**Louisiana Narrative Report 2016-2017**

**Introduction:**

The *WIOA State Plan for the State of Louisiana* is built on the notion of recasting the expectations of our most important natural resource - our people. Louisiana’s comprehensive adult education system will 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 will build the foundation for efficient and effective coordination of services to deliver seamless, customer–focused services to prevent duplication of service and prepare our students with the skills necessary to compete for family sustainable employment and be contributing members in their communities.

In Louisiana, Titles I, III and IV are under the administration of the Louisiana Workforce Commission (LWC) while the Louisiana Community and Technical College System (LCTCS) is responsible for the administration of Title II adult education. The governance of adult education under LCTCS has maintained the focus of the adult education delivery model to serve eligible adults but encouraged the K-12 system to focus on providing educational services to minors. During the fiscal year, 1 in 5 Adult Basic Education (ABE) students served were under 19 years of age (NRS Table 3) compared to previous years where 1 in 4 students under 19 years of age were served in adult education.

Louisiana’s newly elected Governor John Bel Edwards changed several key cabinet appointments within his administration. The change of the Louisiana Workforce Commission’s Executive Director was the most challenging in regards to the shift in the workforce development vision and in the state-level staff partnerships that had developed since the inception of Workforce Innovation and Opportunity Act (WIOA) in 2014. During the high-level transition, all mandatory partners worked diligently to compose the framework and content for Louisiana’s plan under WIOA. The result was a comprehensive workforce training blueprint that recognizes each partnering agency’s role and scope in an attempt to realize the intent of the WIOA law – a comprehensive training system that reduces duplication of programming and increases quality of services to Louisianans. In this time, Louisiana also faced unprecedented fiscal pressures of state budget shortfall.

Amid the state’s budget crisis, possible mid-year budget cuts were announced. Fortunately, higher education, which includes adult education, was not cut as severely as anticipated. Louisiana’s adult education community learned a valuable lesson in communicating the return-on-investment of programs like WRU.

During fiscal year 2016-2017, adult education continued to operate under Workforce Investment Act (WIA) authority which allowed the established provider network to strengthen and expand services throughout the state as we began the journey of transitioning to WIOA activities. Comprehensive foundational services provided the opportunity for individuals to move toward self-sufficiency by providing high quality basic skills instruction, secondary credential attainment, and transitional services that lead to a seamless matriculation to post-secondary enrollment, technical skill mastery, and industry recognized credentialing resulting in family sustainable employment. Statewide enrollment for FY 2016-2017 increased by 13.8% with overall performance increasing to 50.1% for students completing a level which is an increase of 2.4% over the previous fiscal year (NRS Table 4). Performance increases can be attributed to the establishment of WRU 2020 (Louisiana, Title II, five year strategic plan) that outlined enrollment priorities, a focused professional development plan, targeted technical assistance, and a better understanding and effective application of the College and Career Readiness (CCR) standards. Capability and familiarity with the WRU data management system also contributed to local programs being able to better use data to make decisions.

A commitment by the LCTCS and its WRU provider network to deliver quality adult education and literacy services that are research-based best practices to the citizens of Louisiana remains strong as demonstrated by significant improvement of measurable skill gains (MSG) in all National Reporting System (NRS) recognized categories. A concentrated commitment to improve performance and exceed national averages is further demonstrated in Louisiana’s academic performance data showing that 78.1% of the students post-tested completed an educational functioning level (EFL) on NRS Table 4B.

In March 2017, Louisiana Community and Technical College System (LCTCS), WorkReady U (WRU) released a competitive Request for Proposal (RFP), grant application, to award multi-year funding to eligible agencies through the Workforce Innovation and Opportunity Act of 2014: Title II; the Adult Education and Family Literacy Act (AEFLA) and State Adult Education funds. Funding allocations, made available through WIOA Section 231, 243 and 225 were based on regional data derived from the American Community Survey, demonstrated need for service, and demonstrated program effectiveness in each of the eight Louisiana Workforce regions. The strategic distribution of funding within the eight geographical regions strengthens alignment of workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. The grant cycle is a minimum of three years, and all funded applicants are subject to the same funding cycle: Year One – July 1, 2017 through June 30, 2018; Year Two-July 1, 2018 through June 30, 2019; Year Three-July 1, 2019 through June 30, 2020.

The full and open competition was consistent with the standards of Subpart C, CFR 200.319 and any eligible provider, as defined in WIOA, had direct and equitable access to apply and compete for grant funds to provide eligible individuals with educational opportunities that: (1) assist adults who are parents or family members to obtain the education and skills that—(a) are necessary to becoming full partners in the educational development of their children; and (b) lead to sustainable improvements in the economic opportunities for their family; (2) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners in: (a) improving their; (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and (b) acquiring an understanding of the American System of Government, individual freedom, and the responsibilities of citizenship.

Applicants were required to align services with approved local workforce development plans, establish collaborations with partners in a joint effort to provide quality comprehensive educational services and access to a comprehensive workforce development system that would expand and leverage deliverable services beyond those provided solely through WRU state/federal funding for adult learners.

As a result of the competitive application process, the WRU network will include a total of twenty-eight (28) funded organizations: twenty-six (26) Adult Education and Literacy programs, eight (8) IET/IELCE pilot programs; six (6) Corrections Education and Education of Other Institutionalized Individuals providing services in 2017-2018.

**State Leadership Funds:**

WorkReady U continued to work with local stakeholders and other partnering agencies to facilitate new methods of service delivery, increase secondary credential attainment opportunities, expand instructional content and delivery techniques to include college and career readiness standards, utilize technology to enhance educational opportunities, transition from career pathway pilot initiatives to Integrated Education and Training (IET) opportunities through Louisiana Career Pathways. Building capacity in Louisiana’s adult education programs focuses on the following five areas: connecting assessment and accountability; developing new models for service delivery and outreach; expanding the use of technology as a tool for teaching and learning; and developing professionalism of personnel.

During FY 2016-2017, WRU was dedicated to challenging the status quo and supporting innovative services based on the needs of the provider network to fully implement the WRU vision and mission. Leadership funds were used to support the following: Regional Resource Centers (RRC) which serve as epicenters of a three pronged approach to professional development delivery activities throughout Louisiana; CCR standards implementation; and English as a Second Language (ESL) program expansion.

**Goal 1: To connect assessment and accountability**

State Leadership funds were utilized to promote assessment policy awareness, professional development for data quality, policy compliance monitoring, in addition to 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 being used to continue development for enhancing 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 adopted a performance-based funding formula for adult education that is aligned to performance indicators with the NRS and WRU prioritized outcomes.
* Louisiana continued its commitment to reach the “harder to teach” adult learners who are most in need by targeting federal funds to students working below an 8.9 grade level equivalent. During the fiscal year, approximately 91% of the total students served were the “harder to teach” adult learners who are most in need of foundational skills: 73% of the students served were ABE level students and 18% of the students served were ESL level students. (NRS Tables 1&3).
* The LCTCS’s monitoring procedures included analysis of data and program performance through monthly data submissions and desk reviews. Based upon desk reviews, state staff requested local data documentation according to a risk assessment determination. Follow-up onsite visits were conducted when warranted.
* During 2016-2017, Louisiana’s onsite monitoring instrument and philosophy utilized 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 blueprint. 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 were assigned to ensure all plans are adhered to and non-compliance addressed in a detailed follow-up process to ensure that a resolution has been determined and put into effect.
* 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 three procedures included: performance target negotiations, development of a risk assessment model and enhancing the quarterly review process. 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 quarterly reviews included a red, yellow, green risk analysis that ranked and highlighted performance in NRS core measures, target population and adherence to the assessment policy. This system was put in place to help both WRU and program staff identify areas for improvement, technical assistance, and professional development.

* The LCTCS Internal Audit Division conducted onsite fiscal monitoring during FY 2016-2017. Based upon fiscal desk audits which examined program budgets and reimbursement claims, a risk assessment was determined. Onsite visits were scheduled with identified recipients to determine if expenses were reasonable, allocable, and allowable as required by the U.S. Education Department’s Office of Inspector General (OIG), Office of Career, Technical and Adult Education (OCTAE), AEFLA, the Education Department General Administrative Regulations (EDGAR), and the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 C.F.R. Part 200 or Part 200).
* Providers were trained on the WRU Recipient Grant Management Handbook. 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 handbook provides programmatic information on how AEFLA funds are to be used at the local level. It includes information on the process used by the Louisiana Community and Technical College System (LCTCS) to review budget information; the process by which successful applicants request reimbursement; how to determine whether a cost is allowable; required fiscal and programmatic reports and their respective due dates; and the process used by WRU to monitor eligible recipients for compliance.

**Goal 2: To develop new models for service delivery and outreach**

The Louisiana Adult Education Program student demographics for FY 2016-2017 consisted of 73% adult basic education (ABE) students 9% adult secondary education (ASE), and 18% English-as-a-Second Language (ESL) students (NRS Tables 1&3). Louisiana is at a cross road as the economy rebounds and the skills gap widens in the workforce. WRU is committed to serving all undereducated and underemployed citizens to meet the growing workforce needs and provide opportunity to family sustainable employment.

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

**Goal 3: To expand the use of technology as a tool for teaching and learning**

WorkReady U strives to improve upon and expand the opportunities that are available to adult education providers and students by offering multiple outlets for the increased use of technology in the classroom. The online platform, Canvas, maintained interactive courses that supported the WRU mission to expand integrated career pathway instructional delivery, utilize *College and Career Readiness Standards for Adult Education (CCRS)* as the framework for instruction in the WRU classroom, provide adult education teacher certification courses and special projects for WRU instructors and administrators.

WorkReady U providers were encouraged to compete for innovation grants to further explore the limitless potential of technology in the educational space. During FY 2016-2017, WRU moved forward with the implementation of a statewide distance learning pilot project, *eLearn Project*. The *eLearn Project* provides 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. The long-term goal of the project is to develop thirteen (13) class modules that are supported by success coaches during the students’ lifecycle. The project provides the opportunity to place students at the center of learning where they have the ability – to create, to collaborate, to reflect, and to communicate in a modern, digital environment. The project will on-boarded WRU programs each quarter so that organizations, large and small, can shape the future of distance learning in Louisiana.

**Goal 4: Professionalism of Personnel**

Louisiana had 89 local administrators/support staff, 507 adult education instructors, 46 instructional assistants, and 17 counselors in FY 2016-2017 (NRS Table 7).

All instructional staff participated in the 8-week online, facilitated WRU Instructor Certification course. The course provided an introduction to teaching in adult education with a specific focus on Louisiana’s WRU program.

WorkReady U continued its commitment to excellence by offering professional development activities during FY 2016-2017 to ensure professional growth opportunities were offered to support the State Plan and the WRU vision and mission. WRU state staff continued its quest to offer the highest quality professional development opportunities by consulting with national professional development experts and convening a state task force in order to streamline and focus professional development efforts on areas of value to the system - data, recruitment & retention, classroom activities, records/reports, and partnerships. As a result of a professional development task force recommendation, federal leadership funds were utilized to support Regional Resource Centers. The established centers provide regionally appropriate trainings in coordination with state identified professional development priorities, resources, and mentorship opportunities throughout Louisiana. The Regional Resource Centers provide on-site meeting rooms, resource libraries, and leadership to guide research-based adult education best practices.

**Regional Resource Center (RRC) Opportunities:**

WorkReady U took a proactive approach to keeping up with national trends by providing unique professional development (PD) opportunities. Historically, WRU has underserved the English Language Learner (ELL) population and trailed behind the national average for EFL gains with the ESL population. The performance and enrollment focus area for 2016-2017 was on increasing service to this population. During FY 16-17, the ESL population enrolled with at least one hour of service increased by 9.4% (Program Gain Report) with the number of ESL participants increasing by 1.3% (Table 1 & 3). ESL students completing a level (Table 4) increased from 37.2% to 40.5% in 16-17.

WorkReady U was accepted to participate in the LINCS ESL Pro Project on *Meeting the Language Needs of Today’s Adult English Language Learner*. Twenty instructors were selected through an application process to build a Community of Practice (CoP) on how to increase rigor in the English Language Learner (ELL) classroom. Through the yearlong project, teacher leaders learned how to replicate the CoP process to share best practices with others in the state, both at annual conferences and within their local programs and/or regional areas. Leadership funds were awarded to programs participating in the project in order to help with program expansion and professional development. Plans to continue this work are underway, as we aim to increase the rigor of instruction for ELLs and promote learning communities within the network.

Professional development activities have been designed to meet the needs of a variety of adult education personnel in an effort to enhance programs and better serve students. Annually, local program administrators meet with WRU staff to review changes in policy and related practices, NRS guidelines, budget management, reporting requirements, statewide performance, and upcoming initiatives. Local and regional institutes addressed instructional needs in the areas of adult education and literacy, ELA, civics, transitional activities, and student support services. Ongoing data system training demonstrated the expanding system functionalities for use in program analysis and evaluation of services.

All staff have an opportunity to attend two annual statewide professional development conferences. The LCTCS conference focuses on post-secondary education, transitional support services, and in-demand career training, while the annual statewide professional development conference hosted by the Louisiana Association for Public, Community and Adult Education (LAPCAE) provides a vast selection of adult education related sessions along with a unified means of communicating the WRU vision to participants.

During the LAPCAE conference, nearly 400 adult education staff members from across the state gathered to take part in professional development activities. The conference features both national experts, WRU staff, and local program staff. Sessions are geared toward instructors, administrators, data entry personnel, workforce partners, and student support specialists.

In order to scale the model learned from participation in the LINCS ESL Pro Project, participants shared best practices and lessons learned with educators. Each regional team of instructors modeled a lesson and introduced the online ESL Pro modules to participants. WRU staff coordinated presentations with local instructors so that each of the areas covered in the project were highlighted in the different presentations.

Several panels featuring state and local WRU staff took place on topics ranging from Community Education Course (Health Literacy, Digital Literacy, Financial Literacy, Workforce Preparation) startups to social media and marketing strategies. WRU staff created short course guides for each Community Education area. Local program staff shared experiences on how they implemented the guides and brought in community partners. In order to reach more students, programs rely on social media and other outlets. Participants received sample Public Service Announcement (PSA) scripts and learned how to create quick marketing videos. The panel sessions allowed state and local staff to present both research and practice on topics related to WIOA and the WRU 2020 strategic plan.

**Performance Data Analyses:**

WorkReady U served 35,475 undereducated and underemployed citizens in FY 2016-2017 with 21,290 students participating in basic skill instruction (NRS Tables 4). As part of the WRU 2020 strategic plan an emphasis was placed on workforce preparation and training activities thus explaining the significant increase in total students served versus those that populated to the NRS tables. Data reveals that 50% of those who participated in academic services during the FY 2016-2017 program year completed or advanced an educational functioning level (NRS Table 4). Effective instruction at the local level is evident by the fact that 78% 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 $12,024,673.29. This amount includes Federal Funds of $7,700,415.11 and $4,324,258.18 of State Funds for 2016-2017.

The total number of participants served statewide across all groups and at all levels was 35,475. In FY 2016-2017, the total number of student attendance hours was 2,000,212 (Gains Report), which equates to the following:

average cost per adult education student………..$338.96

cost per contact hour…………….…………… $6.01

Administering the adult education program statewide were six full-time professional staff members and 4 part-time staff members. The professional background of these staff members ranges from K-12 and adult education teaching experience to correctional and higher education administration experience. Staff members have participated in professional development activities including NRS workshops and OCTAE-sponsored meetings. Close alignments also were maintained with the Department of Corrections, the Workforce Commission, Workforce Investment Council, Louisiana Rehabilitation Services, the Department of Children and Family Services, the Louisiana Board of Regents and the Department of Education.

In 2016-2017, the Louisiana Community and Technical College System expended federal funding at the following levels (including carry-over federal funds from prior year):

State Leadership. . . . . $822,142.94

Administration. . . . . . $571,233.54

Basic Grant to Local Providers. . . . . $7,700,415.11

Total. . $9,093,791.59

After a thorough review of the 2016-2017 adult education performance data, it is clear that the continued implementation of the WRU philosophy was beneficial to the students as the state experienced increases in the following areas:

* the number of students served with one hour increased by 13.8%;
* the percentage of students post-tested increased by 1%
* the percentage of students completing a level increased by 2.4% with over 50% making a gain; and
* the number of ESL students completing a level increased by 12%.

Much of the success in student outcomes was due to local programs expanding their menu of services in order to better meet the needs of the community. Additionally, a focus on instructional cycles that are offered at times conducive to the learner in lieu of the traditional K-12 model, drove student performance outcomes and attendance.

WRU secondary outcomes (Table 5) were not reported for fiscal 2016-2017 due to changes in National Reporting System (NRS) and WIOA reporting requirements and timelines.

The collaborative efforts of the Louisiana Department of Education and the LCTCS continued to focus on lowering the percentage of 16-18 year olds that were being served in adult education. Through clearer defined state mandatory attendance laws and more diverse alternative programs being offered in the K-12 system, Louisiana was working hard to address the dropout rate. 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 that reflects approximately 91% of the students served were Adult Basic Education or English-as-a-Second Language learners. This long-term commitment was yet another measure that WRU was dedicated to building the Louisiana of tomorrow by providing comprehensive adult educational services to Louisiana’s most at-risk citizens.

**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.

WRU and One-Stop centers coordinated partnerships in an effort to provide shared, unduplicated services. WRU partnered with each of the 15 Local Workforce Development Boards (LWDBs) to nominate local adult education supervisors and have representatives appointed to 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 with regard to the State agencies responsible for Workforce, Corrections, Higher Education, and Economic Development. In an effort to stay informed of the latest board activities across the state, WRU and adult education staff serving as newly-elected board members met, bimonthly, via conference calls and a virtual meeting platform provided by LCTCS Online.

WRU staff set up Regional Roundtables with local providers. The aim of these discussions was to develop strategies for meeting performance targets established in the adult education strategic plan, WRU 2020, and WIOA goals within the eight workforce regions. Each program’s expertise and local knowledge of their service region provided insight into the valuable information in defining actions for improving service delivery to the adult learners in each area.

Louisiana Career Pathways were embedded in regionally appropriate labor market data that possessed stackable/ portable credentials tied to national certifications and job readiness skills. Louisiana Workforce Commission (LWC) and Louisiana Economic Development/ Louisiana FastStart (LED) assisted in identifying the labor market demands and desired skill sets/credentials. WorkReady U and LCTCS colleges built career pathways and offered foundational skills, resulting in LWC and LCTCS colleges assisting completers in securing internships, apprenticeship, and/or employment. An example of these cooperative agency endeavors is the executive order issued by Governor Edwards creating a new Louisiana partnership that will require all Able-Bodied Adults Without Dependents (ABAWDs) who participate in the SNAP food assistance program, but who are not currently working or in school, to participate in job training and assistance programs in order to remain eligible for federal food assistance. The Louisiana Workforce Commission (LWC) and the Department of Children and Family Services (DCFS) will administer the new program. WorkReady U will provide additional basic skills and job training opportunities for these new entrants into the workforce.

**Integrated English Literacy and Civics Education (IELCE) Program:**

English Language Learners (ELLs) had the opportunity to participate in Louisiana Career Pathways and workforce preparation activities during the fiscal year. 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. Course guidelines and offerings were developed and shared throughout the network in Workforce Readiness, Computer & Digital Literacy, Financial Literacy, and Health Literacy. Curriculum guides include a collection of open source materials that are adaptive in nature and customizable. WRU workforce preparation activities stress the importance of career exploration, workforce navigation, and transitional support utilizing all core partner services.

As a result of the competitive RFP process conducted during 2016-2017, WRU will provide funding to eight (8) Integrated English Literacy and Civics Education Program (IELCE) pilot programs. The eight funding pilot programs will ensure that adult English language learners, including professionals withdegrees 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.

**Adult Education Standards:**

Louisiana made great strides in FY 2016-2017 towards implementing the College and Career Readiness Standards (CCRS). Comprehensive training for ELA and math teachers in CCRS-based lesson planning was provided in order to invest in our network by building a lesson plan database – *The WRU Lesson Plan Vault*.

In November 2016, WRU launched Phase I of the CCRS project. The ultimate goal of the project was to deepen our understanding of CCRS in the age of WIOA.   In Phase I, we were able to: (a) implement a Train-the-Trainer model where each program’s team was exposed to best practices in contextualized CCRS-based lesson planning; (b) build capacity by having the teams train instructors within their own programs; and (c) collect contextualized CCRS-based lesson plans from instructors in the adult education network.

Phase II of the project led to the development of a lesson plan database that is searchable by keyword, subject, lesson level, and standard.  Local instructors from across the state participated in a vetting process that allowed us to carefully select lesson plans for entry into the database.  The vault allows instructors to access readily available CCRS-aligned, contextualized lessons.

**Programs for Corrections Education and the Education of Other Institutionalized Individuals:**

Correctional education is a fundamental component of rehabilitative programming offered in juvenile justice confinement facilities, prisons, jails and detention centers. Our state has the highest incarceration rate per capita in the world. Eighty-one percent (81%) of people entering prison do not have a high school diploma which makes the WRU mission of providing quality educational programs that helps incarcerated adults obtain the skills needed to acquire a high school equivalency diploma and transition to postsecondary education or training more important than ever.

The partnership between LA Department of Public Safety & Corrections, LA Rehabilitation Services and LCTCS generated a braided funding model that enabled LCTCS to better align services for incarcerated individuals with career & technical education programs. Within the local and state correctional facilities, a total of 4,541 adults (Table 10) were served; 1,036 earned a high school equivalency diploma; and 1,374 students were enrolled in career & technical education programs during FY 16-17.

The most current recidivism rate reported by Louisiana Department of Public Safety & Corrections (LA DPS&C) was in 2015. Recidivism rates are reported in March of each year. 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.



During FY 2016-2017, the competitive RFP was released for Corrections Education & Other Institutionalized Individuals (WIOA §225). As a result of the application process conducted in FY16-17, the WRU network will include a total of six (6) Corrections Education and Education of Other Institutionalized Individuals programs providing adult education services in 2017-2018.