive additional supervision, specific skill-based training on the job site, case management, tools, a welding certification, and post-training follow up services.</p>
<p><b>Work-Based Learning, Apprenticeship (WBLA)</b></p>	<p>A combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a skilled occupation that provides the industry-specific knowledge needed to perform highly skilled work. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.</p> <p><b>WF1 Activity: Apprenticeship</b></p> <p><i>Example:</i></p> <p>A program with a construction company, registered with the U.S. Department of Labor, where participants learn progressively more difficult construction skills over the course of a year-long apprenticeship. Participants also take classes at a community college, earn industry-specific certificates such as an OSHA 10 or a State-required license, are mentored by an experienced worker at the construction site, and ultimately are on a path to earn a journeyman certificate.</p>

<p><b>Work-Based Learning, Internship (WBLI)</b></p>	<p>A planned, structured learning experience that takes place in a workplace for a limited period of time. An internship must be a learning experience that applies knowledge gained in the classroom, and teaches skills or knowledge that can be transferred to other employment settings. An internship has a defined beginning and end, and a job description with desired qualifications. Internships may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act (FLSA). An internship may be arranged within the private for profit sector, the non-profit sector, or the public sector.</p> <p><b>WF1 Activity: Internship</b></p> <p><i>Example:</i></p> <p>A program at a graphic design firm that offers a short-term, entry-level experience. Participants shadow current employees at meetings with clients, listen to employees develop client pitches, learn about different graphic design tools and software, and develop relationships with employers and others in the industry. Participants should have a clear understanding of what a job in graphic design looks like and what skills are required to work in the industry by the end of their internship.</p> <p>A program at an elementary school that offers a short-term experience where participants shadow teachers in the classroom, learn about curriculum development and effective classroom activities, how to design and grade effective assignments, and develop relationships with employers and others in the industry. Participants should have a clear understanding of what a teaching job looks like and what skills are required to work in elementary education by the end of their internship.</p>
<p><b>Work-Based Learning, Transitional Jobs (WBLTJ)</b></p>	<p>A transitional job is one that provides a work experience for a limited period of time, that is wage-paid and subsidized, and is in the public, private, or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.</p> <p><b>WF1 Activity: Transitional Jobs</b></p> <p><i>Example:</i></p> <p>A program at a janitorial and maintenance company where participants provide indoor and outdoor maintenance services while also receiving specific skills training in workplace safety that leads to an OSHA 10 certificate. Participants also receive job coaching, case management, peer-to-peer support, and referrals to support services. After two months in the transitional program, participants move into regular employment. They continue to receive job retention services after finding a job.</p>