

# **REPORT TO THE LEGISLATURE**

## **Refugee and Immigrant Employment Services**

Chapter 424, Laws of 2025 (ESSB 5167, Section 205(4))

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## EXECUTIVE SUMMARY

Chapter 424, Laws of 2025 (ESSB 5167 Section 205 (4)) requires the Department of Social and Health Services (DSHS) to report to the Legislature annually on all sources of available funding for refugee and immigrant services during the current fiscal year, amounts expended to date by service type and funding source, the number of participants served, and program outcome data.

This report covers state fiscal year (SFY) 2025 (July 1, 2024 – June 30, 2025).

### Program Overview

The Office of Refugee and Immigrant Assistance (ORIA) is located within the Department of Social and Health Services (DSHS) Economic Services Administration (ESA) and administers over \$100 million in federal and state dollars to support comprehensive services for refugees and immigrants living in Washington state. Through a network of community-based providers, ORIA delivers services that provide individuals and families with resources they need to rebuild their lives from their arrival in Washington to becoming naturalized U.S. citizens. More than 100 providers serve approximately 21,500 individuals<sup>1</sup> annually.

These services are comprised of 21 different programs that fall into four core areas: Refugee Health and Wellness, Employment and Training Services, Immigration Assistance and Naturalization Services, and Whole Family Services. Included within these core areas are employment assistance, English language instruction, case management, self-sufficiency education, asylee services, refugee health screenings, health case management, behavioral health services, unaccompanied refugee minor foster care, youth educational and mentoring activities, elder services, housing stabilization, immigration-related services, naturalization, and other services.

Within the Employment and Training Services core area, ORIA administers four employment and training (E&T) programs that provide opportunities for a diverse range of people to access jobs and training needed to utilize their experience, build new skills and connect with employment opportunities that support them on a path to financial security. These programs are the Limited English Proficient (LEP) Pathway program, the ORIA Basic Food Employment and Training (BFET) program, the Career Ladder for Educated and Vocationally Experienced Refugees (CLEVER) program and the Food Assistance Program Employment and Training (FAP E&T) program. This report documents outcomes and expenditures for the LEP Pathway, ORIA BFET, and FAP E&T programs.

Each Employment and Training program offers individualized opportunities for participants to gain skills, knowledge and confidence to enter employment, whether it is a first job in the U.S. or reentry into a previous professional career. The LEP Pathway, ORIA BFET

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<sup>1</sup> [ESA Briefing Book 2025: Refugee and Immigrant Assistance](#)

and FAP E&T programs utilize state dollars designated for refugee and immigrant employment services to help fund these critical programs. ORIA partners with diverse providers, including community-based organizations, refugee resettlement agencies, employment agencies and community and technical colleges.

The LEP Pathway Program provides linguistically appropriate and culturally relevant services, divided into two key program areas that support integration and self-sufficiency: employment services and English language instruction. These programs offer a full range of services, including employability assessments, pre-employment preparation, employment-focused English language instruction, navigation to higher education and/or recognized certification, job search, targeted skills training, employment placement, job retention and support services. Work experience and community service placements are also available to Temporary Assistance for Needy Families (TANF) recipients.

The ORIA BFET Program provides services to refugees and immigrants receiving federal Supplemental Nutrition Assistance Program (SNAP) benefits, but not receiving federal cash assistance, including TANF/SFA or Refugee Cash Assistance (RCA). Participation is voluntary and services include job search, soft skills training, educational services (e.g. adult basic education and English language instruction) workforce skills training (e.g. vocational education), post-employment services and support services.

The FAP E&T Program, established in January 2023, provides services to individuals receiving benefits from the state-funded Food Assistance Program, but not from TANF or State Family Assistance (SFA). Participation is voluntary, and services include job readiness training, educational services (e.g. adult basic education and ESL/ELA), soft skills training, and more. Participants with federal work authorization may receive job search and other services to help them find, secure and retain suitable employment.

The following table shows who is potentially eligible for each program:

**Participation Eligibility: LEP Pathway, ORIA BFET and FAP E&T**

Participants	LEP Pathway	ORIA BFET	FAP E&T
Refugees and eligible humanitarian immigrants receiving TANF	✓		
Non-refugee immigrants receiving TANF	✓		
Refugees and eligible humanitarian immigrants receiving RCA	✓		
Refugees, non-TANF, not active RCA, five years or less in US, and receiving federal food assistance	✓	✓	

Participants	LEP Pathway	ORIA BFET	FAP E&T
Refugees and eligible humanitarian immigrants not on any public assistance, five years or less in US	✓		
Refugees, non-TANF over five years in US and receiving federal food assistance		✓	
Non-refugee immigrants, non-TANF and receiving federal food assistance regardless of time in country		✓	
Non-refugee immigrants, non-TANF/SFA and receiving state food assistance regardless of time in country			✓

### Program Budgets and Expenditures

ORIA’s LEP Pathway and ORIA BFET programs combine federal and state dollars to provide a comprehensive package of services for eligible Washington state residents. The LEP Pathway blends general state funds (GF-S) with federal and state TANF dollars and federal dollars from the U.S. Office of Refugee Resettlement (ORR). ORIA increased capacity for all LEP Pathway providers to meet the growing community of Afghan and Ukrainian arrivals by investing over \$11 million in ORR funds from SFY 2023 to SFY 2024. The ORIA BFET program utilizes GF-S to leverage resources from the United States Department of Agriculture, Food and Nutrition Service, Supplemental Nutrition Assistance Program Employment and Training Services. Whereas the FAP E&T program utilizes state dollars to provide services to traditionally underserved populations who are not eligible for federally funded programs.

The following tables show the total budget and expenditures for SFY 2025 refugee and immigrant employment services by funding source:

### SFY 2025 Total Budgets: LEP Pathway, ORIA BFET and FAP E&T

Funding Source	LEP Pathway	ORIA BFET	FAP E&T	TOTAL
TANF	\$ 6,360,000	N/A	N/A	<b>\$ 6,360,000</b>
ORR	\$ 16,022,758.15	N/A	N/A	<b>\$ 16,022,758.15</b>
WA MASS Project	N/A	N/A	\$ 764,195	<b>\$ 764,195</b>

GF-S	\$ 1,774,000	\$ 617,529	\$ 560,000	<b>\$ 2,951,529</b>
FNS (federal 50% match <sup>2</sup> )	N/A	\$ 617,529	N/A	<b>\$ 617,529</b>
<b>TOTAL</b>	<b>\$ 24,156,758.15</b>	<b>\$1,235,058</b>	<b>\$ 1,324,195</b>	<b>\$ 26,716,011.15</b>

### SFY 2025 Total Expenditures by Program and Funding Source

Funding Source	LEP Pathway	ORIA BFET <sup>3</sup>	FAP E&T	TOTAL
TANF	\$6,360,000	N/A	N/A	<b>\$6,360,000</b>
ORR	\$ 15,564,170.38	N/A	N/A	<b>\$ 15,564,170.38</b>
WA MASS Project	N/A	N/A	\$ 725,624.29	<b>\$ 725,624.29</b>
GF-S	\$ 1,774,000	\$ 535,219	\$ 554,273.66	<b>\$ 2,863,492.66</b>
FNS (federal 50% match)	N/A	\$ 535,219	N/A	<b>\$535,219</b>
<b>TOTAL</b>	<b>\$ 23,698,170.38</b>	<b>\$1,070,438</b>	<b>\$1,279,897.95</b>	<b>\$ 26,048,506.33</b>

### Program Outcomes

In SFY 2025, the LEP Pathway program served 12,329 unduplicated participants in employment and English as a Second Language or English Language Acquisition (ESL/ELA) services. LEP Pathway contractors placed 3,424 participants into jobs, and 2,600 participants remained employed 90 days after being placed. Program outcomes in ESL/ELA are typically a measurement of level gains in the skill areas of speaking, listening, reading and writing.

ORIA BFET served 702 unduplicated participants in SFY 2025 and 79% of these participants were refugees or humanitarian immigrants. ORIA BFET providers placed 333 participants into jobs, and 295 participants remained employed 90 days after being placed.

FAP E&T served 498 unduplicated participants in SFY 2025. Since many FAP E&T

<sup>2</sup> FNS provides 50% federal matching dollars to GF-S dollars used to support the ORIA BFET program.

<sup>3</sup> ORIA BFET runs on a federal fiscal year, and invoices may still be pending processing.

participants lack employment authorization, job placement is not an appropriate performance outcome for this program. Success for FAP E&T is therefore measured by participation in program activities, engagement with training or skill-building services, and progress toward self-sufficiency. In SFY25, the program served 694 unduplicated participants, up from 498 last year, reflecting increased reach and engagement. Notably, a greater number of participants earned enough income to exit FAP while enrolled in the program compared to last year, representing an 8-percentage point increase.

## **Changes and Challenges**

The LEP Pathway, ORIA BFET and FAP E&T programs help individuals address barriers to achieving economic stability and provide them with opportunities to thrive in their communities. Stable employment is essential to a family's self-sufficiency and successful integration into their community. Regardless of the barriers they face, refugees and immigrants possess a strong desire to work hard to achieve economic stability for themselves and their families and to thrive in their new community.

Employment providers work closely with local businesses and establish close ties with employers who have a history of hiring individuals with limited English proficiency and job experience in the U.S. These strong relationships result in many employers hiring participants based solely on the service provider's reference. Employers report that they seek out LEP Pathway and ORIA BFET participants because they typically demonstrate a strong work ethic and willingness to learn.

Many participants in ORIA's employment and training programs have come to Washington as refugees or humanitarian parolees who have fled war, persecution and oppression in their homelands. During SFY 2025, Washington welcomed approximately 4,900 newly arrived refugees and humanitarian entrants, which included 2,550 people from Ukraine and over 380 from Afghanistan. This is a nearly 61% decrease in arrivals since 2024. On January 20, 2025, Executive Order 14163 indefinitely paused all refugee arrivals, however ORIA's employment and training programs continued to serve eligible refugees and immigrants previously resettled in Washington state.

Many new arrivals suffer from the effects of post-traumatic stress, physical trauma and the loss of family and friends. The barriers they face upon arrival in the U.S. can include limited English proficiency, lack of recognized transferrable employment skills, limited or unrecognized educational degrees, and challenges navigating U.S. systems.

For refugees and immigrants, economic self-sufficiency is the key to a family's ability to successfully integrate into the community, and it sets the stage for the success of future generations. Many new arrivals cannot speak English, while others cannot read or write in their primary language. This can slow the process of acquiring English language proficiency. Many people also need to develop new job skills to enter the U.S. job market.

Cultural differences can play a role as well. For example, some communities have cultural norms that are less accepting of women or individuals over 50 years old entering the workforce. Women may be expected to care for the family and not seek outside

employment. Those who are considered “elders,” are often believed to be beyond employment age. Regardless of cultural factors, many refugees still feel compelled by their economic situation to enter the workforce even if it is counter to what they view as culturally appropriate.

ORIA’s E&T programs help participants explore these issues and other factors that can affect their employability and do so in culturally responsive and linguistically appropriate ways. The primary goal is to prepare participants with skills necessary to achieve economic stability and resources to be able to thrive in their communities.

ORIA providers address additional barriers that can affect self-sufficiency, such as

### Participant Success Story

LA is a participant in the FY25 Paraeducator Training Program, which is a collaborative program run by Jewish Family Services and Highline College. LA received her bachelor’s degree in education and worked as a teacher in her home country prior to arriving in the United States in 2023.

In 2024, LA enrolled in the Paraeducator Training Program as the first step in her long-term career goal of becoming a licensed teacher in Washington. During fall quarter, LA took 13 credits of education coursework at Highline College and provided over 90 hours of volunteer support at an elementary school in the Auburn School District.

In mid-December, when her classes concluded, LA began working part-time as a Bilingual Instructional Assistant (BIA) with Puget Sound Educational Service District. In this role, she provided important interpretation services to Dari speaking students in public schools throughout South King County, helping them to more effectively communicate with their teachers and peers and more fully participate in their classes.

While serving as a BIA at a school in Highline Public Schools, LA was encouraged by staff to apply for a full-time paraeducator role. After working with her JFS case manager to complete the application and prepare for the interview, LA transitioned to the full-time role in Highline Public Schools in March.

She achieved her 90th day of employment in June and intends to keep working as a paraeducator for the upcoming school year.

LA’s long-term career goal is to obtain her WA state teaching license and become an elementary school teacher. With this goal in mind, LA has continued to study education at Highline College throughout the winter, spring, and summer quarters while she gains practical experience through her job as a paraeducator.

medical, mental health, housing and immigration, through the utilization of complementary funding and a large referral network. All providers have extensive partnerships with existing community resources to help address additional barriers.

Some participants in the FAP E&T program face challenges beyond those previously described. For instance, individuals working on stabilizing their immigration status encounter various legal hurdles, such as paying attorney fees or completing paperwork,

and are confronted with lengthy processing times. Low-income participants are also eligible for very limited, if any, government support in finding housing. Consequently, there is an increased reliance on local shelters and faith-based groups to meet basic needs, particularly when the client lacks family and social networks. ORIA providers play a key role by delivering high-quality case management services alongside E&T activities, and work to connect participants with community resources for which they are eligible.

Furthermore, most FAP E&T participants are not employment authorized. Individuals lacking employment authorization do not always see an immediate need to prepare for employment, which can lead to inconsistent engagement among some in the program. ORIA providers carefully tailor services and build on clients' existing skills and interests to keep them motivated throughout their participation in FAP E&T.

## LIMITED ENGLISH PROFICIENCY (LEP) PATHWAY SERVICES

Washington state has a large and dynamic immigrant community and is traditionally among the top refugee receiving states in the nation<sup>4</sup>. According to the 2024 American Community Survey, out of Washington's 2024 total estimated population of 7,958,180, approximately 16.1% (1,280,809) are foreign-born. In King County, the state's most populous county, 30.8% of families speak a language other than English at home<sup>5</sup>.

For over 25 years, the LEP Pathway program has provided an array of employment services targeted specifically toward individuals with limited English proficiency from a wide variety of countries and cultural backgrounds. LEP Pathway provides specialized services which address the unique employment needs of people who are refugees, English language learners and WorkFirst parents. The LEP Pathway aims to provide a single, seamless program of services to increase participants' employability so they can achieve economic security and successfully integrate into their communities.

In SFY 2025, ORIA provided LEP Pathway services through 19 employment and 17 ESL/ELA contractors statewide with the following types of organizations:<sup>6</sup>

- Community-based organizations
- Community and technical colleges
- Refugee resettlement agencies
- Other organizations serving refugees and immigrants

LEP Pathway providers have a long history of serving individuals and families facing unique barriers. They have close ties to refugee and immigrant communities, are culturally sensitive and experienced in addressing participants' needs, and provide linguistically appropriate services. LEP Pathway providers employ individuals who have arrived in the

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<sup>4</sup> Refugee Processing Center: <http://www.wrapsnet.org/admissions-and-arrivals/>

<sup>5</sup> US Census Bureau, American Fact Finder: <https://data.census.gov/table/ACSDP1Y2023.DP02?g=040XX00US53&d=ACS%201-Year%20Estimates%20Data%20Profiles>.

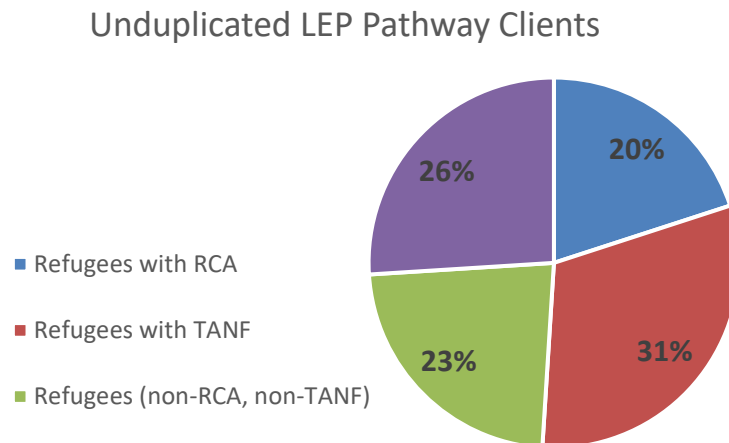
<sup>6</sup> See **Appendix A** for a list of SFY 2025 LEP Pathway contractors.

U.S. as a refugee or immigrant themselves, allowing them to bring their personal experiences, culture and language to their work with new arrivals. This combination of personal experience, knowledge and skills in serving people who are refugees is critical to the success of the program.

### LEP PATHWAY ELIGIBLE POPULATION

- LEP adults who receive Refugee Cash Assistance (RCA). RCA recipients are limited to 4 months of cash assistance<sup>7</sup> from their date of eligibility for federal services. The statewide monthly average of RCA refugees in SFY 2025 was 2,441 adults<sup>8</sup>.
- LEP adults who receive TANF. The statewide monthly average of LEP adults on TANF in SFY 2025 was 5,054 or 20.1% of the total statewide TANF adult caseload<sup>9</sup>.
- LEP adults who receive SFA. SFA is a state-funded TANF program for legal immigrants who are ineligible for TANF under federal rules. The statewide monthly average of LEP adults on SFA in SFY 2025 was 7,109, which is a 25.8% increase from SFY 2024.
- People who have refugee or another eligible humanitarian immigrant status and have resided in the U.S. 60 months or less. The number of unduplicated refugees not receiving cash assistance in SFY 2025 is 2,779.

The following chart<sup>10</sup> shows SFY 2025 LEP Pathway participation by category:



### LEP PATHWAY POPULATION SERVED

Participants in the LEP Pathway enter the program with a wide range of skills and

<sup>7</sup> Per U.S. Office of Refugee Resettlement Dear Colleague Letter 25-13, the RCA program expanded to serve eligible populations from twelve (12) months to four (4) months. This went into effect March 28, 2025.

<sup>8</sup> Source: DSHS ACES data

<sup>9</sup> Source: DSHS ACES data

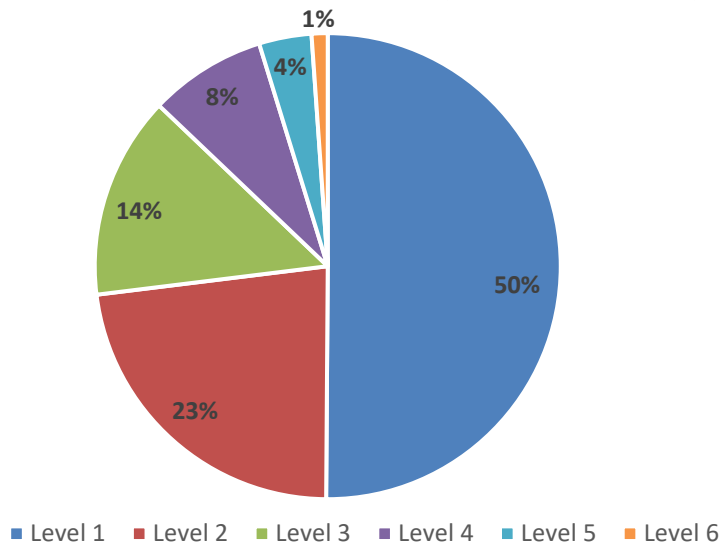
<sup>10</sup> Source: ORIA database

challenges. LEP Pathway providers have significant experience in delivering services to people with diverse backgrounds- with ethnicity, education and cultural backgrounds of participants often changing from year-to-year. LEP Pathway providers develop programs and strategies to address the changing needs of those they serve.

Some refugees and immigrants arrive with technical skills or high levels of education. A 2020 report<sup>11</sup> indicated that 38% of the adult immigrant population in Washington is likely to have a college education or higher. For these individuals, the challenge of finding an appropriate job is difficult if they are unable to utilize their previous experience and education in the United States. ORIA's CLEVER employment program compliments the LEP Pathway by providing a seamless transition for highly educated and vocationally experienced refugees with a menu of services that help them enter jobs in their fields of expertise. Participants receive career orientation, vocational mentoring, transcript evaluation, licensing assistance and targeted job placement in the participants' respective fields. ORIA leverages the strength of LEP Pathway and CLEVER to support these clients in addressing their unique challenges while incorporating existing skills and strengths.

The chart below shows English skill levels of LEP Pathway ESL/ELA participants. Using a standardized test across all providers, participants receive a language proficiency ranking from Level 1 to Level 6. Level 1 is the lowest level with zero to very limited English language skills. Level 2 is limited, but the individual has basic English language skills with limited vocabulary.<sup>12</sup> Additionally, 73% of participants tested at the lowest two levels of English, which is why specialized services and expertise of LEP Pathway providers are critical.

English Skill Levels of LEP Pathway ESL/ELA Participants



<sup>11</sup> <https://www.americanimmigrationcouncil.org/research/immigrants-in-washington>

<sup>12</sup> **Appendix B** provides a more detailed description of English language levels.

## LEP PATHWAY SERVICES

The LEP Pathway program provides employment and English language services to adults receiving federal and state cash assistance and to eligible refugees and humanitarian immigrants who have resided in the U.S. for less than five years.

LEP Pathway providers work in partnership with department staff to accept a referral for either employment and/or education services. For employment services, providers conduct an employability assessment and identify LEP Pathway work activities that the individual must participate in while receiving cash assistance. For English language instruction services, clients/students are professionally assessed in reading, listening, speaking and writing, and placed in the appropriate level class. TANF and SFA recipients sign an Individual Responsibility Plan to acknowledge and agree to participate in these activities. RCA recipients also receive an employability assessment and employment is a priority due to the 4-month time limit for cash benefits.

All participants in the LEP Pathway employment program also receive a Family Self-Sufficiency Plan, which identifies goals and outcomes for all members of the job seeker's household. Most LEP Pathway clients participate in both employment and English language services.

### **Employment Services**

ORIA employment providers work with local employers to develop work opportunities and offer retention assistance to clients placed into jobs. Providers use the Employability Assessment to place participants into one or more of the following activities to help them enter the workforce:

#### Job Search Workshops

Developed for participants who have recently arrived to the U.S. and have little experience in the U.S. labor market. A computer and internet introduction workshop helps familiarize and train participants in techniques required for online job search.

#### Skills Training

Provides LEP participants with specialized preparation for jobs in targeted occupations. Skills trainings include commercial truck driving, culinary skills, certified nursing assistant, home care aid, driver's education and warehouse occupations.

#### Job Placement

Provides job search and job placement assistance to participants who are ready to enter the labor market. Employment opportunities are identified that match a participant's background, job skills and English proficiency.

#### Job Retention Assistance

Continued support is available for 90 days after employment to provide employee advocacy, skill building assistance, interpretation and worksite conflict resolution.

### **English Language Acquisition Services**

Individuals with low native language literacy skills and little formal education often face

the greatest barriers to learning English. Limited English skills can mean a refugee or immigrant is unable to find employment or has limited opportunities finding a job with a living wage. The ability to communicate in English increases opportunities to obtain higher wage jobs and integrate more easily into local communities. LEP Pathway English language services provide participants with work-related English language training to enhance employability.

Contractors utilize the Comprehensive Adult Student Assessment System (CASAS) to assess an individual's English language proficiency for listening and reading, and other ORIA-approved tests to assess speaking and writing proficiency.<sup>13</sup> Participants range from Level 1 (beginning level skills) to Level 6 (advanced ESL/ELA).<sup>14</sup>

ORIA contracts with local community colleges and community-based organizations to develop employment-related curriculum and training materials and to provide classroom instruction to participants assessed at Level 6 or below.<sup>15</sup>

### Support Services

ORIA funds support services to help non-TANF refugee participants address various barriers to participation in LEP Pathway activities. TANF recipients receive support services through their local Community Services Office. The list of ORIA-funded support services distributed to participants during SFY 2025 include: technology equipment and access, public transportation, gasoline, car repair, work tools and clothing, educational expenses, licenses/fees and haircut/hygiene.

#### Participant Success Story

HL is a 21-year-old Afghan man enrolled in English classes at Tacoma Community House. He arrived in Tacoma almost a year ago with his father (who had worked with the Afghan military), his mother, and his two brothers. Still in Afghanistan are his three married sisters and one brother, who was too old at the time to join the rest of his family in their move to the US.

HL enrolled in English classes in winter quarter this year, placed initially into level 2. In the last nine months, he has progressed through levels 2, 3, and 4, and now studies in 5/6 - the highest level offered.

HL also got a job driving for a towing company on the night shift and is thankful that his English classes have permitted him to meet new people and communicate with customers.

Though he studied very basic English in Afghanistan, his confidence and skills have grown dramatically. HL had just begun a petroleum engineering program in Afghanistan and wants to return to college, though now he wants to pursue a career in nursing.

He hopes also that he will someday be able to sponsor his siblings remaining in Afghanistan to join the rest of the family in the US. But for now, he's happy to have found a community of friends and support.

Tacoma Community House

<sup>13</sup> During the pandemic and shift to remote learning, most providers paused CASAS testing because the formal assessment requires students to be onsite for the proctored exam. Formal CASAS assessments resumed for all ESL/ELA service providers in SFY 2024.

<sup>14</sup> See **Appendix B** for a detailed description of CASAS proficiency levels.

<sup>15</sup> One positive outcome of the pandemic is the implementation of hybrid learning models that include onsite and remote access classes. ORIA funded technology access through purchasing of student computer equipment and ongoing digital literacy training.

## LEP PATHWAY PROGRAM DISBURSEMENTS

LEP Pathway contracts follow a state fiscal year schedule. In SFY 2025, contractors entered a performance-based contract structured on employment placements, job retention and English language level gains. This model meets required performance-based outcome criteria for contracts. Under this model, contractors may receive a percentage of their contract amount by serving a minimum number of clients. The remaining amount is based on the provider’s annual performance outcome goals.

LEP Pathway employment providers receive 95% of their contract maximum amount divided into 12 monthly payments which cover the costs of direct services for clients. Providers earn the remaining 5% of the contract maximum amount if they achieve their annual performance goals based on employment placement and job retention.

LEP Pathway Education contractors receive 80% of their contract maximum amount, in four quarterly payments which cover the costs of direct instruction, program administration and support services to clients. Providers earn the remaining 20% of the contract maximum amount if they achieve their quarterly performance goals based on a negotiated number of English language level gains.

Contractors submit invoices for employment services monthly and for education services on a quarterly basis. They may submit billings up to 30 days after each month/quarter of service. DSHS has 30 days from receipt and approval of each invoice to process and make payment.

The following are expenditures for SFY 2025 for LEP Pathway services by funding source and service type, as of October 29, 2025:

### SFY 2025 TANF Expenditures

Service	TANF		Total TANF
	Federal	State	
Employment	\$ 3,938,399.01	\$ 1,352,609.98	\$ 5,291,008.99
ESL/ELA Services	\$ 236,459.01	832,532.00	1,068,991.01
<b>Total</b>	<b>\$ 4,174,858.02</b>	<b>\$ 2,185,141.98</b>	<b>\$ 6,360,000.00</b>

### SFY 2025 Total Expenditures

Service	ORR (Federal)	TANF	State GF-S	Total Fed/State
Employment	\$ 8,056,957.41	\$ 5,291,008.99	\$ 1,030,058.21	\$ 14,378,024.61

ESL/ELA	\$ 7,262,810.99	\$ 1,068,991.01	\$ 743,941.79	\$ 9,075,743.79
Support Services	\$ 244,401.98	\$ 0	\$ 0	\$ 244,401.98
<b>Total</b>	<b>\$15,564,170.38</b>	<b>\$6,360,000.00</b>	<b>\$ 1,774,000</b>	<b>\$ 23,698,170.38</b>

### LEP PATHWAY PROGRAM OUTCOMES

The LEP Pathway uses a performance based contracting model with a standardized rate to measure program performance for all providers.

For employment services, performance is defined as follows:

- a) percentage of unduplicated clients placed into jobs out of the total number of unduplicated clients in job search, and:
- b) total number of unduplicated clients who remained employed 90 days following the placement, out of the total number of unduplicated clients who've been placed into jobs.

ESL/ELA provider performance is measured by English language level gains determined through quarterly assessment.

This table shows participant and performance outcomes, with a two-year look-back:

Services and Outcomes	Count Type <sup>16</sup>	SFY23	SFY24	SFY25
Total Number of Unduplicated LEP Pathway Participants <sup>17</sup>	Clients	10,028	12,333	12,329
Number of Employment Participants	Clients	6,695	7,794	7,723
Number of ESL/ELA Participants	Clients	5,033	6,954	7,641
Full ESL/ELA Level Gains	Services	1,789	2,577	2,721
Job Placements	Clients	2,447	3,048	3,424
Average Hourly Wage at Job Entry	Services	\$20.38	\$20.83	\$20.88

<sup>16</sup> 'Clients' are unduplicated count and 'Services' are duplicated count.

<sup>17</sup> Includes non-work authorized participants

Full-Time		\$20.99	\$21.47	\$21.45
Part-Time		\$18.66	\$19.37	\$19.69
Number of Job Placements with Health Benefits	Services	476	552	488
Work Experience	Clients	281	475	353
Skills Training	Clients	247	371	368
Support Services	Services	1,725	1,578	1,882
Retention: Employed 90 Days After Placement	Services	1,555	2,437	2,600

The total number of unduplicated participants decreased slightly from 12,333 (2024) to 12,329 (2025). This suggests sustained provider capacity and continued demand for ORIA LEP Pathway services despite ongoing labor market barriers faced by participants. Additionally, the average wage increased from \$20.83 (2024) to \$20.88. Continuous increase in wages across the years indicate effective job matching and employer engagement and indicates that participants are entering higher-quality employment, not just any employment.

Entered employment increased from 3,048 (2024) to 3,424 (2025), despite serving nearly the same number of participants. The number of participants who retained employment after 90 days also increased from 2,437 to 2,600 (2026). This reflects the effectiveness of expanded employer partnerships, a strong provider network, and increase in collaborative efforts around employment retention.

## **ORIA BASIC FOOD EMPLOYMENT AND TRAINING (BFET)**

The United States Department of Agriculture, Food and Nutrition Service (FNS) offers federal funding to plan and implement E&T programs for SNAP recipients. The program design helps participants gain skills, certificates or work experience to improve their employment prospects and reduce their reliance on SNAP benefits. FNS offers two types of funding: 50% match for administrative costs and support services, and 100% federal funding to plan, implement and operate the program.

DSHS administers the SNAP E&T program, known as the BFET program in Washington state. BFET provides job search training, job search assistance, educational services<sup>18</sup>, skills training, vocational education and employment assistance to Basic Food<sup>19</sup> recipients who do not receive TANF. Unlike TANF, participation in BFET services is voluntary and there is no participation hour requirement. BFET is an important part of the

<sup>18</sup> BFET educational services include adult basic education, ESL/ELA, and General Educational Development (GED).

<sup>19</sup> Basic Food is Washington state's version of federal SNAP, formerly known as Food Stamps.

state’s comprehensive workforce development system serving low-income individuals and displaced workers by preparing them for financial independence through skill acquisition and gainful employment.

ORIA has been providing services through BFET since October 2012. The goal of the program is to increase employment and training opportunities for eligible refugees and immigrants<sup>20</sup> who might not qualify for LEP Pathway services but still need support to achieve economic stability. The BFET program through ORIA (ORIA BFET) offers the same services statewide as the general or “mainstream” BFET program, but it focuses on providing culturally and linguistically appropriate E&T services to foreign-born individuals who have not naturalized. By administering the ORIA BFET program, ORIA leverages general fund-state funding to match additional federal dollars for employment services that help program participants achieve economic stability and successfully integrate into their new communities.

In SFY 2025, ORIA BFET provided services through 12 contracts statewide.<sup>21</sup> ORIA BFET contracts follow the federal fiscal year schedule (October 1 - September 30). These contractors include:

- Community-based organizations
- Refugee resettlement agencies
- Other organizations serving immigrants and refugees

### **ORIA BFET ELIGIBLE POPULATION**

Federal food benefit recipients are eligible for ORIA BFET services when they are:

- Refugees or immigrants
- Age 16 and older
- Not recipients of TANF or RCA
- Not naturalized U.S. citizens, unless there are no available mainstream BFET services, in which case, the provider may serve U.S. citizens.

This program differs from LEP Pathway in that it serves all refugees and immigrants who meet the above criteria regardless of the length of time they have been in the U.S. It complements LEP Pathway by serving refugees and immigrants who do not qualify for that program such as non-refugees, non-TANF immigrants, and refugees who have resided in the U.S. for over five years.

### **ORIA BFET POPULATION SERVED**

The following table shows ORIA BFET participant information, with a two-year look-back.

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<sup>20</sup> Non-TANF non-refugee immigrants eligible for federal food benefits.

<sup>21</sup> See **Appendix C** for a list of FFY 2025 contractors.

Participants	2023	2024	2025
Total Unduplicated Participants Served	732	702	717
Refugees	605	551	541
Immigrants (non-refugee)	127	151	176

### ORIA BFET SERVICES

BFET provides services to employable adults who receive federal food benefits. BFET does not pay for a four-year college degree, on-the-job wages, paid work experience, or Workfare.

ORIA BFET contractors are encouraged to partner with other BFET providers and work with technical and community colleges to provide wraparound services to increase participant success. There is no set maximum time limit for BFET participation, but there is a general expectation to achieve a successful exit from the program by obtaining employment and/or completing training within two years of enrollment. Services provided under ORIA BFET include:

#### Employment Services

ORIA BFET provides a package of structured E&T activities to help participants seek and obtain suitable employment, including: case management, vocational education, job search, job search workshops, computer basics workshops, labor market information, job seeking skills instruction, resume writing, job skills assessment, counseling, life skills and work ethic training, and job placement services.

#### Job Retention Services

Once employed, ORIA BFET providers continue to offer services to participants for 90 days after job placement to help resolve initial employment barriers and achieve satisfactory work performance to increase job retention. Job retention services include post-employment counseling; coaching and other case management activities; and support services for transportation, clothing and other needs to maintain employment.

#### English Language Acquisition & Basic Education

ORIA BFET provides English Language Acquisition (ESL/ELA) activities, including ESL/ELA training necessary to obtain and maintain employment. Instruction and curriculum must include work-related topics to help prepare participants for employment while learning English.

Contractors use CASAS testing for reading and listening and ORIA-approved assessments for writing and speaking to determine the participant's initial ESL/ELA level. Contractors are also encouraged to work with BFET-contracted community and technical colleges to provide ESL/ELA training to program participants.

ORIA BFET also offers Basic Education services, such as High School Equivalency or GED preparation and computer literacy training.

### **Support Services**

ORIA BFET offers a broad range of goods and purchased services necessary for participants to successfully engage in or complete a BFET activity. Support services include but are not limited to work clothing; equipment or tools required for a job; testing fees; relocation expenses related to a participant's job; transportation; permits and fees; emergency housing and utility assistance; and childcare<sup>22</sup>.

### **Participant Success Story**

C, a recent arrival from the Democratic Republic of Congo, faced many barriers when she came to the U.S.: she spoke no English, had no formal education or work experience, did not drive, and was unfamiliar with the banking system.

Through the BFET program at RISNW, C received comprehensive support, including job search assistance, ESL classes, rental support, resume building, and connections to employers. The program referred her to a bakery assistant position, where she was hired.

With the guidance and resources provided by BFET, C was able to secure employment, support her family, and embrace new opportunities. She credits the program for giving her the tools, connections, and confidence to build a better life in America.

Refugee & Immigrant Services Northwest  
(RISNW)

## **ORIA BFET PROGRAM FUNDING**

FNS offers 50% federal match for BFET-related administrative and support services and 100% funding to plan, implement and operate BFET. ORIA leverages these funding sources for ORIA BFET services. The BFET program operates on the federal fiscal year cycle (October 1 – September 30). ORIA provides BFET services with funding from two sources: state refugee and immigrant employment services funding and federal match grant. This requires a mix of federal funding from two consecutive years to run the program as the state fiscal year ends on June 30.

## **ORIA BFET PROGRAM DISBURSEMENTS**

BFET operates on a cost reimbursement model, and ORIA BFET contractors must incur costs associated with services then seek reimbursements for those expenses from DSHS on a monthly basis to cover expenditures. Upon review of each billing, DSHS reimburses for eligible services from the contracted amount.

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<sup>22</sup> Must be ineligible for other childcare subsidies such as Child Care Subsidy Program and programs offered by the county or city.

The following chart shows ORIA BFET expenditures and caseload data for SFY 2025.

Month	Clients Served	Total Expenditures
Jul-24	253	\$104,690.60
Aug-24	237	\$103,060.87
Sep-24	225	\$116,495.33
Oct-24	207	\$78,416.70
Nov-24	203	\$76,832.73
Dec-24	193	\$76,666.09
Jan-25	216	\$72,432.82
Feb-25	213	\$74,046.54
Mar-25	224	\$80,906.46
Apr-25	245	\$91,839.64
May-25	266	\$95,408.67
Jun-25	246	\$99,641.68
<b>Total</b>	717 Unduplicated	<b>\$1,070,438</b>

### ORIA BFET PROGRAM OUTCOMES

This table shows participant and performance outcomes reported for SFY 2025, with a one-year look-back.

Outcomes	2024	2025
Total Unduplicated Participants Served	702	717
Entered Employment <sup>23</sup>	333	308
Full-Time	223	185
Part-Time	110	123
Average Wage	\$19.53	\$20.30
Full-Time	\$19.86	\$20.65

Outcomes	2024	2025
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<sup>23</sup> Total entered employment count is unduplicated for the report period, but some individuals may have both full and part-time employment during the report period.

Part-Time	\$18.86	\$19.79
Retention: Employed 90 Days After Job Placement in the SFY	295	279

The total number of unduplicated participants increased slightly from 702 (2024) to 717 (2025). This suggests sustained provider capacity and continued demand for ORIA BFET services despite ongoing labor market barriers faced by participants. Additionally, the average wage increased from \$19.53 (2024) to \$20.30 (2025), with full-time wages rising from \$19.86 to \$20.65. Part-time wages also increased (\$18.86 to \$19.79). These gains indicate effective job matching and employer engagement, and indicates that participants are accessing higher-quality employment, not just any employment.

Entered employment decreased from 333 (2024) to 308 (2025), despite serving more participants. This may reflect longer job readiness or stabilization timelines, or a participant population with higher barriers. Part-time placements also increased relative to full-time placements, which might indicate participants taking interim or transitional work. Opportunities for continued improvement include strengthening pathways from participation to employment through expanded employer partnerships, using wage and retention data to identify and share best practices across the provider network, and encouraging providers to support job advancement, increased hours, or secondary placements for participants who begin in part-time roles.

## **STATE FOOD ASSISTANCE EMPLOYMENT & TRAINING PROGRAM (FAP E&T)**

The Food Assistance Employment & Training Program (FAP E&T) is designed for clients of Washington’s Food Assistance Program (FAP). FAP is a state-funded program that provides food assistance to legal immigrants who aren't eligible for federal Basic Food benefits solely because of their immigration status.

FAP E&T assists FAP recipients in gaining the skills, training, work or experience that will increase their ability to obtain regular employment. The program offers job readiness training, education, job search assistance and more, ensuring that legal immigrants who are barred from accessing federal programs have access to quality E&T services.

FAP clients have varying levels of employment-related service needs. Some eligible immigrants have resided in the U.S. for an extended period and have prior work experience, while others may be recent arrivals. In addition, not all participants are authorized to work in the United States. FAP E&T customizes its services to accommodate the specific needs of each individual and provides opportunities to develop valuable skills.

In SFY 2025, ORIA provided FAP E&T services through seven contractors with the following types of organizations:<sup>24</sup>

<sup>24</sup> See **Appendix D** for a list of SFY 2025 FAP E&T contractors.

- Community-based organizations
- Refugee resettlement agencies
- Other immigrant-serving organizations

## FAP E&T ELIGIBLE POPULATION

State food benefit recipients are eligible for FAP E&T services when they are:

- Age 16 and older
- Not recipients of TANF/SFA

Although households can receive a mix of FAP and SNAP benefits depending on the citizenship or the alien status of each person in the home, only FAP clients may enroll and participate in FAP E&T.

## FAP E&T SERVICES

The FAP E&T program offers FAP recipients various opportunities to enhance their skills and improve their chances of securing regular employment. There is no set maximum time limit for FAP E&T participation. Similar to ORIA BFET, participation in FAP E&T is voluntary. Services provided under FAP E&T include:

### Job Readiness Services

FAP E&T improves the job readiness of participants by teaching job seeking techniques and setting goals. Work readiness activities and general skills building are part of job readiness training. Services include job seeking skills instruction, resume writing, and interview preparation.

### English Language Acquisition & Basic Education

FAP E&T provides English Language Acquisition (ESL/ELA) activities, including ESL/ELA training necessary to obtain and maintain employment. Instruction and curriculum for ESL/ELA must include work-related topics to help prepare participants for employment while learning English.

### Participant Success Story

When B, a mother of two from Ethiopia, came to Refugee Women's Alliance (ReWA) in December 2024, she had a dream of launching a healthcare career in the U.S. With limited U.S. work experience, she was motivated but unsure how to start.

Through ReWA, B completed the Health Care Aide (HCA) training program, mastering patient care, safety protocols, and professional best practices. She earned her certificate on April 1, 2025, just months after beginning the program. ReWA also supported her with a laptop, professional attire, and connections to hiring opportunities. By early June, she was fully prepared for her state licensure exam and ready to enter the healthcare workforce.

This comprehensive training and support not only prepared B for employment but also gave her confidence, showing how targeted workforce programs can turn ambition into tangible career outcomes.

Refugee Women's Alliance.....

Contractors use CASAS testing for reading and listening and ORIA-approved

assessments for writing and speaking to determine the participant's initial ESL/ELA level. Contractors are also encouraged to work with BFET-contracted community and technical colleges to provide ESL/ELA training to program participants.

FAP E&T also offers Basic Education services, such as High School Equivalency or GED preparation and computer literacy training.

### **Job Skills Training**

FAP E&T offers job skills training, which provides participants with knowledge and abilities needed to begin a particular job through hands-on training and support. Available training programs include forklift certification, electric pallet jack operation, warehouse training, first aid/CPR/AED certification, customer service and barista training and more.

### **Career Counseling & Exploration**

FAP E&T offers career counselling and exploration services. This exploration includes information about different industries, job roles and potential career paths; assessment; career transition support; and long-term planning.

### **Job Search Assistance**

FAP E&T provides activities to help participants seek and obtain suitable employment, including searching for job listings, assisting participants with job applications, job referral, and job placement assistance.

### **Job Retention Services**

FAP E&T provides support to employed participants so they may achieve satisfactory job performance and increased earnings over time. Services may include counseling, conflict resolution and mediation. Retention may also include advancement services or helping participants move on to a higher level of employment and/or increase their income.

### **Nonpaid Work Experience**

FAP E&T provides nonpaid opportunities for participants to practice or expand their work skills in a supportive environment. Providers may partner with a local government or non-profit organization to create a structured, experiential learning opportunity for the participant.

### **Support Services**

FAP E&T offers a broad range of goods and purchased services necessary for participants to successfully engage in or complete a FAP E&T activity. Support services include but are not limited to transportation, educational expenses, computer equipment, tools and clothing.

## **FAP E&T FUNDING & PROGRAM DISBURSEMENTS**

ORIA utilizes general state funds to support the FAP E&T program. The program operates on the state fiscal year cycle (July 1 – June 30).

FAP E&T uses a performance-based contracting model. FAP E&T contractors receive a

monthly base compensation for the provision of employment and training services to a minimum number of clients. In addition to the monthly base, contractors may receive quarterly performance outcome payments, contingent upon the timely and successful submission of reports and achievement of program goals.

The following chart shows FAP E&T expenditures and caseload data for SFY 2025:

Month	Clients Served	Total Expenditures
Jul-24	170	\$70,781.91
Aug-24	182	\$63,540.70
Sep-24	226	\$126,373.22
Oct-24	276	\$90,570.57
Nov-24	294	\$93,676.66
Dec-24	350	\$146,511.61
Jan-25	343	\$89,166.30
Feb-25	374	\$89,589.17
Mar-25	423	\$148,687.58
Apr-25	417	\$94,756.59
May-25	409	\$104,937.16
Jun-25	379	\$161,306.48
<b>Total</b>	<b>694</b> <b>Unduplicated</b>	<b>\$1,279,897.95</b>

### FAP E&T PROGRAM OUTCOMES

This table shows participant and performance outcomes reported for SFY 2025.

Outcomes	2024	2025
Total Unduplicated Participants Served	498	694
Number of Participants Enrolled in Case Management Services	471	548
Number of Participants Enrolled in Job Search Assistance	223	386
Number of Participants Enrolled in Job Readiness Training	254	236
Number of Participants Enrolled in Career Counseling & Exploration	221	171
Number of Participants Enrolled in Job Retention Services	154	161
Number of Participants Enrolled in Job Skills Training	71	121
Number of Participants Enrolled in English Language Acquisition	48	34

Number of Participants Enrolled in Basic Education	143	2
Number of Participants Enrolled in Nonpaid Work Experience	52	1

The FAP E&T program served a total of 694 participants. 548 participants (79%) received case management services; 386 participants (55%) received job search assistance; 236 participants (34%) received job readiness training; 171 participants (24%) received career counseling and exploration services; 161 participants (23%) received job retention services; 121 participants (17%) received job skills training; 34 participants (5%) received English language acquisition services; 2 participants (.28%) received basic education; and 1 participant (.14%) received nonpaid work experience.

The total number of unduplicated participants served increased from 498 in 2024 to 694 in 2025, a substantial rise of nearly 40%, reflecting strong outreach by new providers and increased program capacity due to additional funding. Participants enrolled in case management rose from 471 (2024) to 548 (2025), and those in job search assistance increased from 223 (2024) to 386 (2025). These are core services that support participants in moving toward employment, indicating the program is effectively connecting participants to foundational support. Enrollment in job skills training increased from 71 (2024) to 121 (2025), suggesting a focus on equipping participants with practical, employable skills.

Basic education fell from 143 (2024) to 2 (2025), and nonpaid work experience from 52 (2024) to 1 (2025). These drops likely reflect programmatic and reporting changes, such as digital literacy being reported under job readiness training instead of basic education, and strategic decisions to focus on other services. Opportunities for continued improvement include replicating successful growth in job skills training and assistance across the provider network and ensuring support for participants who need basic education or English language acquisition, even if enrollment in these services is lower.

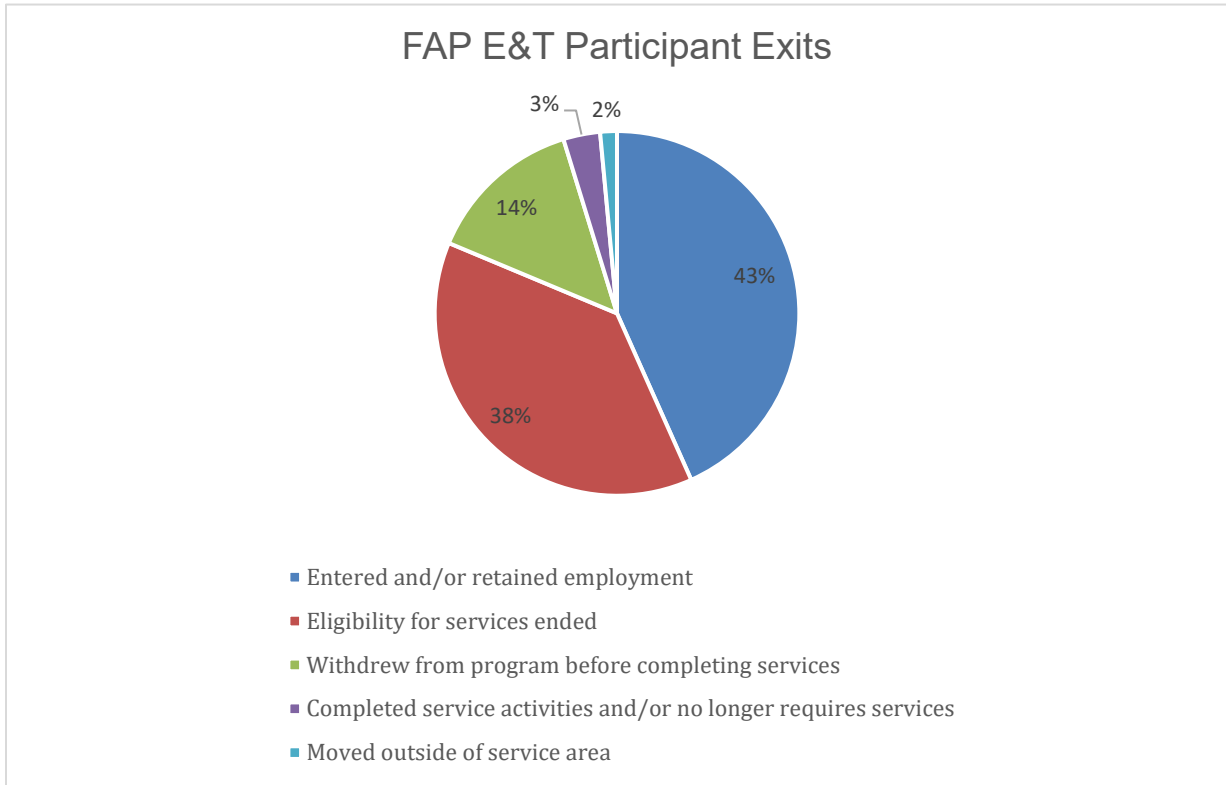
Since not all individuals eligible for FAP E&T are authorized to work, employment entry cannot be used as a formal outcome measure. However, 264 (38%) participants entered employment and/or had their FAP benefits terminated due to earned income in SFY 2025, representing an 8 percentage point increase over the previous year. This suggests improved employment outcomes for participants who are authorized to work, possibly demonstrating enhanced job support, skills training, and/or employer engagement from providers.

337 participants exited the FAP E&T program in SFY 2025. 146 participants (43%) entered employment and/or retained employment<sup>25</sup>, 128 participants (38%) lost eligibility for FAP E&T for reasons other than their income exceeding the FAP benefits threshold<sup>26</sup>, 47

<sup>25</sup> While 146 participants left the program due to entered employment, 264 participants entered employment and/or had their FAP benefits terminated due to earned income. This difference is because FAP E&T participants may receive retention and other support services for up to 275 days after their job start date, which means their cases do not necessarily close immediately upon employment.

<sup>26</sup> This includes participants whose FAP benefits were terminated due to failure to complete DSHS eligibility reviews or provide required information. It also includes participants who became eligible for federal benefits such as SNAP, those approved for TANF or SFA, and other

participants (14%) withdrew from the program before completing service activities; 11 participants (3%) completed service activities and/or no longer required FAP E&T services; and 5 participants (2%) moved outside of the service area.



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similar cases.

## APPENDIX A

### SFY 2025 LEP PATHWAY CONTRACTORS

PROVIDER	COUNTY	SERVICES
Asian Counseling & Referral Services	King	Employment
B5 Family Learning Center	Benton Franklin	ESL   ELA
Bates Technical College	Pierce	ESL   ELA
Bellingham Technical College	Whatcom	ESL   ELA
Career Path Services	Clark Snohomish Spokane	Employment
Clark College	Clark	ESL   ELA
Clover Park Technical College	Pierce	ESL   ELA
Columbia Basin College	Benton Franklin	ESL   ELA
Community Colleges of Spokane	Spokane	ESL   ELA
Diocese of Olympia	King	Employment ESL   ELA
Highline Community College	King Pierce	ESL   ELA
International Rescue Committee	King	Employment
International Rescue Committee Spokane	Spokane	Employment
Jewish Family Service	King	Employment Skills Training
Lake Washington Institute of Technology	King	ESL   ELA
Lutheran Community Services	Clark King Pierce	Employment ESL   ELA
Neighborhood House	King	Employment
Partners in Careers	Clark	Employment
Partners in Employment	King	Employment
Puget Sound Training Center	King	Employment Skills Training
Refugee Federation Service Center	King	Employment Skills Training
Refugee & Immigrant Services NW	Snohomish Skagit	Employment ESL   ELA

	Whatcom	
Refugee Women's Alliance	King Pierce	Employment ESL   ELA
Renton Technical College	King	ESL   ELA
South Seattle College	King	ESL   ELA
Tacoma Community House	King Pierce	Employment ESL   ELA
TRAC Associates	King Pierce Mason Snohomish Thurston	Employment Skills Training
World Relief Western Washington	King Pierce Thurston	Employment ESL   ELA
World Relief Spokane	Spokane	Employment
World Relief Tri-Cities	Benton Franklin	Employment

## APPENDIX B

### Comprehensive Adult Student Assessment System (CASAS)

<b>1</b>	<p><b>Beginning Literacy / Pre-Beginning ESL/ELA</b></p> <p><b><u>Listening/Speaking:</u></b> Functions minimally, if at all in English. Communicates only through gestures and a few isolated words.</p> <p><b><u>Reading/Writing:</u></b> May not be literate in any language.</p> <p><b><u>Employability:</u></b> Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices are limited.</p>	<b>180 &amp; below</b>
<b>2</b>	<p><b>Low Beginning ESL/ELA</b></p> <p><b><u>Listening/Speaking:</u></b> Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often.</p> <p><b><u>Reading/Writing:</u></b> Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address.</p> <p><b><u>Employability:</u></b> Can handle only routine entry-level jobs that do not require oral or written communication in English in which all tasks are easily demonstrated.</p>	<b>181- 190</b>
<b>3</b>	<p><b>High Beginning ESL/ELA</b></p> <p><b><u>Listening/Speaking:</u></b> Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences.</p> <p><b><u>Reading/Writing:</u></b> Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms.</p> <p><b><u>Employability:</u></b> Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and which all tasks can be demonstrated.</p>	<b>191-200</b>

4	<p><b>Low Intermediate ESL/ELA</b></p> <p><b>Listening/Speaking:</b> Can satisfy basic survival needs and routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition.</p> <p><b>Reading/Writing:</b> Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations.</p> <p><b>Employability:</b> Can handle entry-level jobs that involve simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.</p>	201- 200
5	<p><b>High Intermediate ESL/ELA</b></p> <p><b>Listening/Speaking:</b> Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary.</p> <p><b>Reading/Writing:</b> Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications.</p> <p><b>Employability:</b> Can handle jobs and /or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.</p>	211- 220
6	<p><b>Advanced ESL/ELA</b></p> <p><b>Listening/Speaking:</b> Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics.</p> <p><b>Reading/Writing:</b> Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries.</p> <p><b>Employability:</b> Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.</p>	221- 235
	<b>Exit ESL/ELA Program</b>	<b>236</b>

## APPENDIX C

### SFY 2025 ORIA BFET CONTRACTORS

PROVIDER	COUNTY	SERVICES
Asian Counseling & Referral Services	King	Employment & Training
Career Path Services	Benton Franklin	Employment & Training
International Rescue Committee in Spokane	Spokane	Employment & Training
Partners in Careers	Clark	Employment & Training
Partner in Employment	King	Employment & Training
Refugee Federation Service Center	King	Employment & Training
Refugee & Immigrant Services Northwest	Snohomish Skagit Whatcom	Employment & Training
Refugee Women's Alliance	King	Employment & Training
TRAC Associates	King Pierce Snohomish	Employment & Training
World Relief- Spokane	Spokane	Employment & Training

## APPENDIX D

### SFY 2025 FAP E&T CONTRACTORS

PROVIDER	COUNTY	SERVICES
Career Path Services	Benton Franklin	Employment & Training
Lutheran Community Services Northwest	Clark	Employment & Training
Partner in Employment	King	Employment & Training
Puget Sound Training Center	King	Employment & Training
Refugee & Immigrant Services Northwest	Snohomish Skagit Whatcom	Employment & Training
Refugee Women's Alliance	King	Employment & Training
Spokane Workforce Council	Spokane	Employment & Training
TRAC Associates	King Pierce Snohomish Thurston	Employment & Training
World Relief Western Washington	King Pierce Snohomish Whatcom Thurston	Employment & Training