

# Louisiana Narrative Report 2020-2021

## 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 22 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 500,000 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 to 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 these past two years despite the challenges brought by COVID-19 and several devastating hurricanes. Despite being prompted by the pandemic, we recognize how this is simply a new way to work and 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 Continued Response*

WRU has responded, 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. After last year's experience, we were better prepared for these unprecedented interruptions to everyday activities, business operations, and the educational environment. As we have addressed these challenges, we have continued to uncover opportunities to modernize our approach to delivering education and training and providing services to students. We supported our local programs to expand efficient 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 continued to find solutions to ensure that student learning, staff development, and program growth was in place.

## *Background*

Fiscal year 20-21 was the first year in a new five year grant cycle. The Request for Proposals (RFP) allowed for the selection of total of twenty-two (22) eligible agencies that were funded through applications to provide Adult Education and Literacy, Integrated English Literacy and Civics Education (IELCE), and Corrections Education and Education of Other Institutionalized Individuals programs. Twenty-one (21) Adult Education and Literacy Programs, seven (7) IELCE programs, and six (6) Corrections Education programs were funded.

## *Alignment of Activities*

During FY 2020-2021, WRU supported innovative services based on the needs of the provider network to move forward with operating in our “new normal.” Leadership funds were used to support continued, high-quality services to students, professional development for staff, support for programs, and collaboration with partners. This included support both statewide and locally of workforce partnerships 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 continuing to provide training in online design and instruction to faculty and staff, we were in a better position to facilitate teaching in a digitally inclusive environment. And after a year of experience, our providers, along with national experts, were able to develop and share best practices. A series of in-person and online leadership activities was put in place as on-going professional development. Monthly check-ins with all program supervisors, along with the use of our virtual message board, ensured that the most up-to-date information was shared.

During FY 2020-2021, WorkReady U demonstrated its commitment to high-quality professional development. Activities included but were not limited to:

- NASDAE National Training Institute
- Louisiana Association of Institutional Research (LAIR)
- Adult Numeracy Network (ANN)
- Student Information System (SIS) training
- New Adult Education Supervisor training
- NC3T Career Pathways training
- Google Classroom integration training
- eLearn training
- Standards in Action (SIA) 2.0
- Diversity, Equity, and Inclusion series
- SCR Academy online courses
- WRU Program Leadership course
- EDGAR Training
- 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
- CASAS training
- STAR training
- IET Design Camp

Louisiana had 64 local administrators/support staff, 294 adult education instructors, 31 instructional assistants, and 18 counselors in FY 2019-2020 (NRS Table 7).

Throughout the year, new staff participated in the 8-week online, facilitated onboarding course, *WorkReady U and You*. The course provides an introduction to teaching in adult education with a specific focus on Louisiana's WRU program. Since Google Classroom is the platform used and all faculty and staff have WRU gmail accounts linked to our student information system (SIS), the course is housed there to allow for more practice in the platform.

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, recruitment strategies and 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 developed 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 98% of the total students served were the adults with low levels of literacy and/or in need of English Language Acquisition: 88% of the students served were ABE level students and 10% 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 a more personalized approach where staff members were assigned to program supervisors for the entire year to discuss challenges, successes, and needs in addition to a data review using new features in SIS.

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 the new WRU Report Card that has been 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
- Database webinars
- Distance Learning Best Practices and Check-in Calls
- Provider Monthly Calls
- Quarterly Update Calls
- Advisory Round Tables
- Regional WRU visits
- Monitoring Instrument training
- IET targeted development

## *Monitoring*

During 2020-2021, 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.

Monitoring activities for the Risk Assessment model are based upon federal requirements and performance measures. These measures are associated with risks that are high, medium, or low. This assessment includes both programmatic and fiscal functions or activities that include:

- Fiscal Risk Assessment
- Federal Award Amount
- Single Audit Findings
- Previous Monitoring Findings
- Unresolved Corrective Actions
- Time Since Last Comprehensive Fiscal Monitoring
- Timely Submission of Reports
- High Balance Remaining of Expenditures
- Programmatic Risks
- Personnel Turnover
- Participant Progress

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 20-21. Onsite visits included an examination of student files, student attendance records, and program data submitted through the statewide data management system. Fiscal documents include items such as Time and Effort Certifications, Payroll reports, Equipment/Supplies inventory, etc. 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. Fletcher Technical Community College's monitoring visit is still pending. There were extenuating factors that limited the review including COVID, hurricane disaster and recovery, and illnesses.

### *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 2020-2021, WRU supported distance learning and curriculum development through the eLearn project which provides an interactive comprehensive curriculum aligned with the College and Career Readiness Standards for Adult Education (CCRS). Additionally, WRU and LCTCS continued its partnership with the Louisiana Library Network (LOUIS) in the Louisiana Board of Regents in its statewide implementation of Northstar Digital Literacy. In FY 2020-2021, 478 Northstar assessments were proctored in WRU programs, and we hope to see that number continue to grow. To keep the focus on our new normal in a digital world, staff built and delivered training on Digital Resiliency aimed at WRU program faculty and staff.

## 2. Performance Data Analysis

In terms of the overall assessment of core programs based on the core indicators of performance, WorkReady U served 17,921 (Table 2A + Table 4) undereducated and underemployed citizens in FY 2020-2021 with 8,881 students participating in basic skill instruction (NRS Tables 4). Data reveals that 40% of those who participated in academic services during the FY 2020-2021 program year made a measured skill gain (MSG) (NRS Table 4). We did have a significant drop in enrollment, yet we are pleased to know that the percentage of students making a measured skill gain was about the same. Effective instruction at the local level is evident by the fact that 57% 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 \$12,907,067. This amount includes Federal Funds of \$8,442,069.00 and \$4,465,000.00 of State Funds for 2020-2021.

The total number of participants served statewide across all groups and at all levels was 17,921. In FY 2020-2021, the total number of student attendance hours was 869,709.18 (Program Gains Report), which equates to the following:

Average Cost per adult education student	\$720.22
Cost per contact hour	\$14.84

In 2020-21, 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	\$ 658,286.24
Administration	\$ 490,694.67
Basic Grant to Local Providers	\$ 7,377,962.84
Total	\$ 8,526,943.75

Continued challenges with recruitment, intake, assessment, and instruction posed by the COVID-19 pandemic resulted in a significant reduction in the overall student population. Due to site shut-downs and remote testing/technology limitations, the percentage of students with a measured skill gain (MSG) decreased by 3% (3,560) and the percentage of students post-tested decreased by 5%. Additionally, the number of adult learners who earned an industry-based credential increased by 3% (583) 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 20-21 shows a rate of 25% of students being employed at the end of the 2nd quarter with median earnings of \$2,456.00 and 27% still employed in the 4th quarter after exit.

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 98% 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 has conducted monthly check-ins with program leadership and data staff. Additionally, WRU staff host monthly professional development on data

quality practices and procedures. In the coming months, WRU will be helping programs assess the efficiency and effectiveness of their intake and data reporting processes.

### 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. In the current competitive RFP, 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. Central Louisiana Technical Community College partners with the American Job Centers which include referral services and the utilization of WIOA services offered at these locations. They also have a class site located at the Rapides American Job Center. They work closely with the college's Academic and Workforce Development departments in order to provide students with additional workforce training opportunities. Another local Community-based Organisation, VITA, is working with the executive director of their local workforce board to assist students who have transportation issues in order for them to attend classes in person. This partnership was strengthened by their Executive Director serving on the workforce board.

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

The competitive RFP was conducted in the spring of 2020. Seven (7) programs were awarded IELCE funding. The seven 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

2020-21 WRU served 345 students (NRS Table 3). During FY 20-21, the ESL population enrolled with at least one hour of service and testing into an ESL level was 1,290 (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), and 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).

In May and June 2021, a Summer Series of workshops was held on Designing Integrated Education & Training to provide guided support for the development of new IET programs. Activities included an orientation presentation followed by work for programs to complete offline in order to identify the integrated student learning outcomes and complete a "Course Design Template" to outline the course summary and source materials that would be used. Seven colleges participated to design IETs in the following areas: Graphic Design; American Sign Language; Commercial Driver's License; Care and Development of Young Children; and Information Technology/Cloud Computing. Participants then used an IET course design guide to build out all elements. During this project, WRU staff developed a formal IET approval and review process and shared that with others via conference webinars. As a result of this project, well-designed IETs can be viewed and adopted by other WRU providers.

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.

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. As part of the leadership training, all providers were given a breakdown of the population of available learners within their service areas, including those whose first language is not English (American Community Survey). The purpose of this is to encourage our providers to reach out to adult ELA students and grow our service to this population by providing services to include IELCE.

One local program at Northshore Technical Community College reported that the past fiscal year was particularly challenging for IELCE largely based on students availability for class. Many students returned to their home country during the pandemic, and others could not commit to any schedule due to increased workplace demands. Others did not have devices that allowed for a full virtual learning experience. They learned that innovation of delivery is needed to recruit and progress English language learners. A mutual referral system is in place with the OneStop Center.. All learning, including virtual and hybrid modes, are contextualized to better prepare students for in-demand areas. Strategic partnerships enable continuity of service, employment referrals, and community-based resource sharing to ensure students can transition from school to work including accessing various supportive resources as needed. Similarly, another program located within a school system offered co-enrollment opportunities with Fletcher Technical Community College including IETs with CNA and business classes and IELCE Customer Service. A transition coordinator facilitated these and coordinated funding through the local workforce office.

## 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 standards in the WRU Lesson Plan Vault as part of the WRU and You 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.

WRU participates in national professional development activities. This summer, a group of instructors, along with the Director of Adult Learning and Educational Programs, participated in Standards-in-Action 2.0. One of the instructors from Catholic Charities of the Archdiocese of New Orleans learned more about instructional strategies for ELLs that align with the CCRS and practiced revising lesson plans to incorporate meaningful instructional activities. Upon completion of this training, she created training for program staff and volunteers about implementing instructional strategies in ESL classes.

## 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 20-21. The WRU network funded a total of six (6) Corrections Education and Education of Other Institutionalized Individuals programs providing adult education services in 20-21. 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, Transition to Re-entry Initiatives and other Post-Release Services, Special Education, Secondary School Credit Services, and Peer Tutoring. Offender tutors are tested, trained, and counseled prior to beginning peer tutoring. They are trained on how to work with adults, supervised by education staff, and provided with information on best practices.

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 Department has embraced the Transition from Prison to Community Model recommended as an evidence-based best practice by the National Institute of Corrections. This model establishes a continuum of assessment, classification and case planning, and programs designed to address the “criminogenic risks and needs” of offenders. “Criminogenic Risks” are those risk factors that research shows increase an offender’s likelihood of recidivating and returning to incarceration. “Criminogenic Needs” are those needs that must be addressed to mitigate this risk of recidivism. It’s imperative that the focus be on supervision & services, revocation decision making, and discharge/aftercare. There are three phases to the Department’s Reentry philosophy: Getting Ready (Reception and Diagnostic); Phase II – Going Home (Institution); and Phase III – Staying Home (Probation and Parole/Community Corrections)

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 2,219 adults (Table 10) were served; 331 correctional students earned the High School Equivalency while incarcerated (Program Gains Report).

The LWC and the Prison Enterprise Division of the DPS&C combined resources to create the first Federally Approved Apprenticeship prison program in the state, a Welder-Fitter apprenticeship located at the Louisiana State Penitentiary at Angola. In another agency effort, the Louisiana Department of Motor Vehicles has been working very closely with the DPS&C to develop a Driver’s License training and testing program. This program developed from collaboration with the DMV to develop a CDL pathway for students in the new Truck Driving school, also located at LSP-Angola. Partnerships with private and community businesses have also resulted in long-term training opportunities for DPS&C students. At the Elayn Hunt Correctional Center, a cabinet building program, sponsored by Habitat for Humanity, has resulted in students becoming master carpenters and cabinet makers. Habitat supplies all the materials, along with some of the equipment and tooling for the program to build all the home cabinets for Habitat homes in the Baton Rouge region. Another example, the Aveda Institute, a high-end cosmetology training school, provided a cosmetology teacher trainer, at no charge, for the first-ever DPS&C Cosmetology program startup.

The most current recidivism rate reported by the Louisiana Department of Public Safety & Corrections (LA DPS&C) is 2019 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.

WorkReady U remains strong even with the pandemic limiting some services and hurricane destruction at many of our programs. We are 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. We strive to strengthen our communities across the state by increasing awareness and access along with enrollment and retention so that students can reach their educational and employment goals.