Louisiana Narrative Report 2019-2020

Introduction

WorkReady U (WRU), Louisiana's comprehensive adult education network, is governed by the Louisiana Community and Technical College System (LCTCS). Between our twelve public community and technical colleges, with 75 campuses, and our 23 adult education providers offering instruction at nearly 200 sites, we are present in every corner of the State of Louisiana. The system is governed by a single Board of Supervisors and functions under one set of policies, including WRU. This degree of coordination provides the LCTCS with an ability to scale on a state-wide level, affording a unique opportunity to address and ameliorate socioeconomic, gender, and racial disparities through access to adult education services, postsecondary education, and workforce preparation.

The vision of the system is to educate and train Louisiana citizens in the state-of-the-art facilities and to prepare them to enter the workforce or transfer to a four-year college or university. That, coupled with WRU's mission to educate the nearly 400,000 undereducated adults in the state, will help solve problems faced by employers, build strong communities, strengthen our state's economy, and create a growing middle class.

We value the varied network of providers from community and faith-based organizations, correctional institutions, local education agencies, and colleges. Each WRU provider is partnered with one of our colleges which is beneficial since our colleges offer students the opportunity to pursue associate degrees, certifications, and various industry-based credentials leading to high wage, high demand careers. Fortunately, our state has a robust regional and statewide occupational forecast that is used to develop pathways and programs of value.

We strive for goals that directly impact students, expanding partnerships within the system and throughout the state, and working to streamline operations. The expansion of distance learning and more frequent technical assistance through the use of technology are areas in which we have experienced success this past year despite the challenges brought by COVID-19. Despite being prompted by the pandemic, we are committed to remaining on this trajectory with enhanced distance learning availability and a variety of online methods of connecting with our local providers. The narrative below elaborates on these accomplishments and discusses how we were able to successfully continue operations during the pandemic.

1. State Leadership Funds

COVID-19 Response

WRU responded accordingly, in compliance with the Centers for Disease Control (CDC) and our Governor's official guidelines, to the COVID-19 global health crisis. Active measures to protect the health and well-being of the entire LCTCS family -- including faculty, staff, and students -- were made a priority. It quickly became apparent that there would be unprecedented interruptions to everyday activities, business operations, and the educational environment. The situation created the need to urgently respond to difficult, unprecedented challenges; however, as we addressed these challenges, we discovered opportunities to modernize our approach to delivering education and training and providing services to students. We supported our local programs to expand efficient and effective methods of instruction that incorporate effective virtual educational technologies. Every course and training had to incorporate virtual educational technologies -- whether synchronously or asynchronously -- to expand our current social distance learning methods and provide opportunities for all. To be responsive to the needs of those in technological deserts, those without the needed digital literacy skills, and those without devices, we had to quickly find solutions to ensure that student learning, staff development, and program growth was in place.

Background

Fiscal year 19-20 was the third year in our originally scheduled three year term. After receiving permission from OCTAE, we extended the cycle for a fourth year due to COVID-19. A total of twenty-three (23) eligible agencies were funded through a continuation application to provide Adult Education and Literacy, Integrated English Literacy and Civics Education (IELCE), and Corrections Education and Education of Other Institutionalized Individuals programs. Twenty-two (22) Adult Education and Literacy Programs, eight (8) IELCE programs, and seven (7) Corrections Education programs were funded.

Louisiana funded one Comprehensive Literacy Program in each of the Louisiana Workforce Commission's (LWC) 8 regional labor market areas. Comprehensive Literacy programs were designed to provide all allowable Adult Education and Literacy program services. Comprehensive programs partnered with other funded mission-driven programs to ensure all allowable program services were available to eligible participants within the workforce region.

The remaining fifteen (15) providers were funded as mission-driven programs that support the comprehensive centers in the various workforce regions. Mission-driven programs elected to provide a limited number of the allowable Adult Education and Literacy program services that align with the organization's mission/purpose. Mission-driven programs partnered with the regional Comprehensive Literacy program(s) to ensure all allowable program services were available to eligible participants within the workforce region.

Alignment of Activities

During FY 2019-2020, WRU supported innovative services based on the needs of the provider network, especially during the second part of the year when the pandemic changed how we normally operate. Leadership funds were used to support quick pivots allowing for continued, high-quality services to students, professional development for staff, support for programs, and collaboration with partners. This included continued support both statewide and locally of continued and expanded partnerships with workforce partners through our existing infrastructure agreements with informational kiosks, co-location models, and career pathways model support. While working with post-secondary partners is essential in an IET, so too is the continued support from workforce partners. Support took on many forms including financing of materials and supplies for students to be successful in completing their education and training.

Though challenging at times due to staff turnover, full understanding of each other's missions, and communication issues, collaboration between WRU providers and core partners like the Louisiana Workforce Commission (LWC) helps to ensure that learners are afforded the opportunity to enter the workforce. LWC provides services such as on-site counseling for eligible students. WRU representatives sit on all 15 local Workforce Development Boards. Additionally, one WRU provider, the Department of Public Safety & Corrections, holds seats on the Louisiana Workforce Investment Council and the LWC Industry-Based Certification Committee.

Professional Development

By providing training in online design and instruction to faculty and staff, we were in a better position to facilitate teaching in a digitally inclusive environment. Other necessary training included planning for how to provide services to students, evaluating teaching effectiveness, and developing online orientations for students. Weekly check-ins with all program supervisors during the pandemic ensured that the most up-to-date information was shared.

During FY 2019-2020, WorkReady U demonstrated its commitment to high-quality professional development. Professional development activities included but were not limited to:

- National Career Pathways Network
- NASDAE National Training Institute
- EDGAR Training
- 180 Skills software training

- Louisiana Association of Institutional Research (LAIR)
- Adult Numeracy Network (ANN)
- American Association of Community Colleges: *Guided Pathways*
- Student Information System (SIS) training
- New Adult Education Supervisor training
- NC3T Career Pathways training
- Agile Project Management Training
- Open Educational Resources (OER) Best Practices Conference
- Google Classroom integration training
- eLearn training

- Train the Trainer: CPR for Healthcare Providers and National Center for Construction Education and Research (NCCER) Core
- WRU Instructor Certification Course
- Louisiana Association for Public, Community and Adult Education (LAPCAE) conference
- LCTCS conference
- Coalition on Adult Basic Education (COABE) conference
- Northstar Digital Literacy training
- TABE 11/12 training

Louisiana had 71 local administrators/support staff, 437 adult education instructors, 49 instructional assistants, and 27 counselors in FY 2019-2020 (NRS Table 7).

During the first half of the year, new instructional staff participated in the 8-week online, facilitated WRU Instructor Certification course. The course provides an introduction to teaching in adult education with a specific focus on Louisiana's WRU program. During summer 19-20, the course was revised to be more inclusive of all WRU faculty and staff. Since Google Classroom is the platform used and all faculty and staff have WRU Gmail accounts linked to our database, the decision to move the course there was the logical choice. The new onboarding course, *WorkReady U and You*, will be self-paced with a discussion forum for each module.

Technical Assistance

State Leadership funds were utilized to promote assessment policy awareness, professional development for data quality, policy, and compliance monitoring, in addition to an added focus on using data for decisions, retention techniques, and overall best-practices for instructional delivery.

Accountability in adult education in Louisiana is framed by WIOA and the National Reporting System (NRS). State Leadership funds are used to enhance the web-based data collection/management system that is used by all federally funded adult education programs.

The following are activities and initiatives used to connect assessment and accountability in Louisiana as referenced in the State Plan for Title II of WIOA.

- The LCTCS continued to use and refine a performance-based funding formula for adult education that is aligned to performance indicators with NRS and WRU prioritized outcomes.
- Louisiana is committed to reaching individuals who are basic skills deficient by targeting federal funds to students working below an 8.9 grade level equivalent. During the fiscal year, just over 94% of the total students served were the adults with low levels of literacy and/or in need of English Language Acquisition: 76% of the students served were ABE level students and 22.6% of the students served were English Language Acquisition (ELA) and Integrated English Literacy and Civics Education (IELCE) students. (NRS Tables 3).
- Technical assistance was ongoing to all projects, with a focus on and follow-up given to sites with indicated findings and low-performance outcomes. Future funding may be impacted for sub-grantees who fail to meet corrective compliance measures or continue to perform poorly.

WRU continued to utilize established techniques for providing technical assistance to programs. The procedures included: performance target requirements; continued use of a risk assessment model; and continued data review. Program performance negotiations jointly analyzed individual program data and established baseline performance goals for the fiscal year. The risk assessment model was used to

identify programs with low-performance data and guided the State in providing targeted technical assistance. Enhanced database dashboards were added to assist programs in tracking their progress in meeting the benchmarks and standards, including a model for a new WRU Report Card that will be incorporated into technical assistance in FY 20-21. Providers continued to be ranked in the state by benchmarks, pre-post testing, and recruiting. This system was put in place to help both WRU and program staff identify program strengths, areas for improvement, technical assistance, and professional development needs.

Technical assistance activities included, but were not limited to:

- Virtual Faculty Development
- Accessibility training
- Database webinars
- Distance Learning Best Practices and Check-in Calls
- Provider Monthly Calls

- Quarterly Update Calls
- Advisory Round Tables
- Regional WRU visits
- 5 for 6 (Ability to Benefit) Scholarship visits/convenings
- Monitoring Instrument training

Monitoring

During 2019-2020, Louisiana's onsite monitoring instrument used a risk-assessment model that incorporates six vital modules -- data, recruitment/retention, classroom activities, records/reports, partnerships, and finance -- in an effort to model the USDE/OCTAE instrument and place emphasis on what is valued and consistent with the WRU mission. Programs were trained on the monitoring instrument. The monitoring instrument can be used as a training and planning tool for local providers.

WRU continued utilizing an electronic grants management system (eGrants). Recipients entered all budgets, revisions, and reimbursement requests in this system. Providers were trained on the WRU Recipient Grant Management Handbook as well. The purpose of the handbook is to provide recipients with a single point of reference for managing/expending all federal AEFLA funds and to set forth the policies, procedures, and guidelines intended to assist in the proper administration programs at the local level.

The statewide compliance team's monitoring procedures included analysis of data such as program performance and fiscal information. Based upon desk reviews, state staff requested local data documentation according to a risk assessment determination. Five programs were selected for monitoring in FY 19-20. Onsite visits included an examination of student files, student attendance records, and program data submitted through the statewide data management system. Monitoring reports were prepared after each onsite monitoring visit. Sites that were non-compliant/had findings received recommendations for program improvements. Programs were given 30 days to prepare and submit a written plan of action describing the plan of resolution. State staff members were assigned to ensure all plans were adhered to and non-compliance addressed in a detailed follow-up process to ensure that a resolution has been determined and put into effect. Five programs were scheduled to be monitored, but due to COVID-19, only four in-person visits took place.

Additional Permissible Activities

Leadership funds were used to support grants to scale innovative practices to include local program implementation, continuous improvement, integration, alignment, and capacity building activities within our network and with the workforce system.

During FY 2019-2020, the eLearn project provided an interactive comprehensive curriculum aligned with the College and Career Readiness Standards for Adult Education (CCRS). The scope of the project is to expand service offerings and provide teaching and learning modules in a distance or traditional classroom setting. A total of 119 modules supported by success coaches during the students' lifecycle have been developed. The project provides the opportunity to place students at the

center of learning where they can create, collaborate, reflect, and communicate in a modern, digital environment. The project on-boarded seven (7) WRU programs in FY 19-20 with the goal of onboarding more programs each quarter so that organizations, large and small, can shape the future of distance learning in Louisiana.

Additionally, WRU and LCTCS partnered with the Louisiana Library Network (LOUIS) in the Louisiana Board of Regents Digital Inclusion Strategic Action Team. The team identified improving digital literacy as one strategy the Louisiana higher education community could embrace to address the negative impact of the digital divide during the COVID-19 pandemic. WorkReady U was an integral voice in building strategies for statewide digital literacy assessment and programming and the partnership with Northstar Digital Literacy, a program of Literacy Minnesota, for statewide implementation. WorkReady U providers, as well as all 2 and 4-year colleges and universities in Louisiana, have now adopted Northstar Digital Literacy standards and are providing assessments to better inform instruction and programming.

2. Performance Data Analysis

In terms of the overall assessment of core programs based on the core indicators of performance, WorkReady U served 27,988 (Table 2A + Table 4) undereducated and underemployed citizens in FY 2019-2020 with 15,438 students participating in basic skill instruction (NRS Tables 4). Data reveals that 43% of those who participated in academic services during the FY 2019-2020 program year made a measured skill gain (MSG) (NRS Table 4). Effective instruction at the local level is evident by the fact that 65% of students post-tested (NRS Table 4B) demonstrated an EFL gain.

The total amount of federal and state funds expended by LCTCS and local programs was $12,890,480.81. This amount includes Federal Funds of $10,164,821.20 and $4,409,714.67 of State Funds for 2019-2020.

The total number of participants served statewide across all groups and at all levels was 27,988. In FY 2019-2020, the total number of student attendance hours was 1,403,800(Program Gains Report), which equates to the following:

Average Cost per adult education student	$450.57
Cost per contact hour	$9.18

In 2019-2020, the Louisiana Community and Technical College System expended federal funding at the following levels (including carry-over federal funds from the prior year):

State Leadership	$ $1,193,535.06
Administration	$ 490,520.00
Basic Grant to Local Providers	$ 8,480,766.14
Total	$ 10,164,821.20

Despite the incredible challenges to intake, assessment, and instruction posed by the COVID-19 pandemic, a review of the 2019-2020 adult education performance data indicates some areas of growth. Due to site shut-downs and remote testing/technology limitations, the percentage of students with a measured skill gain (MSG) decreased by 12% and the percentage of students post-tested decreased by 11%. However, the percentage of distance learning instructional hours increased by 240% and the percentage of students with distance learning hours increased by 155% from the

previous year. Additionally, the number of adult learners who earned an industry-based credential increased by 324% over the previous fiscal year. This shows that our providers, while significantly challenged by the obstacles of the pandemic, have remained committed to innovating and building educational opportunities for Louisiana's adult learners.

The first-year report for FY 19-20 shows a success rate of 18% of students being employed at the end of the 2nd quarter and 10% still employed in the 4th quarter after exit. 70.5% of the students in the ASE program earned their High School Equivalency diploma and entered employment or post-secondary education.

Louisiana was also committed to ensuring that all individuals who were undereducated and underemployed had an opportunity to receive basic skill remediation and an opportunity toward self-sufficiency as evidenced by Table 3 which shows that approximately 94% of the students served were Adult Basic Education or English-as-a-Second Language learners. This long-term commitment to Louisiana's most at-risk citizens is evidence that WRU is dedicated to building a stronger Louisiana by providing comprehensive adult educational services.

To improve program quality and effectiveness, WRU encouraged data sharing and discussion with faculty and staff. When daily, weekly, and monthly data reports are analyzed, specific targets and goals for improvement are uncovered. Data is used to determine instructional shifts as well. These data-driven shifts enable teachers to better prepare their students. Utilizing data from the Student Information System (SIS), it is our goal to see areas where we need improvement and those in which we excel.

Plans to further increase performance moving forward include working with programs on analyzing data to make decisions at the student and program level. Program data is used extensively in planning for improvement and effectiveness. The data is used to determine trends in enrollment, attendance, drop-out points, and in planning retention efforts for the upcoming year. The data is also helpful in planning course offerings and target populations to be served along with potential service areas. In addition, the data is used to determine staffing needs, days and hours of operation for our adult learning centers, and the need for new partners and/or program expansions. Weekly check-ins with data staff during the pandemic ensured that current resources and strategies were shared with all.

3. Integration with One-Stop Partners

The LCTCS supported the integration of activities sponsored under the AEFLA in multiple areas relative to adult education, career development, and employment and training activities. Beginning with the 2017 competitive RFP and subsequent continuation applications, applicants were asked to describe the program's service alignment with the local workforce plan and coordination of efforts between the core and non-core partners.

WRU and One-Stop centers coordinated partnerships to provide shared unduplicated services. WRU partnered with each of the 15 Local Workforce Development Boards (LWDBs) to have adult education supervisors serve as representatives on each board. This coordination and communication provided opportunities for Title II representatives to serve on the local workforce development boards and act as a conduit for the exchange of information. LCTCS leadership participated in all appropriate committee and board activities of the State agencies responsible for Workforce, Corrections, Higher Education, and Economic Development.

In accordance with WIOA regulations, shared infrastructure costs of the One-Stop Delivery System were accomplished through technology equipment contribution at the local level. The WorkReady U Adult Education comprehensive literacy center in each region provided an interactive kiosk at each LWDB comprehensive center. The interactive kiosk provides real-time, direct telephone access and chat functions for on-demand assistance to trained enrollment management specialists. Kiosk content design was completed for the AEFLA basic program information and post-secondary career and technical education (CTE) activities authorized under Carl D. Perkins Career and Technical Education

Act of 2006. We have the capability to collect basic intake information so that an individual's needs can be assessed and immediate referrals to one-stop partners and/or business services are available. The Title II infrastructure contribution will be evaluated on a periodic and/or annual basis to determine effectiveness. Despite this innovative way to capture and provide information, there is some resistance on the part of some One-Stop center staff to promote and utilize the kiosks as they should be used. Again, this may be in part to lack of communication from state level to local level staff or the unfounded fear that we would take their clients. We each have a specialty area in working with students/clients and do not want to infringe on their territory. We simply want to provide as much information to the public as possible about all available services from all partners.

In some areas of the state, WRU classes are provided at workforce partner locations. Other programs continue to partner with the local workforce development board to meet the needs of our students in areas such as referrals to pertinent programs, introductory-level certification attainment, and assessment of their clientele. For example, the Department of Public Safety & Corrections (DPS&C) is working with the Louisiana Workforce Commission (LWC) to determine and monitor referrals to local one-stops to assure equitable access to releasing offenders. In addition, the DPS&C has had multiple meetings with the LWC to partner with local workforce boards to leverage federal dollars to offer training programs in the local jails.

4. Integrated English Literacy and Civics Education (IELCE) Program

The competitive RFP was conducted in the spring of 2017. Eight programs were awarded IELCE funding. The eight funded programs ensured that adult English language learners, including professionals with degrees and credentials in their native countries, are provided instruction in literacy and English language acquisition, math, and instruction on the rights and responsibilities of citizenship and civic participation with the opportunity to access workforce training/preparation activities. In 2019-20 WRU served 2170 students (NRS Table 3). During FY 19-20, the ESL population enrolled with at least one hour of service and testing into an ESL level was 4,784 (Program Gain Report).

English Language Learners (ELLs) had the opportunity to participate in Louisiana Career Pathways and workforce preparation activities during the fiscal year. IET programs include but are not limited to: allied health (Nursing Assistant, Certified Medical Asst., Phlebotomy, EKG, ECT Telemetry, First Responder), skilled crafts (NCCER Core, Welding, OSHA 10, IRT, Certified Process Technician), hospitality (ServSafe Manager Level Food Safety), business and information technology (National Retail Foundation Customer Service & Sales certification, Microsoft Word Specialist, Networking, COMPTIA A+, COMPTIA Network, Certificate of Technical Studies, System Support Technician). WRU began offering these activities as the ideal way to engage a new audience and expose them to the scope of services available to prepare them for the high-skilled workforce through integrated education and training opportunities. WRU workforce preparation activities stress the importance of career exploration, workforce navigation, and transitional support utilizing all core partner services. WRU providers offer exposure to employment opportunities for all students, including IELCE students through career fairs, partnering with state and local workforce development boards, career counseling, and college job placement centers.

As an example, the Customer Service IBC curriculum from the National Retailers Association was used as a basis for a local IELCE program. The target population included students enrolled in ELA classes with at least an ESL Level 4 and who had advanced education in their native country. Retail positions in some areas of the state are listed as 3 STAR jobs according to workforce data. Being bi-lingual is a plus for this in-demand area to serve the growing diversity of clientele in certain regions.

In another area of the state, programs work with local workforce development boards by referring students for programs, sharing student data, and preparing and placing IELCE program participants in unsubsidized employment within in-demand industries and occupations that lead to economic self-sufficiency. They in turn help fund educational expenses for IET programs and provide on-the-job

training/work experience opportunities using Title I funds such as Adult & Dislocated Worker and Out of School Youth.

Our programs will continue to offer contextualized instructional services in American culture, language, government, and civics to English language students. In addition, these students will have multiple opportunities to participate in regionally in-demand career pathways courses.

One area that WRU hopes to better develop in the coming years is coordinated career pathways for ELL students with advanced degrees but limited English proficiency. WRU plans to work with a coalition of local providers, workforce partners, and colleges to develop some pilot initiatives.

5. Adult Education Standards

Louisiana adopted the College and Career Readiness Standards (CCRS) to align with the K12 standards. All standards are listed in policy, and all adult education programs are required to use the CCRS, English Language Proficiency Standards (ELP), the OCTAE Employability Framework, and the Northstar Digital Literacy Standards. New instructors are trained on how to use the WRU Lesson Plan Vault in the WRU Instructor Certification Course. The vault is a homegrown database that is searchable by keyword, subject, lesson level, and standard. The vault allows instructors to access readily available CCRS-aligned, contextualized lessons that incorporate the OCTAE Employability Framework. Aside from providing quality free and no-cost online resources, we utilize an online community, Basecamp, for sharing best practices in topic areas such as standards-based instruction, asking questions of colleagues and state staff, and building community.

As always, a focus for our instructional programs was to continue to incorporate standards by aligning these with classroom instructional activities. When COVID-19 hit, student work prescriptions were updated to allow students more choices in terms of educational activities in both print and online formats. Some programs adopted Professional Learning Communities (PLCs) to analyze student results, make plans for upcoming learning sessions, and share this information. The obvious challenge was how to incorporate virtual components that mirror the classroom standards and activities. Plans included utilizing Google Classroom as the basic platform for assignments and teacher-directed activities. For those students who lacked devices or areas with a lack in technology infrastructure, student packets that aligned to the standards were created for students to pick up from various locations. In other areas, cell phone activities were incorporated to meet student learning needs.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals

The WRU mission of providing quality educational programs that help incarcerated adults obtain the skills needed to acquire a high school equivalency diploma and transition to postsecondary education or training continued to be an important focus in FY 19-20.

The WRU network funded a total of seven (7) Corrections Education and Education of Other Institutionalized Individuals programs providing adult education services in 19-20. Funded entities include the LA Department of Corrections, Community Colleges, and Community Based Organizations. Services provided include Adult Education and Literacy, English Language Acquisition, Workforce Preparation, Integrated Education and Training, Peer Tutoring, Transition to Re-entry Initiatives and other Post-Release Services, Special Education, and Secondary School Credit Services.

Correctional education is a fundamental component of rehabilitative programming offered in juvenile justice confinement facilities, prisons, jails, and detention centers. Louisiana once again has the nation's highest incarceration rate after Oklahoma briefly rose to the top in 2018. The state continued focusing on bipartisan criminal justice reform. These reform measures continued to focus on steering people convicted of less serious crimes away from prison, strengthening incarceration alternatives,

reducing prison terms for those who can be safely supervised in the community, and removing barriers to re-entry.

The money saved from the criminal justice reforms put in place was reinvested in re-entry initiatives including bolstering education programs within the prison systems throughout the state. Funded providers worked to partner with the various parish prisons to offer educational services to those offenders. Within the local and state correctional facilities, a total of 3515 adults (Table 10) were served; 605 correctional students earned the High School Equivalency while incarcerated (Program Gains Report).

Due to the pandemic, programs closed statewide in early April. Programs provided work packets for the offenders which along with an approved Distance Learning curriculum allowed correctional students to continue learning and stay engaged during the pandemic.

The most current recidivism rate reported by the Louisiana Department of Public Safety & Corrections (LA DPS&C) is 2018 data. The rate reported is for state offenders released from adult institutions, local facilities, and transitional work programs that have completed an education class while incarcerated in a state facility. Recidivism is the return to custody following a conviction for a new felony or technical revocation of supervision after having been released from incarceration through a completed sentence, release on parole, conditional release, or split probation sentence. Offenders released on a detainer, released in error, deceased, or transferred to another jurisdiction are not included. An offender may be released multiple times but only counted once per release year. Offenders are tracked for a period of time from the date of release based on the year of return such as 12 months, 24 months, 36 months, 48 months, and 60 months.

DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONS

RECIDIVISM IN ADULT CORRECTIONS
(EDUCATION)

June 30, 2020

RECIDIVISM: RETURN TO CUSTODY FOLLOWING CONVICTION FOR A NEW FELONY OR TECHNICAL REVOCATION OF SUPERVISION AFTER HAVING BEEN RELEASED FROM INCARCERATION THROUGH COMPLETED SENTENCE, RELEASED ON PAROLE, CONDITIONAL RELEASE, OR SPLIT PROBATION SENTENCE. OFFENDERS RELEASED TO A DETAINER, RELEASED IN ERROR, DECEASED, OR TRANSFERRED TO ANOTHER JURISDICTION ARE NOT INCLUDED. AN OFFENDER MAY BE RELEASED MULTIPLE TIMES BUT IS ONLY COUNTED ONCE PER RELEASE YEAR.

OFFENDERS ARE TRACKED FOR A PERIOD OF TIME FROM DATE OF RELEASE BASED ON THE YEAR OF RETURN :

1st Year Returns: 12 months
2nd Year Returns: 24 months
3rd Year Returns: 36 months
4th Year Returns: 48 months
5th Year Returns: 60 months

	Total Releases	1st Year Returns	%	2nd Year Returns	%	3rd Year Returns	%	4th Year Returns	%	5th Year Returns	%
2005	1,151	117	10.2%	264	22.9%	366	31.8%	430	37.4%	470	40.8%
2006	1,231	103	8.4%	243	19.7%	330	26.8%	396	32.2%	444	36.1%
2007	1,242	128	10.3%	261	21.0%	368	29.6%	434	34.9%	486	39.1%
2008	1,450	159	11.0%	333	23.0%	454	31.3%	540	37.2%	593	40.9%
2009	1,477	177	12.0%	351	23.8%	483	32.7%	544	36.8%	598	40.5%
2010	1,798	170	9.5%	383	21.3%	548	30.5%	634	35.3%	705	39.2%
2011	1,457	137	9.4%	366	25.1%	490	33.6%	570	39.1%	624	42.8%
2012	1,345	159	11.8%	340	25.3%	483	35.9%	562	41.8%	601	44.7%
2013	1,322	107	8.1%	254	19.2%	348	26.3%	415	31.4%	460	34.8%
2014	1,158	109	9.4%	228	19.7%	313	27.0%	369	31.9%	405	35.0%
2015	1,071	75	7.0%	181	16.9%	263	24.6%	325	30.3%		
2016	878	69	7.9%	165	18.8%	235	26.8%				
2017	974	65	6.7%	157	16.1%						
2018	849	57	6.7%								

STATE OFFENDERS RELEASED FROM ADULT INSTITUTIONS, LOCAL FACILITIES, AND TRANSITIONAL WORK PROGRAMS THAT HAVE COMPLETED

Closing

Louisiana's comprehensive adult education system has worked to align workforce, education, and economic development systems to support access to high-quality, comprehensive workforce services for all individuals, including those with significant barriers to employment. Partnerships were forged to build the foundation for efficient and effective coordination that delivers seamless customer-focused services, prevents duplication of service, and prepares our students with the skills necessary to compete for family sustainable employment and fully contribute to their communities.

Not only were external partnerships strengthened but so too was our internal structure. The WRU Functional Committee is a perfect example. This group is made up of state staff and local supervisors. While previously organized under the LCTCS Academic Affairs committee, we were elevated to a chancellors' standalone committee reporting directly to the system's leadership team. Membership on the Perkins V State Plan committee is another example of forging better relationships internally. State staff and local supervisors were a part of the planning meetings and writing of the document, ensuring that adult education was represented within the plan. Similarly, adult education was represented in the system's Joint Meeting for Chief Academic Officers, Chief Workforce Officers, Chief Student Affairs Officers, and Chief WRU Officers where all four groups collaborated on goals for the upcoming year. There is now cross-representation in each of the functional groups as a result.

With all of the positive moves internally and a renewed commitment to strengthening outside partnerships, WRU remains committed to providing comprehensive foundational services and opportunities for individuals to move toward self-sufficiency by providing high-quality basic skills instruction, secondary credential attainment, and transitional services that lead to seamless post-secondary bridging, technical skills mastery, and industry-recognized credentials. WRU continues to strive toward a model that will result in family sustainable employment for Louisiana's adult learners.