

ELL Co-Enrollment Pilot Project Sustainability Toolkit

December 2020

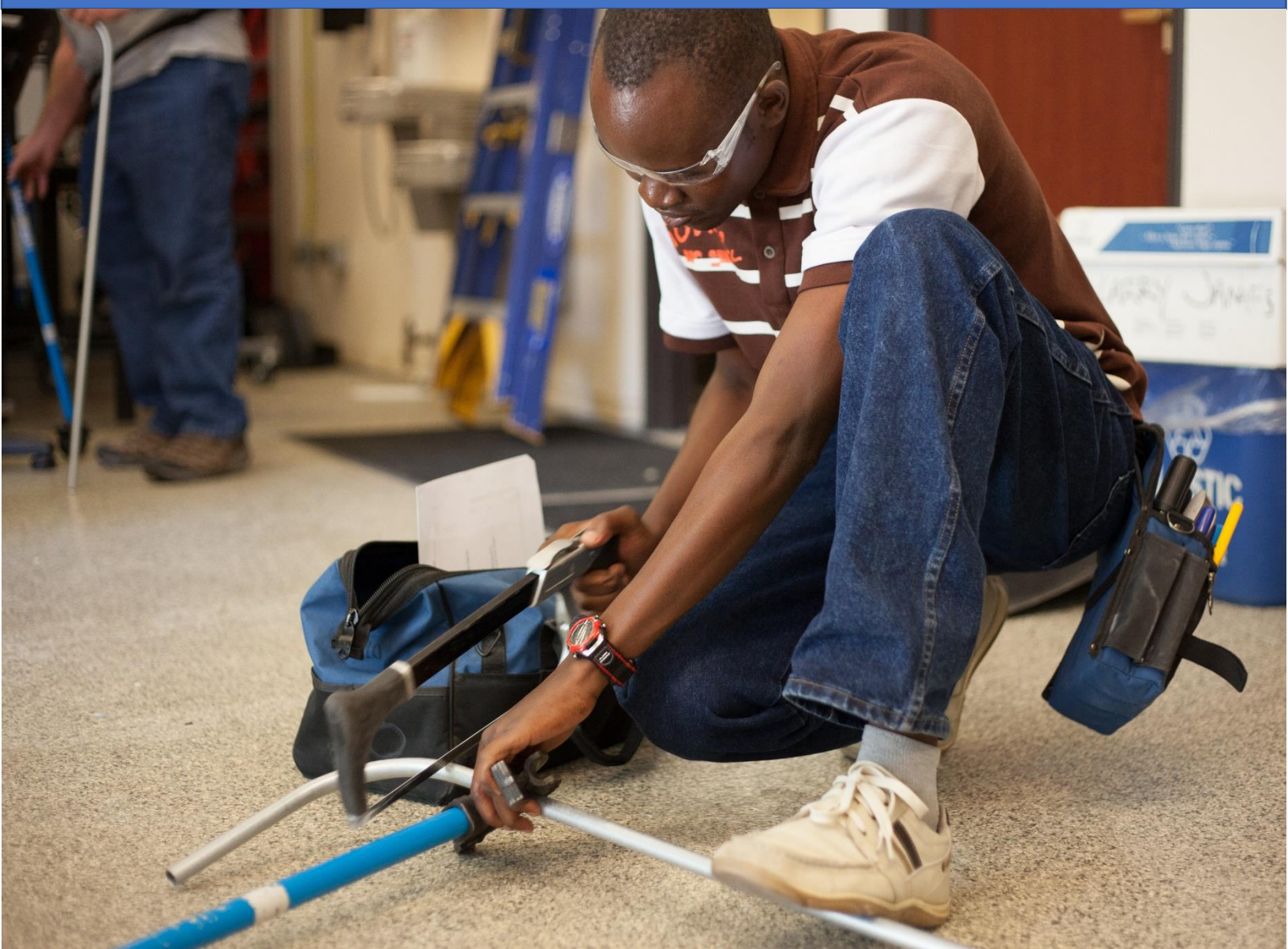


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I. Introduction

California is home to one in four immigrants in the nation and has a larger English Language Learner (ELL) population than any other state. Working together, the California Labor and Workforce Development Agency, California Workforce Development Board (CWDB), and the Employment Development Department (EDD) have prioritized serving this important population through workforce development services. Following an inaugural ELL convening in 2016, the state has funded three initiatives targeting this population. . Through this work, the state and its partners – including local Workforce Development Boards (WDBs), adult education providers, community-based organizations (CBOs), and other key stakeholders – are developing, implementing, and learning from efforts to more effectively prepare ELLs to enter and advance in careers in their communities. More information about this work, including key resources developed to date, can be found on the [CWDB ELL Navigator Initiative website](#).

From the beginning, California has been interested in how to sustain this work beyond the pilot initiatives and indeed, in selecting grantees for each of the rounds of pilot funding, sought to identify projects that shared this commitment to sustaining promising practices and service delivery models.

How to use this Toolkit

This document – the *ELL Co-Enrollment Pilot Sustainability Toolkit* – is designed to provide support to pilot project sites that are working together to continue their work beyond the initial period of funding (currently scheduled to end in March 2021). Specifically, its goal is to help project sites:

- Identify and convene a team to support high-quality sustainability planning
- Engage in focused, intentional sustainability planning
- Learn about and engage with three specific sustainability strategies
- Develop assets that will help these teams sustain promising practices and models

In addition, the toolkit will be helpful in:

- Identifying which project member(s) should participate in sustainability planning
- Providing resources and information to build technical knowledge and understanding
- Sharing templates and resources to guide this work
- Highlighting tips to address common challenges that may arise.



California is home to one of the most diverse workforces in the nation

It is recommended that each grantee site select one individual (e.g., the Project Director) to read through the toolkit in its entirety. From there, he/she can lead the sustainability work, but as noted in *Section II*, it is critical that multiple team members be engaged in this work as well. **This individual will be referred to as the “sustainability team lead” throughout this toolkit.**

Finally, while the primary target audience of this toolkit is the ELL Co-Enrollment Pilot grantee teams, other stakeholders may find it valuable as well. For example, public and private funders may find it provides a useful perspective into the different strategies that project sites are considering sustaining this work. WDBs, adult education providers, and CBOs that do not have direct experience as a funded ELL-Co-Enrollment Pilot site may also find it useful, especially insofar as it identifies general ways in which to resource work with ELL populations. Finally, policymakers and other decision-makers may benefit from reviewing this toolkit to gain a deeper understanding of the evolution of this work in California, particularly in the nearly five years since the inaugural ELL convening.

II. Planning for Sustainability: Building the Team, Structuring the Conversation

Strong sustainability planning begins with building the foundation for effective dialogue. Detailed below is a five-point framework for building this foundation.

- 1. Identify the right people.** ELL Co-Enrollment Pilot projects have benefited from the participation of a wide range of staff at multiple levels (directors, managers, frontline supervisors, and direct service staff) and organizations (WDBs, American Job Centers (AJC), adult education providers, and CBOs). Further, these staff represent a variety of functional roles from ELL Navigators to data entry specialists, AJC managers to ESL program coordinators.

Effective sustainability planning should have a diverse team of 4-8 project staff and be led by a sustainability team lead who is prepared to invest time in reading the *ELL Co-Enrollment Sustainability Toolkit*, calendar meetings, develop draft agendas, and keep the group moving forward in this important work.



Tulare County direct service staff working during COVID in their office.

In convening a team of people to work on sustainability, projects should strive for diversity across these three areas: level of staff, type of organization, and functional role of staff. At a minimum, it is recommended that sustainability conversations include: 1) someone in a project leadership role; 2) a representative from each partner organization; 3) the ELL Navigator; and 4) someone who is well-versed in the funding stream(s) being leveraged to support the work currently. In order to ensure diversity of perspectives, while also ensuring that the group is of a reasonable size to be productive and carry forward this work in a timely manner, it is recommended that the sustainability team include 4-8 people total. This team will be referred to as the “sustainability team” throughout this toolkit.

- 2. Ensure the program team has a shared understanding of background knowledge and the program context.** Members of the sustainability team are likely to have varying levels of both general background knowledge (e.g., on WIOA) and project-specific background knowledge (e.g. what has been the project’s performance to date). It can be helpful to identify a set of pre-reads to share before the sustainability team begins meeting. A suggested list of pre-reads is included in *Table 1* below.

Table 1 – Pre-Reads for Sustainability Planning

Topic	Suggested Pre-Read
ELLs, WIOA, and California Background Context	Policy Brief: Serving English Language Learner (ELL) Populations Using Best Practices and Model Partnerships
Project-specific program model	Local grant narrative and proposal submitted for the ELL Co-Enrollment Pilot Project
Project-specific customer and performance data to date	Review local customer demographic and performance data, if additional support is needed reach out to the ELL Co-Enrollment evaluation team
Funding stream(s) that can support this work	Summary of relevant funding streams, <i>Section III.b</i> in this document

3. Identify the main topics to discuss. It can be helpful to identify the main topics for discussion during the early stages of convening the sustainability team so that staff have a good understanding of what the group will discuss and why their perspective is helpful. To develop this list, it is recommended that the sustainability team lead review the toolkit in its entirety and come up with a draft list. This draft list can be shared with the sustainability team in the initial meeting and revised as needed based on input.

The sustainability lead may choose to prioritize certain items based on project-specific factors. For example, if it is known there will be an increase in a specific type of funding that is currently being leveraged in support of the project, the sustainability team lead may choose to prioritize conversations about using that funding stream to sustain work. As another example, if because of the COVID-19 pandemic the sustainability team lead feels that there is a strong need for an updated needs statement, that may take priority.

It is strongly recommended that sustainability team leads include most of the items identified in both *Section III (Sustainability: Key Strategies)* and *Section IV (Key Assets for Sustainability)* to ensure a balance of strategic dialogue about ways in which this work can be carried forward as well as prioritizing the development of specific, tangible team resources.

4. Be prepared to handle common challenges. Sustainability planning is inherently a complex process, and this is especially true when project teams are comprised of multiple partners, including different types of institutions and organizations. Four of the most common challenges – and tips to overcome them – are identified below.

- **No one “owns” sustainability planning.** Identifying a sustainability team lead and convening a group as outlined in this toolkit is an effective practice to support collective ownership of this critical task. Leadership at relevant project partners should be visible and clear in supporting this team-based approach to sustainability planning.
- **Project partners worry that other partners may only be interested in how they will sustain practices and interventions, without thinking about resource needs more holistically.** A simple practice to address this is having regular check-ins during dialogue where a team member asks: “would this approach work for you?” and takes the time to listen to each member of the sustainability team.



Sustainability planning is not easy but with the right approach, teams can support all Californians – including ELLs - in entering and advancing in careers in their local communities

- **Silos between staff who are responsible for raising money and those who are deeply familiar with the work.** Here again, setting up the right foundation in building a sustainability team is key. A diverse, thoughtfully-selected group is a powerful asset.
- **Tunnel vision that sustainability just means finding the next grant.** While this is an important part of sustainability planning, it is only a part of it. The sustainability team lead should ensure that the main discussion topics for the group include as many of the topics identified in *Section III* as possible to counteract this tendency including how to leverage additional existing funds to support work with ELLs.

5. Identify desired deliverables. Based on a review of the draft main topics for discussion, the sustainability team lead can identify a preliminary list of desired deliverables that the group will produce. This list is likely to evolve as the sustainability team meets but it is an important starting point to overcome any team member concerns that sustainability planning is “just a lot of talking.” Each project pilot will likely identify different deliverables, but most projects will likely select one or more items from *Section IV: Key Assets for Sustainability*.

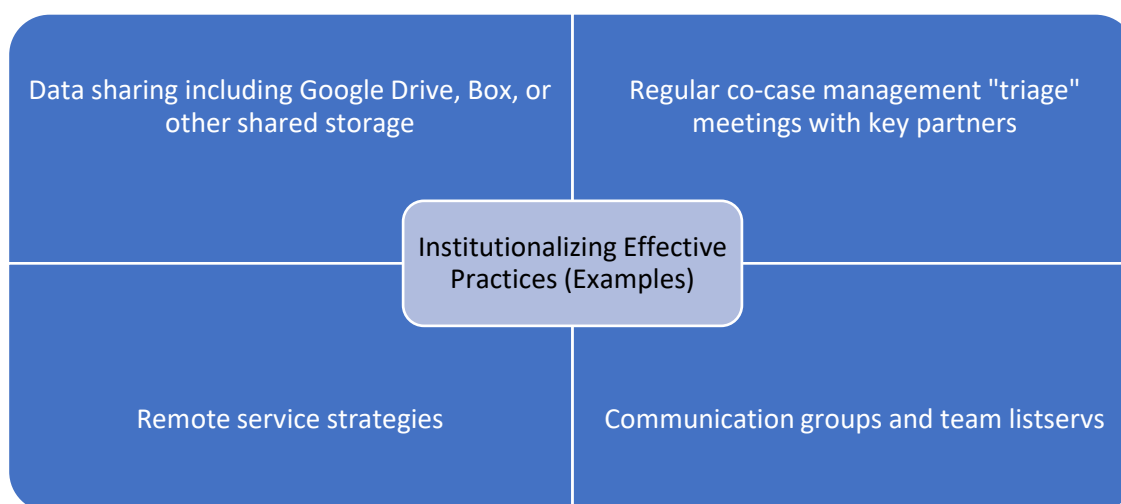
Once a sustainability team has been built, the team should anticipate spending 4-6 hours per month during the final quarter of the project period (January – March 2021) engaging in these activities. This will likely include a mix of meeting time (e.g. hourly meetings twice a month) and follow-up work activities. A *Work Plan Template for ELL Co-Enrollment Sustainability Planning* can be found in *Appendix A*.

III. Sustainability: Three Strategies

This section details three strategies that support the sustainability of practices and program models used in the ELL Co-Enrollment Pilot Project. The strongest sustainability plans will include attention to all three of these strategies.

III.a. Institutionalizing Effective Practices

In simple terms, institutionalizing effective practices means taking things that emerged as a part of the ELL Co-Enrollment Pilot Project – for example how referrals among partners are handled or the use of certain forms – and making them a part of everyday operational practices. The sustainability team may want to use a simple brainstorm exercise to identify these practices as a first step in discussing which may be good candidates for continued usage, even after project-specific funding ends in March 2021. The ELL Co-Enrollment Technical Assistance team can support this conversation as needed. In addition, reviewing some of the practices below might serve as a good starting point for project-specific sustainability team conversations.



Remember, practices that are the best candidates to institutionalize without the guarantee of additional funding are those that have a track record of working well for the team and can be carried out within the parameters of existing staffing and systems. The sustainability team might find it helpful to review the resource and materials on these topics included in the [ELL Co-Enrollment Pilot Project Grantee Portal](#).

III.b. Leveraging Ongoing Funding Streams

Like many special populations, workforce services can be provided to ELLs through a wide range of funding sources. Sustainability teams should identify the funding stream(s) currently supporting this work in their community and engage in a collaborative dialogue about what opportunities may exist to either continue using these funding streams once the ELL Co-Enrollment Pilot Project funding ends and/or potentially increasing the use of these types of funds.

Detailed below are six types of federal pass-through funding that can be used to support services to ELLs.

Workforce Innovation and Opportunity Act (WIOA). The Workforce Innovation and Opportunity Act (WIOA) is the current federal legislation and framework for workforce development in the U.S., and it is administered under the federal Department of Labor. WIOA follows in a long line of federal legislation stretching back to Franklin D. Roosevelt’s New Deal. At the highest level, WIOA funding is designed to prepare individuals for employment and careers while also ensuring that American businesses have access to well-trained, qualified workers. The WIOA system is highly decentralized with state labor agencies and local Workforce Development Boards (WDBs) having significant latitude to design and implement programs that are responsive to the needs of local jobseekers and the demands of the local labor market.

WIOA funding is specifically focused on those with barriers to employment and includes what is known as a “priority of service” for specific populations.

Individuals with Barriers to Employment (WIOA Definition)

- Individuals with disabilities
- Homeless individuals
- Displaced homemakers
- Indians, Alaskan Natives, and Hawaiian Natives
- Youth who are in or have aged out of the foster system
- Ex-offenders



Like many special populations, workforce services can be provided to ELLs through a wide range of funding sources.

- Individuals who are English language learners
- Individuals who have low levels of literacy
- Individuals facing substantial cultural barriers
- Farmworkers
- Individuals within two years of exhausting lifetime eligibility under the TANF program
- Single parents
- Long-term unemployed

Special Populations Eligible for Priority of Service (WIOA Definition)

- Basic skill deficient adults (including English Language Learners)
- Low-income individuals
- Recipients of public assistance
- Veterans

WIOA funding supports services for adults and youth (16-24 years old). Services are delivered through a variety of models, including the national network of American Job Centers (AJCs), which are often local referred to as “career centers,” as well as through contracted providers, including community organizations, for-profit service providers, educational institutions, and others. There are many different types of WIOA funding, summarized below.

WIOA Title I. Job training and career services to adults and youth

WIOA Title II. Education and literacy for adults including ESL, adult basic education, adult secondary education, and civics; must have a clear integration into workforce programming with a goal of job placement

Wagner Peyser (Title III). Employment services and labor market matching services, especially for individuals receiving unemployment and businesses with hard-to-fill positions

WIOA Title IV. Vocational rehabilitation programs for people with disabilities

The re-authorization of WIOA in 2014 emphasized the importance of the federal *Priority of Service* guidance which requires local workforce development service regions to have a special focus on serving several target population groups, specifically basic skill deficient adults and English Language Learners. California has amplified this emphasis on ELLs through a range of actions including investment in the [ELL Navigator, ELL Co-Enrollment, and Career Pathways Pilots](#) as well as the release of [WSD 18-03 Pathways to Services, Referral, and Enrollment](#). Further information on WIOA in California can be found [here](#).

WIOA Fast Facts	
What it funds	Skills training, job placement, case management
Key outcomes	Job placement, earnings, attainment of industry-recognized credential, basic skill gains
Key eligibility criteria	Unemployed/underemployed, low-income, some services require evidence of right-to-work
Match requirements	No federal requirements, can vary locally but usually low to none
Typical Procurement Source	State or local WDB, state education agency

SNAP E&T. The USDA’s Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) program is designed to help SNAP recipients develop the job skills they need to move towards self-sufficiency. SNAP E&T programs typically focus on Able Bodied Adults Without Dependents (ABAWD) who are SNAP recipients though states do have flexibility in determining whether SNAP ABWAD are required to participate in SNAP E&T programs or whether this participation is voluntary (as it is in California). In some communities, SNAP E&T programs are also open to adults with dependents, so long as they are not also enrolled in TANF.

Most SNAP E&T funding (commonly referred to as “50/50 funds” utilize a reimbursement funding model that aims to leverage private funds that are supporting workforce development activities. Specifically, a provider would be able to receive a reimbursement – at the 50% level – of private funds expended on eligible services to eligible clients. For example, if a provider expended \$100,000 in private foundation funds on a job training program for SNAP E&T eligible individuals, the provider would be able to receive \$50,000 in federal funds as a reimbursement. Further information on California’s SNAP E&T program (CalFRESH) can be found [here](#).

The specifics of SNAP E&T programs vary significantly but all must include one or more of the allowable activities, as identified below:

Basic Employment Services

- Job Search
- Job Search Training
- Job Retention Services
- English Language Acquisition
- Work Readiness Training
- Basic Education and/or Foundational Skills Instruction (includes High School Equivalency programs)

Career Pathway Programs

- Job Search
- Job Search Training
- Job Retention Services
- English Language Acquisition
- Integrated Education and Training or Bridge Programs
- Work Readiness Training
- Career and/or Technical Education Programs or Other Vocational Training



Clients with digital access barriers receive technology support from their ELL Co-Enrollment Pilot Project Grantee.

SNAP E&T Fast Facts	
What it funds	Skills training, job placement
Key outcomes	Job placement
Key eligibility criteria	SNAP recipient, legal status, focus on Able Bodied Adults Without Dependents (ABAWD)
Match requirements	Reimbursement model, receive federal funds equal to 50% of the private funds expended on eligible job training and placement activities
Typical Procurement Source	Varies and includes local WDB, County or State level social services agency

TANF. Temporary Assistance for Needy Families (TANF) is a social safety net program administered by the U.S. Health and Human Services (HHS) agency. It is designed to buffer families with minor children from the hardship of extreme poverty and support them in moving towards self-sufficiency. Across the U.S., more than four million low-income Americans participate in TANF. Introduced in its current form in 1996, this legislation has its roots in Franklin D. Roosevelt's New Deal. A central component of TANF is the Welfare-to-Work program which is designed to enhance the employment readiness of participants and transition them as quickly as possible to employment. Participants in Welfare-to-Work typically receive case management services, basic job readiness services, referrals to required work and training activities (most participants must engage in these activities for 20-35 hours/week), supportive services which can include subsidized childcare, and monthly cash assistance which ranges from less than \$100 a month to \$1,400 or more a month depending on family size and specific state policies. Participants who do not comply with the required activities of the program can be sanctioned and lose their cash aid.



TANF is a social safety net program designed to support families with minor children experiencing financial hardship.

Participants in Welfare-to-Work typically receive case management services, basic job readiness services, referrals to required work and training activities (most participants must engage in these activities for 20-35 hours/week), supportive services which can include subsidized childcare, and monthly cash assistance which ranges from less than \$100 a month to \$1,400 or more a month depending on family size and specific state policies. Participants who do not comply with the required activities of the program can be sanctioned and lose their cash aid.

TANF is a block grant program which means that states have significant flexibility in how these funds are expended, what programs and services are offered, for whom they are offered and for how long, and more. TANF does have basic, federally-defined eligibility criteria that include the requirement that TANF recipients be parents or guardians of minors under the age of 18 and further and that they are low-income, states have significant latitude in setting other eligibility criteria which might include family composition (e.g. declining to enroll two-parent families) or other factors. The 1996 legislation required that individuals be subject to a lifetime limit of 60 months of TANF services though notably, many states have adopted stricture time limits which in some cases, are as low as 12 months.

Welfare-to-Work services may be delivered directly by county-level social service departments or contracted providers which can include community organizations and for-profit service providers. Further information on California's TANF program (CalWORKs) can be found [here](#).

TANF Fast Facts	
What it funds	Cash aid, case management, skills training, job placement, supportive services
Key outcomes	Work Participation Rate (WPR), % of participants completing required work readiness and other activities
Key eligibility criteria	Parent(s) with minor children under 18, low-income, legal status; specific eligibility criteria vary widely by state
Match requirements	State's must provide match to federal funds but typically contracted providers do not have match requirements
Typical Procurement Source	County or State level social services agency

CSBG. Housed within the U.S. Health and Human Services (HHS) agency, the Office of Community Services (OCS) administers the Community Service Block Grant (CSBG) which is designed to eliminate causes of poverty and help individuals and families achieve self-sufficiency. CSBG funds serve more than 25 million low-income Americans a year and are typically administered through Community Action Agencies (CAAs) which are local agencies devoted to supporting self-sufficiency and economic well-being among low-income residents. As CSBG funds are a block grant, states have significant latitude in how they expend these funds – in recent years, 20% (nationally) have been expended on supportive services for families which includes employment and training and financial stabilization services. Further information on CSBG in California can be found [here](#).

CSBG Fast Facts	
What it funds	Services to assist low-income people move out of poverty, includes a special focus on youth and seniors in addition to adults
Key outcomes	Locally defined, may include skills training, job placement, indicators of progress towards self-sufficiency
Key eligibility criteria	Below a locally-defined poverty threshold, often 100% of Federal Poverty Level, legal status, residence in identified geographic areas
Match requirements	No federal requirements, can vary locally but usually low to none
Typical Procurement Source	Local Community Action Agency (CAA)

CDBG. The Community Development Block Grant (CDBG) program is housed within the federal Housing and Urban Development (HUD) agency. It supports a variety of community development programs with the majority of funds supporting capital and neighborhood improvements and a smaller percentage funding services to low-income individuals and small business development – notably the ration of capital and neighborhood improvement investments to services for low-income individuals varies widely across local communities. Further information on CDBG in California can be found [here](#).

CDBG Fast Facts	
What it funds	Neighborhood and community economic development including capital investments; services to assist low-income people move out of poverty, community economic development
Key outcomes	Locally defined, outcomes for services to low-income individuals may include skills training, job placement, small business development, indicators of progress towards self-sufficiency
Key eligibility criteria	Below a locally-defined poverty threshold (often 100% of Federal Poverty Level), legal status, residence in identified geographic areas
Match requirements	No federal requirements, can vary locally but usually low to none
Typical Procurement Source	Typically municipal office of economic development

[Office of Refugee Resettlement \(ORR\) funds](#). Housed within the federal Health and Human Services agency, the ORR provides funding for a wide range of self-sufficiency oriented programs designed to serve refugee and other humanitarian populations. These include Refugee Social Services (RSS), Intensive Case Management (ICM), the Matching Grant (MG) early employment program, and several discretionary funding streams that support career pathway and microenterprise/self-employment programming. These funds can typically be used to support a range of activities such as individual services (case management, employment coaching), skills training (vocational ESL, occupational skills training), and supportive services. Further information about ORR in California can be found [here](#).

ORR Fast Facts	
What it funds	Services to promote self-sufficiency among refugee and other humanitarian populations
Key outcomes	Self-sufficiency (limited/no reliance on public benefits), job placement, job retention, career advancement
Key eligibility criteria	Eligible humanitarian population within 5 years of arrival to the U.S. or attainment of eligible status
Match requirements	Varies by program
Typical Procurement Source	ORR directly, state or county-level office of refugee coordination

Remember that these types of federal pass-through funds are often complex and not all sustainability team members may be familiar with them. Take time in having these conversations and make sure that staff feel comfortable asking questions and/or bringing in outside expertise when needed. The ELL Co-Enrollment Technical Assistance team can provide support in this area as needed.

III.c. Collaborating to Secure Additional Funding

Sustainability teams should plan to continue to collaborate even after the initial ELL Co-Enrollment Pilot Project funding ends in March 2021. Below are three simple steps that teams can take to support this post-grant period focus on joined sustainability efforts.

- Calendar quarterly meetings for the sustainability team for a period of 12 months. The sustainability lead can retain responsibility for agenda setting and facilitation or the team can adopt a shared and/or rotating model of responsibility.
- Make sure that key members of the sustainability team are signed up for relevant funding listservs and announcement portals. This will help the group stay abreast of new opportunities.
- Create a shared location (e.g., Google drive) where all sustainability team members can access assets and resources developed by the team. By having ready access to needs statements, program model diagrams, performance data, and other items the team will be well-positioned to have timely conversations with stakeholders that can play a role in sustaining the work.

IV. Key Assets for Sustainability

Tangible assets – boilerplate language, visuals that clearly communicate a group of partners and the program model they are using, visually-compelling data – are all critical tools in sustaining workforce services. They can be deployed in a wide range of formal and informal situations with funders, policymakers, practitioners, and other stakeholders that play a role in sustaining workforce services to ELLs. Three key assets for sustainability are detailed below.

IV.a. Needs Statement

Sustainability planning presents a good opportunity to re-visit the project's needs statement. As a starting point, the sustainability team should review the original need statement. Working together, the team should then review the following items and make sure they are up to date.

- Key population data including presence of ELLs in the community, characteristics of immigrant populations, labor market participation rate, and unemployment rate
- Impact(s) of COVID-19 on needs in the community
- New needs that were uncovered as a part of the ELL Co-Enrollment Pilot Project (e.g., need for more industry-aligned vocational ESL programs, better support for digital access and literacy)

A revised needs statement is a powerful tool that can be used in future grant proposals, to help local stakeholders (e.g. WDB members, municipal and county officials) understand local needs, and to inform program design activities among institutions and organizations in the region, such as.....

IV.b. Program Model

Sustainability planning also presents a good opportunity to re-visit the project’s program model. In most cases, the model used during implementation differs somewhat from the original, proposed model. Working together, the team should review the original program model and make updates based on the actual experience of the project. Keep in mind that it is a good idea to develop a program model that represents the “ideal” model that the team wants to carry forward, even if certain aspects are still a work in progress (e.g. how data is shared). This will make it easier to use in future plans and proposals. As a practical tip, developing this program model in an easy-to-edit format (e.g. using Microsoft Office) will make it easier for all project partners to adapt as needed to respond to specific opportunities.

IV.c. Outcome and Implementation Data

One of the most powerful assets that ELL Co-Enrollment Pilot Project teams have is outcome and implementation data from more than a years’ worth of work. The sustainability team should work together to review and gather topline, summary data so that it can be easily shared with external parties. The idea is to use the data to convey key information about the service delivery model, the context in which the program was implemented, the collaborative processes that went into it, successes and challenges associated with delivering services, and lift any lessons learned and adaptations that resulted in better services for ELL clients. Ideally this document will demonstrate how effective a collaborative approach to serving ELLs can be in the context of in which the program was implemented. It can be helpful to develop two separate briefs. First, a basic brief that includes all summary data such as number of participants, demographic characteristics of participants, and outcomes achieved, including a note about the context in which the pilot programs took place. A second brief – incorporating data visualization elements if possible – should dynamically highlight what the project achieved utilizing implementation data and can be strengthened through the inclusion of one or more powerful client stories. Templates for these data briefs and a data visualization tip sheet can be found in *Appendix B*.



Outcome and implementation data are critical components of sustainability planning.

V. Conclusion

Sustainability planning requires an investment of time and energy and especially in the current context – stretched thin by COVID-19 and profound economic disruption – it can be challenging to bring together a team to engage in this

process. Yet time spent on focused, practical sustainability planning is critical to ensure that learnings and gains made through pilot initiatives are not lost and, importantly, that ELLs continue to benefit from these initial investments. Home to 40 million people and more than 10 million immigrants, California must continue to lead the way in ensuring that workforce services are inclusive and reach all residents in an effective, equitable manner. With this toolkit, ELL Co-Enrollment Pilot Projects are prepared to lead the way in this important work.

Appendix A

Work Plan Template for ELL Co-Enrollment Sustainability Planning

Project Name			
Partner Organizations			
Sustainability Team Lead			
Sustainability Team Members			
Key Sustainability Planning Discussion Topics	Person Responsible	TA Needed?	Estimated Dates
Discussion Topic #1:			
Task(s):			
Deliverable(s):			
Discussion Topic #2:			
Task(s):			
Deliverable(s):			
Discussion Topic #3:			
Task(s):			
Deliverable(s):			

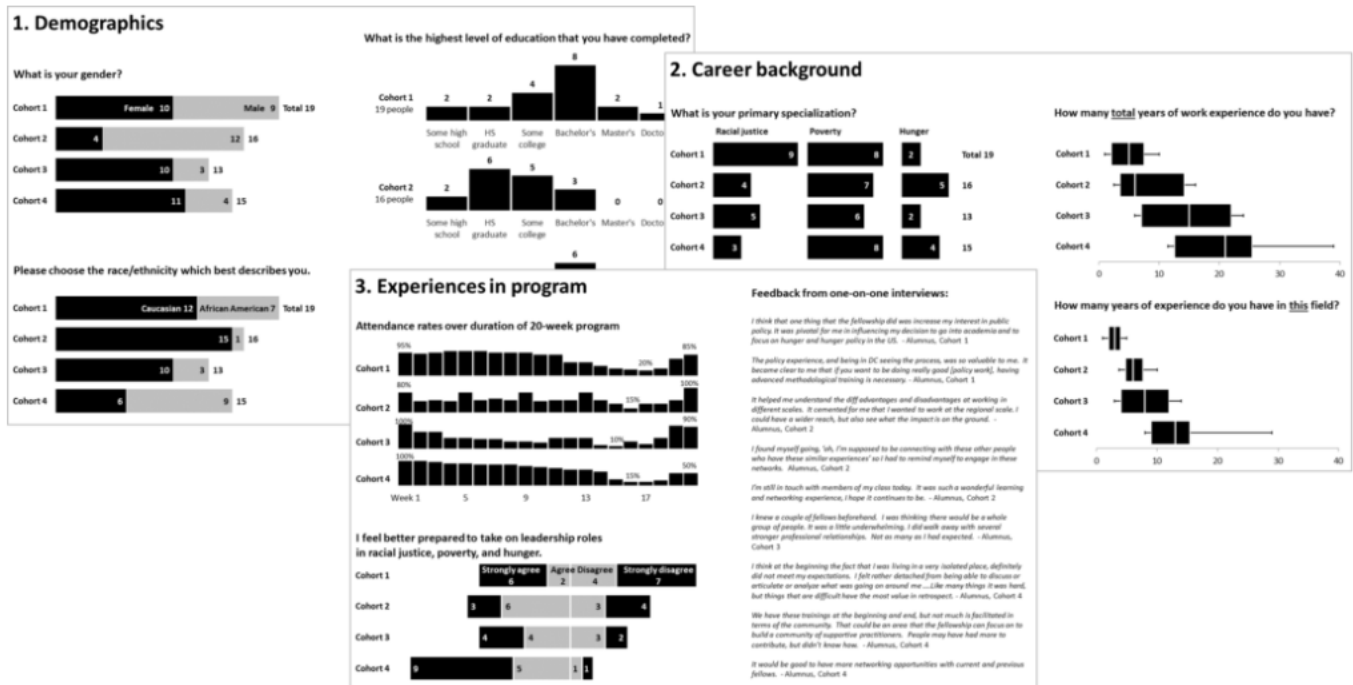
Appendix B

Project Outcome Data Brief Template for ELL Co-Enrollment Sustainability Planning

Project Name				
Partner Organizations				
Sustainability Team Lead				
Sustainability Team Members				
	Project Data		State or Local Data	
	<i>Data Source:</i>		<i>Data Source:</i>	
<u>Participant Demographics</u>	Timeframe (Last Quarter)	Timeframe (Current Quarter)	Timeframe (Last Quarter)	Timeframe (Current Quarter)
Age				
Gender				
Nationality				
% with HS Diploma				
<u>Outcome Metrics</u>				
Part-time Employment				
Full-time Employment				
Credential Attainment				
Employer Industry				
Hourly Wage				

Project Outcome Data Visualization Examples

Data placemats are a data visualization technique that can include quantitative and qualitative data for a variety of stakeholders. They are a useful tool to tell the story of your program and relay your key accomplishments. Examples are laid out below.



Source: New Directions for Evaluation, Volume: 2016, Issue: 149, Pages: 81-93.

Oregon Arts Education Snapshot

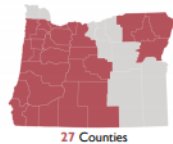
Findings Preview, October 2015

WHO RESPONDED?

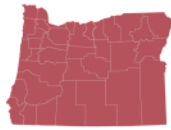
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Out of 355 Organizations

from



27 Counties



Delivering arts education in 36 counties.

WHAT RESOURCES DO THEY HAVE?

In the table below, darker colors correspond with more respondents.

Total Budget	Percent of Total Budget Spent on Arts Education						% Orgs
	0-20%	21-40%	41-60%	61-80%	81-100%		
Less than \$50,000	5	7	2	5	14		22%
\$50,000 to \$99,999	3	1	1	3	4		8%
\$100,000 to \$249,999	7	9	2	4	4		18%
\$250,000 to \$499,999	10	4	1	3	4		15%
\$500,000 to \$999,999	13	4	2	4	2		16%
\$1 M to \$2 M	9	3	0	1	2		10%
Over \$2 M	15	0	0	0	1		11%

Nearly 63% of responding organizations have less than

2

FTE devoted to arts education programming.

91%

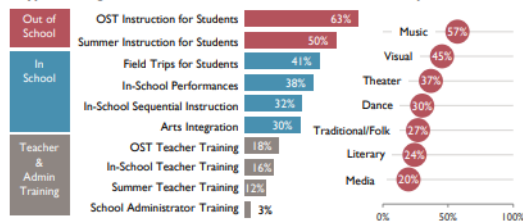
Engage volunteers to deliver programs.

57%

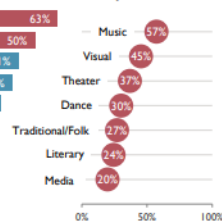
Use contractors to deliver programs.

WHAT PROGRAMMING ARE THEY PROVIDING?

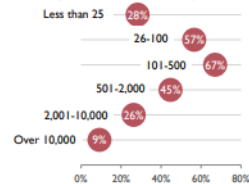
Types of Programs Offered



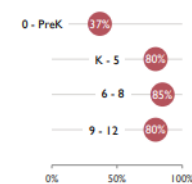
Discipline Delivered



Participants Served Annually



Grade Level Served



Drawing from your own experience, what might explain some of the trends we are seeing in the survey?

WHAT BARRIERS DO THEY FACE?

#1 Lack of Funding

Lack of funding is the leading challenge for nonprofit organizations that provide arts education programs in Oregon.

"In our community, we are fortunate to have the support of the school district, volunteers, and collaborating organizations. However, our area continues to be impoverished, making finding funding support at the local level extremely difficult. Our program has room to grow.... How can we find consistent even partial funding?"

"At the beginning of last year, we cut our arts outreach program that brought residencies to schools. It was a grant funded program and each year there was a new funding stream and new priorities/goals/initiatives to meet. It was too difficult to keep the program consistent.... It was very difficult not to know whether or not we would be funded for the following year."

#2 Other Curriculum Priorities

Competing curriculum priorities is the second most pressing challenge to offering arts education in Oregon.

"...Other curriculum priorities in schools often directly relates to teachers and administration feeling overwhelmed by trying to meet Common Core and Next Generation Science Standards...."

#3 Space and/or Time Constraints

Space and/or time constraints – both those related directly to providing arts education, and also those related to developing arts education programming – also limit the ability of arts education providers to offer more opportunities to students both in and out of school.

"For a smaller organization like ourselves, the biggest obstacle is the need to devote organizational time and resources to establishing links with potential partners. The more assistance we have in forging contacts with educators, the better our outreach programs."



THE OREGON
COMMUNITY
FOUNDATION



OREGON ARTS
COMMISSION

Source: Oregon Community Foundation Image, 2015.

ELL Co-Enrollment Pilot Project Data Visualization Tip Sheet

Consider the follow tips and best practices when creating data visualization tools to represent your project's outcomes.

- **Intentionally select the data to be highlighted based on your audience.** Think through what in particular they might be looking for and how you can answer those questions persuasively through data.
- **Keep data visualizations simple.** While it is easy to pack quite a bit of information into a chart or graph, often the most powerful data visualizations are those that draw the viewers' attention to just one or two key points.
- **Use color.** Color can make your data pop. Work to strike a balance between using enough color to highlight and accentuate information but not too much to distract from the numbers and the point being made.
- **Include baseline data along with your project data to provide context and a reference point.** When appropriate, incorporating baseline data or another reference point for your audience can help emphasize the impact or need of your project.
- **Consider including a client story.** Often a personal client story and photograph can bring data to life. When presenting a large amount of data a client story can remind the audience that the numbers represent real world people and real world impact.