

Louisiana Narrative Report 2018-2019

Introduction:

The WIOA State Plan for the State of Louisiana is built on the principle of investing in 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 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.

In Louisiana, Titles I, III and IV are under the administration of the Louisiana Workforce Commission (LWC) while the WorkReady U (WRU) division of 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) remaining the same as the previous year.

FY 18-19 was the second year in a three-year grant cycle. A total of twenty-five (25) eligible agencies were funded to provide Adult Education and Literacy, Integrated English Literacy and Civics Education (IELCE), and Corrections Education and Education of Other Institutionalized Individuals programs. This included funds provided to twenty-three (23) Adult Education and Literacy Programs, eight (8) IELCE programs and eight (8) Corrections Education programs.

Louisiana funded one Comprehensive Literacy Program in each of the eight workforce regions. Comprehensive Literacy programs were designed to provide all of the allowable Adult Education and Literacy program services: Adult Education and Literacy (ABE/ASE); English Language Acquisition (ELA), Workforce Preparation; Workplace Literacy; and Integrated English Literacy and Civics Education (IELCE). 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 seventeen (17) 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.

During FY 18-19, there was a decrease in funded programs as compared to FY 17-18 as programs consolidated due to retiring administrators. Additionally, a competitive process was conducted in St. Bernard Parish to alleviate a void in service.

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. Statewide participant enrollment for FY 2018-2019 was 18,472 (NRS Table 2), and 48.6% of students showed academic progression by making a measured skill gain (NRS Table 4).

State Leadership Funds:

During FY 2018-2019, WRU supported 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: continued strengthening of the relationship with our one-stop partners, operation of high-quality professional development programs, provision of technical assistance and the monitoring and evaluation of the quality and improvement of adult education activities and an investment in a distance learning model.

One-Stop Partners:

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, leverage technology to enhance educational opportunities, and transition from career pathway pilot initiatives to Integrated Education and Training (IET) opportunities through Louisiana Career Pathways.

Professional Development:

During FY 2018-2019, WorkReady U demonstrated its commitment to high quality professional development by hiring a Coordinator of Federal Programs, Professional Development, and Special Projects and consulting with national professional development experts in order to streamline and focus professional development efforts that support the State Plan and the WRU vision and mission. Professional development activities included, but were not limited to:

- CCRS

- WRU Instructor Certification Course
- Louisiana Association for Public, Community and Adult Education (LAPCAE) conference
- LCTCS conference
- Coalition on Adult Basic Education (COABE) conference
- TABE 11/12 Implementation training
- Leadership Academy in partnership with COABE
- Persistence/Retention in partnership with World Education, Inc.
- Contextual Teaching and Learning in partnership with CORD
- Developing and Supporting Instructional Leaders in partnership with LINC
- EDGAR Training
- IBC Training in NCCER Core and Instructor Certification Training and CPR Basic Life Support and Life Saver First Aid Instructor Training

Louisiana had 92 local administrators/support staff, 444 adult education instructors, 89 instructional assistants, and 36 counselors in FY 2018-2019 (NRS Table 7).

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.

Technical Assistance and Monitoring:

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 adopted 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 the 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: 72% of the students served were ABE level students and 22.5% of

the students served were English Language Acquisition (ELA) and Integrated English Literacy and Civics Education (IELCE) students. (NRS Tables 3).

- During the reorganization of WRU, a statewide compliance team was established. 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 2018-2019, 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. Five programs were selected for monitoring in FY 18-19. 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 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. 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.

- LCTCS instituted a Compliance Division. The compliance team/division is responsible for fiscal and programmatic monitoring of adult education programs. 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.
- In FY 2018-2019 WRU continued utilizing an electronic grants management system (eGrants). Recipients entered all budgets, revisions, and reimbursement requests in this system.

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 2018-2019, WRU moved to the next phase of 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. 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 18-19 with the goal of on-boarding more programs each quarter so that organizations, large and small, can shape the future of distance learning in Louisiana.

Performance Data Analyses:

WorkReady U served 41,474 (Table 2A + Table 4) undereducated and underemployed citizens in FY 2018-2019 with 18,472 students participating in basic skill instruction (NRS Tables 4). Data reveals that 48% of those who participated in academic services during the FY 2018-2019 program year made a measured skill gain (MSG) (NRS Table 4). Effective instruction at the local level is evident by the fact that 66% 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 \$13,111,485.72. This amount includes Federal Funds of \$8,705,344.69 and \$4,406,141.03 of State Funds for 2018-2019.

The total number of participants served statewide across all groups and at all levels was 41,474. In FY 2018-2019, the total number of student attendance hours was 1,787,617 (Program Gains Report), which equates to the following:

Average cost per adult education student	\$316.14
Cost per contact hour	\$7.33

The WRU department remained partnered with the Career and Technical Education (CTE) department under the umbrella of External Affairs within LCTCS during FY 18-19. The professional background of WRU staff members ranges from K-12 and adult education teaching experience, finance, and correctional and higher education administration experience. Staff members have participated in professional development activities including NRS workshops and OCTAE-sponsored meetings. Close alignments 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 2018-2019, 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	\$1,517,613.47
Administration	\$476,578.83
Basic Grant to Local Providers	\$8,705,344.69
Total	\$10,699,536.99

A review of the 2018-2019 adult education performance data indicates that the continued implementation of the WRU philosophy was beneficial to the adult learners of Louisiana. The percentage of students with a measured skill gain (MSG) increased by 2.9% and the percentage of students post-tested increased by 1%. Overall, 48.6% of students showed a measured skill gain, and MSG for distance learners improved from

35.7% to 41.7% -- and increase of 6%. Both ABE and ELA learners made improvement. (NRS Table 4C)

Continued 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.

The first-year report for FY 18-19 shows a success rate of 51.3% of students being employed at the end of the 2nd quarter and 53% 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.

The collaborative efforts of the Louisiana Department of Education and the LCTCS continued to focus on lowering the percentage of 16-18-year-old students 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 worked 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 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.

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 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 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 is in real-time, provides direct telephone access and chat feature for

on-demand assistance to trained enrollment management specialists. Phase I of the 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. Phase I has 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.

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 2018-2019 WRU served 2,399 students (NRS Table 3), a 2.5% increase in the number of students served in IELCE over the prior year. During FY 18-19, the ESL population enrolled with at least one hour of service and testing into an ESL level increased by 13.8% (Program Gain Report) with the number of ESL participants increasing by 1.7 % (Table 3).

English Language Learners (ELLs) had the opportunity to participate in Louisiana Career Pathways and workforce preparation activities during the fiscal year. IET programs included, 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.

WorkReady U took a proactive approach to keeping up with national trends by providing unique professional development (PD) opportunities. WRU and the Terrebonne Parish WorkReady U program continued to participate in the Building Opportunities through

Integrated English Literacy and Civics Education project sponsored by OCTAE and LINCS. Terrebonne was selected to pilot and provide feedback to our national coach on the IELCE self-assessment tool. Lessons learned from participation in this project will benefit all eight IELCE programs in the state.

Adult Education Standards:

Louisiana continued to make great strides in FY 2018-2019 with College and Career Readiness Standards (CCRS) use in the adult education classroom. All adult education programs are required to use the CCRS, English Language Proficiency Standards (ELP) and the OCTAE Employability Framework.

WorkReady U made an investment to our network by building a lesson plan database – The WRU Lesson Plan Vault. The vault is a database that is searchable by keyword, subject, lesson level, and standard. The vault allows instructors to access readily available CCRS-aligned, contextualized lessons. All new instructors are trained on how to use the vault (submit/search for lessons) in the WRU Instructor Certification Course.

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

The WRU network funded a total of eight (8) Corrections Education and Education of Other Institutionalized Individuals programs providing adult education services in 2018-2019.

Correctional education is a fundamental component of rehabilitative programming offered in juvenile justice confinement facilities, prisons, jails and detention centers. Previously, the incarceration capital of the nation, Louisiana remained in second place behind Oklahoma in FY 18-19. 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 reducing the incarceration rate was reinvested in re-entry initiatives including bolstering education programs within the prison systems throughout the state. Forty-nine percent (49%) of people entering state prisons do not have a high school diploma which is a dramatic decrease from the previous year. This decrease is due to a combination of an increased high school graduation rate and a change in housing population in the state prisons. The state prisons mainly house offenders with medical and mental health issues. Offenders without these issues are primarily housed in parish run prisons/jails. Department of Corrections is working to partner with the various parish prisons to offer educational services to those offenders. 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 continues to be an important focus.

The partnership between LA Department of Public Safety & Corrections and LCTCS enabled a better alignment of services for incarcerated individuals with career & technical education programs. Within the local and state correctional facilities, a total of 3850 adults (Table 10) were served; 726 correctional students earned the High School Equivalency while incarcerated (Program Gains Report).

The most current recidivism rate reported by Louisiana Department of Public Safety & Corrections (LA DPS&C) is 2017 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.

DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONS

RECIDIVISM IN ADULT CORRECTIONS (EDUCATION)

June 30, 2019

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	%
2004	1,042	105	10.1%	252	24.2%	347	33.3%	416	39.9%	455	43.7%
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%		
2015	1,071	75	7.0%	181	16.9%	263	24.6%				
2016	878	69	7.9%	165	18.8%						
2017	974	65	6.7%								

STATE OFFENDERS RELEASED FROM ADULT INSTITUTIONS, LOCAL FACILITIES, AND TRANSITIONAL WORK PROGRAMS THAT HAVE COMPLETED AN EDUCATION CLASS WHILE INCARCERATED IN A STATE FACILITY.