

DEPARTMENT : PUBLIC SAFETY SERVICES
STAFF CONTACT: JILL BOUDREAUX
RONNIE JONES
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OVERALL AGENCY REFORM GOALS:

Office of State Police:

1. Reduction of traffic crashes thru smart, aggressive, targeted traffic enforcement and education.
2. Concentrated enforcement of the Sex Offender Registry. Enhance peer to peer investigations where children are targeted by sexual predators.
3. To locate and apprehend individuals who commit violent and drug related crimes by continued participation in Federal and State violent crime taskforces.
4. To increase investigative and enforcement efforts which will lead to the apprehension of individuals in pharmaceutical diversion and related crimes.

Office of Management & Finance:

1. Continue to improve efficiencies and effectiveness by consolidating and/or privatizing, eliminating duplicative tasks, and on-going analysis of table of organization to determine best use of all positions.

Office of State Fire Marshal:

1. Continue elimination of duplication and overlapping duties of personnel within the Fire Marshal's office.
2. Cross-train divisions within the Fire Marshal's office to enable personnel to perform multi-disciplined duties.
3. Computer system enhancements to allow interoperability with internal and external partners to offer electronic communication, collaboration, submittals and automated management functions.
4. Develop cooperative endeavors with local governments to execute the State Fire Marshal missions of Fire and Life Safety.

Office of Motor Vehicles:

1. Issue reconstructed driver licenses/identification cards for on-line renewals in lieu of existing stickers.
2. Establish approximately 16 "super centers" for complete testing of aliens and first time applicants for driver licenses/identification cards (other than minors of Louisiana residents). Obtain latest technology for detecting authenticity of passports and other documents presented for proof of identity in these centers.
3. Request new Website design for Office of Motor Vehicles that is more user-friendly and reduces need for citizens to phone or conduct business in field offices.

SECTION ONE: AGENCY OVERVIEW

OFFICE OF STATE POLICE

Patrol

Traffic Enforcement

Act 120 of 1922, followed by Act 94 of 1936, created the Office of the State Police and charged it with enforcing laws regulating the use of highways.

L.R.S. 32:398(D) states it shall be the duty of the state police or the sheriff's office to investigate all accidents required to be reported by this Section when the accident occurs outside the corporate limits of a city or town.

L.R.S. 32:398 (F)(G) mandates that State Police provide photographs and crash reports to any interested person upon request and may charge a fee.

The Louisiana Public Records Act of 1940 (The Sunshine Law), which was amended in 1978, requires State Police to respond to public records requests for any person of the age of majority.

L.R.S. 32:387 mandates the conditions in which oversized loads (vehicles that fail to meet the requirements of L.R.S. 32:380-32:386) shall be escorted by State Police vehicles.

L.R.S. 47:477 requires the Office of State Police to assign and stencil a serial number on trailers or semi-trailers that are not commercially manufactured.

Transportation and Environmental Safety Section (TESS)

Motor Carrier Safety Assistance Program (MCSAP)

Louisiana Administrative Code, Title 33, Part V, Section 10301, Public Safety Services, Office of State Police has the sole responsibility of enforcing the adopted Code of Federal Regulations, Title 49 – Transportation.

L.R.S. 32:390.21 – 32:390.23 requires Public Safety Services to establish and maintain the Louisiana Truck Center for the purpose of serving as headquarters and central location for motor carriers in obtaining all permits and for payment of any fees or charges to engage in the motor carrier trade in the State of Louisiana.

L.R.S. 32:1526 designates Public Safety Services as the state agency which shall administer and enforce the Unified Carrier Registration Agreement in accordance with the Unified Carrier Registration Act of 2005, 49 U.S.C. 14504a et seq.

Towing and Recovery

Louisiana Administrative Code, Title 55, Part I, Section 1901, and L.R.S. 32:1711 – 32:1714, the Louisiana Towing and Storage Act identifies Public Safety Services, Office of State Police as the State agency responsible for regulating persons and businesses engaged in towing and/or storage of vehicles in Louisiana.

Motor Vehicle Inspection

L.R.S. 32:1304 provided the creation of the Motor Vehicle Inspection program.

38 Hour Commercial & 6 Hour Pre-Licensing Driving Schools

L.R.S. 32:402.1, 32:407 and 17:270 mandates that Public Safety Services or Department of Education provide a 38 hour driver education course and a 6 hour pre-licensing course.

Motorcycle Safety, Awareness, and Operator Training Program

L.R.S. 32: 402.3 provided for the transfer of the administration of the Motorcycle Safety, Awareness, and Operator Training Program from the Department of Education to Public Safety Services.

Security/Medical Window Tint Exemption

L.R.S. 32: 361.2 and 32:361.3 requires Public Safety Services to conduct a case-by-case review of all medical and security window tint exemptions with an applicable criminal history check.

Defensive Driving Schools

L.R.S. 22:1457 requires Public Safety Services to approve and certify defensive driving courses.

Weights and Standards

L.R.S. 32:3 requires the Weights and Standards Mobile Police Force to have full police powers and made them the sole mobile weights enforcement agency statewide.

Emergency Services (ES)

Explosives Control

L.R.S. 40:1472 through 1480 and LAC Title 55 Chapter 15 requires the regulation of the explosives industry in Louisiana.

Tier II

The federal Title III, Section 312 of the Superfund Amendments and Reauthorization Act (SARA) of 1986 requires owners/operators of fixed-site facilities who manufacture, use, or store any hazardous chemical/substance on which OSHA requires them to maintain an MSDS (i.e. Extremely Hazardous Substances and OSHA regulated chemicals) to report their inventories of these materials to the agency designated by their state. LAC 33:V.Chapter 101:10101 and L.R.S. 30:2369.B requires these owners/operators to submit their inventories to Public Safety Services, Office of State Police. L.R.S. 30:2361-2380 and LAC 33:V.Chapter 101:10101-10109 state the specific requirements for submitting these inventories

Fixed Site Release Reporting

SARA also requires fixed-site facilities to notify a designated agency of routine or accidental releases of any hazardous material. LAC 33:V Chapter 101:10111-10117 designates the agency as the Office of State Police, and grants authority to State Police to levy fines against fixed-site facilities which fail to provide this information in a timely manner, and to levy fines for handling materials in a careless or reckless manner.

Transportation Release Reporting

L.R.S. 32:1501-1526 gives State Police the responsibility of regulating the transportation, loading, off-loading, and storage of hazardous materials in Louisiana.

Underground Utilities

The Louisiana Damage Prevention Law, L.R.S. 40:1749.11-1749.26, requires excavators and demolishers to call a regional notification center at least 48 hours before they begin their work.

Metal Control

L.R.S. 51:579 requires Public Safety Services to maintain records concerning all sales and purchases of certain precious metals, including copper, copper wire, alloy, bronze, zinc, aluminum, stainless steel, and brass.

Criminal Investigations

Detectives

L.R.S. 40:1379A states, “The police employees of the division (State Police) shall prevent and detect crime, apprehend criminals, enforce the criminal and traffic laws of the state, keep the peace and good order in the state ...”

Insurance Fraud/Auto Theft

L.R.S. 40:1422 states, in part, that an Insurance Fraud Investigation Unit shall be created within the Office of State Police to initiate independent inquiries and conduct independent investigations into allegations of insurance fraud in any municipality or parish of the state of Louisiana and perform other related law enforcement duties.

Narcotics

L.R.S. 40:1379A states, “The police employees of the division (State Police) shall prevent and detect crime, apprehend criminals, enforce the criminal and traffic laws of the state, keep the peace and good order in the state...”

Investigative Support – Criminal Intelligence

L.R.S. 40:1301, 40:1307.1 requires that the Organized Crime Intelligence Division gather information concerning organized crime and cooperate with various local and state agencies in the investigation of such.

Investigative Support – Technical Support

L.R.S. 15:1301 created the “Electronic Surveillance Act”.

L.R.S. 15:1302(12); 15:1304; 15:1305 authorizes Public Safety Services to carry out the duties of the Electronic Surveillance Act.

Crime Lab

Criminalistics/DNA Forensic

L.R.S. 15:578 provides for the functions, powers, and duties of the Crime Lab.

Toxicology

L.R.S. 32:663 provides for the approval of testing methods

DNA-CODIS

L.R.S. 15:601-620 mandates collection of DNA samples from all persons convicted and arrested of a felony offense as well as some misdemeanors, which are primarily sexual in nature.

L.R.S. 15:542 mandates the collection of DNA samples from sex offenders during their registration.

Technical Support

L.R.S. 15:581.2 authorizes Public Safety Services to serve as the central state repository for Criminal Records.

Quality Assurance Section

L.R.S. 15:580; L.R.S. 15:587; and L.R.S. 15:578.4 et al provides for specific federally mandated functions in order to maintain compliance pursuant to the Federal Interstate Identification Index (III) program.

Computerized Criminal History / Expungements Section

L.R.S. 15:578; L.R.S. 15:592; L.R.S. 15:597; L.R.S. 15:587; L.R.S. 15:585 and L.R.S. 44:9 provides for the functions, powers and duties in order to maintain criminal history and expungements.

Applicants Section

L.R.S. 15:548; 15:587; 26:80; 36:313; 36:701; 17:15; 22:1142; 22:1241; 46:5; 44:9; 51:911; 34:991; 32:775; 40:1379; 40:432; 40:1300; 40:61; 40:1664; 27:28; 37:3283; 37:3276; 37:3501; 37:920; 37:969; 37:760; 37:1277; 37:1182; and 37:1216 et al provides for the functions, powers and duties of the applicant process.

Automated Fingerprint Identification System - (AFIS)

L.R.S. 15:587; 15:576; 15:577; 15:578; 15:585 and 15:590 et al authorizes the Bureau of Criminal Identification and Information to supervise, manage, maintain, and operate this statewide system.

Sex Offender and Child Predator Registry Section

The Bureau is mandated to participate in the Dru Sjodin National Sex Offender Registry in accordance with the provisions of the federal Adam Walsh Child Protection and Safety Act of 2006 and any federal guidelines adopted pursuant thereto.

Concealed Handgun Permit Section

Act 4 of 1996 Extraordinary Session - This section issues permits which allows Louisiana residents to carry concealed handguns.

Act 17 of 1935 mandates that every person possessing certain types of firearms, inclusive of those with obliterated serial numbers, register the firearm with Public Safety Services.

Act 690 of 1976 authorizes and directs that Public Safety Services approve the transfers of firearms required to be registered.

Act 412 of 1975 authorizes the Office of State Police to issue and/or revoke special officer's commissions to qualifying individuals.

Traffic Records

L.R.S. 32:398 governs the sale of crash reports and the central repository for all crash reports investigated by State Police Personnel.

Crisis Response

Emergency Operations Center (EOC)

L.R.S. 29:722 declares the existing possibility of the occurrence of emergencies and disasters statewide and further authorizes / defines certain actions during declared emergencies or disasters.

Gaming

Operations

Listed below are the statutory mandates for the Gaming Division:

Louisiana Gaming Control Board

- L.R.S. 27:27.2 Board designated excluded persons
- L.R.S. 27:20 Public Safety Services, Office of State Police
- L.R.S. 27:29.3 Non-gaming supplier permit
- L.R.S. 27:29.4 Key and non-key gaming employee permit

Riverboat

- L.R.S. 27:55 Gaming Enforcement Division
- L.R.S. 27:56 Supervisor
- L.R.S. 27:57 General powers and duties of division
- L.R.S. 27:58 Division responsibilities
- L.R.S. 27:59 Division; rules and regulations

Video Poker

- L.R.S. 27:301 Short title and definitions
- L.R.S. 27:302 Description and specifications of devices
- L.R.S. 27:307 Rules and regulations; reporting to division
- L.R.S. 27:308 Powers and duties of division; restrictions; permits
- L.R.S. 27:311.2 Video draw poker employee permit; application
- L.R.S. 27:313 Investigations and violations

Slot Machines at Racetracks

- L.R.S. 27:365 Division; powers and duties
- L.R.S. 27:392 Collection and disposition of fees and taxes

Indian Gaming

L.R.S. 33:3008 requires Public Safety Services to prevent organized crime and other criminal elements from infiltrating and corrupting games of chance on Indian land.

Audit

L.R.S.27:20.A.(1) requires Public Safety Services to conduct investigations and audits regarding the qualifications of applicants for licenses or permits requiring suitability determinations as required by law.

L.R.S. 27:92, 27:311, 27:312, and 27:392 – Each of these statutes require Public Safety Services to collect all fees, fines, and state taxes imposed by the laws in chapter 27.

Technical

L.R.S. 27:302 states each video draw poker device shall be inspected by the division or its designee for certification and compliance and shall be connected with a system consisting of player operated terminals and a self- contained control computer.

L.R.S. 27:30.6 (4)B defines game, gaming devices and gaming equipment.

L.R.S. 27:268 - Legal shipments of gambling devices into state

L.R.S. 27:269 - Status of authorized games and gaming devices

DPS Police

Capitol Detail-L.R.S. 40:1379.5 – Establishes police protection for the State Capitol complex. Public safety services police officers are mandated to regularly patrol all areas within the state capitol complex to maintain peace and order and to prevent and detect crime.

Physical Security-L.R.S. 15:7 mandates Physical Security’s management, security and welfare for the state inmates who perform labor for the various Louisiana State Police offices and other state complexes within the Baton Rouge area.

Training Academy

Training

L.R.S. 40:1375 - All Louisiana State Police Troopers must attend and pass the Louisiana State Police Academy.

Applied Technology

Title 55 Part I Chapter 55, 501 Public Safety Services must approve of the breath testing device, must be inspected and approved for use by the Office of State Police, Applied Technology Unit.

Joint Emergency Services Training Center (JESTC)

Title 40 establishes State Police Training Academy course of instruction. The Joint Emergency Services Training Center supports the mission of the State Police and the State Police Training Academy by providing housing, meals, classrooms and facilities designed for realistic scenario-

based training. JESTC also coordinates training with numerous state and local emergency management professionals.

OFFICE OF MANAGEMENT AND FINANCE

R.S. 36:406 (A), (B) and (C); ACT 12, 2005 provides for the Undersecretary and, the functions for the Offices of Management & Finance; provides for functions of the Statewide Uniform Construction Code Council.

OFFICE OF STATE FIRE MARSHAL

Inspections

L.R.S. 40:1563 (B), (C), and (F) provides that the State Fire Marshal shall supervise the inspection of all structures, except the interior of private homes and movables for the purpose of reducing or eliminating fire hazards.

L.R.S. 40:1730.27 allows the State Fire Marshal to establish contract agreements with municipalities and parishes in order to provide state uniform construction code enforcement on behalf of the municipality or parish

L.R.S. 40:1730.51 through 40:1730.66 provides for State Fire Marshal regulation of manufacturers of industrialized buildings, for review of plans and inspection of industrialized buildings for compliance with the building code, and for monitoring of third party review and inspection of same.

L.R.S. 40:1730.23 allows individual contractors and owners to call upon the State Fire Marshal as a third party provider for building code plan review and inspection of commercial structures in any parish within the state with a population of less than 40,000 and whose boundaries lie north of the 110 mph wind line per the ASCE-7 (American Society of Civil Engineers) wind speeds map of the International Building Code.

L.R.S. 40:1664.1 et seq. requires the licensing of each life safety and property protection contractor and their employees (includes, fire protection, fire sprinkler, security, locksmith and closed circuit television) doing business in Louisiana and the enforcement and administration of the same.

L.R.S. 23:531-545), L.R.S. 40:1484.1 to 40:1484.13, and L.R.S. 51:650 et seq. requires the timely inspections of all boilers and certain pressure vessels throughout the state and maintains records of all inspections, and companies authorized to construct, install, repair and operate boilers in Louisiana; inspection of all Amusement/Carnival ride equipment operating in Louisiana; licensing and inspection of all retail, wholesale, importer and jobber of fireworks locations in Louisiana as well as testing and licensing of pyrotechnic operators and special effects pyrotechnic operators; inspection and permitting of all public firework displays in the state.

L.R.S. 40:1563 (C) (4) requires fire and safety inspections of all health care facilities requiring a state license and/or federal funding.

L. R.S. 40:1566 requires that the fire marshal shall keep in his office a record of each fire occurring in the state, together with all facts, statistics, and circumstances thereof, including the origin of the fire, that have been determined by the investigation.

L.R.S. 51:911.26 et seq; 51:912.51 et seq provides for the duties of the Manufactured Housing Commission and administration of the Louisiana state plan pursuant to the federal standards enforcement program.

Plan Review

Title 40, Chapter 7, Part 3, 1574 (a) and (b), L.R.S. 40:1738; Part IV-B of Chapter 8 of Title 40:1730, .39 requires the plans and specifications for every structure, watercraft or movable constructed or remodeled in the state to be reviewed by the Fire Marshal and must be determined to appear to satisfactorily comply with the adopted fire, life safety, energy and handicapped accessibility laws, rules, regulations and codes of the state prior to construction.

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Arson Enforcement

Title 40, Chapter 7, Part 3, Act 83 of 1977 and L.R.S. 40:1568 grants responsibility for investigation of all fires within the state (outside of the jurisdiction of local arson enforcement) which are suspected to be caused by criminal neglect or human design and whenever there is any human death. The Fire Marshal is also charged with arresting those responsible for such fires.

Emergency Services

L.R.S. 40:1563 (Act 130 of 2009) State of Louisiana Emergency Operations Plan - This law indicates that the fire marshal shall take steps that are necessary and proper to perform services as required by the state emergency operations plan.

OFFICE OF MOTOR VEHICLES

Issuance of Driver Licenses and Identification Cards

Class of License and Age Requirements - R.S. 32:408

Amount of Fees; Duration of License - R.S. 32:412, R.S. 32:412 .1, R.S. 32:429, R.S. 30:2511(D)

Identification Requirements - R.S. 32:409.1, R.S. 32:40:1321(D)(1), R.S. 32:410

Driver Education Requirements - R.S. 32:402.1, R.S. 32:407

Vision Test - R.S.409.1 A(3)

Written Examinations for All Classes - R.S. 32:408

Road Skills Test - R.S. 32:408

Restrictions and Endorsements - R.S. 32:408, R.S. 32:423

Photographing - R.S. 32:410

Delinquent Fees - R.S. 32:412 D (2)

Out of State Transfers - R.S. 32:1420, R.S. 32:409.1

Duplicate License - R.S. 32:413,

Motor Cycle Endorsements - R.S. 32:190-198, R.S. 32:407, 408(C), R.S. 17:282

Name Change and Usage - R.S. 32:409.1, R.S. 9:292 (Act 852 of 2003 Regular Session), R.S. 32:409.1 A(2)(a)

Medical and Behavioral Report - R.S. 32:403.1, R.S. 32:403.2,R.S. 32:403.4, R.S. 32:414E – F
R.S. 32:424, R.S.40.1356

Identification Cards - R.S. 40:1321, R.S. 32:418, R.S. 32:872, R.S. 32:406, R.S.32:409.1, R.S. 32:410

Actions Required for Suspension/Revocation of Driver Licenses

Dwi/Udui - R.S. 14:98, 98.1, R.S.32:896, R.S. 32:414, R.S. 32:414.2

Submit/Refusal - R.S.32:667 – 668, R.S. 32:661 et al, R.S.32:414.2(C)(2)49CFR Part 383

Suspension / Disqualification Dates -R.S.32:414(G) (N), R.S.32:430(K)

In Lieu Of Affidavits - R.S. 32:411

Written Promise Affidavits - R.S. 32:57.1 & R.S. 32:391

Out-Of-State Affidavits - R.S. 32:1441

Department of Transportation & Development Affidavits -R.S. 32:388, R.S. 32:389 & R.S.47:50

Ignition Interlock As A Condition Of Reinstatement - R.S.32:667(I)

Driver Management Fees - R.S.32:57.1, R.S.32:414, R.S.32:667G, R.S.32:853B(1)
R.S.32:393.1, R.S.32:863, R.S. 863.1

Cancellations - R.S.32:871B, R.S.22:1295, R.S.32:863.2C, R.S.32:874

Nonpayment Of Income Taxes - R.S.47:296.2 R.S. 32:432, R.S. 32:414(R)

Administrative Hearing - R.S.32:1441 R.S. 32:668, R.S. 32:863D(1)

Cancellation Of Insurance - R.S. 32:861

Notice Of Violation - R.S.32:861, R.S.32:863.1, R.S. 32:862D

Evidence Of Insurance Coverage -R.S.:32:861(C), R.S.32:900, R.S. 32:1042,

Self-Insurance - R.S. 32:1042

Registration of Motor Vehicles

Owner Must Secure Registration - R..S. 47:501

Requirements for Obtaining Title - R.S. 32:707

Clear Title/Lien Titles - R.S. 32:710

Electronic Title - R.S. 32:707.2

Salvage Title - R.S. 32:707

Duplicate Title - R..S. 32:713

Reconstructed Title - R.S. 32:707

Water Damage Title - R.S. 32:702(16)

Collection of Sales/Use Tax - R.S. 47:301, 302, 303

Exemptions from State Tax - R.S. 47:301 – 47:511

Collection of Handling Fee - R.S. 32:412.1

Issuance and Regulation of License Plates -R.S. 47:461 – 47:540

OFFICE OF LEGAL AFFAIRS

L.R.S. 36:408(E) provides for legal consultation and representation for the offices within Public Safety Services.

HIGHWAY SAFETY COMMISSION

The Federal Highway Safety Act of 1966 (P.L. 89-564, 80 Stat. 731) established a coordinated national highway safety program to reduce the death toll on the nation's roads. The act authorized states to use federal funds to develop and strengthen their highway traffic safety programs in accordance with uniform standards promulgated by the secretary of transportation.

The following is a list of the statutory and other authority:

- 23 U.S.C. 401 et Seq. -- Highway Safety Act of 1966, as amended;
- 49 CFR-Part 18 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments;
- 23 CFR - Chapter II -- NHTSA and FHWA Procedures and General Provisions for State Highway Safety Programs;
- NHTSA Order 462-6C -- Matching Rates for State and Community Highway Safety Programs, November 30, 1993; and
- Louisiana R.S. 48:1351- 1357, Act 275 of 1968.

LIQUEFIED PETROLUEM GAS COMMISSION

R.S. 30:2367, R.S. 36:409 (H) provides for the promulgation and enforcement of rules that will allow for the safest possible distribution, handling, and usage of liquefied petroleum gases and anhydrous ammonia, necessary for the protection, safety and security of the public.

GAMING CONTROL BOARD

The Louisiana Gaming Control Board was created in 1996 as provided for by R.S. 27.2 et seq. The Board regulates all gaming activities and operations in the state as provided for by R.S. 27:15, 27:28, 27:42, 27:70, 27:202, 27:234, 27:235, 27:306(A)(1), 27:310, 27:352, 27:363 and 27:364.

LOUISIANA OIL SPILL COORDINATOR'S OFFICE (LOSCO)

The Louisiana Oil Spill Prevention and Response Act of 1991 designated the Louisiana Oil Spill Coordinator's Office as the lead state agency for the prevention of, response to, and restoration of resources from unauthorized discharges of oil in the State of Louisiana.

Prevention

L.R.S. 30:2456 A(3) has focused on locating potential oil spill locations and assessing the risks associated with these sites.

Abandoned Barge Program

L.R.S. 30:2469 A.-D - The Abandoned Barge Program began in 1993 and is aimed at minimizing the threat of an oil spill by locating and removing abandoned barges or vessels that pose a high risk for unauthorized discharge of oil.

Abandoned Facilities Program

L.R.S. 30:2469 E - In 1992, LOSCO initiated the Abandoned Facilities Program to locate and remove structures, pits, and wells that pose a high risk for unauthorized discharge of oil.

Oil Spill Response

L.R.S. 30:2451, et seq. - The Oil Pollution Act of 1990 (OPA), 33 USC 2701 et seq. and the Louisiana Oil Spill Prevention and Response Act of 1991 (OSPRA), are the principal federal and state statutes, respectively, which authorize federal and state agencies to provide for a coordinated response effort in the event of an unauthorized or threatened discharge of oil.

Planning

As mandated by the Oil Pollution Act of 1990 (OPA) and the Oil Spill Prevention and Response Act of 1991 (OSPRA), LOSCO is the responsible for developing, contributing and/or reviewing a number of federal, state, and industry contingency plans. The primary plans include:

L.R.S. 30:2459 and 2460 - State Contingency Plan

L.R.S. 30:2464 B - National Oil and Hazardous Substances Pollution Contingency Plan

Oil Pollution Act of 1990 and 40 cfr 300.210 - Regional Integrated Contingency Plan

L.R.S. 30:2475 - Vessel and Facility Response Plans

Training

L.R.S. 30:2460 A. (5) and Oil Pollution Act of 1990 - Oil Spill Response Drills

L.R.S. 30:2456 A. (2); L.R.S. 30:2462, 2464 - Oil Spill Response

L.R.S. 30:2480 - Natural Resource Damage Assessments

L.R.S. 30:2480.1 - Regional Restoration Planning Program (RRP Program

L.R.S. 30:2480 (4) - Technical Assistance Program

L.R.S. 30:2495 - Research and Development Program

SECTION TWO: EFFICIENCY AND BENCHMARKING

OFFICE OF MANAGEMENT & FINANCE

Restructure of Property Management

The procedure for Property Control and Equipment is being modified to ensure compliance and improve efficiencies with regard to Louisiana Property Assistance Agency rules and regulations. The Department has received multi-year audit findings for un-located property by the Louisiana Legislative Auditor's Office, making improvements to this area critical. It is imperative that we establish and enforce policy that will ensure our compliance with legislative requirements. This restructure ensures accountability at the end user vs. headquarters.

Consolidation of State Supplemental Pay Processing

The most effective means of administering State Supplemental Pay would be for all four systems to be administered by the same Department. This would improve efficiency, reducing the need for constant communication between the two offices to verify service for officers and deputies which move between the two systems. Additionally, this would substantially reduce the risk of error resulting in duplicate payment between the systems. Currently there is no means to verify that one recipient is not receiving payment in both the Municipal Police and Sheriff's systems. The privatization of this function is recommended under Section Three.

LOUISIANA OIL SPILL COORDINATOR'S OFFICE (LOSCO)

Public Outreach is one of LOSCO's many activities. LOSCO has a responsibility to the public for ensuring that their needs are met. The Oil Spill Awareness Program is the Program through which LOSCO conducts its numerous public outreach activities. The Program is aimed at establishing partnerships with all stakeholders.

LOSCO is actively involved in public education, service, and outreach. LOSCO regularly sponsors and/or attends professional training courses, conferences, symposiums, workshops, trade fairs, and festivals. LOSCO provides support to numerous federal, state, local, and non-profit programs and associations. LOSCO has an audience which varies from school-aged children to international government and business representatives.

It is recommended that Public Outreach be eliminated as a program. LOSCO currently does not have sufficient staff to support a successful Public Outreach Program. However, there are a number of activities that were traditionally done under the umbrella of LOSCO's Public Outreach Program that need to be maintained because they are a critical component of our core missions (e.g., development of handouts related to the accomplishments of our various Programs, Website content updates and posting of information for public comment).

Research and Development Program – It is recommended that this Program be overhauled to better support LOSCO's core mission. The program was created in 1993 and has been housed at LSU since that time – administered by an LSU employee who retired in December of 2008. Through the R&D Program, over 145 projects have been sponsored with an average project

award of approximately \$47,000. While the research sponsored by the program has been well-received, LOSCO would like to refocus the program to better support our core missions.

Technical Assistance Program – It is recommended that this Program be overhauled to better support LOSCO’s core mission. The program has been providing spatial data and GIS services to a wide variety of federal, state, public and private entities since its inception. The TAP Program, housed at LSU, has done an excellent job responding to the needs of the various data users.

SECTION THREE: OUTSOURCING AND PRIVATIZATION

OFFICE OF STATE POLICE

Technical Support

Background Investigation Services

Among its various law enforcement roles, the Department has the responsibility to run all background checks—criminal, non-criminal, or both—for internal agency employees and citizen licensing (e.g., nurses, non-key gaming employees). Within State Police, the Bureau of Investigation is also responsible for in-depth, Level III background investigations for both criminal investigations and gaming licensing for both individuals and corporations. The private sector has multiple providers that are certified FBI channelers to perform these functions. By securing a certified vendor with a service portfolio of Level I, II and III background investigations, we can reduce labor costs by automating background check processes that integrate with the Bureau's existing investment in fingerprint scanning equipment. Within 24-48 hours after submittal to the FBI, results can be electronically sent directly to the end-use agency or licensing board—a process that currently can take weeks.

As some of the now-current manual processes outlined above are automated, there is an opportunity to redirect internal resources to other critical priorities. Given that some of the background investigations required need personnel in the field, there may be an opportunity to redeploy some of the personnel into these positions or into positions to support investigations. The outcomes that would logically follow from these improvements include labor cost savings, improved customer service, decreased turnaround time for services, streamlined paper files and storage needs, and a resized and refocused team of personnel. The net savings would be equal to the level of resizing of the personnel used to process these cases.

While the fingerprint processing can be transferred to an outside partner with both improved processing time and reduced costs, the use of a private agency to process background checks may require legislative change. Initial estimate of savings – 30% staff reduction, approximately \$1M annually.

Patrol

- Transportation & Environmental Safety Section, Emergency Services - As required by LAC 33:V.Chapter 101:10111.F, State Police must staff and maintain a hazardous materials hotline 24 hours a day, 7 days a week, to receive reports of hazardous materials incidents. The current Table of Organization for Emergency Services is incapable of staffing the hotline to the capacity that the law requires. For this reason, Communication Equipment Operators (CEOs) assigned to the nine troops had to be enlisted to man the hotline during off-hours, weekends, and holidays.

The natural consequence of this move is that it has placed an additional responsibility and burden on other departmental personnel, many of whom are already working understaffed.

After reviewing a variety of possible solutions to this issue, a viable solution is to outsource this responsibility to a professional answering service with the staff, capabilities, professionalism, and expertise to provide this service following State Police requirements.

OFFICE OF MANAGEMENT AND FINANCE

Document Management – Office of Motor Vehicles, Human Resources, the State Fire Marshal, the Bureau of Investigation, and other sections manage a remarkably high volume of paper documents. Although we have implemented some automation, our document flow currently requires a great deal of manual handling. This high “touch rate” requires extensive labor and storage resources, which limits the efficiency of department operations that rely on the circulation of paper documents. A comprehensive document management system would eliminate this limitation through electronic indexing, storage, and access to documents coupled with an electronic work flow system that routes the document to the appropriate work station. Private partners refer to this approach as Enterprise Content Management (ECM), and when combined with partner-supported printing and mailing, it will allow us to maintain highly efficient “paperless” operations.

Components of a complete ECM solution would include a mailroom operation with automated mail opening and scanning, a central image repository that stores the fully indexed electronic documents, and a workflow management system that automates document routing for specific tasks. Sophisticated systems feature optical character recognition (OCR) capabilities that streamline data entry tasks by capturing specific information from documents and populating it automatically into electronic forms. Because electronic documents are indexed by fields such as date, customer name, department, document type, and other values, authorized personnel can use ECM to search for specific documents and route them electronically for automated data entry processes, approvals, electronic signatures, escalations, and customer service. A further ECM workflow would support automated correspondence. Personnel can enter customer information into customized document templates, then route the document electronically to vendor’s centralized printing and mailing facility.

Implementing a vendor-operated mailroom, ECM, and print/mail solution would provide an immediate savings in labor costs in the range of 10 to 15 percent. We could realize additional savings through reduced postage, elimination of software subscription and hardware maintenance, and reduced storage facility needs. Initial estimated cost savings approximately \$1.1M annually.

Central Issuance of Secure Identification Cards

Our Department can quickly save staffing and equipment costs, improve the security of State-issued documents, and potentially qualify for federal funds by engaging a private partner to establish and operate a central production and issuance site for driver’s licenses and other secure documents. The external partner could establish a central production facility to produce and distribute driver’s licenses in a secure environment, relieving OMV of equipment purchasing and maintenance costs as well as labor costs.

A partner specializing in secure ID manufacturing can print cards according to the highest industry standards for security and fraud prevention. This includes commercial printing techniques such as holographic “rainbow” printing and developing technologies such as RFID tags. A central production facility is also more secure against fraud and counterfeiting because it keeps card stock, specialized inks, and production equipment out of circulation among parish offices. These card and security features will help us meet requirements for federal funds. The value of the centralized approach lies in its inherent efficiency, security, and flexibility. Our cost per card with its current vendor does not include facilities costs, security infrastructure, innovation incentives, document quality control, image analysis and correction, or advanced printer capabilities. There is also no capacity pathway to leverage productive capacity for any other purpose, such as other secure State identification cards. Initial estimated cost savings approximately \$500,000 annually.

Information Technology Outsourcing-We maintain a data center that provides a variety of traditional and customized IT services for the Public Safety user community. A private partner can help us identify opportunities to reduce IT expenditures and improve service delivery through IT consulting, process management, and strategic vendor relationships. An experienced IT outsourcing contractor could assess the performance and improvement opportunities for our networks, servers, and equipment. Working with data center personnel, the partner could plan and manage equipment upgrades and system migrations that would save costs, improve operating efficiency, and expand the data center’s ability to accommodate new services and applications. Initial estimated cost savings for minimal IT outsourcing functions is approximately \$350,000 annually. Cost savings would escalate with larger applications of outsourcing.

Remittance Processing and Collections Services - Several of our sections are responsible for remittance processing associated with fees, fines, and other citizen obligations. A private partner could establish a remittance processing operation that includes mail opening, data capture, deposit, and reconciliation functions. These functions would incorporate automation at every step, including mail opening and imaging of payment documents, data capture through character recognition, receipt-to-deposit reconciliation, and online or IVR-based payment options for customers. The benefits include improved customer experience, more stringent accounting controls, improved collection rates, and faster deposit times leading to increased earnings on available float, where permitted.

We can also supplement its efforts to collect fines or other payments through a private partner’s collection services. Vendors that specialize in government debt collection maintain centralized resources for maximizing collection rates, including skip tracing, noticing, inbound/outbound calling, account documentation, asset-income location, comprehensive project management, and predictive dialing. By taking advantage of these resources, we can expedite collections and reduce labor costs. Moreover, in many cases the vendor can be paid with a percentage of the revenue collected, so that establishing collection services represents no additional cost to the Department. The vendor is paid from funds that we would not have had without the collection services. Initial estimated cost savings approximately \$500,000 – 750,000 annually.

OFFICE OF MOTOR VEHICLES

International Registration Plan Outsourcing

Businesses that maintain commercial fleets are subject to apportionable fees based on the use of the fleet in interstate and international jurisdictions. The International Registration Plan (IRP) is an agreement providing for registration reciprocity among member jurisdictions. All apportionable fees are collected by the base jurisdiction and distributed to the foreign or interstate jurisdictions. In Louisiana, IRP carriers must schedule an appointment for account processing and are limited for walk-in service at the Baton Rouge office except for registration renewal. The RFP for this initiative is currently at DOA for approval.

A single private partner can provide all IRP services for Louisiana's 4,000 yearly IRP carrier accounts and 18,000 yearly vehicle registrations through efficient procedures and an established IRP processing system. The system would replace our current COVERS platform, whose vendor, R. L. Polk, is ending its support for the system and exiting the market. A new system would give Louisiana account holders a wider range of service options—online vehicle registration, IRP application processing, and other registration functions. This would require fewer full-time employees for processing and phone inquiries, and expanded system functionality will save time and increase IRP process efficiency and compliance for fleet owners. Initial estimated cost savings approximately \$300,000 - \$600,000 annually.

SECTION FOUR: INFORMATION TECHNOLOGY INTEGRATION

OFFICE OF MANAGEMENT AND FINANCE

E-Invoicing - Look at Statewide E-Notifications system for all government business. This would streamline the current manual processes of mailing out invoices via USPS, requiring less time to be spent preparing the invoices for bulk mail outs and reduce the amount of paper needed to complete the process. Electronic Video Gaming Device owner bi monthly billing is an example of the current manual process.

Motor Vehicle system upgrade - Provide improved and efficient web based Motor Vehicle system. This will provide single mainstream environment which is scalable and expandable, that will provides on-line transactions for public access. This will reduce the transactions in the OMV field offices, and eliminate the need to maintain an expensive mainframe environment.

Implement credit and debit card acceptance at all points of sale locations within Public Safety Services in order to extend customer service to State of Louisiana citizens by offering this alternative method of payment; State of Louisiana to benefit from decreased outstanding accounts receivable for uncollectible accounts and the ability to pass on the cost of this alternative method by taking advantage of special Government exclusions offered by the credit card industry.

Conversion from 300+ manual checks processed to 64 electronic distributions to the designated Taxing Authority within each parish for Parish and Municipal Sales Tax collections for motor vehicle transactions; Results in reduction of employee resources required for processing, postage and handling cost savings, as well as more timely and efficient distribution of the \$300 million+ per annum.

Expansion of the successful drivers' license suspension program currently in operation for the Office of Motor Vehicle for unpaid NSF checks; Increases accounts receivable collections for all participating State agencies by allowing DL suspensions for any unpaid tax, fine, assessment or other fee owed the State;

Utilization of industry practices related to the conversion of a tender check to an ACH; Ability to scan a check, return it to the customer at point of sale, and debit the customers account for the full amount at the time of transaction; State has ability to recognize revenue more quickly and with less risk associated with insufficient funds and returns;

OFFICE OF STATE FIRE MARSHAL

A specialized commercial off-the-shelf product customized and installed by a partner would help streamline operations in all sectors of the Fire Marshal's Office and provide a solid foundation for day-to-day operations. Such a system would centralize all plan review related applications, plan submissions, and payment processing to a comprehensive online database that supports administrative decisions, performance measurements, resource forecasting, and budget planning. An integrated inspections component would provide a centralized resource for all inspection

information, eliminating the manual transition of data between departments that results in unproductive process and quality of service issues.

The system would also include an investigations component supporting secure access to investigations, historical reference through audit tracking, and document and photo storage for complete documentation. To streamline and standardize current manual processes, the system would provide a Web-based solution for National Fire Incident Reporting System (NFIRS) data collection and documentation. A cost savings has not been determined however, this initiative is primarily an efficiency measure that implements web based applications, payment processing system and secure centralized database. This will result in long term cost savings.

SECTION FIVE: ELIMINATION OF DUPLICATIVE AND UNNECESSARY SERVICES

PUBLIC SAFETY SERVICES

Consolidation/Regionalization of Louisiana State Police Communications System

Historically, each State Police Troop was staffed with a full complement of communications personnel, and each operated independently of one another. That practice was as much a decision based on history and tradition as on logic. Until recent years, lack of technology capability and infrastructure also complicated separate communications operations. But the technology has improved communicative capabilities, and the agency has begun the process of consolidating the 10 separate communications operations into 3 regional operations. The change will be accomplished in phases and Phase I is currently underway. Over time, there will be a reduction in manpower and associated staffing costs as well as a savings in equipment cost as a result of the consolidation.

Transfer of Capitol Police to Public Safety Services

Security of the state capitol complex is provided primarily through DPS Police, a section within State Police (LRS 40:1379.5). That section provides for facility and personnel security of state assets throughout the Baton Rouge area. Capitol Police currently operates within the Division of Administration, Office of State Buildings, and essentially serves the same purpose and carries out the same duties as DPS police officers but in locations primarily outside the Baton Rouge area. The existence of a separate agency results in duplication of effort and unnecessary redundancy of administrative oversight. Consolidation of Capitol Police activities into DPS Police would result in greater coordination and in time, likely reductions in administrative overhead.

Transfer of Crescent City Connection Police to Public Safety Services

The Crescent City Connection Police agency operates within the Department of Transportation and Development and was created by the Louisiana legislature (48:1101.1) and operates at the discretion of the secretary of DOTD. They essentially patrol the Mississippi river bridge, elevated and surface street approaches to the bridge, and portions of the Westbank Expressway and Ponchartrain Expressway. They also provide facility and personnel security services to CCC property and ferries under the jurisdiction of DOTD in the New Orleans area. The services provided by CCC Police are duplication of effort to the extent that state and local law enforcement agencies could assume the primary patrol services and responses to calls for service. In time, a savings in overhead and personnel costs would be realized by moving the CCC Police into Public Safety Services.

Transfer of DOTD Fixed Scale Facilities into Public Safety Services

The Louisiana State Police Weights and Standards Mobile Police Force was created by the legislature in 1997. The Force insures compliance with weights and standards laws by the commercial motor vehicle industry. The Department of Transportation and Development operates 12 fixed site scale facilities around the state. The Mobile Police Force and the fixed site facilities carry out essentially the same regulatory and enforcement functions but through

different means of deployment, one mobile and one fixed site. We believe that consolidation of the fixed sites into the existing Mobile Police Force would result in greater coordination of effort and would enhance the state's mission of policing weight enforcement activities. Consolidation of weight enforcement into State Police would seem to be the most appropriate organizational design inasmuch as enforcement and administrative regulatory authority is a core mission of State Police. Enforcement and administrative regulatory authority within DOTD seems to be only tangentially related to the DOTD core mission.

The Mobile Police Force is comprised of 25 commissioned police officers who are cross trained in Federal Motor Carrier Safety regulations, in addition to weight enforcement. The DOTD scale facilities are staffed with 104 employees who have no safety enforcement authority. Consolidation into one or the other agency would better serve the transportation industry.

Transfer of Alcohol and Tobacco Control into Public Safety Services

The current organization of the Office of Alcohol and Tobacco Control within the Department of Revenue was accomplished by the legislature in the early 90's. Prior to the transfer, it was part of Public Safety Services. Since its transfer to Revenue it has become increasingly obvious that based on mission and operation, the office might more appropriately be organized within Public Safety Services. One of the primary functions of the agency is the licensing of establishments seeking to serve alcoholic beverages. Their inspection and licensing activities closely parallel the inspection and licensing activities of the State Police Video Poker Section. Consolidation of inspection and licensing activities would benefit the license applicants and could eventually free them from filing duplicative applications and enduring duplicative inspections. Moreover, ATC operations have become increasingly focused on enforcement activities, and a merger of ATC into Public Safety would provide for enhanced coordination between ATC agents activities and State Police investigators in enforcement of applicable laws.

Outsourcing of Some Audit Functions within State Police Gaming

Currently State Police Gaming employs auditors who provide fiscal oversight to licensed gaming entities. It may be possible to provide an equivalent level of oversight in gaming enforcement by outsourcing some audit activities subject the supervision of State Police personnel. By reducing some audit positions and associated related benefits, the propriety of gaming can be ensured but at a lower overall cost to the state. Those personnel assigned to gaming audit functions and perform duplicative roles would be transferred to other critical roles elsewhere in the organization.

Revise the Law Related to Administrative Hearings for Drivers License Suspensions

Current law permits a licensed driver who is facing a suspension of driving privileges a hearing to challenge the proposed suspension before an Administrative Law Judge. Some states have eliminated an adversarial hearing and now provide a "paper hearing" only. Such a hearing would involve a review of documents filed in furtherance of the proposed suspension, and would result in increased efficiency by reducing mandatory appearance by arresting officers. Thousands of man-hours of police officers would be redirected to patrol responsibilities as a

result. Due process rights would still be preserved and available by appeal to the state district court for a trial de novo. The elimination of adversarial appeals would reduce reimbursement costs that Public Safety pays to the Office of Administrative Law Judges and should result in a reduction of Administrative Law Judge positions.

Transfer Duties of Recreational and Used Motor Vehicle Commission and Motor Vehicle Commission to Office of Motor Vehicles

The responsibilities and authority of the Recreational and Used Motor Vehicle Commission and the Motor Vehicle Commission should be absorbed into the Office of Motor Vehicles. Because both commissions have their respective operational staffs and overhead, the cost to the state for carrying out the same functions could likely be provided at a lower overall operational cost.

Violent Crimes Unit

Create, through Executive Order, a Violent Crimes Unit within the Office of State Police. The Unit would be directed to work closely with local and federal agencies in targeting violent crime in the New Orleans and Baton Rouge areas.

Transfer Duties of Louisiana Uniform Construction Code Council (LUCCC)

The UCCC is presently under the Office of Management & Finance, Public Safety Services. Because the duties of the council are germane to state building plan review and code enforcement presently performed by the Office of State Fire Marshal, it is recommended that this council be absorbed into the Office of State Fire Marshal, Public Safety Services.

Study of Consolidation of Various Boards and Commissions

Study will include a review for duplicity of activities in all boards, commissions, and/or councils under the Public Safety Services umbrella. Duties of each entity will be considered for absorption into existing agency functions. An example of those to be reviewed are: Highway Safety Commission, Alarm Services Advisory Board, State Board of Private Security Examiners, State Board of Private Investigators Examiners, Fire Prevention Board Review, Medical Advisory Board, Fireman's Supplemental Pay Board, Supplemental Pay Board of Review for Municipal Police Officers, and Liquefied Petroleum Gas Commission.

OFFICE OF STATE POLICE

Patrol

Transportation & Environmental Safety Section (TESS) – Motor Carrier Safety Assistance Program (MCSAP) - The United States Code of Federal Regulations Title 49, Part 385, requires that all new motor carries be audited to ensure that basic safety monitoring controls are in place. Specifically, these safety audits review a new entrant's safety management systems and a sample of required records to assess compliance with the Federal Motor Carrier Safety Regulations (FMCSRs), applicable Hazardous Material Regulations (HMRs) and related record keeping requirements. Part 385 further states that these safety audits will be conducted by individuals certified and approved under Federal Motor Carrier Safety Administration (FMCSA) regulations.

While State Police is not statutorily mandated to perform this function, the Motor Carrier Safety Unit receives 100% Federal funding to accomplish this mission.

The Motor Carrier Safety Unit supports the Troops in certain crashes involving commercial motor vehicles by conducting “post-crash” investigations. When conditions and circumstances warrant these investigations, Motor Carrier Safety personnel assist the investigating trooper as a subject matter expert on commercial motor vehicles and commercial motor vehicle operators.

While these investigations are not statutorily mandated and are not considered an eligible expense as defined by the annual Federal Basic Grant, Motor Carrier Safety troopers are the only Department personnel qualified to conduct these activities

Emergency Services – Underground Utilities -Over the past three years, State Police has taken an aggressive approach to the enforcement of the “Louisiana Underground Utilities and Facilities Damage Prevention Law,” specifically, L.R.S. 40:1749.11-26. Even though the law does not specifically place the purview of enforcement under State Police, the pervasiveness of the number and types of offenses, which sometimes came with deadly consequences, required our immediate action. Over the past 3 years STATE POLICE has levied over \$500,000 in Underground Utilities fines, and the number of offenses has dropped dramatically in large part due to the aggressive enforcement posture taken by STATE POLICE. Our efforts have been recognized by Louisiana One Call, the entity that oversees the protection of underground utilities for the state of Louisiana. The unfortunate consequence of the loss of civilian positions to process and handle the administrative duties associated with enforcement of the Underground Utilities Law simply means that this mission, even though important, can only be done to the extent remaining civilian staffers can manage incoming paperwork.

Crime Lab

Administrative

The State Police Crime Lab has been responsible for the administration and coordination of federal grants and state monies that are ultimately given to the local crime laboratories. This was originally set up when the federal government initiated the funding for the President’s DNA initiative. While we find no specific mandate for this activity, the local laboratories have indicated to us that they rely heavily upon these dollars to operate. Additionally, many would not have the in house administrative support to adequately research, apply, and monitor grant awards.

Criminalistics and DNA Forensic

The State Police Crime Lab has often been called upon to provide training to local law enforcement in the area of crime scene investigations. This activity evolved from having experts in the varying forensic fields and from the expressed need from local and state entities needing to train their personnel.

- The State Police Crime Lab does provide forensic services statewide. However, there are other crime laboratories throughout the state that perform the same or similar duties. North Louisiana Crime Lab System, Southwest Crime Lab, Acadiana Crime Lab, Jefferson Parish Crime Lab, New Orleans Crime Lab, St. Tammany Crime Lab.

- These entities are all funded through different mechanisms. These entities have developed over time due to a high level of need and desire to have close, available, and timely forensic support.
- While the Crime Lab is the only agency with statewide jurisdiction and capabilities, it does not have the capacity to satisfy the service needs for the entire state.
- The Crime Lab primarily performs analysis for the greater Baton Rouge Metropolitan area, but assists whenever needed in other areas throughout the state.
- Some consideration should be given to a statewide laboratory system where resources could be shared/leveraged and administrative overhead reduced. For example, Georgia has a statewide laboratory system.
- A statewide laboratory system could take advantage of more specialized or sophisticated testing capabilities such as Yfiler DNA testing (highly sensitive and concentrated on the male DNA), Mitochondrial DNA (for highly degraded samples) and some Trace Evidence Analysis (paint, fibers, soil). This testing is not widely needed and therefore multiple agencies attempting to pursue these technologies would be expensive, time consuming, and redundant.
- Automation increases could be replicated quickly throughout the system. I.E. online reporting
- Outsourcing for backlogs could be coordinated at a state level with universal contracts rather than each agency trying to figure it out on their own.
- A complete picture of the forensics needs within the state could be developed rather than looking at individual labs and trying to understand the totality of the needs/capabilities/costs.

OFFICE OF MANAGEMENT AND FINANCE

State is mandated to perform both IRP (International Registration Plan) and IFTA (International Fuel Tax Agreement) audits; Public Safety Services currently performing the IRP audits while Dept of Revenue is performing the IFTA audits; Both are performed utilizing same mileage and fuel consumption records, therefore, resulting in duplication of effort; Dept of Revenue maintains regional auditors who perform the IFTA and other audits while Public Safety Services has Headquarters location only; State of Louisiana would benefit from cost savings associated with assigning existing Dept of Revenue regional staff to perform these additional audit functions associated with IRP;

Motor Vehicle Registration Monthly Renewals Invitations – Eliminate the printing and mailing of renewal notices that are sent out to the public as reminders to renew the sticker on their license plate. Estimate amount: from 75,000 to 85,000 renewals a month (average postage expenditure for these renewals is approximately \$877,104). Non-Staggered Renewal Invitations scheduled once a year. Estimated amount: from 500,000 to 600,000 renewals. Look into adding services electronically from Expresslane to handle these reminders. Email Service, etc.

Public Safety Services currently utilizes Lockbox services for Motor Vehicle and Drivers License renewals. Customers receive an "invitation to renew" containing all pertinent renewal instructions and costs with three options for renewal, one being renewal via Lockbox. This

evolves mailing an enclosed remittance coupon to a post office box along with payment. The Lockbox facility receives the payment, processes according to our specifications, immediately depositing the funds and sending an interface file to our department for electronic classification of revenue. This method is being expanded to include other areas of DPS which receive a high volume of checks. Revenue is deposited and classified faster, thereby enabling the State to take full advantage of investment options and reduces the amount of employee hours required to perform the functions.

Lockbox is a proven method of payment which adapts well with any renewable fee (permits, licenses, etc.). This function could also be utilized statewide with the implementation of LaGov. As receivables are created in LaGov, the remittance coupons could be incorporated with the invoice and lockbox accounts could be set up to facilitate better management of the States receivables.

Forms creation - This is used infrequently and can be outsourced. Look at a Statewide Form software development standard.

Civil Service requires employees to attend mandatory training through the Comprehensive Public Training Program (CPTP) which is not agency specific and thereby often lacks practicable application. These courses often require employees to be in attendance for several days at a time which creates an undue hardship on agencies that are functioning with limited staff. It is recommended that the CPTP mandatory training be eliminated and agencies have the option to contract agency specific training needs through other sources.

Supplemental Pay Outsourcing – The treasury currently administers the majority of supplemental pay (sheriffs). Therefore, consolidation of PSS administration to treasury is recommended. Our administrative role in Louisiana’s supplemental pay program for firefighters and police is currently entirely manual. Each month, we physically mail 600 warrants stating who received supplemental pay the previous month and determining whether the recipients are eligible to receive it for the current month. The warrant is signed by the fire chief, mayor or police chief, and payroll. This function takes a great deal of time and creates a large volume of paper. A private partner can automate and streamline the process, incorporating it into the HR portal or timekeeping and scheduling system. This approach would feature online approval to eliminate the extensive circulation of paper. A system-based supplemental pay solution would minimize paperwork and errors, speed the approval process, and virtually eliminate the potential for fraud by maintaining the entire process in a controlled, transparent environment.

OFFICE OF STATE FIRE MARSHAL

The State Fire Marshal’s benchmarks of reduction of duplicative services were achieved in previous fiscal years and during last fiscal year’s strategic reductions and reorganization of the office. Managers have individually evaluated performance and enforced the reductions. For example

- The State Fire Marshal has begun to integrate the duties of Manufactured Housing inspections and Fire and Safety inspections, thereby potentially creating a larger inspection force to serve the public in many areas of responsibility.
- R.S. 40:1563.2 requires that the state fire marshal shall collect a fee of thirty dollars per inspection for all required Family In-Home Day Care and Child Care Assistance inspections. The law also indicates that the state fire marshal shall not collect any other fees for the inspections and all fees collected shall be used to employ personnel to perform the inspections. In order to provide better statewide coverage on a timely basis, the Family In-Home Day Care and Child Care Assistance Inspection program duties (as specified by R.S. 40:1563.2 and the provisions of 42 U.S.C. 1766 and the regulations promulgated there under 7CFR 226 et seq.), are currently performed by all Fire and Safety inspectors.
- The Health Care Inspection section was created as an effort to prevent duplicate life safety inspection efforts by the Department of Health and Hospitals Health Standards Section (DHH). The Office of State Fire Marshal engages in an annual interagency agreement with DHH to provide Life Safety Code inspections and will evaluate methods to improve this service and reduce travel costs statewide.
- Inspectors have been cross-trained to assist in inspection of Amusement Rides and Fireworks stands and display setups during peak workload.

HIGHWAY SAFETY COMMISSION

- The NHTSA Fatal Analysis Reporting System (FARS) Section previously contracted with the LHSC to receive specific data elements of all fatal crashes that occur on Louisiana roadways. All crash data were entered by LHSC personnel and transmitted to a mainframe computer in Washington, D.C. FARS compiled and analyzed the data from all states to produce national statistics. The data is used to design safety projects to reduce fatalities, injuries, and economic losses from traffic crashes. This function was transferred to the Louisiana Department of Transportation and Development in 2006.
- In 2006 the LHSC maintained the traffic crash file for the State of Louisiana (all police reported traffic crashes). Copies of Uniform Motor Vehicle Traffic Crash Reports reviewed, edited then forwarded to LSU for data input and analysis. This function was also transferred to the Louisiana Department of Transportation and Development in 2006
- LHSC administers the records for the Motor Carrier Safety Crash Program through the auspices of the Federal Motor Carrier Safety Grant Program (FMCSA). This program requires that all crashes involving commercial motor carriers be reviewed and additional data elements captured. The information, concerning large truck and bus safety, is of vital concern to the public, industry, and government. The function will be discontinued by the LHSC in September, 2009 due to the grant period ending. Louisiana State Police have received a grant from the FMCSA to continue on this function.

- Louisiana Highway Safety Commission is an agency within Public Safety Services. The Executive Director of the LHSC is the Governor's Representative for Highway Safety. The Executive Director is appointed by the Governor and reports to the Governor on policy matters. Programmatically, LHSC reports to the Deputy Secretary of Public Safety Services who reviews and approves each agency budget and programs. The budget and program review process provides assurance to the State that duplication is avoided.
- A Commission of 21 members is responsible for providing the traffic safety program with policy direction and authorizing major highway safety actions to be implemented in Louisiana by LHSC staff. This Commission is titled the Louisiana Highway Safety Commission. The agency which provides staff to the board is also known as the Louisiana Highway Safety Commission.

LOUISIANA OIL SPILL COORDINATOR'S OFFICE (LOSCO)

Oil Spill Response Management Training Program - The effectiveness of a state response in the event of a spill incident depends, in part, on the experience of response personnel, their knowledge of the environment and response technologies, and their exposure to current information related to these issues. In addition, delays in spill response can be avoided if the response community is fully informed about the current rules and regulations regarding oil spills and is familiar with the contingency plans. With both government and industry response personnel trained and knowledgeable with regard to all these issues, the State's overall response capabilities are enhanced, the decision making process during a spill incident expedited, and resource protection improved.

In June of 1997, LOSCO established the Oil Spill Response Management Training Program to improve Louisiana's readiness for responding to oil spills that threaten our valuable natural resources. This program, the first of its kind in Louisiana, ensures the availability of trained government and industry personnel to respond to oil spills, facilitates information exchange, and improves coordination between government agencies, spill response organizations, and industry personnel.

The two-day course is a basic oil spill management course with an emphasis on environmental and regulatory issues, from initial notifications to Natural Resource Damage Assessment (NRDA). The course is offered once a month in different cities throughout the State.

Recommendation:

While this training program is not specifically mandated by law, the program is fully consistent with our mandate and supports our core mission. The program is used as one of our performance Indicator. The program enables LOSCO to train and exercise with our various stakeholders USCG, EPA, NOAA, DOI, State Police, GOHSEP, DEQ, DNR, DWF, Parishes, Responsible Parties, Oil Spill Response Organizations, etc. We recommend leaving the program in its current form.

SECTION SIX: CIVIL SERVICE AND EMPLOYEE BENEFITS

OFFICE OF MANAGEMENT AND FINANCE

Eliminate the Civil Service requirement to provide annual ISIS reports from agencies when Civil Service is able to obtain the same information in the ISIS system.

The new Civil Service policy requiring hiring agencies to determine application eligibility causes undue duplicity across state agencies. Multiple agencies now have to review an applicant's information and make the same determination when someone applies to multiple agencies. To reduce duplication, DOA could develop a statewide system for H.R. personnel from all agencies to enter and share these determinations or otherwise centrally locate the function.

The current Civil Service rules and pay policies governing the hiring process impede the agency's ability to actively recruit and hire qualified applicants. Our capability to compete with private industry in specialized areas, such as information technology, is stonewalled due to the cumbersome application processes and the restriction of the current pay structure. It is recommended that the Dept. of Civil Service resume the responsibility of determining minimum qualifications in order to ensure continuity amongst all agencies. Once an applicant has been deemed qualified for a specific classification, they should be identified as such on all subsequent submissions for job openings eliminating the repetitive unnecessary review by agencies. There should be pay mechanisms in place within agencies to recruit highly qualified applicants immediately without requiring the approval of Civil Service.

SECTION SEVEN: STUDIES AND OTHER RESOURCES

Multi-Agency Service Center Opportunities

This public private partnership approach makes sense within Louisiana's current budget initiatives, which require us to change our established operational approaches when there is no practical reason or statutory requirement mandating them—and when the traditional processes are too expensive and inefficient. Moreover, Public Safety's public private partnership pursuits need not end with Public Safety. The State of Louisiana has the chance to provide maximum benefit to its citizens and taxpayers by pursuing a multi-agency approach. A multi-agency approach will allow costs to be shared, facilities to be leveraged, economies of scale to be achieved and common processes to be standardized.

Public Safety is ready to lead in this area, making process compromises and agreeing to standardization where possible, in order to build public-private partnerships that meet the needs of multiple agencies. We will do so by keeping our eyes fixed on the needs of the citizens and taxpayers, and not on the bureaucratic interests. While many of the privatization opportunities we have reviewed would apply only to Public Safety, several of them offer efficient, cost-effective services that would benefit any State agency and the citizens they serve. These include:

- Customer Care - Any State agency currently operating a customer-facing or internal call center can realize operational savings and service improvements through the technology, quality management, and training a vendor can provide. The state can pay its customer care vendor through transactional pricing over the term of the agreement, eliminating initial capital expenditures.

A private partner specializing in customer care can introduce technologies and operational efficiencies geared specifically to call center personnel and service delivery. Vendor call center solutions usually include a fully programmable interactive voice response (IVR) system available 24/7 that provides extensive self-service capabilities for customers with little or no need for customer service representative (CSR) intervention. For the call center operation, vendors use sophisticated call routing and monitoring systems to reduce wait times, minimize abandoned calls, and ensure quality CSR service. The CSRs themselves would receive intensive training that combines the state's specific policy and service requirements with the vendor's established customer service curriculum.

The private sector has developed these and other customer care approaches to maximize operational efficiency, cost effectiveness, and service quality for state and city agencies across the country. Within Public Safety, The Office of Motor Vehicles (OMV) currently receives more than 106,000 calls per month with approximately 41 operators spread over various OMV departments. Moving to a public-private partnership for customer care would save OMV an estimated 15-20 percent of current expenditures. Other Public Safety sections, in particular Information Technology and Human Resources, could realize analogous savings through services provided by the same centralized call center. The initialed cost savings for Public Safety Services participation only is approximately

\$2M annually. The economies of scale will be realized as other state agencies are phased in.

- Document Management - Minimizing the use and flow of paper is a national trend in business and government. Louisiana agencies managing a high volume of paper documents can use electronic documents much more efficiently through outsourced mail, scanning, and workflow automation.
- Human Resource Services - Agencies relying on paper-based, manual, and error-prone time card processes can use the same online system, ISIS, for centrally managed timekeeping and scheduling system. Further HR partnership opportunities exist at the state-wide level.
- Remittance Processing - A single source for multi-agency customer remittance processing can eliminate repeated processes across agencies that share the service. This would also streamline and standardize accounting procedures across the State.
- Collections Services - A vendor for collections services can handle multiple business rules for multiple agencies, using proven collection techniques to increase revenues and minimize write-offs for every agency that participates.
- IT Services - IT savings of substantial amounts could be achieved by one of three methods—consolidating multiple agencies into one of the existing data centers, partial outsourcing of some of the equipment, or full outsourcing to a vendor’s data center.

To spread the benefits of vendor partnerships for these services as widely as possible in State government, we are suggesting that other agencies join with us in the creation of a Louisiana Multi-Agency Administrative Services Center. Such an operation would establish a public-private partnership to offer increased efficiency, reduced labor costs, and improved constituent services to any agency choosing to participate. With Public Safety serving as the lead or “charter” agency, we would work with the private sector partner or partners to establish the baseline operation and add agencies to the service pool over time. Every agency, depending on its level of participation, would realize savings analogous to those realized by Public Safety. Because tiered pricing will lower the cost per transaction for all participating agencies, everyone benefits.

OFFICE OF MANAGEMENT AND FINANCE

Consolidated Public Safety Services Service Centers throughout the State would allow for elimination of duplicate support services, building rents and utilities, as well as savings related to salaries and related benefits; Regional approach provides greater connectivity with staff and the public by shifting focus from Baton Rouge centered administration to a regional city administration which will enhance services and access by the public; In addition, this regional service center may house other agencies and services besides Public Safety Services.

SECTION EIGHT: AGENCY BEST PRACTICES

OFFICE OF MANAGEMENT AND FINANCE

Public Safety Services, Office of Management & Finance has undergone a consolidation/merger of staff and function related to Procurement, Grants Management, and Financial Services. Initiated 01/01/2009, all Procurement and Grant Management duties and responsibilities have been absorbed within Financial Services Division. As the development phase of the new Statewide ERP system has evolved, so has Financial Services. With the foresight of a consolidated Procurement and Financial Accounting system, Public Safety Services has physically relocated all Procurement staff and are in process of reassigning them to existing fiscal teams within Financial Services. These staff members will be integrated to the point where any inquiry or process impacting a purchase or payment can be handled by a staff team in the same locale with same resources, therefore, eliminating the need for duplicate files and unnecessary paper shuffling. Truly a paperless environment with all electronic facilitation. In addition, all Grant Management duties have been absorbed by the Financial Services Division allowing for the discontinuance of additional staff assigned solely to grant reimbursements. These duties have been assigned among the professional accounting staff already in place on the fiscal teams within Financial Services Division. Both of these mergers have contributed to increased customer service as well as best practices for routine business processes in the procurement, payment and reporting of all purchases to include the reimbursement of Grant funds.

Decentralization of Warehouse

The procedure to acquire supplies from the Public Safety Services Warehouse at headquarters in Baton Rouge has been modified to better serve the needs of the Department, streamline operations, and create efficiencies and savings. All Public Safety Services field offices statewide are to utilize LaCarte and local vendors to purchase items as needed keeping in mind that the rule of thumb in an annual appropriation is to only purchase the quantity that can be used in one fiscal year. In addition to meeting budget parameters, this practice is fiscally prudent and eliminates large storage needs.

OFFICE OF MOTOR VEHICLES

- Reviewed production of statewide offices
 - Significant reduction of fraudulent activity
- Positions relocated based on production
- Reorganized field structure – allowed for reduction of 3 FTE
- Combined upper level management duties with middle level management
- Eliminated middle level management tier (District Manager)
- Established additional service locations for reinstatement of driver licenses

Sulphur	Deridder
Jennings	Abbeville
Opelousas	Oakdale
Rayville	Port Allen
New Roads	Colfax

Pineville

- Reduced services in low producing offices while maintaining compliance with R.S. 32:408(A)11
 - Requires one of the motor vehicle field offices established within a parish shall be located in the parish seat. If an existing office is not in the parish seat, an additional office shall be located in the parish seat.
 - Kinder 3 days
 - Lake Providence 2 days
 - St. Joseph 1 day
 - Port Sulphur 1 day
- Mobile Unit
 - Provides services statewide as requested
 - Service dedicated to St. Bernard Parish one week of each month
 - Until parish officials replace office destroyed by Hurricane Katrina

STREAMLINE COMMISSION INTERNAL ANALYSIS
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Executive Summary

The Governor, Commissioner of Administration and the Commission on Streamlining Government have charged Louisiana departments with reviewing the operations of state government and presenting bold ideas to generate more efficient and effective services for our citizens. The following report outlines a transformational approach by the Department of Social Services (DSS) to respond to this unique and critical opportunity.

The leadership of DSS is committed to improved service delivery and operations; reduced fraud, waste and abuse; increased leveraging of resources, and quality services for all citizens served. In December 2008, the department released an organizational and operational audit. This internal audit was led by the Executive Management Team and includes an in-depth evaluation of program office functions, staff interviews, stakeholder meetings and a review of collateral information provided by the Legislative Auditor. The results of this audit revealed that in order to effectively meet the needs of citizens, the department must target human and financial resources towards core competencies across the program offices modernize business processes, redesign operational structure in order to mitigate risk, and maximize partnerships with state agencies and community stakeholders to maximize efficiencies and available resources.

The department utilized information from the audit to prioritize the development of recent budget and legislative recommendations, and has continued to build upon this foundation through a comprehensive strategic planning process. The opportunity to focus and redirect the services provided by the department in order to reduce costs, while providing higher quality services and greater accountability, is a challenge embraced by the leadership of the department.

To that end, the fundamental options for consideration issued by the department, for which all other options in this report are aligned, is to transform the organization into a premier DSS. Reorganization of DSS provides the opportunity to eliminate silos, ensure service integration, reduce administrative costs, leverage investments with community partners and demonstrate strategic results.

This renewed vision and focus for the department would promote natural alignments with programs currently existing in other departments, some of which will be recommended for consideration to move to the DSS in order to streamline service delivery, reduce duplication, and increase savings. Other options call for much stronger integration, cross-training and data sharing among state agencies. This report will also include options for programs and services that may be eliminated, outsourced, or transferred to other state agencies building on the core competencies of the new department. Finally, the department options will include significant focus on modernization, consolidation of business functions and redesign of service delivery.

Highlights of the options include:

- o A systemic approach to services for children at risk of child abuse or neglect, homelessness, poverty and the juvenile justice system with a strategic approach to improving outcomes for all children and youth
- o Transfer of functions within Louisiana Rehabilitation Services to the Department of Health and Hospitals (DHH) and the Louisiana Workforce Commission (LWC) for better programmatic alignment
- o Modernization resulting in partial outsourcing of service delivery through a single call center, collaboration with local community partners and other state agencies; improved fraud prevention, detection and recovery and staff mobilization

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- Centralized eligibility of and enrollment of public benefit programs such as Medicaid, Women Infants and Children (WIC), Temporary Assistance for Needy Families (TANF), Child Care Assistance Program (CCAP), and Supplemental Nutrition Assistance Program (SNAP/ previously food stamps)
- Strategically aligning resources toward increasing citizen self sufficiency
- A comprehensive approach to early childhood development within the department
- Reliance on core competencies within state departments such as planning and executing Emergency Preparedness activities

At this point in the streamlining process, it is difficult to fully estimate the savings that will be derived by these options. Savings estimates that are in development include: assessing the full extent of staff downsizing, administrative and overhead savings when departments and programs are consolidated; the savings related to maximizing federal financing with program consolidation and/or transfers and the impact of realigning existing investments into more strategic opportunities for the state. However, the department has identified a reduction of 255 current DSS positions and \$32 million in state and federal savings from some of the options presented in this report. The savings are derived from the following:

- Outsourcing Print/Mail/Information Technology System Monitoring – 14 TO and \$303,000 state and federal
- Modernization of business processes and information technology tools – 219 TO and \$9.2 million
- Consolidation of offices with 10 or fewer staff - \$500,000 state and federal
- Reduction in fraud and abuse due to information technology modernization - \$10 million federal
- Elimination of job search child care assistance- \$10 million federal
- Elimination of EITC tax preparation assistance contracts - \$1.2 million federal
- Consolidation of the Bureaus of Civil Rights and General counsel – 2 TO and \$152,571 state and federal
- Consolidation of Office of Management and Finance Functions – 20 TO and \$896,560 state and federal

A portion of these savings will be used to replace time limited federal funds provided through the Supplemental Social Services Block Grant (SSBG). For example, DSS expects to utilize \$10 million of SGF savings realized from the modernization of eligibility and enrollment for client services to support critical child welfare activities funded by Supplemental SSBG in the current fiscal year. DSS will also work to develop a more comprehensive picture of savings once options included in the report have been fully vetted by the Commission and DOA.

The DSS leadership team looks forward to discussing these matters further and is committed to ensuring resources are used in the most effective and efficient manner to streamline state government and better serve the needs of Louisiana's citizens.

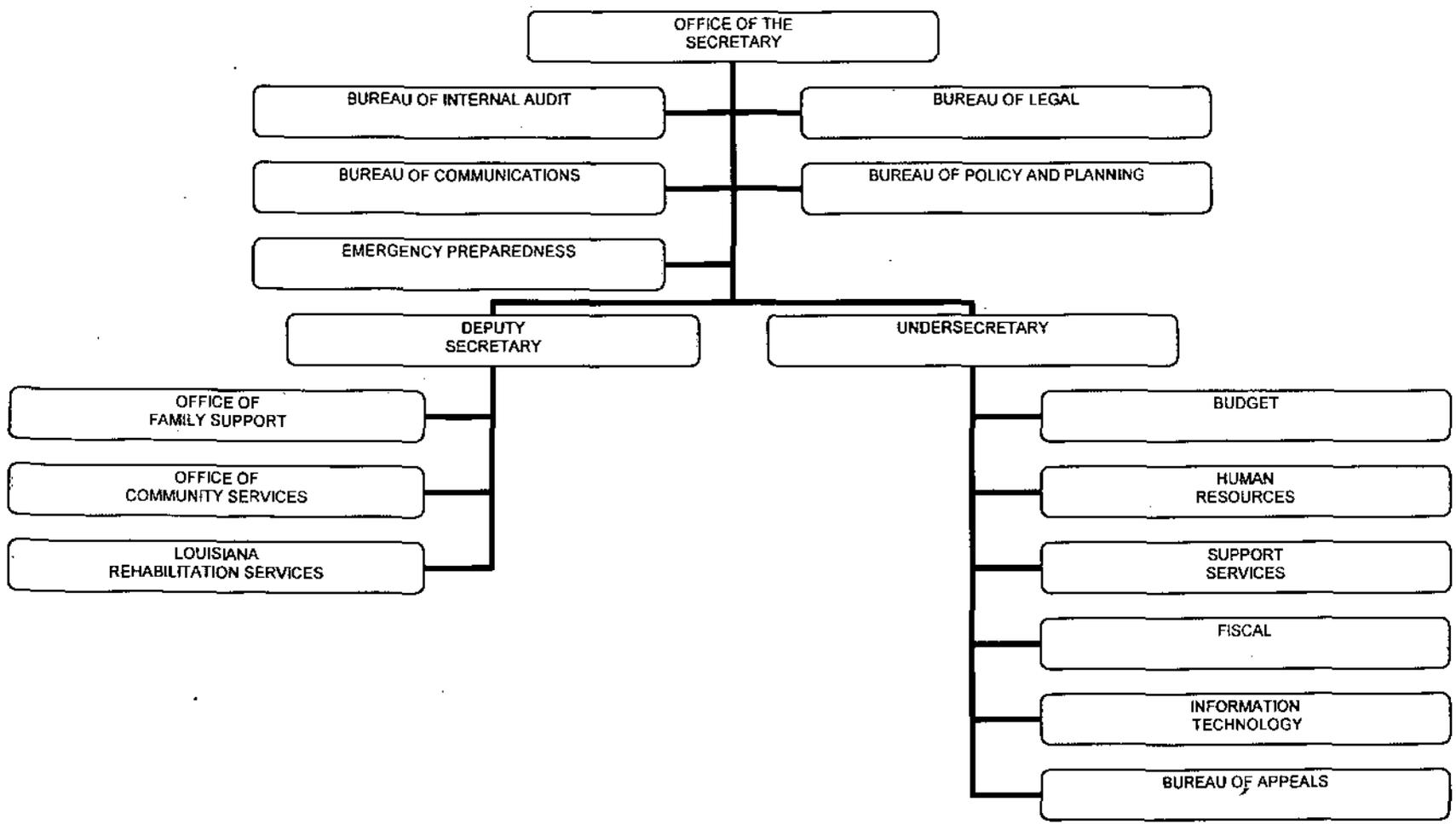
Section One: Agency Overview

DSS is a public-funded service organization that administers public assistance, child welfare services, social and rehabilitative programs and services to Louisiana residents. DSS is currently composed of 4 agencies:

- Office of the Secretary (OS) 268 TO
- Office of Family of Support (OFS) 2485 TO
- Office of Community Services (OCS) 1818 TO
- Louisiana Rehabilitation Services (LRS) 364 TO

In general, services are administered statewide within a centralized organizational framework with DSS headquarters overseeing independent state, regional, district and parish offices. The current DSS organizational structure does not allow for the alignment of services in the most effective and efficient manner to meet the needs of its clients. Instead, DSS's current alignment is structured around funding sources. Services are often provided in silos and with limited resource maximization. Below is the current organizational structure of the department:

DEPARTMENT OF SOCIAL SERVICES CURRENT ORGANIZATIONAL STRUCTURE



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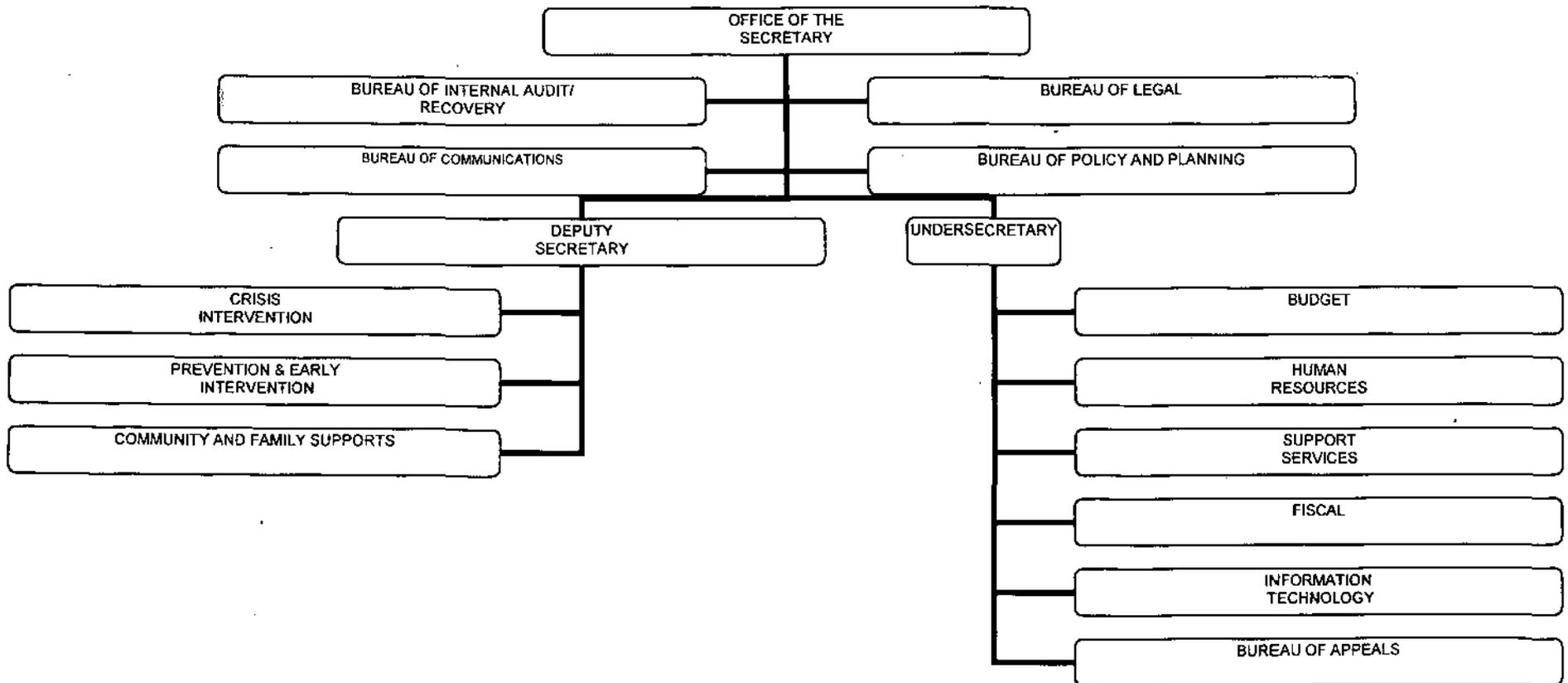
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A major component of DSS's reform efforts include realigning the department into one agency that leverages all sources of funding and is organized in a way that is centered on the needs of its clients (see Exhibit 2). This realignment would allow for a flattening of management levels, better integration of services, and easing client access to needed services across a continuum of investments.

DSS would have responsibilities for:

- Crisis Intervention
 - Child Protection Investigations
 - Emergency Sheltering
 - Emergency Preparedness and Recovery
- Prevention and Early Childhood Intervention
 - In-home Services to Children and At-risk Families
 - Home Visiting
 - Parenting Education
 - Social and Emotional Development of Young Children
 - Child Abuse and Neglect Prevention
 - Comprehensive Early Childhood Development in Out-of-Home Settings
 - Pre-K Services
 - Quality Child Care
 - Child Care Licensing
 - Eligibility Determinations
 - Temporary Assistance for Needy Families (TANF) Cash Assistance
 - Supplemental Nutrition Assistance Program (SNAP - Food Stamps)
 - Medicaid
 - Women Infant and Children (WIC)
 - Child Care Assistance
- Community and Family Supports
 - Foster Care/Adoption
 - Child Residential Services & Licensing
 - Young Adult Services
 - Child Support Enforcement
 - TANF Initiatives Supporting Self-Sufficiency
 - Homelessness Prevention and Diversion Services and Coordinating Council
 - Family Preservation Services

DEPARTMENT OF SOCIAL SERVICES PROPOSED ORGANIZATIONAL STRUCTURE



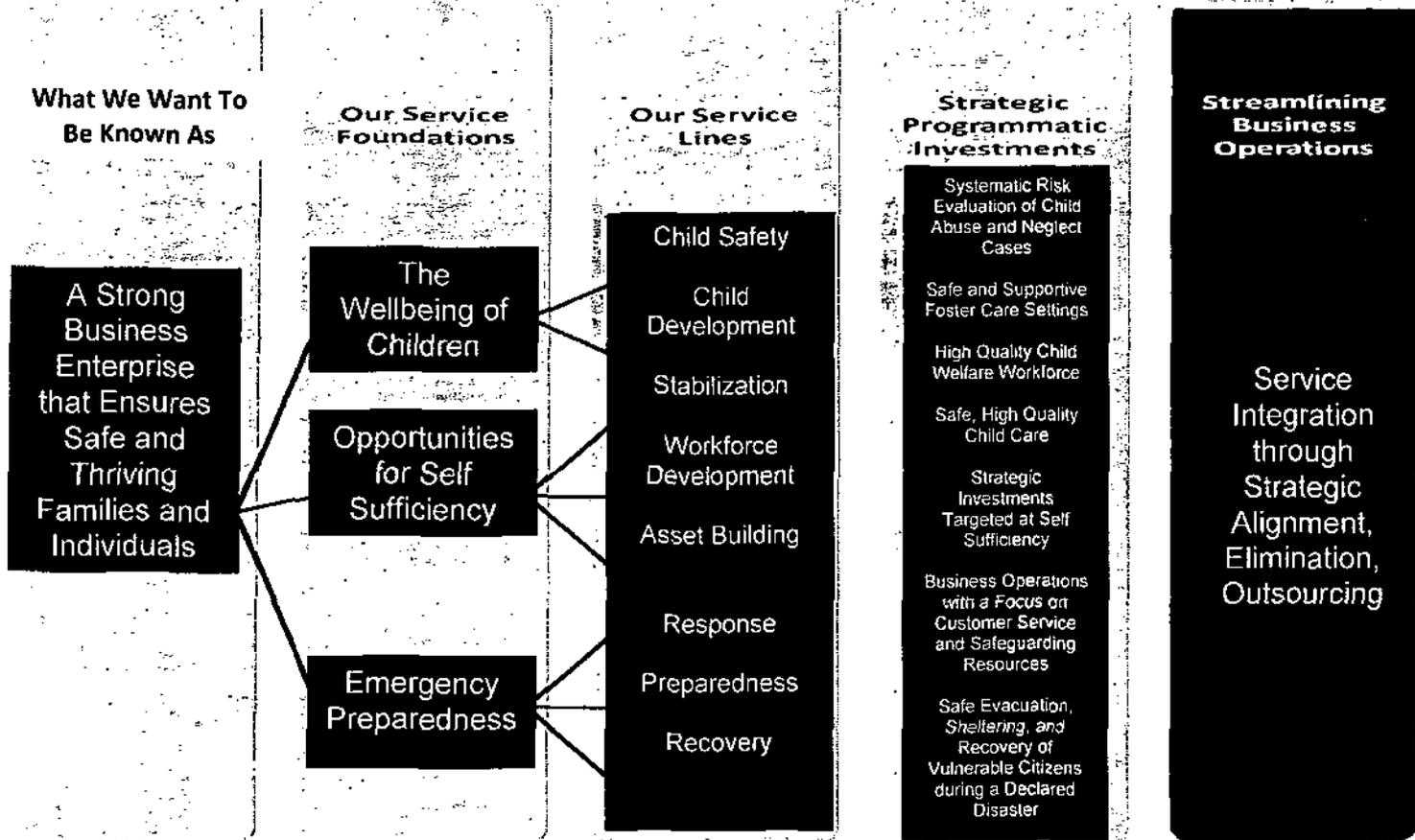
The transformational mission of DSS is to be "A Strong Business Enterprise that Ensures Safe and Thriving Families and Individuals".

In order to carry out its mission DSS has three service foundations:

- The Wellbeing of Children
- Opportunities for Self-Sufficiency
- Emergency Preparedness

DSS reform efforts are centered on improving and aligning services in support of the three service foundations, represented as follows:

A Strong Business Enterprise That Ensures Safe and Thriving Individuals and Families



Global Streamlining Activities Across the Department
 Consolidation of Operations - Service Delivery Integration - Safeguarding Resources - Modernization of Business Operations -
 Investing for Outcomes - Managing for Outcomes

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To remain clear and focused on the agency's new, streamlined agenda, we will utilize the various program services offered throughout DSS as authorized by the Constitution and applicable statutory mandates, proposing any necessary revisions or enactments of law as may be necessary to accomplish this new agenda.

The enabling statute for DSS is found in LSA-R.S. 46:51, wherein, the secretary is mandated to administer the public assistance and welfare laws of the state, specifically:

- Making and promulgating the rules and regulations necessary or desirable for carrying out the provisions of the department as outlined in Chapter 2 of Title 46 of the Louisiana Revised Statutes;
- Administering and supervising all forms of public assistance, including:
 - General home relief;
 - Outdoor and indoor care of persons in need;
 - Old age assistance;
 - Financial assistance to needy individuals;
 - Aid to dependent children;
 - Aid to the blind;
 - Aid to the crippled and otherwise handicapped, except medical and health services the responsibility for which is or may be vested by state law in other departments of state government; and
 - Any such other welfare activities or services as the department may be vested in.
- Provide services to parish governments including the organization and supervision of parish offices for the effective administration of welfare functions, and carry out such research and compile such information as it shall consider necessary that relates to the purposes of the department and the administration of same throughout the state;
- Establish adequate standards for personnel employed in the state, regional or parish offices and make necessary rules and regulations to maintain such standards;
 - Fix minimum standards of service and personnel based upon education, training, previous experience, and general efficiency which must be attained by persons appointed to the position to be filled in the state, regional, and parish offices;
 - Establish a merit system covering all state and parish personnel engaged in the administration of provisions assigned to DSS in Ch. 2 of Title 46 of the Louisiana Revised Statutes provided that any such merit system and appointments conforms with and is recognized by civil service and the standards promulgated by federal agencies under the SSA;
- Assist other departments, agencies, and institutions of the state and federal governments, when so requested, by performing services in conformity with the purposes assigned to DSS;
 - Act as the agent of the state to cooperate with the federal government in welfare matters of mutual concern and in the administration of any federal funds granted in the state to aid in the furtherance of any functions of the department, and be empowered to meet such federal standards as are established for the administration of such federal funds;
 - Designate parish offices under rules and regulations prescribed by the department to serve as its agent in performance of all welfare activities in the parish;
 - Administer and supervise all public child welfare activities relating to children who are dependent, neglected, delinquent, or physically or mentally handicapped;

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- Establish, extend, and strengthen services for such children in parish or regional offices;
- License and supervise all parish, municipal, and private agencies, institutions, and individuals, caring for children, including visitorial powers, under the rules and regulations of the department. Contract with private individuals to hold their homes open for and to care for children in need of temporary or long term foster care and provide such other services for children as may be authorized by law;
- Administer such federal, state, parish, municipal, or private funds as may be made available for welfare purposes;
- Administer all public assistance funds, child welfare funds, and funds for assistance to the handicapped; and estimate the moneys to be credited to the assistance fund from state and federal sources for the ensuing fiscal year and allocate the total amount estimated to be available;
- Whenever and wherever practicable to enter into reciprocal agreements with welfare agencies from other states relative to the provisions of public assistance to residents and nonresidents and cooperate with such states and with any authorized agencies for the federal government in providing such aid provided such agreements are approved by the attorney general;
- Administer such additional welfare functions as are hereby or may hereafter be vested in it by laws;
- Administer or supervise all state institutions and agencies providing services or care for persons who are dependent, delinquent, or physically or mentally handicapped or retarded, where the administrative or supervisory authority is specifically transferred to the department in accordance with law;
- Construct and operate state supported detention facilities, and reception, diagnostic, and treatment centers for children who are found by the courts to be in need of care or treatment in these types of facilities. Nothing contained in R.S. 46:51 shall be construed as preventing any parish or municipality from continuing to operate its own facilities, or from subsequently constructing and operating its own facilities for the care of children; and
- Establish child protection centers wherever they are practical throughout the state-
 - Providing the necessary staff;
 - Coordinating the funding for said centers from federal, state, parish, municipal, or private funds as they become available;
 - Administer child protection centers for the care, treatment, and protection of abused children, and establish rules and regulations to further the said protection centers. Said centers shall provide protection and emergency care, investigation, treatment, and rehabilitation of children and parents, education programs, record keeping, research, and consultation. Further, said centers shall develop programs for volunteer participation and seek long-range solutions for child abuse.

Except for the "fair hearings" offered through the DSS Bureau of Appeals, the programs administered by DSS are not protected rights by the U.S. Constitution. States are not required or mandated by law to provide these social programs. Therefore, any current or future legislation affecting these or future programs provided by DSS need only to have a rational relationship to a legitimate governmental interest to pass constitutional inspection.

In addition, there is no *constitutional* directive that mandates that DSS provide or administer the programs we currently offer. However, there are a vast array of State and Federal Acts/Laws that govern the administration of DSS programs. (See La. R.S. 46:51).

Most federal programs, such as SNAP, STEP, CCAP and TANF are optional for State participation. The Federal government will provide funding to states to implement the programs with the contingency that states follow the prescribed regulations associated with said program. Each state is free to decide which agency within their government will be the lead agency for service delivery.

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As an arm of the Executive Branch, DSS is legislatively created and governed. La.Const. Art. XII, Sec. 8, states:

"§8 Welfare, Unemployment Compensation, and Health

Section 8 The legislature *may* establish a system of economic and social welfare, unemployment compensation, and public health."
 (Italics added)

As mentioned previously, LSA-R.S. 46:51 is the statutory authority that defines the duties and responsibilities of this state agency. Therefore, should DSS desire to enable, discontinue, or alter its designation as the lead agency for the duties and responsibilities enumerated therein, revising legislation would be required.

Movements of programs may require revisions to the statutory and/or regulatory authority.

PROGRAM	STATUTORY OR REGULATORY AUTHORITY	COMMENTS
OFFICE OF THE SECRETARY		
Department of Social Services and Officers	La. R. S. 36:471 et seq.	
Functions of Secretary, Deputy Secretary, Undersecretary and Assistant Secretaries	La. R.S. 36:472-476	
Transfer of agencies and functions	La. R.S. 36:478	
Appeals	Food Stamps 7 CFR 273.15 (a)(b)(m)(n)(q), 7 CFR 271.2 Child Care Assistance 45 CFR 98.11 (a) (1), (b) (2), (b) (7) TANF 45 CFR 205.10 FITAP 45 CFR 205.10 STEP 45 CFR 205.10 Kinship Care Subsidy 45 CFR 205.10 Foster Care 45 CFR 1355.30, 45 CFR 205.100, 42 USC 671 Adoption Subsidy 45 CFR 1355.30, 45 CFR 205.100, 42 USC 671 Voc Rehab 34 CFR 361.57 (g) (2) (i,ii), 34 CFR 361.13 (c) (2) Personal Asst 34 CFR 361.57 (g) (2) (i,ii), 34 CFR 361.13 (c) (2) Business Enterprise 42 USC 107b, d-1, 34 CFR 395.13 Randolph Sheppard 42 USC 107b, d-1, 34 CFR 395.13 Disability Determinations 20 CFR 404.915(b), 20 CFR 416.1415(b)	

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OFFICE OF COMMUNITY SERVICES		
PROGRAM	STATUTORY OR REGULATORY AUTHORITY	COMMENTS
Office of Community Services	La. R.S. 36:477	
Child Protection Investigations	La. R.S. 36:471 et seq.; La. R.S. 46:51; La Ch.C. Title VI; LAC 67:V.113, et seq. 42 USC 620 et seq. (IV-B); 42 USC 670 et seq. (IV-E); 45 CFR 1355 et seq.; 45 CFR 1357 et seq.; 45 USC 5101 et seq. (CAPTA); 42 USC 5116 et seq. (CAPTA); 45 CFR 1340	Note: 42 USC 641(10) requires a state plan to provide for the establishment or designation of a State authority or authorities which shall be responsible for the establishing and maintaining standards for foster family homes and child care institutions and provides that the standards shall be applied by the State to any foster family home or child care institution receiving funds under part IV-E or IV-B.
Family Preservation Services	La. R.S. 36:471 et seq.; La. R.S. 46:51; La. R.S. 46:287.1 et seq.; LAC 67:V.2301 et seq. 42 USC 620 et seq. (IV-B); 45 CFR 1355 et seq.; 45 CFR 1357 et seq.; 42 USC 9858 et seq.; 42 USC 5101 et seq. (CAPTA); 42 USC 5116 et seq. (CAPTA); 45 CFR 1340	See above note
Foster Care	La. R.S. 36:471 et seq.; La. R.S. 46:51; La. R.S. 46:281 et seq.; La.; Ch. C. Titles VI, X, XI, XII, XVI; LAC 67:V.3501 et seq. 42 USC 620 et seq. (IV-B); 42 USC 670 et seq. (IV-E); 45 CFR 1355 et seq.; 45 CFR 1356 et seq.; 45 CFR 1357 et seq.; 42 USC 5101 et seq. (CAPTA); 42 USC 5116 et seq. (CAPTA); 45 CFR 1340	See above note
Kinship Care Program	La. R.S. 36:471 et seq.; La. R.S. 46:51; La. R.S. 46:286.1	See above note.
Adoption Registry	La. Ch. C. Art. 1270 et seq.; LAC 67:V.4505	
Adoption	La. R.S. 36:471 et seq.; La. R.S. 46:51; La. R.S. 46:281 et seq.; La. Ch. C. Titles VI, X, XI, XII, XVI; LAC 67:V.4501; LAC 67:V.4701; LAC 67:V.4901 42 USC 620 et seq. (IV-B); 42 USC 670 et seq. (IV-E); 45 CFR 1355 et seq.; 45 CFR 1356 et seq.; 45 CFR 1357 et seq.	See above note
Adoption Petition Program	La. Ch. C. Art. 1167 et seq.; LAC 67:V.5101 et seq.	

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PROGRAM	STATUTORY OR REGULATORY AUTHORITY	COMMENTS
Adoption Subsidy Program	La. R.S. 46:1790 et seq.; LAC 67:V.4901 et seq. 42 USC 670 et seq. (IV-E); 45 CFR 1355 et seq.; 45 CFR 1356 et seq.	
Independent Living Program/YAP	La. R.S. 46:51; 42 USC 677 et seq.	
Homeless Assistance	La. R.S. 46:51; La. R.S. 36:471 et seq. 42 USC 11301 et seq.; 24 CFR 576.1 et seq.	
Refugee Resettlement Program	La. R.S. 36:471 et seq.; La. R.S. 46:51; LAC 67:V.501, et seq. 8 USC 1522 et seq.; 45 CFR 400	
Children's Trust Fund	La. R.S. 36:471 et seq.; La. R.S. 46:51; La. R.S. 46:2401 et seq.; LAC 67:V.1001	
Inter-Generational Child Care Program	La. R.S. 46:1442 et seq.	
Missing and Exploited Children Information Clearinghouse	La. R.S. 46:1431 et seq.; 42 USC 5771 et seq.	
Emergency Assistance Program	La. R.S. 46:448	
Child Residential Care	La. R.S. 46:1401 et seq.; LAC 48:I:7903 et seq.	
Transitional Youth Home	La. R.S. 46:1451 et seq.; LAC 67:I:1501 et seq.	
Emergency Shelter	La. R.S. 46:1401 et seq.; LAC 48:I:5701 et seq.	
Maternity Homes	La. R.S. 46:1401 et seq.; LAC 48:I:7101 et seq.	
Adult Residential Care	La. R. S. 40:2151 et seq.; LAC 48:I:8901 et seq.	
OFFICE OF FAMILY SUPPORT		
Office of Family Support	La. R.S. 36:477	
Families Independence Temporary Assistance Program	42 USC 602 et seq.; 45 CFR 201 et seq.; La R.S. 46:231 et seq.; LAC 67:III:901 et seq.	
Strategies To Empower People	42 USC 602 et seq.; 45 CFR 201 et seq.; La. R.S. 46:231 et seq.; LAC 67:III:2901 et seq.	
Food Stamps	7 USC 2011 et seq.; 7 CFR 271 et seq.; 67:III:1701 et seq.	
Electronic Benefits Transfer	7 USC 2011 et seq.; 7 CFR 274.12 et seq.; La. R.S. 46:450.1 et seq.; LAC 67:III:401 et seq.	

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PROGRAM	STATUTORY OR REGULATORY AUTHORITY	COMMENTS
Support Enforcement Services (IV-D)	42 USC 651 et seq.; 45 CFR 301 et seq. La. R.S. 46:236.1 et seq.; LAC 67:III:2301 et seq.	
Child Care Assistance Program	42 USC 9858 et seq.; 45 CFR 98 et seq.; La. R.S. 46:233.1 et seq.; LAC 67:III:5101 et seq.	
Fraud & Recovery	La. R.S. 46:114.3; 46:238.1; 46:232 et seq.	
Child Care Tax Credits	La. R.S. 47:6102 e. s.	
Child Care Quality Rating System	LAC 67:III:5115 et seq.	
US Citizens Repatriation Program	42 USC 1313; 4 CFR 212.8; LAC 67:III:3901 et seq.	
Disability Determination	42 USC 1381 et seq.; 20 CFR 416 et seq.; LAC 67:III-4901	
Temporary Assistance to Needy Families Initiatives	42 USC 601 et seq.; La. R.S. 46:231 et seq.; LAC 67:III:5201 et seq.	
Class A Child Day Care	La. R.S. 46:1401 et seq.	
Class B Child Day Care	La. R.S. 46:1401 et seq.	
Family Day Home	La. R.S. 46:1401 et seq.	
LOUISIANA REHABILITATION SERVICES		
Vocational Rehabilitation Program (Vocational Rehabilitation; Independent Living, Blind Services and Support Services)	La. R.S. 36:471 et seq.; La. R.S. 46:331 et seq.; La. RS. 46:2101 et seq.; LAC 67: VII.101 et seq. 29 USC 701 et seq.; 34 CFR Parts 361,363,365-367	
Blind Business Enterprises Program	La. RS. 46:333; LAC 67: VIJ. 501 et seq.	
Randolph -Sheppard Program	20 USC 107 et seq.; 34 CFR Part 395	
Personal Care Assistance Services Program	La. R.S. 46:2116 et seq.; LAC 67: VII. 1101 et seq.	
Community and Family Support System Program (administered jointly by DHH and DSS)	La. R.S. 28:821 et seq.	
Blind Vendor Trust Fund	La. R.S. 46:2651 et seq.; LAC 67: VII. 2101 et sec.	

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PROGRAM	STATUTORY OR REGULATORY AUTHORITY	COMMENTS
Louisiana Commission for the Deaf Advisory Board	La. R.S. 46:2351 et seq.; LAC 67: VII.301 et seq.	
Interpreter Certification Board	La. RS. 46:2352; LAC 67: VII. 329 et seq.	
Telephone Access Program Board	La. R.S. 46:2352(10); La. R.S. 46:2355; LAC 67: VII. 329 et seq.	
Traumatic Head and Spinal Cord Injury Trust Fund	La. RS. 46:2631 et seq.; LAC 67:VII. 1901 et seq.	
La. Rehabilitation Services Advisory Council	29 USC 725 et seq.; Executive Order 95-5	
Statewide Independent Living Council	29 USC 796d; Executive Order 93-20	
Blind Vendor Trust Fund Advisory Board	La. RS. 46:2654 et seq.; LAC 67: VII. 2101 et seq.	
Traumatic Head and Spinal Cord Injury Trust Fund	La. RS. 46:2634 et seq.; LAC 67: VII. 1901 et seq.	

Section Two: Efficiency and Benchmarking

During the last two budget cycles, DSS eliminated and/or overhauled the following programs:

- o Two-parent assistance
 - o This program provides cash assistance and work preparation for two-parent families and serves a limited number of citizens (12 cases in November 2008). The program was underutilized and has remained so for the last two fiscal years.
 - o The budget was reduced by \$300,000 to the current level of services. This program is 100 percent SGF; funds were reduced from DSS budget in FY 09.
- o State Independent Living (IL) Program
 - o LRS consolidated the State IL services under the IL Part B program for the provision of the four core services (information and referral, independent living skills training, individual and system advocacy and peer counseling). Other independent living services, such as the provision of assistive technology, will be available through IL Part B on a very limited basis.
 - o The state funds reduced from DSS budget totaled \$301,138.
- o Child Care Facility Repair and Improvement
 - o DSS eliminated funding to child care providers for the repair and improvement of child day care facilities because the program was not providing direct improvements to child care quality.
 - o DSS redirected \$4 million of federal CCDF funds to maximize resources for the Child Care Assistance Program (CCAP).

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- DSS administers a set of initiatives through the federal TANF block grant. Collectively, the TANF initiatives represent a major resource for helping families achieve self-sufficiency; and an investment that DSS can organize and allocate strategically. HB1 currently allows for just under \$24 million in Literacy funding, \$3.3 million in Asset Building funds, and almost \$87 million in Family Stability funds. Each of these categories currently funds high impact, self-sufficiency programs as well as initiatives that don't produce measurable outcomes in reducing poverty and increasing self-sufficiency. About 47 percent of TANF Initiative funds set forth in HB1 target high impact poverty prevention and self sufficiency programming (includes early childhood development, education support, and asset building). The department has the opportunity, through its reform efforts, to focus more of these funds on demonstrated programs that better target the outcomes and core mission of the department.

In July of 2009, DSS released a Framework for Self-Sufficiency designed to provide guidance in the development and implementation of a targeted, strategic approach for the utilization of TANF funds. This framework will lead to the prioritization and/or elimination of low performing TANF initiatives in the SFY 2010-11 DSS budget proposal.

Louisiana receives an annual TANF grant (basic and supplemental funds) of \$181 million. To receive these funds, Louisiana spends \$55 million annually of its own, non-federal, dollars to meet maintenance of effort (MOE) requirements. Louisiana currently transfers 30 percent (maximum allowable) of TANF grant to the Office of Community Services and Child Care and Development Fund. The remaining 70 percent (\$126 million) provides for "core welfare" activities and TANF specific initiatives.

In addition to these "core welfare" programs, Louisiana uses TANF funds to meet the federal TANF goals through support of more than 20 initiatives that can be categorized into three groups: Literacy (i.e. private pre-K, head start), Asset Building (i.e. micro-enterprise development, earned income tax credit assistance), and Family Stability (i.e. fatherhood supports, CASA, homelessness prevention). Currently, Louisiana administers these initiatives through more than 250 individual contracts with no systematic methodologies for determining need in different regions of the state or a comprehensive analysis of program outcomes.

Louisiana is focused on improving and measuring the outcomes for families receiving assistance, especially those on and leaving welfare. The TANF block grant allows the state the flexibility and opportunity to target its TANF policies and resources in coordination with other department resources to have the greatest impact on the needs of its citizens.

In aligning current TANF and other DSS investments with program goals and capacities, we have the opportunity to partner and coordinate with other state agencies providing similar programs or serving similar needs and populations. Our efforts will include:

- *Reviewing* current partnerships such as those with the Department of Education, Office of Juvenile Justice, and Workforce Commission for expansion, modification and resource/information alignment.
- *Establishing* new partnerships through current programs such as ensuring key work preparation, training and placement support programs coordinate closely with similar Louisiana Workforce Commission programs and objectives.
- *Identifying* new program and partnership opportunities such as working with community organizations and the Department of Corrections in implementing programs like a Targeted Project Re-Enterprise program that works with inmates before and after they are released to prepare for and find meaningful employment.

Moving forward, it is important that Louisiana establish clear short and long-term outcomes, such as increased earnings, increased job retention, and financial stability expected from the investment of department resources, and deliberately supports the policies and programming that meet these outcomes.

- DSS self-sufficiency promotion strategies moving forward are rooted in three core principles:
 - DSS employs an outcomes-based approach to promoting self-sufficiency that targets true opportunities to move households out of poverty.
 - DSS aligns services from across the DSS spectrum with best practice/outcome-based self-sufficiency strategies and focuses investments in a manner that will meet the desired outcomes of these strategies.
 - DSS partners with other state agencies and community organizations to leverage their core capabilities and services that will meet the desired outcomes of these strategies.

By identifying what works and building on it, DSS is re-aligning current investments (including, but not limited to, TANF) to ensure we are investing in high impact initiatives with demonstrated results.

Section Three: Outsourcing and Privatization

Activities that have the potential to be outsourced to other state agencies or community based partners are:

Option: Workforce Development programs service integration with Louisiana Workforce Commission (LWC)

Rationale:

- With the goal of increasing workforce participation and entry into career paths by clients currently served by DSS, we are working closely with LWC to streamline and improve job training activities for food stamp participants, welfare to work job training, vocational rehab job training, and foster care transitions into the workforce. For instance, currently 136,000 Louisiana food stamp participants require mandatory work registration. Of these, 51,000 are working and 85,000 are not. Only 9 parishes currently have a training and education program for the non-working food stamp population. 15 percent of households receiving food stamps statewide also receive some form of public assistance (Kinship Care, Child Care Assistant, FITAP/STEP, etc). The opportunity exists to link workforce readiness efforts by LWC with the non-working food stamp population and other clients served by DSS. This collaborative effort between LWC and DSS focuses on the design of a practical operations model that would more effectively utilize available LWC and DSS resources to identify job-ready customers and efficiently place them into demand-sector jobs that offer a reasonable opportunity/career path. Streamlining the department's parallel but disparate workforce activities currently taking place across agencies will ensure that clients who are able to do so transition through a system that provides a career pathway that includes job readiness and placement services.
- The focus of Louisiana Job Employment and Training (LaJET), which provides work opportunities for Food Stamp recipients, and Strategies to Empower People (STEP), which serves FITAP beneficiaries who are required to participate in work activities, programs are to provide job readiness and placement services to low income families currently receiving SNAP or cash assistance benefits through DSS. As workforce development is a core competency of the LWC, DSS proposes outsourcing the delivery of these services

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to LWC and collaborating with LWC in providing job search assistance for parents receiving child care support. The department currently spends \$3,181,075 for LaJET and \$18.5 million for STEP (\$10.5 million to other state agencies LWC, LSU, SU, UNO, DOS, LCTCS; \$8 million to parishes). In a subsequent section of this report, DSS proposes to reorganize the current effort of providing job training to parents in need of child care assistance but currently unemployed. This may require an investment of funds to the LWC for training and job placement of these clients.

Expected Results:

- o Because service delivery will be more closely aligned with LWC core programs, DSS will realize a reduction in the administrative burden through the reduction in the number of contracts.
- o As all workforce services migrate to LWC there will also be a redistribution of staff responsibilities which will contribute to improved workload and performance in other program areas.
- o Currently, around 1,000 STEP participants (about 50 percent of all STEP participants) and 51,000 Food Stamp recipients (about 40 percent of all eligible recipients) meet the work requirements in the programs and actively participate in workforce readiness and placement activities. The ratio of benefit recipients to participants could increase significantly as stronger connections to the core services of LWC are developed. This will lower the dependence on public assistance among this population as they enter and progress in the workforce, particularly in high demand occupations identified by LWC.
- o In order to maximize the use of this funding and better monitor contract performance, the department is working closely with LWC to develop consistent performance outcomes and service delivery mechanisms that will be an integral part of contracts between the departments.

DSS has been in communications with the LWC relative to this option.

Option: Emergency Preparedness outsourcing the core emergency preparedness staff function to the Louisiana National Guard for evacuation, mass care, sheltering, human services and recovery.

Rationale:

- o DSS, as Emergency Support Function (ESF)-6, works with parish and local governments, supporting state agencies and volunteer organizations to address the non-medical mass care, emergency assistance, mass feeding, housing and human services needs of victims of natural and/or technological disasters, which includes the responsibility of coordinating and managing state-sponsored Medical Special Needs Shelters (MSNS), Critical Transportation Needs Shelters (CTNS), and Sex Offender Shelters (SOS) as well as mass care during a disaster. This role is expansive and requires a high level of expertise in emergency operations, including logistics, operations, facility management, local and regional coordination, and mobilization of large numbers of staff and resources in response to large scale events. In prior seasons and events, DSS has attempted to utilize or hire DSS staff to manage the ESF-6 operations. Following Hurricanes Gustav and Ike, DSS re-evaluated the effectiveness of the agency's emergency operations and found that a new organizational model is necessary to ensure that DSS and the state are prepared for an event. The Louisiana National Guard (LANG) has provided invaluable support through Taskforce Tiger in advancing DSS's emergency operations.

Expected Results:

- DSS will enter into a long-term cooperative endeavor with Louisiana State Military Department (SMD) to provide core staff to DSS for emergency operations. DSS will discontinue the practice of hiring DSS staff for emergency preparedness and shift existing DSS emergency preparedness staff to SMD. This will improve the skill set of ESF-6 personnel, allow for greater leverage of military resources and expertise, reduce emergency preparedness staff turnover, and ensure a greater level of operational effectiveness.

Option: **Fleet Management and Maintenance consolidation through the Division of Administration or outsourcing**

Rationale:

- DSS proposes that the Division of Administration either create or centralize fleet management program or outsource this function statewide. Agencies are currently devoting staff to the purchase, tracking and maintenance of state-owned vehicles. Instead, DSS feels that it would be more efficient for a single entity to be responsible for this function to safeguard resources, reduce costs, and remove this labor intensive function from agencies.
- The program will have to ensure the availability of vehicles to various state agencies dispersed across the state. This may require the disposal and replacement of older, less fuel-efficient vehicles and the development of a tracking system.

Expected Results:

- State vehicles would receive consistent maintenance and repair, fewer vehicles should be needed statewide, and replacement of older/less fuel-efficient vehicles will occur routinely as well as reduced fraud and abuse of gasoline credit cards.

Option: **Print/Mail outsourcing or consolidation for all state agencies**

Rationale:

- DSS produces over 6,975,000 pages that go into mailings each month for both DSS and DHH. DSS has 14 staff at an approximate cost of \$303,000 that perform mainframe monitoring (24/7 operations on three shifts), batch processing, printing, folding, inserting, sorting and mailing functions. DSS has invested in expensive equipment to support this function that needs to be refreshed every 5-10 years.

Expected Results:

- Through the combined purchasing power of all state agencies, savings should be generated in staff, equipment maintenance/repair and equipment replacement costs.
- This will require an in-depth analysis of the printing/mail operations of all state agencies. Federal requirements around the use of equipment purchased for specific federal programs will have to be considered in the transfer of equipment and use for other benefiting programs.

Section Four: Information Technology Integration

Option: DSS modernization

- Modernization efforts will leverage existing resources and build upon current technology components in a unified approach to provide services to clients, community partners, providers and staff in a user-friendly, updated format that also will allow accessibility by those groups remotely through the Web.

Rationale:

- The DSS Modernization Project is focused on the achievement of the following goals:
 - Streamlined business processes
 - Utilization of technology to better serve the citizens of Louisiana
 - Elimination of the inefficiencies and disconnects of silo legacy computer systems
 - Reduction of inefficient, unreliable, and costly paper processes
 - Mobilization of front-line staff to improve child safety measures
 - Streamlined intake of child abuse and neglect reports
 - Increased transparency
 - Reduced fraud and abuse
 - Reduction of federal penalties due to timeliness and error rates
- The DSS Modernization Project goals will be achieved by the development and implementation of:
 - Single-point for eligibility determination for FITAP, KSCP, SNAP, Medicaid (for DSS clients) through a common access, web-based front end application system that is supported by statewide customer call center
 - Automated time and attendance for all child care centers receiving child care assistance payments
 - Electronic case records and paperless processes
 - Automated and mobile child welfare front line staff through electronic case records and laptops
 - Updated payment management systems

Expected Results:

Modernization will achieve the following benefits:

- Once full implementation is achieved, projected savings in state and federal dollars:
 - Reduction of 219 staff at an annual savings of \$9.2 million
 - Reduction in DSS offices with 10 or fewer staff, saving approximately \$500,000 in rent and other operating expenses
 - Reduction in fraud, waste and abuse of \$10 million

DSS has been in communications with the DOA relative to this option.

MISCELLANEOUS

- The LaGov project will assist DSS by providing an integrated tool for budgeting, procurement, human resources, asset management, finance and fleet management. DSS is reducing and consolidating its Office of Management and Finance (OMF) staff to maximize the benefits gained from the LaGov project.
- Information Technology (IT) Project Management – Currently each agency submits an IT-10 to the Office Information Technology (OIT) and Office of Planning and Budget (OPB) for approval. This process consumes a great deal of time and is supported by multiple forms, which repeat information contained in the budget request. It is then the responsibility of each agency to design, develop, monitor and implement their IT projects. DSS feels that it would be of greater benefit to have OIT participate in project management activities to ensure the timely and cost efficient delivery of IT projects. This will provide an independent review of the progression and implementation of each project, ensure that the architecture supports integration between state IT systems for data sharing and facilitate the possible consolidation of IT systems across and between departments.
 - IT infrastructure and support - DSS proposes that the state either consolidate the purchase/lease of PC equipment (desktop and laptop) and the support of LAN or contract out for these services statewide.
 - This will insure that the state workforce has the necessary equipment to perform its functions, reduce costs (staff and equipment), and improve connectivity and interoperability. There are variations among the agencies, in range of applications, locations and age of equipment that will need to be surveyed.

Section Five: Elimination of Duplicative and Unnecessary Services

- To prevent the duplication of services and realign DSS resources around children and families, **DSS proposes the transfer of the following programs to other agencies.** Efficiency and improvements to service delivery will be gained by the transfer of these functions to the agencies with their core competencies aligned with these programs. Statutes will have to be changed to move many of these functions. In addition, many of these programs have related boards and commissions requiring DSS participation and would have to be changed to reflect the appropriate agency. Federal grants, such as Vocational Rehabilitation, may require the designation of a single receiving agency which would then have to sub grant the remaining functions to any other affected agency. Receiving agencies may have to propose and publish rulemaking. Transfer of staff and layoffs will ensue, resulting in potential disruption of services.

Option: Transfer Appropriate Components of Louisiana Rehabilitation Services to LWC and DHH

- Louisiana Rehabilitation Services assists persons with disabilities in their desire to obtain or maintain employment and/or achieve their desire to obtain or maintain employment and/or achieve independence in their communities. It is recommended that the programs designed to promote workforce development be transferred to LWC and those that provide additional supportive services to individuals with disabilities be transferred to DHH, providing greater alignment with core competencies.

Rationale:

- Programs such as Vocational Rehabilitation, the Randolph Sheppard Program and Supportive Employment promote jobs and workforce development which is a primary service of the LWC. Similarly, within DHH are the Offices of Citizens with Developmental Disabilities and Aging and Adult Services, which more closely align with Personal Care Attendant, Independent

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- Living and Community and Family Support programs. Coordination of these activities will result in efficiencies and improved outcomes.
- LRS Commission for the Deaf – Ensures that public and private services are accessible to deaf, deaf-blind, hard of hearing and speech impaired citizens. Within DHH, the Office of Citizens with Developmental Disabilities is also likely to provide services to the same target population. Coordinating these services within DHH has the potential to reduce duplication, simplify access and coordination of services and improve outcomes.
 - Interpreter Services
 - Telecommunications Access Program
 - LRS Independent Living – Provides services to individuals with significant disabilities to enhance their ability to live independently, function in their homes and with their families, and to participate in their communities. There are two components of this program, both of which align with similar services provided by DHH.
 - The State Personal Care Attendant program provides a personal care attendant to persons with severe disabilities to assist them with activities of daily living. DHH provides similar services through programs such as the NOW waiver. The coordination of PCA service provides opportunity for improved cost of services through increased buying power as well as administrative coordination and monitoring of such services.
 - The Community and Family Support Program provides individuals with severe disabilities with the ability to become independent in the community by providing services in an integrated setting at a cost lower than the cost of institutionalization. Coordination along a continuum of services to prevent institutionalization will ensure people are able to remain in their homes and communities and reduce costs of institutionalization. Often services along this continuum are provided by DHH.
 - LRS Traumatic Head and Spinal Cord Injury Trust Fund Program – Provides services in a flexible, individualized manner to citizens who have survived traumatic head or spinal cord injuries and enables individuals to return to a reasonable level of functioning and independent living in their communities. A variety of services can be provided to eligible citizens, a number of which may be provided currently through DHH services. Transfer of this program to DHH could ensure reduced administrative costs, reduced duplication and better utilization of resources.
 - LRS Blind Services – Provides both vocational rehabilitation and independent living services to eligible individuals who are blind or visually impaired.
 - LRS Randolph Sheppard Program/Blind Vendor Program - Provides career opportunities for qualified individuals in the food service field. It is anticipated that better coordination with the LWC could enable stronger business and career development opportunities for the vendors.
 - Older Blind / Visually Impaired Program – expands independent living services for persons who are age 55 or older and have a severe visual impairment
 - LRS Vocational Rehabilitation Program – Provides comprehensive rehabilitation services that go far beyond those found in routine job training programs. This frequently includes work evaluation and job readiness services; assessment for assistive services and

technology as well as job counseling services. With LWC serving as the state's lead for workforce development this could align with services already being provided through LWC, provide additional resources to support those services, ensure that citizens have the opportunity to participate in jobs aligned with the state's occupational forecast and improve job placement and career outcomes.

- o LRS Supported Employment – Provides services to employers and job-ready individuals with disabilities to ensure job placement and continued employment. Transferring this program to LWC could again improve outcomes and reduce administrative duplication.

Expected Results:

- o Currently LRS has 364 authorized positions and a budget of \$70 million. It is anticipated that the departments that receive the programs will be able to create efficiencies when better aligned with their current services. For example, LWC currently has staff that are responsible for job development activities as does LRS. While the transfer is not designed specifically to identify savings, there may be such opportunities in restructuring. Improved outcomes for job placement and training, particularly in the state's high demand occupations, are anticipated. For those persons with disabilities who are often already served through DHH, it will provide for better coordination of services.

NOTE: LRS supports DSS administration with approximately \$2.8 million.

Option: Single point of access for eligibility and enrollment into public benefit programs offered by DHH and DSS.

- o This could be accomplished by 1) Transfer of Medicaid, LaCHIP and WIC eligibility and enrollment to DSS OR 2) Transfer of DSS eligibility programs (TANF, SNAP, CCAP) to DHH.

Rationale:

- o By coordinating/combining key components of benefit programs administered in the state (Medicaid, WIC, TANF, and SNAP, CCAP), we will reduce the administrative burden of the programs on both the state and the citizens served. Research from the Center on Budget and Policy Priorities demonstrates that "streamlining the application process for benefit programs-and reducing duplicative requirements across programs-can reduce caseworkers' workloads." Through the combination of the eligibility determination functions of DSS and DHH the state can better leverage federal dollars for technology and other administrative costs through the Medicaid match. Staffing levels are as follows:
 - Medicaid 781 staff at a cost of \$52.6 million
 - WIC 3.33 staff at a cost of \$160,158
 - TANF 162 staff at a cost of \$8.8 million
 - SNAP 1115 staff at a cost of \$60.9 million
 - Child Care 168 staff at a cost of \$9.2
- o This could be accomplished through the use of web-based technology, a centralized call center, electronic case records and a provider portal that can assume this responsibility. This will allow consumers of state services based on the income level of the client to be obtained through a single state entity.

Approach 1 - Move all eligibility to DSS

DSS is currently pursuing modernization efforts which will result in significant savings to the state. This modernization effort consists of a call center and web-based client access providing a single point of access to all eligibility programs. This approach will result in fewer DSS staff and offices needed statewide, enhanced client access to services, better leveraging of resources to provide improved levels of service. DSS currently houses the Medicaid Eligibility Database System (MEDS) on its server. DSS eligibility programs – TANF, SNAP, STEP, KCSP, and Title IV-E have similar eligibility criteria as Medicaid. Indeed, many of DSS clients are enrolled in Medicaid and or LaChip. The WIC program aligns with the renewed focus of DSS on early childhood development through ensuring that children receive adequate nutrition. Integration and leveraging these programs to assist low-income families in breaking the cycle of poverty are an essential component of DSS's poverty framework.

Approach 2 - Move all eligibility to DHH

Of the eligibility systems, Medicaid is by far the largest. DHH has made significant strides in improving client services through the creation of an electronic case record and a process of continuous quality improvement. Additionally, leaving the eligibility determinations at DHH provides for seamless interaction between all components of the Medicaid program.

Additionally, the WIC program is currently operated through health units around the state in an established service delivery method. Changes to this method will result in the need for a public awareness campaign. WIC eligibility staff perform other functions and it is estimated that only 10 percent of their time is spend on eligibility determinations.

DHH Medicaid:

Field Operations – Responsible for processing Medicaid and LaCHIP applications and re-determining financial eligibility on an annual basis for approximately 1 million active recipients.

Supports – Responsible for the Customer Support Center and various specialized processing units including the bi-lingual unit.

Systems – Responsible for management of the Medicaid Eligibility Data System (MEDS), the University of New Orleans (UNO) Technology Contract and the Electronic Case Record system.

Policy – Responsible for establishing and setting program policies and guidelines and implementing programs authorized by state and federal government.

Federal authority

42 CFR 430.0 Title XIX of the Social Security Act, enacted in 1965, authorizes Federal grants to states for medical assistance to low-income persons who are age 65 or over, blind, disabled or members of families with dependent children.

42 CFR 457.1 Title XXI of the Social Security Act, enacted in 1997 by the Balanced Budget Act, authorizes Federal grants to States for provision of child health assistance to uninsured, low-income children.

DHH WIC

Federal authority, 7 CFR 246.7

Expected Results:

- This also provides the state with enhanced ability to leverage federal programs in cost sharing and reduced administrative costs.
- A reduction in administrative staff and costs can be achieved through procurement of services, office space, and staff reorganizations.
- Improved client access to services
- Reduction in caseloads

NOTE: DSS administrative program is supported with \$20,902,936 in funding from eligibility programs as follows:

- TANF \$1.5 million
- STEP \$963,596
- CCDF \$2.8 million
- SNAP \$15.6 million

DHH receives funding from Medicaid for administrative purposes and dependant on the option selected, administrative funding as well as related staff would have to be transferred.

DSS has been in communications with the DHH relative to this option.

Identify duplication or overlap with other state agencies, with the federal government, or with public or private stakeholder groups.

- DSS proposes that its focus be shifted to concentrate of providing services to children, youth and families. **To that end, programs within other state agencies that focus on children and youth should be coordinated with or transferred to DSS.**

Option: **Consideration should be given to better coordination of services between the Office of Juvenile Justice and DSS relative to probation and parole services and child welfare services.**

- Today, approximately 50,000 children and families interface with the child welfare or juvenile justice system in Louisiana. The children of these families are either at risk or are victims of abuse or neglect, are in need of services, or have committed a criminal offense. Over 8,400 of these children are in foster care and over 5,200 of these are within the juvenile justice system. Unfortunately, these children are 25 percent more likely to be homeless or enter into the criminal justice system as adults and have children that go on to repeat the cycle in future generations. Follow-up of Louisiana children adjudicated delinquent in 2004 indicates that 41 percent or 1,750 were recidivist as of January 2009. 1,093 of the 1,750 recidivist re-offended as adults.
- Children within the child welfare and juvenile justice systems often have complex behavioral health needs. Currently, Louisiana provides for the needs of these children and families through a fragmented service delivery model that is not well coordinated and is often times difficult for families, law enforcement, judges and case workers to navigate.

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- The estimated cost of providing services to children and families in Louisiana's child welfare system is \$251 million (30 percent state / 70 percent federal) and \$149 million in the juvenile justice system (88.85 percent state / 11.15 percent federal)*. Approximately 280 providers are contracted to provide resources through both OJJ and OCS. Contracted and state provided services include: day treatment, individual/family counseling, family preservation services, psychiatric care, and one on one staffings, prevention/diversion services, and residential treatment.
- *NOTE: ARRA and Supplemental SSBG funds have been removed to arrive at base budgets. IAT funding from federal sources are counted as federal financing.
- While OCS, OJJ and DHH are the major purchasers of these services, we are not currently pooling our resources and leveraging the 'smartest' financing to provide a true 'coordinated' system of behavioral health services. Instead, children with the highest level of need are often detained in secure or residential settings, which are proven the highest cost services with the poorest outcomes. We believe there is a better way to approach this complex and urgent problem.
- DSS, OJJ and DHH propose a system-wide analysis of behavioral health needs of high risk children within the child welfare and juvenile justice systems. This analysis must include an assessment of the behavioral health needs of our children and families; an inventory of services purchased to meet these needs; and opportunities/model for creating an organized delivery system that leverages Medicaid and other resources to:
 - More comprehensively provide for the behavioral health needs of children in our care and their caretakers by reinvesting current funds in the system into a more organized system of care;
 - Reduce the number of children in detention and residential settings with a goal of placement in the least restrictive settings;
 - Reduce the cost of providing services to children within the OJJ and OCS (both in-home and out-of-home) systems by leveraging Medicaid and other funding sources; and
 - Improving the overall outcomes of children and their caretakers.
- It is expected that the coordinated system of care will most likely provide assessment and diagnosis, medical management, day treatment, and inpatient services. This does not include the cost of therapeutic foster care, residential services, therapeutic group care, residential treatment, transportation, support and education and other wrap around services. However, OJJ and OCS can achieve greater efficiencies for these services by combining the purchasing power of both agencies and develop a systems based approach that is outcomes driven.

Rationale:

- OJJ Probation and Parole programs (once located within OCS) serve an at-risk population that in many cases have come from an environment of poverty, abuse and neglect, and lack of opportunities. In many cases, these youth have already been impacted by the DSS system in some manner.
- DSS is strategically focusing investments around mitigating and preventing poverty, abuse and neglect, and on providing opportunities for success. Key to the department's strategies is redesigning regulations, standards and administration of child residential settings to reflect the best practices and standards found in successful models across the country.
- Youth and families routinely move between the agencies for services as ordered by courts with juvenile jurisdiction
- Better coordination of service delivery will result in savings as a reduction in duplicative services is expected
- Increased residential and community based providers as both agencies should consolidate efforts to solicit and use performance based contracts for evidence based/promise practice services
- Enhanced contract services will provide better outcomes for youth and families

Expected Results:

- DSS and OJJ have an opportunity to pool resources to maximize federal funding opportunities
- Staff cross-training, data sharing and programmatic alignments need to occur to ensure services are not duplicated, are appropriate based on family history and provide for the best possible outcomes
- DSS and OJJ should coordinate procurement of wrap around services to reduce costs
- Sharing of office space needs to be considered to allow clients enhanced access to services
- Use of complimentary screening and assessment tools should be used

DSS has been in communications with the OJJ relative to this option.

Option: Ensure statewide comprehensive early childhood intervention and development through transitioning appropriate programs into DSS

Includes:

- DHH Early Childhood Support transferred to DSS—program centered around improved outcomes to children ages 0-5 that has a basis in ensuring the development, safety and wellbeing of children
- DHH Nurse Family Partnership transferred to DSS —home visiting program centered around improved outcomes to children ages 0-5 that has a basis in ensuring the development, safety and wellbeing of children

Rationale:

- Research has demonstrated time and again that a child's development can be seriously compromised by a disability or developmental delay or by environmental influences such as exposure to toxins, extreme poverty, malnutrition, substance abuse, child abuse and neglect, community or family violence, or poor quality child care. Because the early years are so critical for future development, we need to invest in and implement a policy agenda that will translate what we know from the research and best practices into what we do for our very youngest children and their families. We also know that investments in high-quality early childhood programs consistently generate benefit-cost ratios exceeding 3-to-1 or more than a \$3 return for every \$1 invested.

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- Best practices in early childhood development call for integrated and coordinated programs that provide an array of quality services for young children and their families. Historically, and currently in Louisiana, these have been developed in a "patchwork" fashion in response to specific needs and funding streams. This has led to inconsistent standards, regulations, financing, and quality which directly impact child and family outcomes.

Expected Results:

- To support and coordinate high impact programs, a comprehensive system of quality services, supportive policies, and coordinating infrastructure must be established to ensure that all infants and toddlers develop to their full potential which leads to healthier children, better academic performance, decreased rates of criminal conduct, and higher adult earnings among other positive outcomes.
- The department currently provides \$5.55 million of TANF funds to DHH through contract in support of these programs. The department would expect this integration to allow for a more efficient system of managing and monitoring these targeted funds.

DSS has been in communications with the DHH relative to this option.

Option: Transfer of child abuse and neglect prevention and intervention programs into DSS

Within the last few years prevention was added as a legislative mandate for DSS. This focus on prevention activities is in alignment with best –practices and can demonstrate significant savings through a reduction in the need for foster care, residential treatment, special education and juvenile justice services. This recommendation includes continued alignment of all child abuse, neglect and prevention programs within the department. Consideration should be given to the transfer of Families in Need of Service (FINS) program to DSS and targeting the resources of the Children's Trust Fund towards strategic investments in prevention with demonstrated safety and child well-being outcomes. Current funding for the Children's Trust Fund is \$1,455,876 in statutory dedications. The Supreme Court is budgeted for \$2,039,543 in state general funds for FINS and OJJ is estimated to be budgeted \$9,998,841 in state general funds, interagency transfers (Title IV-E from DSS).

Rationale:

- Currently several state agencies are involved with providing services similar to the Families in Need of Services (FINS) program. Often the youth and families involved with FINS are status offenders who are truant, not delinquent and present no threat to the public. State agencies have been discussing the need for a viable home for this program in order to provide greater efficiency, address crises, and monitor/evaluate services. The new structure of the department provides a natural home for this program and would enhance the delivery of services to children and families at risk.
- Children's Trust Fund targeted focus towards department strategies. DSS performs fiscal and administrative support for Children's Trust Fund activities, however has limited authority regarding decisions and processes used to manage the resources. DSS proposes further integration of this program, funding and decision making to allow for tighter alignment with department strategies for the prevention of child abuse and neglect.

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Expected Results:

- It is anticipated that both of the above recommendations will provide greater coordination of services, possible purchasing power for such services, and improved outcomes. In addition, as prevention services are more readily available there will be a financial reduction in funding required for more expensive services such as foster care and juvenile detention.

DSS has been in communications with the OJJ relative to this option.

Option: Transfer and enhance coordination of services targeting the reduction of homelessness in Louisiana

- Centralize all DSS homeless program into one division and develop an evidenced-based approach to current and future programs – all targeting the elimination of homelessness through prevention, rapid re-housing, diversion and supportive housing. Develop a coordinated system for addressing homelessness for LA across agencies (DHH, Louisiana Housing Finance Agency, DOE, LRA, local continuums of care for homelessness, Office of Women's Policy)
 - Transfer the Louisiana Recovery Authority's (LRA) homelessness supports/housing and human services programs to DSS at the sunset of the LRA June, 2010.
 - A plan will be developed collaboratively to ensure an effective transition upon sunset of LRA
 - LRA will transfer the permanent supportive housing program to DSS at LRA sunset
 - LRA will transfer program resources to DSS
 - DSS will work with the LRA to develop the state's disaster housing strategy long-term

Expected Results:

- Currently in DSS
 - OS - Homeless Prevention Unit \$12 million 3 job appointments
 - OCS HUD Emergency Shelter Grant \$1.6 million and 1 staff member
 - OCS Domestic Violence Shelter program \$6.9 million and 1 staff
 - OFS TANF funds of \$1 million
- DSS will coordinate homelessness prevention efforts into a consolidated program to better meet the needs of clients
- Better coordination will result in decreased administrative costs

DSS has been in communications with the LRA relative to this option.

Identify poor performing programs within your agency that should be eliminated

Option: Eliminate Child Care Job Search Program

Rationale:

- It is recommended that the state reconsider the current policy of paying for four months of child care for individuals who would not otherwise qualify for child care assistance, but are currently in the 4-month job search program. Significant reorganization of this program is necessary to result in improved job placement and retention outcomes. If the anticipated outcomes are not being

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achieved, elimination of this program could save approximately \$10 million annually that would be reinvested in the Child Care Assistance Program. The Child Care and Development Block Grant provides a limited amount of resources annually that can be provided to eligible working families to support the cost of child care. The surplus of child care resources and stimulus funds will be depleted by the 2011 fiscal year budget. With the loss of such funding the state could face the need to increase co-pays for services, reduce provider rates, reduce hours of services or implement a waiting list. Elimination of this program could alleviate the need for more drastic cuts to child care assistance.

Expected Results:

- o Savings of \$10 million in federal funds annually

DSS has been in communications with the LWC relative to this option.

Option: **Eliminate or restructure Earned Income Tax Credit (EITC) technical support program**

Rationale:

- o The Earned Income Tax Credit (EITC) is a refundable credit that is available to certain individuals and families who have low-to-moderate levels of earned income (wages, salary, tips, bonuses & net earnings from self-employment) and are taking care of at least one or two minor children. In certain cases, a taxpayer with low earned income and no children may also qualify. DSS budgeted \$1.2 million in TANF funds for community organizations to assist low-income families qualifying for EITC complete their tax returns. Rates paid to providers vary from \$40 to \$200 per return completed based on operating costs. DSS proposes the elimination of funding for this purpose. Department of Revenue (DOR) may provide some tax preparation assistance within their existing capacity.
 - o This program is not within the core competency of DSS but rather lies with DOR.
 - o DOR may have the resources to provide some of these services.

Expected Results:

- o DSS proposed eliminating contracting with various community-based providers at differing rates. Through this contract DSS hopes to reach more taxpayers, which will in turn reduce the cost paid per return.
- o Savings from this program can be reinvested in additional poverty prevention services.

DSS has been in communications with the DOR relative to this option.

Section Six: Civil Service and Employee Benefits.

DSS proposes the following items for consideration:

- o Greater flexibility and discretion by department heads in the use optional pay and other pay mechanisms to retain employees with technical expertise.

- Use optional pay to pay for the additional duties that would normally have been used to justify the reallocation to flatten the structure of state government vs. the current system of promoting/reallocating people to higher level job titles.
 - The authority for up to a 10 percent optional pay adjustments for hard to recruit jobs should be given to agencies vs. Civil Service and agencies should be held accountable for misuse.
 - Expand the usage of the dual career ladder concept to more career fields.
 - Currently, the extraordinary credentials rule requires that an employee be hired into a probational appointment. If an employee promotes (or even laterals) to a different career path, and the credentials he/she possesses were not related in the old job but are related in the new job, agencies should be allowed to give this pay without it being associated with a probational appointment.
 - Civil Service should explore streamlining the rules and documentation requirements for discipline and poor performance. Agencies need to be able to remove people from jobs that they cannot perform.
-
- Greater emphasis in the merit system on pay for performance.
 - The pay ranges need to be increased and the job classifications need to be collapsed and broadened to allow for greater compensation ranges based on knowledge, performance, skills, etc. without necessitating the creation of higher level positions to retain staff.

Section Seven: Studies and other Resources

- *Department of Social Services Internal Audit: Evaluation of current programmatic strategies and operating structures and recommendations (December 2008)*
This report is a result of an organizational and operational audit conducted of the Louisiana Department of Social Services. This internal audit was led by the Executive Management Team and includes an in-depth evaluation of program office functions, staff interviews, stakeholder meetings and a review of collateral information provided by the Legislative Auditor.
- *Promoting Self-Sufficiency for Louisiana's Citizens: A Framework for Strategic Investments (Department of Social Services, July 28, 2009)*
One of the most challenging and important tasks facing state policymakers is to choose wisely among a mix of strategies that address the developmental, social, and basic economic needs of our most vulnerable individuals and families. This framework enables the department to make strategic investments that promote self sufficiency for individuals and families.
- *Center for Economic Opportunity: Strategy and Implementation Report (NYC CEO, December 2007)*
This report details the Center for Economic Opportunity's design and implementation of a range of programs fulfilling recommendations from New York City's Commission for Economic Opportunity which worked to develop a strategic poverty reduction agenda for low-income households and individuals.
- *Early Experience Matters: A Guide to Improved Policies for Infants and Toddlers (Zero to Three- A National Center for Infants, Toddlers, and Families, 2009)*
This report provides an overview of some of the most compelling evidence for investing in and implementing a comprehensive infant and toddler policy agenda including the following:

"High-quality, research-based interventions for at-risk infants and toddlers not only benefit individual children but also benefit society in ways that far exceed program costs. Cost-benefit analyses conducted by numerous economists clearly demonstrate the importance of the earliest experiences and interventions for at-risk children.

Economic analysis demonstrates that for every dollar invested in early childhood programs, savings of \$3.78 to \$17.07 can be expected. This is because early interventions for young at-risk children promote:

- school retention
- improve the quality of the workforce
- help schools to be more productive
- raise earnings
- strengthen social attachments
- reductions in crime, teenage pregnancy, and welfare dependency

...early childhood intervention programs provide a greater long-term increase in labor force participation, income GDP, savings, investments, and tax revenues, and to improved health and decreased mortality."

- *Financing Quality Rating Systems: Lessons Learned (Alliance for Early Childhood Finance, United Way Success by Six, 2004)*
This report describes the process of developing and financing Quality Rating Systems for early childhood programs. The report analyzes nine statewide quality systems and provides best practice/lessons learned from these experiences.
- *Better Beginnings: The State of Early Learning and Kindergarten Readiness in East Yakima and White Center (Mathematica Policy Research, Inc., 2008)*
In its strategy document, "Investing in Children: An Early Learning Strategy for Washington," the Bill & Melinda Gates Foundation identified six key demographic risk factors that put significant numbers of Washington state children at a disadvantage when they enter kindergarten, such as living in poverty and living with a single parent or no parent. This report provides an assessment of interventions employed in select communities in Washington state as well as provides a foundation for assessing the outcomes of early childhood programs and interventions.

Section Eight: Agency Best Practices

DSS reform efforts with an emphasis on streamlining include:

Redesign of Business Operations

- Global Streamlining Activities Across the Department
 - Review service delivery models
 - Training
 - Policies/Procedures

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- Location
- Organizational structures
- Improve project management activities
 - Keystone activity development to ensure that agency staff and initiatives are:
 - Linked to performance outcomes;
 - Leverage state and federal resources;
 - Maintain/support operational efficiencies;
- Analysis of all procurement/contracts
 - Reduce duplication of services
 - Ensure purchasing power is leveraged
 - Ensure services are aligned with keystone activities
- Inter-department alignment options
 - Review of DSS organizational structures to ensure organizational efficiencies
 - Consolidation of policy/planning functions
 - Consolidation of the Bureau of Civil Rights with the Bureau of General Counsel
 - Resulting elimination of 2 positions
 - Savings of \$152,571
 - Consolidation of EEOC work within Human Resources
 - Leveraging resources
 - Maximize Federal resources
- Focus on core purpose/functions
 - Elimination of programs that are not aligned with core purposes
 - Performance and data driven program and funding decisions
- Consolidation of OM&F functions
 - DSS had procurement, fiscal, human resources and budget functions in all 4 agencies of the department.
 - Resource management was disjointed resulting in underutilization of federal funds
 - No single cost allocation strategy was in place for the department putting the department at risk for disallowances and penalties
 - Duplication of services resulted in more staff than was necessary with no unit taking ownership and/or accountability
 - Consolidation resulted in:
 - Reduction of 5 staff in Human Resources
 - Reduction of 8 staff in Fiscal Services
 - Reduction of 7 in Procurement
 - Creation of a Cost Allocation unit with departmental authority and responsibility
 - Total salaries and related benefits savings \$896,560
- Safeguard resources – strengthening Internal Audit section
 - Reduction in audit findings
 - Ensures audit findings are resolved
 - Reduces the likelihood of disallowances
 - Maximizes the use of staff

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- Maximize the use of resources to include human resources, technology, and other assets
- Reduce fraud, waste and abuse through greater accountability, clearer lines of authority and expeditious decision making
- Limited resources targeted to those truly in need
- Reinvestment of recovered funds into services
- Increased accountability for use of public funds

Safe and Supportive Foster Care Services

Child residential

Effort underway:

- DSS recently initiated the reform of child residential care through the development and implementation of new child residential regulations. Changes to these regulations focus on ensuring that appropriate services are provided to children; improving the environment in which children live; providing for workforce qualifications and training for staff; and clarifying the monitoring process for providers and surveyors.
- Developing outcomes-based treatment models for children in residential and foster care is the next phase of child residential reform. The implementation of a system of care or treatment model in residential settings is key because: 1) a successful treatment model affords children the opportunity to receive critical clinical or social services that promote positive physical and emotional development; and 2) a successful treatment model may enable children to more quickly exit residential settings and live in less restrictive and less expensive settings like foster homes, adoptive homes or be re-unified with their families.
- In SFY 2010, DSS will implement an outcomes-based approach for the purchasing and delivery of services for children in child residential settings. DSS will assess levels of care needed in residential and therapeutic settings; design a purchasing system that provides for these levels of care; and require providers to compete based on outcomes to provide these services.

Expected Results:

- Allow the state to reinvest savings from the reduction of children in residential settings into treatment models for those that remain in residential or therapeutic settings
- Achieve longer-term savings as the number of children in residential care continues to decrease
- Develop a highly quality residential provider system that is focused on moving children out of residential settings and into less restrictive settings
- Reformed purchasing process for services based on ability to achieve outcomes

In-home Services

Effort Underway:

- Intensive in-home services that strengthen troubled families and allow children to receive the help they need in their own homes have proven to be effective in preventing or reducing the timeframes of children in foster care. DSS currently provides in-home services through Homebuilders In Home Based Services (IHBS), Multi-Systemic Therapy (MST) and other support services. DSS is exploring the state's current investment in these programs and their outcomes to determine if outsourcing to a specialized service provider(s) will be beneficial.

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Expected Results:

- Cost savings through outsourcing
- Ability to reinvest savings into providing care to additional families that are not being served today
- Better outcomes, with specific focus on greater success in re-unification or permanency for children and reduced repeat abuse to children
- Reduction in the number of children in foster care – resulting in greater long-term cost savings

Effort Underway:

- Providing for the mental health needs of children in state's custody – DSS and OJJ estimate that 70 percent of all Medicaid eligible youth in custody of OCS or OJJ placed in a residential facility have a mental health diagnosis requiring treatment. For children placed in foster homes, the range of that needing mental health treatment is 40 percent (OCS) to 70 percent (OJJ) and for children and parents served in their home, the range is 20 percent (OCS) to 50 percent (OJJ) of all clients served. In 2007-2008, OCS spent approximately \$8.7 million on mental health treatment including IHBS, MST, psychological and psychiatric evaluations, and therapeutic intervention. The funding source was flexible federal Social Service Block Grant (SSBG) funds and state general funds (SGF). During the same time, OJJ spent approximately \$10.4 million of SGF for the similar services.
- In October 2008, DSS, DHH and OJJ implemented a workgroup and pilot to study potential uses of Medicaid funding for treatment services for children and families served by OCS and OJJ. The initial focus was to determine whether the Homebuilders Model of Intensive, Home-based Services would qualify as a Medicaid reimbursable service. A secondary focus was for the group to determine the extent to which OCS and OJJ were maximizing the use of Medicaid funding within their respective agencies for mental health treatment. Although it was determined that the Homebuilders Model is not currently Medicaid reimbursable, the results of the pilot show that the majority of psychiatric and psychological evaluations conducted for OJJ and DSS children and families can be completed by Medicaid providers. And although all expenses related to mental health treatment are not Medicaid reimbursable (court appearances, comprehensive reporting, travel, etc.), payment for these expenses can be better negotiated with providers. Medicaid providers are also willing to meet the needs of DSS and OJJ and the clients they serve and mental health rehabilitation evaluations through Medicaid are effective in meeting the needs of the client.

Expected Results:

- Expanding the use of Medicaid providers for psychiatric and psychological evaluations will result in significant annual cost savings to the state by better leveraging federal financing for existing services (estimated \$3 million annually).
- Better outcomes because of the quality and continuity of care provided by Medicaid providers and the Medicaid system.

Strategic Investments Targeted toward Self-Sufficiency

Effort Underway:

- DSS will employ an outcomes-based approach to promoting self-sufficiency that targets true opportunities to move households out of poverty. Key factors in a safe, healthy and thriving Louisiana are advances in workforce development, economic development and education. Each of these factors directly impact the prevalence and consequences of poverty in Louisiana
- Focus on investing in key interventions that have highest potential return on promoting self-sufficiency:
 - Strategies aimed at children and youth including age appropriate cognitive and health development and early education; and,
 - A combination of workforce, education and family support strategies

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- TANF reform
 - Realign investments for direct impact on poverty
 - Administrative overhaul of the program
 - Regional TANF block grants
 - Local ownership and accountability
 - Performance-based contracting
- Workforce development
 - Services will be targeted according to client capacities/skills and labor market demands
- Focus on Job Readiness, Placement and Advancement for Our Clients
 - Redesign workforce development activities and investments to both streamline and improve job readiness and placement to include improvement and/or expansion of workforce connections for:
 - Supplemental Nutrition Assistance Program recipients,
 - FITAP/STEP clients
 - Individuals with disabilities receiving rehabilitation services
 - Youth aging out of care
 - Families involved with the child welfare system
 - Child care assistance recipients
- Family Supports – safety net of basic supports that allows families a stable environment, continued employment and the ability to move away from such supports through advancement in their career and financial independence
 - Investing in Asset Building
 - Microenterprise development
 - Individual Development Accounts
 - Earned Income Tax Credit

Expected Results:

- Better use of existing federal and state dollars
- Increase in job readiness and placement of individuals currently receiving public benefits
- Greater levels of school readiness
- Increase high school completion rates
- Increase in family incomes
- Decrease in number of individuals eligible for public assistance (overall reduction in poverty)

Emergency Preparedness: Point to Point Sheltering

Effort Underway:

- Point to Point parish relationships need to be established for long-term development of the state sheltering plan in order to become independent from out of state support. The state, as a worst case scenario, needs 50,000 spaces for critical transportation needs (CTN) evacuees. During Gustav / Ike DSS sheltered approximately CTN 37,000 evacuees (25,000 Out of State and 12,000 In State).
- American Red Cross (ARC) has approximately 68,000 general population shelters in LA of which 37,000 of those were also used during Gustav / Ike leaving 31,000 spaces theoretically unused.
- DSS proposes identifying point to point arrangements for 17 evacuating parishes with associated sheltering parishes knowing that Orleans and Jefferson have too large of a population to establish point to points. By establishing these arrangements, DSS can house a little over 13,000 in the unused 31,000 spaces of the ARC, still leaving 18,000 available for general population along with the 37,000 already being used (55,000 general pop spaces total).
- This gives the state approximately: (In State)
 - CTN - 13,100
 - MSN - 2,750
 - SOS - 120
 - P2P - 13,285
 - Gen Pop - 55,000 (if all spaces were used)
 - Total - 84,255 for this season
- This leaves a gap of 24,000 CTN spaces needed from out of state support, if the projected numbers are realistic. However, DSS only used 37,000 CTN spaces during Gustav; 13,000 fewer spaces than the current planning estimate.

Expected Results:

- Reduced costs associated with transporting citizens out of state during an event – Point to point shelter arrangement will use local transportation resources vs. commercial buses, trains and air.
- Economic impact on the local economy related to disaster management and operations

DSS has been in communications with the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) and Military Affairs relative to this option.

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Transfer of Adult Residential Licensing to DHH

Effort Underway:

Adult Residential Licensing – DSS is currently working with the Department of Health and Hospitals (DHH) to transfer responsibility for adult residential care provider licensure. This is in responses to Act 381 passed in the 2009 Regular Session. DHH currently has responsibilities for nursing facilities, intermediate care for people with developmental disabilities, adult residential care facilities and home/community-based service providers.

Expected Results:

- o DHH serves aging adult and disabled individuals as part of their core competencies
- o The transfer of regulatory authority for all adult residential facilities would allow for alignment and incorporation of licensure of all adult programs into one agency.
- o This alignment would provide a tiered system for the best practice of “aging in place”, and ensure a continuum of care that enables comfort and dignity for elderly Louisiana citizens.

DSS has been in communications with the DHH relative to this option.

LOUISIANA DEPARTMENT OF EDUCATION

INITIAL REPORT

TO

THE COMMISSION ON STREAMLINING

GOVERNMENT

**PAUL G. PASTOREK,
SUPERINTENDENT OF EDUCATION**

August 17, 2009

Section One

Agency Overview

Identify your overarching reform goal(s) for the agency.

Overview

If Louisiana is going to promote the well being of its citizens and achieve economic prosperity, Prek – 12 public education must remain a top priority for our state. Not only must the State continue to dedicate critical resources to support workable solutions and key programs, but administrators and policy makers must be willing to consider and implement necessary improvements at every level of our education system. There can be no program or policy that is not subject to change if doing so is in the best interest of the children.

At the Louisiana Department of Education (LDOE), we are aggressively pursuing a bold vision to create a world-class education system for all students in Louisiana. Working closely with the Board of Elementary and Secondary (BESE), the intention is to:

- Ensure Higher Academic Achievement for all Students
- Eliminate all Achievement Gaps
- Prepare Students to be Effective Citizens in a Global Market

The achievement of these goals starts by embracing the fundamental belief “that all children can learn.” To remove barriers that have impeded our state’s education progress for decades, the frequently encountered resistance to even the idea that we can do better must be eliminated. The greatest challenge facing our state, ironically, may be our own self-doubt or a disinclination to believe our children are capable of doing more and learning more. The expectations for public education across Louisiana are very, very low.

Admittedly, given the current state of Louisiana’s public education system the promotion of the idea to elevate our state’s education system from almost dead last on every list to world-class is very difficult. However, the intention is to achieve that dramatic shift in a relatively short timeframe.

But now is the chance to stand up to prove that through our willingness to embrace a course of action to create a public education system that is dramatically different and dramatically better than what is currently in place is an achievable goal.

Alignment of Organizational Structure with Mission

The Louisiana Department of Education (LDOE) seeks to become a model government agency that ensures complete alignment among goals and outcomes. As stated above, the Department’s vision is to create a world-class education system where the primary focus is to improve the lives of our students. Successful implementation of the Department’s vision demands an organizational structure that is better aligned with the mission in order to generate the greatest impact.

Historically, the Department operated as a policy promulgator, compliance office, and service provider, with no clear boundaries between these different functions. This structure did not provide the necessary support to schools and districts to fully serve the educational needs of students. First steps towards transforming the agency overall required that the agency move to be more supportive of schools and districts. This realignment of purpose has energized employees to work towards reaching the vision.

Based on 2008 LEAP, iLEAP and GEE test scores, overall student achievement continues to improve. Of the 93,941 fourth and eighth grade students who took the LEAP test in the spring and/or summer, 76,225 or 81 percent successfully passed the exam.

- LEAP results show that at the 4th grade level in English/language arts, 71 percent of initial test-takers scored *Basic* or higher in 2008, compared to 70 percent in 2007.
- In 4th grade math, 69 percent of initial test-takers scored *Basic* or higher in 2008, compared to 65 percent in 2007.
- In 8th grade English/language arts, 60 percent of initial test-takers scored *Basic* or higher in 2008, compared to 59 percent in 2007.
- Eighth grade math scores also increased, with 60 percent of students scoring *Basic* or higher in 2008, compared to 56 percent in 2007.

These results show our accountability system is working to improve student achievement and offer support where needed. Our accountability system has been recently ranked one of the best in the nation by Education Week's "Quality Counts" report because of its standards and practices, and our state accountability commission is drawing on the expertise of national experts and best practices to make Louisiana's accountability system even better.

80% Graduation Rate by Spring 2014

"College and Career Readiness for All Students through a World-Class Education and Multiple Pathways" is one of the primary goals of the Louisiana Department of Education. The primary goal is to attain an 80% graduation rate by spring 2014.

According to a national report issued by Achieve, a national non-profit organization dedicated to helping states raise academic standards, Louisiana's high school graduation standards meet crucial national benchmarks proven to ensure success for high school graduates. In fact, Louisiana was selected as only one of eight states to participate in the national College and Career-Ready Policy Institute.

On ACT exams, Louisiana's average composite score for all students, which includes public and nonpublic students, increased to 20.3 in 2008 from 20.1 in 2007. Nationwide, the average composite score dropped to 21.1 in 2008 from 21.2 in 2007. Louisiana's African American students continue to outpace the national average composite score. The composite for African-American students in Louisiana went from 17.0 in 2007 to 17.4 in 2008. This tops the composite score of African-American students nationwide, which fell from 17.0 in 2007 to 16.9 in 2008.

Thirty-nine Louisiana high schools were recently named among the list of schools recognized by U.S. News and World Report as the best high schools in the country. One Louisiana high school, Benjamin Franklin Senior High School in New Orleans was ranked 16th in the country and was featured in the report as "The High School that Beat Katrina."

Converging calls for action resulted in 3 sweeping pieces of legislation being passed in the summer of 2009—the *Louisiana Student College and Career Readiness Act* and two related statutes. In general terms, the main purposes of the Acts are the collaborative establishment of "state strategic initiatives to improve high school graduation rates and ensure student readiness for postsecondary education and

Initial reorganization efforts over 12 years ago have achieved real success. These changes helped the Department be a leader in providing greater accountability for its financial and academic achievement. All infrastructure services were placed in one location to minimize duplication and to take advantage of efficiencies; and educational program activities were grouped to eliminate the silos of single purpose activities. Goals and objectives with performance standards and annual targets were established so results could be tracked through performance indicators. However, even with these changes, limitations still exist today in the Department's ability to deliver outcomes.

Looking forward, the Department envisions moving from a 20th Century bureaucracy to a visionary institution that drives measureable progress. The advice of David Osborne, author of *The Price of Government* and renowned expert on streamlining government, has been sought to assist in moving the agency in this direction. Such a change will require transforming the way in which services are delivered and resources are managed. For example, arbitrary rules and policies that impede progress will be eliminated. Compliance functions will be separated from service functions in order to better support the needs of schools and districts. Management within the Department will be empowered to make bold decisions that help ensure positive results.

The cornerstone of our new focus on delivering results, not simply programs, is the Education Delivery Unit. The Delivery Unit is able to transcend traditional boundaries in the Department and foster a collective focus. Through relentless concentration on goal trajectories and growth, the unit will bring an unprecedented level of urgency and clarity to the Department's mission. The Delivery Unit gives all stakeholders the ability to check the pulse of the Department's most important goals at any given moment.

A foundational restructuring of this magnitude will take time. Yet, without a doubt, this newfound and persistent pursuit of results will be what builds the world-class education system that our children deserve. In the process, the Department of Education will continue to act as good stewards of the public's trust.

Recent Highlights

Louisiana is already laying a strong foundation for success – made possible by the leadership of the Board of Elementary and Secondary Education (BESE), the Governor's Office, state legislature and other policy makers, the commitment of our partners, and the dedication of LDOE staff, local administrators, teachers and staff.

Student Achievement

One of the biggest indicators of a state's educational advancement is its progress in terms of closing the gap. It was recently noted by Education Trust that Louisiana is the only state in the nation in which the gap between African American and white students has narrowed significantly in both 4th grade reading and 8th grade math. Based on student performance on the National Assessment of Education Progress (NAEP), the gap between African American and white students in 4th grade reading was reduced by 12 points from 1998-2007; and the gap between African American and white students in 8th grade math shrank by 11 points from 2000-2007. The average scale score for African American students in math in 2007 was 20th in the nation.

- Respond to the statutory mandate that provides for a comprehensive system of articulation and transfer of credit between and among public secondary and postsecondary educational institutions
- Implement the requirements of the *Louisiana Student College and Career Readiness Act* to create and coordinate “state strategic initiatives to improve high school graduation rates and ensure student readiness for postsecondary education and career opportunities”
- Build upon the noteworthy successes of the Jobs for America's Graduates (JAG) program for students who have dropped out
- Expand the promising new EMPLOY program to more school districts
- Pilot and, next year, rolling out the *Journey to Careers* course statewide to help keep 8th and 9th graders on track for high school

Some additional efforts to address the primary goal of 80% graduation for 2014, the Office of High School Redesign within the Department of Education has plans to implement the following:

- Reduce failure rates in middle grades and 9th grade
- Implement 9th Grade Initiatives in 34 High Schools
- Implement High Schools that Work (HSTW) and Making Middle Grades Work (MMGW) in 22 middle and high schools
- Target 31 high schools for assistance with improving their graduation rate
- Provide training for Middle and High School Counselors for College and Career Readiness as well as the Career Diploma
- Ensure high school readiness by increasing the number of students meeting grade-level standards before and during high school
- Increase the rate of college-bound (1, 2, or 4-year) students to meet or exceed the national average by the end of the 2010-11 school year
- Increase the number of students who are career-ready by 10%, using the 2009-10 school year as the baseline
- Establish readiness standards for the 9th grade
- Evaluate the college/career readiness status of high school juniors
- Reshape high school career/technical courses.

In addition, the new policy analysis unit created in the Department of Education called the Superintendent’s Delivery Unit (SDU) will link student outcome data and program implementation data to drive results for students using a systematic model of program improvement. The SDU will help drive outcomes for students by creating intensive data focused around a small set of critical educational goals for the State.

The initial goal being targeted by the SDU is achieving an 80% high school graduation rate by 2014. The delivery unit will be analyzing plans for the delivery of services to schools, examining execution of those plans and developing data-based trajectories for how the State can reach this graduation rate within the given timeframe. The LDE’s work contributing to high school graduation is being dramatically focused and reorganized during 2009-10 based on assessment of program success and implementation.

The Recovery School District (RSD): Research and Development Through Innovation and Study

Established by the Legislature in 2003, the Recovery School District is on the front lines of cutting-edge reforms in education in the United States and globally. District and school leaders and teachers are

career opportunities” as well as streamlining of pathways and alignment of articulation systems between secondary and post-secondary and among post-secondary education.

Specific activities and programs to address these goals and strategic intents are briefly described below:

Data

- Building a world-class PreK-20 longitudinal data warehouse for school, district, and state staff to monitor student progress toward college and career readiness, especially for at-risk students
- Using data-driven decision making at the state level, the findings of the new Delivery Unit will drive much of the LDE’s activities, particularly in relation to achieving the agency’s primary goal of an 80% graduation rate by 2014

Assessment and Accountability

- Assessment and Accountability System changes, particularly regarding high schools, are being considered to better measure college and career readiness, in large part as reflected by the following:
 - Revision of the *Louisiana Comprehensive Curriculum* with greater emphasis on literacy and numeracy, post-secondary readiness, and “21st century skills”
 - Better align the Graduation Exit Examination (GEE) with content standards
 - Increasing utilization of the ACT and WorkKeys® as assessment tools for, respectively, career and college readiness
 - Consideration of increased emphasis on the high school graduation rate and other factors relevant for measuring college and career readiness

Interventions

- Expand Literacy for All, especially through development of an Adolescent Literacy Initiative
- Expand Senior Project® with the expectation that participating students will benefit both in college and career readiness
- Increase the focus in the Regional Education Service Centers on literacy, Career and Technical Education (CTE), and High School Redesign
- Improve and expand requirements and trainings for quality CTE instructors
- Develop the achievements of Louisiana’s Promise statewide dropout prevention summit
- Address the dropout problem with LDE-led teacher and administrator professional development
- Increase opportunities for student participation in the Louisiana Virtual School (LVS), dual address the dropout problem enrollment, and advanced placement
- Expand the Recovery School District (RSD), refinement of the interventions that demonstrate success, and implementation thereof into other failing schools

Early Warning, Multiple Pathways and Options

- Implement DEWS (Dropout Early Warning System) statewide to facilitate early identification of students leaving middle school unprepared for high school and students at-risk of dropping out of school so schools and districts can intervene early
- Increase the activities of the new CTE Business Unit to work toward growth of secondary CTE opportunities, securing additional internships for students, and related activities

end, last fall Louisiana was cited in a report by Education Trust, *Core Problems*, as a pioneer for its assessments of teacher preparation programs. The Education Trust analysis called Louisiana's "Value Added Teacher Preparation Program" is a progressive strategy aimed at re-inventing teacher preparation programs in the state's private and public colleges and universities. The program, which was launched in 1999, was developed through a partnership between the Louisiana Board of Regents and the Board of Elementary and Secondary Education (BESE).

As Louisiana works to guarantee all students have access to high-quality teachers, education officials are seeking partnerships with other states to share best practices and ideas focused on recruiting and retaining effective teachers. In support of these efforts, Louisiana was recently selected by the National Governor's Association to participate in the Policy Academy on *Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness*. The Policy Academy will help states develop new models of teacher compensation that support efforts to recruit new talent to the profession, retain existing talent within the profession, provide incentives for teachers to work in shortage areas and hard-to-staff schools and pay teachers for their contributions to improved teaching and learning. The Policy Academy will pair influential state policymakers, such as governors' education policy advisors, chief state school officers and state and district teacher union leaders, with leading national experts to help develop coordinated state-specific policy strategies.

Louisiana's Teacher Advancement Program (TAP), originally established by The Milken Family Foundation, shows continued success in using value-added measures to assess and support teachers and effectively increase student achievement. Currently, 28 schools across Louisiana are participating in the TAP program. Because they have completed two full years of TAP implementation, 11 Louisiana schools were eligible for growth rewards through TAP in 2007, meaning they received a score for effective teaching that led to greater student achievement. Of the 11 eligible schools, 10 received a value-added score of 3, 4, or 5 for the gains they made from the 2006-2007 school year to the 2007-2008 school-year. These scores indicate at least one full year's worth of growth in student learning and earned the school staff monetary rewards.

And individually, our teachers continue to gain national attention for their accomplishments in the classroom. Out of 80 awards presented nationwide, three Louisiana teachers earned \$25,000 unrestricted, cash prizes for winning 2008 Milken Educator Awards.

Building Capacity through Effective School Leaders

While numerous studies show that effective classroom teachers have the greatest influence on student performance, many education experts agree that teacher effectiveness is greatly influenced by strong leadership and support from principals and supervisors.

Last year, Louisiana received a two-year, \$3.4 million grant from the Wallace Foundation to support educational leadership initiatives designed to improve the state's ability to recruit, train and retain qualified school principals. But this is not the first time Louisiana has secured the support of the Wallace Foundation. Over the last three years, funding from the Wallace Foundation has been used to support a variety of educational leadership initiatives – and the success of these initiatives largely contributed to Louisiana being recognized by the Southern Regional Education Board as the only state that made progress in six key policy areas pertaining to the preparation of principals.

embracing new teaching principles and ideas, including extended day to provide for more instructional time on task, managed curriculum to ensure students are taught grade level standards, and a sweeping classroom modernization program to create learning environments on par with more affluent districts. This includes interactive white boards in all classrooms for grades 4 through 12, more than 4,000 laptop computers for high schools students and technology-based interventions, such as Read 180 for students who are not performing at grade level.

After only one full year of implementation, the RSD made larger gains in proficiency on state tests than the state average in almost every grade level, and had no losses. Fourth and 8th grade students performed better on both English Language Arts and math assessments, with the greatest gains being made in 4th grade math (12% gain). The district high school students also scored better on GEE tests, showing a gain of 4% in English Language Arts and 2% in math.

iLEAP scores for students in the RSD's directly operated schools showed improvement in 45 of 46 categories. In the category of students scoring proficient, meaning *Basic* and higher, there was improvement in all grades and in all subject areas. The most significant improvements were double-digit percentage point gains in 3rd grade mathematics, social studies and reading; and in 5th grade social studies. In the category of students scoring *Unsatisfactory* on iLEAP, there were decreases in all grades and all subject areas except 7th grade social studies. That grade saw a 1 percentage point increase in the number of students scoring *Unsatisfactory*. The most significant improvements were double-digit percentage point decreases in 3rd grade math, social studies and reading, and 5th grade math and social studies.

Additionally, in cooperation and collaboration with the Orleans Parish School Board (OPSB), the RSD will participate in a \$1.6 billion Master Plan to support the first new comprehensive construction plan for New Orleans public schools since 1952. The six-phase plan will take place over the next 10-20 years, and includes major school facility renovations, additions, and the construction of almost 50 new schools. The plan also calls for reducing the number of schools from 128 poorly maintained pre-Katrina schools to approximately 85 permanent state-of-the-art facilities. Phase One of the Master Plan, which totals approximately \$700 million, is fully funded through a combination of RSD and OPSB FEMA and Community Block Grant funds (CDBG). Phase One is one of the largest, if not the largest, government rebuilding program on the Gulf Coast since Hurricane Katrina.

If additional funding is secured, school construction can be ramped up quickly within the existing master plan implementation structure. In terms of funding, the RSD has more than doubled its FEMA obligations (an increase of more than \$350 million) and liquidated more than \$65 million in CDBG funds—the first Gulf Coast government recipient allowed to do so.

Building Capacity through High Quality Instructors

The quality of Louisiana's public school teachers is at an all-time high. The percentage of teachers holding a standard teaching certificate stands at 95.7%, up from 95.3% last year. As recently as 2000, that percentage was only 85.8%. Moreover, the passage rate on the national PRAXIS teacher examination, required for certification, remains at 99%, where it has stood since 2003.

Also, in 2008, 170 teachers achieved National Board Certification. For two straight years, Louisiana has ranked 14th nationwide in the total number of National Board Certified Teachers. At the same time, Louisiana wants teachers who are not only qualified, but who are effective in the classroom. To that

accountability system is unfair and impossible. But last year, LDOE identified twenty schools that achieved a School Performance Score of 100 or higher, despite the fact that at least 82 percent of their student population was enrolled in the federal free and reduced lunch program. A common thread identified among these successful school models: strong leaders with high expectations and teachers who are committed to excellence. Against great odds, these schools are succeeding, and LDOE is studying their approaches and practices and sharing those with schools across the state.

Early Childhood Development

Louisiana is among the top 10 states in the nation for spending on its state-funded pre-kindergarten programs according to the most recent study by the National Institute for Early Education Research. The state also ranked in the top 15 for the percentage of children enrolled in state-funded pre-kindergarten programs. And Louisiana's programs average 7.9 out of 10 quality standard benchmarks. The benchmarks include policies for early learning standards, teacher degrees, teacher specialized training, assistant teacher degrees, teacher in-service, maximum class size, staff-child ratio, screening and referral for developmental and support services, meals and monitoring.

Focused Initiatives

Louisiana must build upon these successes by focusing on targeted initiatives, including *Ensuring Literacy and Numeracy for All*, High School Redesign and Career and Technical Education to continue to move forward.

Ensuring Literacy & Numeracy for All

- LDOE's Literacy and Numeracy program was elevated to a stand alone division in the Department of Education in 2008, and Dr. Kerry Laster was appointed executive director of the state's literacy and numeracy efforts.
- During the 2008 regular session, the Louisiana Legislature appropriated \$12.5 million to fund literacy and numeracy programs at 163 schools throughout the state, and the Governor has again included funding for these programs in his proposed budget for 2009-2010.
- Two of the state's literacy programs recently received evaluations from the Picard Center for Children Development that noted measurable gains in student achievement in schools where the literacy programs were fully implemented.
 - The participation in the state's K-12 Pilot Literacy Program included Twenty-eight schools from nine districts, including Assumption, Avoyelles, East Feliciana, Lafourche, the Recovery School District, Sabine, St. Bernard, Tangipahoa and West Baton Rouge,.
 - The evaluation indicates the results of the first two years of the pilot program – from 2006-2008 – are promising. For example, the percentage of students in pilot schools who scored *Basic* or higher on the reading sub-score portion of the iLEAP exam increased from 50.4% to 55.7% during the two year timeframe.
 - The percentage of students in pilot schools who scored *Basic* or higher on the LEAP exam increased from 56% to 63% for 4th graders and from 49% to 51% for 8th graders.
 - In evaluations of the state's Reading First program, over the four-year history of the program, third grade students have made marked improvements, with the percentage of students reading on benchmark increasing from an initial rate of 34% in 2005 to 51% last year.

Through the Wallace funding, as well as state funded programs, LDOE is working with the Board of Regents and universities to develop effective training programs. For example, through the Louisiana Leaders Fellows program, 21 teacher leaders are being paid up to \$70,000 a year, plus a \$10,000 summer stipend to enroll in a university principal certification program and simultaneously serve as educational leader residents in area schools.

Building Capacity Through Data and Technology - Louisiana is relying heavily on data and technology to drive informed decisions and support its educational programs.

Early in 2009, LDOE was recognized by the Data Quality Campaign as one of only six states in the nation having all ten essential elements of a robust longitudinal data system for education. This system is key as the Department seeks to link and analyze related data around programs, resources and outcomes. The Department intends to continue improving on its data system's capabilities, and a recent federal grant of \$4 million will allow it to make substantial progress in that effort.

The potential to enrich education through technology is almost unlimited, and Louisiana is working to prepare all of our students, not just those in high school, to meet the technology demands of the 21st Century. Education Week's 2009 "Technology Counts" report gives Louisiana a perfect score of 100 and an "A" in its *Use of Technology* in the classroom.

Another related report by the Center for Digital Education (CDE) ranked Louisiana fifth in the nation for its policies and practices for online learning. According to the report, Louisiana's virtual school and online learning policies are among the best in the nation. The Louisiana Virtual School (LVS) provide students with a useful alternative when the schools they attend are unable to offer them access to the required courses for the Taylor Opportunity Program for Students (TOPS), Advanced Placement, dual enrollment, core curriculum, and elective courses in a traditional classroom setting. Established nine years ago, LVS has continued to build on the standards-based high school courses it initially offered – growing from 24 courses offered the first year to more than 60 courses this school year.

Relying on Best Practices and Effective Models

As further evidence of its commitment to world-class education, in 2008, LDOE embarked on a new effort to build a high-caliber educational model in Louisiana. The project aims to leverage the intellectual capital of successful models and best practices at the local, state, national and international levels in order for the Department to strategically determine how it can best support the needs of students and schools statewide. Research and development costs are being underwritten in part through a commitment of up to \$1.5 million by the Eli and Edythe Broad Foundation. The effort includes the design of a statewide model to attract, retain and support high quality educational professionals to work in Louisiana and will be based on the experience of the Recovery School District and successful strategies in the United States and around the world. In addition to the participation of local and state education leaders, experts from around the world are contributing to the project.

The LDOE is focusing on emulating schools that are models of success inside and outside the state. Louisiana's high poverty level requires us to confront the complex challenges educators face as the attempt to improve student performance. There are some leaders in the state's education community who argue that to expect schools with high levels of poverty to reach the goals outlined by the state

(DEWS), and the Department was working to oversee implementation of DEWS in all districts before the end of the 2008-09 school year; however, funds were cut for this project in mid year.

- The New Tech High Schools (NTHS) approach is based on a California model that integrates project-based learning, technology and teamwork into traditional classroom learning. Currently, there are four high schools in Louisiana following the New Tech model. Classrooms in New Tech schools are often wide open to promote collaboration between students and teachers across disciplines. Students participate in projects that are typically reviewed and critiqued by business professionals as the students are working on them. The finished projects are often evaluated by a panel of educators and professionals.
- The High Schools That Work (HSTW) model was developed by the Southern Regional Education Board (SREB) to assist states in their efforts to improve high schools. The HSTW model focuses on high expectations, work-based learning, college and career-ready curriculum, career and technical education and team teaching to help students succeed. HSTW also feature a guidance system for students and parents to develop positive relationships and ensure students complete an accelerated program of study with an academic or career/technical concentration. The program provides each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary. The Department recently signed a contract with the Southern Regional Education Board (SREB) to provide training and assistance to 22 schools through HSTW and *Making Middle Grades Work (MMGW)*. The schools were selected by SREB and will receive support to fully implement the intense three-year program to become Louisiana Schools of Innovation and Improvement (LASII). The model schools will be provided with professional development, technical assistance and review visits, summary reports, on-site coaching assistance, electronic and telephone support and summer institutes to fully implement the model.

Other Critical Initiatives

If Louisiana is going to succeed at creating world class education for all students, the State must also address critical initiatives such as improving graduation rates, lowering dropout rates, and developing effective interventions for struggling students. Through these efforts, our students will reach levels of academic achievement never seen before in this state.

Interventions for Struggling Students

Recognizing that only 65.9 percent of students graduate on time from Louisiana high schools, the Department is working closely with local school districts, other state agencies, and business and industry groups to increase graduation rates, reduce dropout rates and place students on a path to success after graduation. Specifically, two programs aimed at providing successful interventions to struggling students are Jobs for America's Graduates (JAG) and the Educational Mission to Prepare Louisiana's Youth (EMPLoY).

- JAG - Louisiana's nationally recognized and successful JAG program is based on a national model that assists students still enrolled in school as well as students who have already dropped out in obtaining their high school diploma or GED. Through the assistance of a Job Specialist, students age 12 and older receive program services, including mentoring, guidance and any additional education resources they may need as they work to pursue their GED or diploma and learn job ready skills. JAG-LA has earned national acclaim, and even more importantly, programs across the state have resulted in positive outcomes for students. The graduation rate for the in-school

- At the same time, students considered "at risk" by the DIBELS oral reading exam decreased from 30% to 17%.
- The Reading First schools also had a substantial decrease in the number of students referred to special education for reading difficulties – from 53% to 19%.
- The evaluation summary pointed to the progress that can be achieved when Reading First is paired with the LA4 Pre-K program. According to the report, students who participate in both programs perform at higher levels than students who participate in only one of the programs or neither.

Career & Technical Education (CTE)

- Career & Technical Education (CTE) in 2008 was elevated to a stand alone division within the Department, and Dr. Jim Owens was named executive director. We have strategically aligned our CTE efforts with the Louisiana Community Technical College System, the Louisiana Workforce Commission, Louisiana Department of Social Services, Department of Economic Development and other agencies so that our efforts are aligned with the resources and initiatives of other agencies as well as statewide needs assessments.
- Research and statistics show that 97.6% of the students who complete at least 3 CTE credits earn a diploma. In Louisiana, 70.64% of the students who participated in CTE courses scored *Basic* or higher on the English Language Arts portion of the Graduation Exit Exam, and 69.9% of our CTE students scored *Basic* or higher on the mathematics portion of the GEE.
- More than 72% of our high school students are currently enrolled in at least one CTE course.
- The Legislature appropriated \$4.5 million to CTE in 2008. The funding was used to increase the number of students participating in dual enrollment by 10 percent; to expand the implementation of industry-based certifications; and to increase the number of students participating in career awareness and career exploration courses as well as work-based learning activities.

High School Redesign: High Value High Schools

- The High School Redesign initiative continues to forward the implementation of programs that provide students with the skills needed for the global workplace. Some of the State's efforts to create *High Value High Schools* include initiating an enriched high school curriculum and utilizing project-based learning to connect student learning to the professional world.
- The State's 9th Grade Initiative program has participating students that are being better supported as they transition from middle to high school. In 2007-2008, 54 schools in Louisiana received a 3-year award to redesign their schools with a focus on personalization which they achieved through 9th grade academies or other types of small learning communities, mentoring or advisory programs, literacy and/or remediation programs, freshmen transition skills and other strategies. After only one year, schools have achieved significant improvements on measures of student engagement and performance. Long term, the results should be an improvement in the state's graduation rate and a curtailment in Louisiana's dropout rate. For the 2008-2009 school year, another 20 schools received 3-year grants to implement 9th grade programs, with plans to continue to fund at least 20 more schools every year for at least three more years.
- The Department conducted research to identify indicators for students who may be at risk of falling behind or dropping out. In response, LDOE created a data driven system that targets those indicators. In 2007-08, 44 districts participated in the Dropout Early Warning System.

chronically failing for decades is extremely challenging and requires a change of school culture and access to additional resources. With the transfer of 4 schools in East Baton Rouge Parish and 1 school in Pointe Coupee Parish to the RSD in 2008, the RSD's boundaries extended beyond Orleans Parish for the first time. Now, with the transfer of eight more schools in East Baton Rouge Parish and two schools in Caddo Parish, as well as Memorandum of Understandings with 23 additional schools in 9 other districts, the RSD will span statewide. The Department and the RSD must have the appropriate processes and adequate resources in place to effectively transform these schools into high-performing schools.

Constitutional and Statutory Mandates

Review and briefly outline the constitutional and statutory mandates for your agency.

A substantial portion of the activities of the Department is defined by the tremendous number of mandates under which the Department must operate. The nature of the services delivered and the funding received for these services create this environment. Mandates come in the form of constitutional provisions with the majority being federal and state statutes.

Constitutional Mandates

The State Board of Elementary and Secondary Education is mandated to:

- Supervise and control the public elementary and secondary schools and special schools under its jurisdiction
- Have budgetary responsibility for all funds appropriated by the state for these schools
- Supervise, manage, and operate or provide for the supervision, management, and operation of a public elementary or secondary school which has been determined to be failing (Recovery School District)
- Approve a private elementary, secondary, or proprietary school with a sustained curriculum or specialized course of study of quality at least equal to that prescribed for similar public schools
- Develop annually and adopt the Minimum Foundation Program (MFP) formula

Statutory Mandates

The Louisiana Department of Education is responsible for the administration of over \$4 billion in funds and over 100 programs the majority of which are governed by either a federal or state statute.

Federal Mandates and State Mandates

The federal government provides significant funding for educational entitlement programs that provide basic supplementary services for students and schools. In addition, funding is provided for activities that enhance educational services. Federal education dollars are provided primarily through the No Child Left Behind (NCLB), Individuals with Disabilities Education Act (IDEA), Carl Perkins (Vocational Education), and Adult Education grants.

The education of students across the state is such a significant responsibility that numerous state laws have been created to ensure the provision of these services. Some examples include the Accountability and Testing Programs, the Cecil J. Picard Early Childhood Program (LA4), the Education Excellence Program (EEF), and the Professional Improvement Program (PIP). (See attached chart)

programs (struggling students still enrolled in a traditional middle or high school setting) is 90%. The graduation rate for the out-of-school program (students who have dropped out of traditional setting) is 54%. Full time placement rates (graduates either employed full time enrolled in a postsecondary education on a full-time basis, or working and attending school in a combined full-time capacity) is 94%.

- **EMPLoY** - In January 2009, LDOE launched a pilot program of EMPLoY in 14 districts. Based on the JAG model, EMPLoY participants, age 16 and older, have opted out of the traditional school setting and have enrolled in the state's relatively unsuccessful GED/Options program. EMPLoY provides participants with job training through dual enrollment courses and/or industry-based certifications, intense training in basic skills to help them succeed in passing the GED, soft skills training and a work keys assessment to earn a Work Ready Certificate, the support of an adult mentor, and a work-based learning experience, including compensation. The projected graduation rate for the program is 70%.
- **Louisiana's Promise** - In the fall of 2008, the Department collaborated with Education's Next Horizon to launch Louisiana's Promise, a statewide initiative designed to reduce the state's dropout problem by engaging local communities through grassroots efforts. A statewide summit was held in October, followed by a series of regional dropout summits that were held throughout the state.

Saving Failing Schools

Based on 2008 School Performance Scores (SPS), only 301 schools (or 24 percent) of the 1,263 schools in the state's accountability system met the ten-year target of 100 or higher. And only 25.3 percent met their growth targets this past year.

More than 50 percent of Louisiana's schools fall below the state average of 86.3 SPS. Besides the 71 schools that have been transferred to the RSD since 2003 due to chronic failure, and the 33 schools that were eligible for state takeover this year for earning the Academically Unacceptable School (AUS) label for at least four consecutive years, another 512 schools earned a SPS of 85 or less in 2008. Fifty-seven of these 512 schools scored below 60. Together, the 71 schools currently in the RSD, the 33 that were eligible for placement in the RSD this year and the 512 schools who earned less than an 85 SPS, represent 48 percent of the public schools in Louisiana's accountability system.

- **Increasing District and School Support** - The Department believes a key to efforts to drastically achieve better results is to shift its role from a compliance agency to a support agency. The agency has significantly increased its outreach to local school superintendents through the Superintendent's Retreat (held annually) and the Superintendent's Institute (held quarterly). The state superintendent and deputy state superintendent also meet with superintendents every two months through small group assignments. In addition, the agency hosts monthly conference calls with local school board presidents. However, the challenge of communicating crucial information to district and school leaders is an ongoing barrier for the Department as LDOE seeks to support its efforts to raise student achievement.
- **Building the Capacity of the Recovery School District** - Also key to the efforts to save failing schools is the success of the Recovery School District. While there has been notable progress in turning failed schools around (see *Highlights*), the task of transforming schools that have been

**FEDERAL AND STATE STATUTORY MANDATES
LOUISIANA DEPARTMENT OF EDUCATION**

ORG NAME	FUNDING SOURCE	LEGAL CITATION	Program/Grant
21 CENTURY COMMUNITY LEARNING CENTERS	FEDERAL	PL 100-297 ESEA OF 1965, TITLE I, AS AMENDED	AFTER SCHOOL
ADULT EDUCATION - BASIC FEDERAL FUNDS	FEDERAL	PL 105-220 WORKFORCE INVESTMENT ACT OF 1998	ADULT EDUCATION
ADVANCED PLACEMENT FEE PAYMENT PROGRAM	FEDERAL	PL 103-382 ADVANCED PLACEMENT FEE PAYMENT PROGRAM	ADVANCED PLACEMENT
AFTER SCHOOL ENRICHMENT PROGRAM (TANF)	FEDERAL	PL 104-193 PERSONAL RESPONSIBILITY AND WORK OPPORTUNITY RECONCILIATION ACT OF 1996	AFTER SCHOOL
AIDS PREVENTION PROGRAM	FEDERAL	PUBLIC HEALTH SERVICE ACT, SECTION 301(a) AND 311 (b) (c), AS AMENDED; 42 U.S.C.. 241 (a), & 42 U.S.C.. 243 (b).	HEALTH
CARL PERKINS GRANT (Secondary Vocational Education Act)	FEDERAL	PL 105-332 CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998, AS AMENDED	CAREER AND TECHNICAL EDUCATION
CECIL J PICARD LA4 EARLY CHILDHOOD PROGRAM (TANF)	FEDERAL	PL 104-193 PERSONAL RESPONSIBILITY AND WORK OPPORTUNITY RECONCILIATION ACT OF 1996	EARLY CHILDHOOD
CHARTER SCHOOL PROGRAM	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	CHARTER SCHOOLS
EVEN START	FEDERAL	PL 100-297 ESEA OF 1965, AS AMENDED	EARLY CHILDHOOD
FOREIGN CONTRIBUTION PROGRAM	FEDERAL	MEMORANDUM OF AGREEMENT B/T DEPT OF STATE AND DEPT OF ED, MARCH 16, 2006	HURRICANE ASSISTANCE
GED TESTING (TANF)	FEDERAL	PL 104-193 PERSONAL RESPONSIBILITY AND WORK OPPORTUNITY RECONCILIATION ACT OF 1996	ADULT EDUCATION
HURRICANE EDUCATOR ASSISTANCE PROGRAM	FEDERAL	PL 110-28 HURRICANE EDUCATION RECOVERY ACT SUPPLEMENT	HURRICANE ASSISTANCE
IMMEDIATE AID TO RESTART SCHOOLS PROGRAM	FEDERAL	PL 109-148 HURRICANE EDUCATION RECOVERY ACT	HURRICANE ASSISTANCE
INDIVIDUALS WITH DISABILITIES PROGRAM (IDEA)	FEDERAL	PL 108-446 INDIVIDUALS WITH DISABILITIES EDUCATION ACT	SPECIAL EDUCATION
INDIVIDUALS WITH DISABILITIES PROGRAM (IDEA) PRESCHOOL	FEDERAL	PL 108-446 INDIVIDUALS WITH DISABILITIES EDUCATION ACT	SPECIAL EDUCATION
JOBS FOR AMERICA'S GRADUATES (TANF)	FEDERAL	PL 104-193 PERSONAL RESPONSIBILITY AND WORK OPPORTUNITY RECONCILIATION ACT OF 1996	DROPOUT PREVENTION
MCKINNEY HOMELESS PROGRAM	FEDERAL	PL 100-77 THE STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT	HOMELESS
MIGRANT EDUCATION	FEDERAL	PL 103-382 ESEA OF 1965, AS AMENDED	NCLB
MIGRANT EDUCATION CONSORTIUM	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
NATIONAL CENTER FOR EDUCATION STATISTICS	FEDERAL	PL 100-297 ESEA OF 1965, AS AMENDED	DATA COLLECTION
NEGLECTED AND DELINQUENT	FEDERAL	PL 100-297 ESEA OF 1965, AS AMENDED	NCLB
READING FIRST GRANT	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
RURAL & LOW INCOME SCHOOLS PROGRAM	FEDERAL	PL 107-110 NO CHILD LEFT BEHIND ACT OF 2001	NCLB
SCHOOL FOOD SERVICE PROGRAM	FEDERAL	PL 110-246 CHILD NUTRITION ACT OF 1966, AS AMENDED	FOOD AND NUTRITION PROGRAM

**FEDERAL AND STATE STATUTORY MANDATES
LOUISIANA DEPARTMENT OF EDUCATION**

ORG NAME	FUNDING SOURCE	LEGAL CITATION	Program/Grant
SCHOOL IMPROVEMENT GRANT 1003(G)	FEDERAL	PL 100-297 ESEA OF 1965, AS AMENDED	NCLB
SECONDARY VOCATIONAL EDUCATION (PERKINS)	FEDERAL	PL 105-332 CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998, AS AMENDED	CAREER AND TECHNICAL EDUCATION
STRATEGIES TO EMPOWER PEOPLE (STEP) PROGRAM	FEDERAL	PL 104-193 PERSONAL RESPONSIBILITY AND WORK OPPORTUNITY RECONCILIATION ACT OF 1996	ADULT EDUCATION
TITLE I Grants to Local Educational Agencies	FEDERAL	PL 100-297 ESEA OF 1965, AS AMENDED	NCLB
TITLE II TEACHER QUALITY	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
TITLE II D - EDUCATIONAL TECHNOLOGY	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
TITLE II MATH AND SCIENCE PARTNERSHIP	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
TITLE III ENGLISH LANGUAGE ACQUISITION	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
TITLE IV PROJECT SERVE	FEDERAL	PL 107-117,20 U.S.C. 7131 EMERGENCY SUPPLEMENTAL ACT OF 2002	Project Serve
TITLE IV SAFE AND DRUG FREE SCHOOLS	FEDERAL	PL 107-117,20 U.S.C. 7131 EMERGENCY SUPPLEMENTAL ACT OF 2002	NCLB
TITLE VI STATE ASSESSMENT	FEDERAL	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	NCLB
ADULT EDUCATION - BASIC	State	20 USC 9251 (b), RS 17.14	Adult Ed
ASSISTANT SUPERINTENDENT OF QUALITY EDUCATION	State	RS:36:643, RS:36:649	
ASSISTANT SUPERINTENDENT OF SCHOOL AND COMMUNITY SUPPORT	State	RS:36:643, RS:36:649	
ASSISTANT SUPERINTENDENT OF STUDENT AND SCHOOL PERFORMANCE	State	RS:36:643, RS:36:649	
CECIL J PICARD EDUCATION & RECREATION CENTER		SECTION 3 OF ACT 28 OF THE 1955 REGULAR SESSION	Bunkle Youth
CECIL J PICARD LA4 EARLY CHILDHOOD PROGRAM	State	RS 17:24.10	LA 4/PRE - K
CERTIFIED LEAP ACCOUNTABILITY TESTING	State	RS 17:24.4.B, PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	Testing
COMMUNICATIONS SUPPORT	State	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	
DEPUTY SUPERINTENDENT OF EDUCATION	State	RS:36:643, RS:36:646	
DEPUTY SUPERINTENDENT OF MANAGEMENT & FINANCE	State	RS:36:643, RS 36:647, RS-17:7(2)(d)	
DISTINGUISHED EDUCATORS	State	RS 17:10.4	Accountability
DIVISION OF APPROPRIATION CONTROL	State	RS 17:25.1, RS 17:7(2)(d), RS 17:361-365	
DIVISION OF EDUCATION FINANCE	State	RS 17:25.1, RS 17:7(2)(d), RS 17:361-365	
DIVISION OF PLANNING, ANALYSIS & INFORMATION SERVICES	State	RS 17:25.1, RS 17:7(2)(e)	
EDUCATION EXCELLENCE FUND	State	R.S. 39:98.1-98.5	EEF
EXTENDED SCHOOL YEAR SERVICES	State	LAURA I. CONSENT DECREE	Special Education
FOREIGN LANGUAGES	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
HEALTH & PHYSICAL EDUCATION	State	RS 17:17.4.A(1) HEALTH & PHYSICAL ED COORDINATOR	Health and PE
HIGH SCHOOL REDESIGN	State	RS 17:3951	HSR
HIGH SCHOOL REFORM INITIATIVE	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
INTERNAL AUDITING	State	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	
JOBS FOR LA GRADUATES (JAG)	State	PL 105-220 WORKFORCE INVESTMENT ACT OF 1998	JAG

**FEDERAL AND STATE STATUTORY MANDATES
LOUISIANA DEPARTMENT OF EDUCATION**

ORG NAME	FUNDING SOURCE	LEGAL CITATION	Program/Grant
LDE HUMAN RESOURCES	State	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	
LDE LEGAL SECTION	State	PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	
LOCAL TEACHER QUALITY	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
LOUISIANA EDUCATOR ASSESSMENT PROGRAM	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
LOUISIANA PRINCIPAL INDUCTION PROGRAM	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
LOUISIANA SCHOOL TURNAROUND PROGRAM	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
LOUISIANA VIRTUAL SCHOOL	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
MOTORCYCLE SAFETY PROGRAM	State	RS 32:412 & RS 17:282	Motorcycle Safety 8g
NATIONAL TEACHER CERTIFICATION GRANT	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
NON-PUBLIC REQUIRED SERVICES	State	R.S.. 17:361-365; R.S.. 39:98.3	Non-public schools
NON-PUBLIC SCHOOL LUNCH WORKER SUPPLEMENT	State	R.S.. 17:422.3	Non-public schools
NON-PUBLIC TEXTBOOKS	State	Const 8 13.(A), R.S.. 17:353	Non-public schools
NON-PUBLIC TRANSPORTATION	State	R.S.. 17:158	Non-public schools
NORM REFERENCE TESTING	State	RS 17:24.4.F, PL 107-110 ESEA OF 1965, AS REAUTHORIZED BY NO CHILD LEFT BEHIND	Testing
PROFESSIONAL ACCOUNTABILITY & TEACHER EVALUATION	State	RS 17:3891, RS 17:3892, RS 17:3893	Prof Acct
PROFESSIONAL IMPROVEMENT PROGRAM (PIP)	State	RS 17:3661	
QUALITY CLASSROOM LITERACY & NUMERACY (COACHES)	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
RECOVERY SCHOOL DISTRICT	State	R.S.. 17:1941, R.S.. 17:1990, R.S.. 17:10.5, R.S.. 17:10.7, R.S.. 36:651; R.S.. 38:2225.2.1; R.S.. 17:3973; R.S.. 17:3983; R.S.. 17:3991, R.S.. 36:802	
REGIONAL SERVICE CENTERS	State	RS 17:3781-3784	RESC
SCHOLARSHIPS FOR EDUCATIONAL EXCELLENCE PROGRAM	State	R.S.. 17:4011-4025	Student Scholarships
SCHOOL ACCOUNTABILITY AND IMPROVEMENT	State	RS 17:10.1, RS 17:10.2, RS 17:391.3	Accountability
SCHOOL LEADERSHIP	State	RS 17:3761	Leadership
SPECIAL SCHOOL DISTRICT	State	R.S.. 17:1941, R.S.. 17:1943, R.S.. 17:1951, R.S.. 17:1945, R.S.. 36:642	
STANDARDS & ASSESSMENT	State	RS 17:24.4.F	Testing
STATE TECHNOLOGY GRANT	State	RS 17:3921. RS 17:3921.1	Technology
STUDENT ACCOUNTABILITY	State	RS 17:10.1, RS 17:10.2, RS 17:391.3	Accountability
STUDENT STANDARDS	State	RS 17:10.4	Accountability
SUPERINTENDENT OF EDUCATION	State	CONST 8 2, RS:36:643-645, RS 17:24	

**FEDERAL AND STATE STATUTORY MANDATES
LOUISIANA DEPARTMENT OF EDUCATION**

ORG NAME	FUNDING SOURCE	LEGAL CITATION	Program/Grant
SUPERIOR TEXTBOOK GRANT	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
TEACHER ADVANCEMENT PROGRAM (TAP)	State	RS 17:3801. LOUISIANA EDUCATION QUALITY TRUST FUND, SECTION 1337(g) OF TITLE 43 OF THE UNITED STATES CODE	8g
TEACHER CERTIFICATION	State	RS 17:7.1	Teacher Certification
TYPE 2 CHARTER SCHOOLS	State	R.S. 39:3971-3999	Charter Schools

Results of the EMPLoY Program after 4-5 months of implementation are listed below:

**COMPARING PROGRAM OUTCOMES
EMPLoY vs. Pre-GED/Skills Options**

Pre-GED/Skills Options vs EMPLoY				
	(1) Statewide Options 2006-07	(2) Statewide Options 2007-08	(3) EMPLoY (Tiers 1-3) 2008-09	(4) EMPLoY (Tier 1 only) 2008-09
(A) GED Obtained	6.3%	7.9%	11.9%	26.6%
(B) IBC Earned	1.5%	2.3%	5.1%	11.4%
(C) Dual Enrollment/Articulated Credit	1.0%	1.4%	13.3%	29.9%
(D) Supervised Work- Based Learning	6.7%	2.6%	NA	45.3%
(E) WorkKeys (Bronze or higher)	1.0%	1.0%	8.8%	19.9%
(F) Improved TABE Score	40.0%	39.3%	54.4%	65.2%
(G) Dropouts	28.4%	27.6%	NA	15.7%

1. Based on data from 9134 students in Pre-GED Skills Options program in 70 of 72 districts statewide in 2006-07 statewide in 2007-08

2. Based on data from 1283 students in pilot EMPLoY program (Tiers 1,2 and 3) in 13 districts in 2008-09

3. Based on data from 572 students in pilot EMPLoY program (Tier 1 only) in 14 districts as of January 2009

The Options program receives no state dollars to operate, however, the state allocated TANF funds to implement the EMPLoY program beginning in January 2009 and will continue funding for the 2009-10 school year. The Department of Education is considering eliminating the Options program and replacing it with EMPLoY.

List those mandates which impede attaining agency goal(s) and suggestions for changes in law(s).

Louisiana Teacher Assistance and Assessment Program (LATAAP)

The Louisiana Teacher Assistance and Assessment Program (LATAAP) was identified in FY 08-09 as one whose activities no longer served the needs of the schools and school districts. The governing regulations are in statute so revisions were proposed in the 2009 Session of the Legislature to allow for an update of activities. This attempt to revise the statute was unsuccessful due to time constraints. However, another attempt will be made to propose an amendment to this statute in the 2010 Session.

GED/Skills Options Program

Designed for over-age, struggling students who are not on track with their peers, the GED/Skills Options Program was established in 2000 to offer students an alternative to dropping out of school. The intent of the program is for students to earn a GED and a marketable skill for employment. However, the initial design of the GED/Options program was not working; fewer than 600 of 10,000 students enrolled annually in the program obtain a GED or skill and even fewer than that obtain an industry recognized certification. Therefore, to remedy the lack of success, in fall of 2008, the Louisiana Department of Education (LDOE), in partnership with other state agencies, worked to develop a program to adequately support the progress and success of the state's over-age, struggling student population. A pilot of the new program, EMPLOY, was implemented in January 2009. Fourteen districts and 572 students participated in the program. Details and highlights of the program are listed below. The program is largely modeled after the successful Jobs for Americas Graduates (JAG) program, and provides students with five components aimed at advancing their success in the program and beyond:

- Basic Skills Training – to help students successfully earn their GED, the program provides student with intense utilization of a scripted curriculum that was developed by LDOE and is closely aligned with the GED/State Curriculum.
- Soft Skills Training (37 core competencies used in the JAG model); and Work Keys Assessment for attainment of a Work Ready Certificate.
- Dual enrollment program participation through a technical college and/or training to pursue an Industry Based Certification (IBC).
- Work-based learning experience, including compensation; the Louisiana Workforce Commission, as well as business and industry partners, are assisting in the job placement of students.
- Adult mentor support for the programs.

Section Two

Efficiency and

Benchmarking

Identify under-performing programs that should be overhauled or eliminated.

Operations Funded with Self Generated Revenues

Currently, there are several activities within the agency where costs are funded with self-generated revenues whereby users are assessed a fee for services. These activities include assisting teachers with certifications, assisting school districts with purchasing textbooks, providing professional development and technical assistance through the Regional Service Center staff, and offering recreational youth programs, meetings and conferences at the Cecil J. Picard Center. There are several opportunities for the Department to expand the range of services for which fees are assessed, thereby lowering operational costs for the agency and the State.

Regional Service Centers (RESC)

The Regional Service Centers have identified a way in which to reinvent itself by shifting its activities over time from a free service to school districts to a fee-for-service operation. Substantial interest from the school districts in increased support motivated the Regional Service Center to explore the operations of the educational service centers in Texas. This new initiative is based on an operational plan used by these Texas centers. New services will be offered on a cost for services basis through the new Cost for Services Option Initiative. The services offered are based on an assessment of the school districts and their needs for professional development. All training modules being offered are based on proven best practices. Meetings, brochures, emails, and newsletters on the Cost for Services Option Initiative have been used to advertise and communicate this Initiative to the school districts. The reputation of the Regional Education Service Centers as institutions of best practices in education services has generated considerable interest in these services. As the Regional Service Centers provide the module trainings, participant feedback and the sharing of positive information regarding the trainings will be valuable in encouraging other schools to seek these services.

Louisiana Virtual School

Self generated revenue is one possible funding source to sustain and/or expand the Louisiana Virtual School. The purpose of the Louisiana Department of Education's Louisiana Virtual School (LVS) is to improve student achievement by providing students and teachers with opportunities to access necessary courses, rich curriculum, enrichment programs, and professional development opportunities utilizing a web based platform. The project employs proven distance-learning techniques and pilots the use of new technologies for providing greater access to participating schools throughout every Louisiana school district/system. LVS courses are being used to meet graduation requirements, to qualify students for TOPS scholarships, for recovery credit and/or catch-up purposes, to alleviate scheduling conflicts, and to extend Dual Enrollment, Career and Technical Education, and Advanced Placement (AP) course offerings to students across the state.

The LVS is accessible to all Louisiana public school students across the state as well as nonpublic school students that are in compliance with *Brumfield vs. Dodd* and have a sectarian questionnaire on file in the BESE office by the established deadline. Schools participating in the program must invest their own funds to provide students with adequate computers, Internet access, and an e-mail address. Schools

must also identify an on-site facilitator to serve as the primary contact between the LVS and its students.

The State appropriates approximately \$4 million annually from all means of financing to fund these services for students. In addition, since fall 2005, the LVS has been able to leverage over \$3.5 million dollars of federal and foundation grants to support its operations. There is currently no charge to schools, districts, or students associated with the LVS web-based courses. Among the Southern Regional Education Board (SREB) states, North Carolina serves about the same number of students and spends approximately the same amount on their virtual school. Approximately, 11 of the 16 SREB states continue to offer courses free of charge to school districts. Five of the 16 states charge tuition to some extent.

The capacity of the LVS has grown tremendously over time; the program is strong in rural North Louisiana.

- FY 2000-01 – 130 students, 20 courses, 20 schools and 9 districts
- FY 2008-09 – 6,030 students, 60 courses, 304 schools, and 65 districts.

The Distance Learning 8(g) program has been a spotlight program for 8(g) and involved LSMSA for more than 20 years. Any significant changes to the program/structure should include their involvement.

Grant Writing

The department is also aggressively seeking grants and donations to pay for specific educational services thereby generating revenue for specific projects. A Grant Writer has been hired in the LDOE in order to have a full time staff member working to identify opportunities to seek funding from competitive grant opportunities, foundations, etc. for the agency and on a statewide basis. In addition, the Recovery School District (RSD) has several staff members experienced in grant writing that seek funding through grants and foundations on an ongoing basis specific to school districts. This knowledge is shared by the RSD with other school districts.

Performance Based Operations

From the inception of the performance-based budgeting concept, the Louisiana Department of Education has been dedicated to establishing valuable performance indicators for its activities and programs. In recent reviews of indicators by the Division of Administration Performance Budgeting staff, the Department received compliments on the extent to which outcome driven performance indicators have been established for educational programs. Data collection systems were developed that allow for the measurement of these outcomes. Program effectiveness or ineffectiveness has been evaluated consistently through these performance indicators.

Minimum Foundation Program (MFP)

The current MFP formula was developed as a student driven formula designed to be distributed as a block grant to the school districts. The philosophy behind the block grant concept is to allow the districts flexibility to spend funds in a manner that best meets the unique needs of individual school

districts. Districts are held accountable for the manner in which they expend these funds through the achievement results of their students.

The MFP formula recognizes the additional costs associated with certain students or coursework and therefore established weights to generate additional funding for these additional costs. Weights exist in the MFP formula for students identified as At-Risk and Special Education as well as those participating in Career and Technical Education classes. These weights generate additional costs for each applicable student.

In recent years the At-Risk weight has realized several increases. Additionally, the Career and Technical Education weight has increased slightly. As these weights have increased, there has been interest and discussion surrounding the desire for tracking how these dollars are spent and how effective they are in providing services to the students generating the dollars. There has also been a call for a requirement that these weighted funds be spent on those students generating the weighted dollars.

In the 2008 legislative session, concerns were raised that there was a need to identify and report on the amount of funding generated by each weight in the MFP formula. The Department collects information on how funding is spent for each weight except the At-Risk weight. Expenditures for At-Risk activities are numerous and vary across districts. This information is not collected by activity. "At-Risk" activities need to be defined in order to collect information of this specificity. Since the accounting systems of the school districts are not reported by at-risk activities, a reporting mechanism needs to be established.

Based on a desire for greater transparency, the Department and SBESE made modifications to the FY2008-2009 MFP resolution in an effort to begin the journey of greater transparency for weighted student funding. Provisions were placed in the MFP resolution requiring accountability for expenditures for At-Risk funding as well as Career and Technical Education weighted funding. Accountability provisions for the At-Risk and Career and Technical Education weighted funding continue in the FY2009-10 MFP resolution.

In the 2009 legislative session House Bill 821 was enacted which requires that school boards expend funds generated by the weighted factors on those students generating the weighted funds. The school districts must also submit a report to the State Board of Elementary and Secondary Education that details the types of activities on which these funds were expended. This information once collected must be provided for public access by the Department via an easily understandable website. In addition, the Department is required to publish revenue and expenditure data on a website for each city, parish, or other local school board and school. Lastly, the Department is required to offer guidance and technical assistance to school districts in making strategic fiscal decisions that promote improved school achievement. This technical assistance includes but is not limited to best practices in school finance that promote efficiency, economies of scale, and the use of comparative data to improve spending and educational outcomes.

This increased accountability surrounding the expenditure of weighted funding may provide the data necessary to establish a tie between funding and performance thereby linking funding and outcomes in the MFP formula. Given that the MFP formula allocation is 61% of the Department's total budget, a

move toward performance-based funding within the MFP would be a significant step for the Department's performance based operations.

New Orleans Center for Creative Arts (NOCCA)

At one time, the New Orleans Center for Creative Arts (NOCCA) was operated by the Orleans Parish School Board. However, in recent years through legislation, the school was removed from under the jurisdiction of the school board and made an independent state-funded school. The budget for the school currently totals \$4.8 million.

NOCCA is a separate, budgetary unit and is not under the overarching umbrella of the Louisiana Department of Education. This separation from the rest of the education community could lead to a lack of unity in achieving the core academic mission and goals of the Department.

Louisiana School for the Math, Science, and the Arts (LSMSA)

The Louisiana School for Math, Science, and the Arts (LSMSA) is an independent state-funded school. Its current total budget is \$10.8 million. This school is also a separate budgetary unit and is not under the overarching umbrella of the Louisiana Department of Education. This separation from the rest of the education community could lead to a lack of unity in achieving the core academic mission and goals of the Department.

Office of Juvenile Justice (OJJ)

The Juvenile Justice Implementation Committee is working on a proposal that would adopt provision that mirror the Missouri Division of Youth Services model. A part of the proposal investigates funding opportunities related to students that are adjudicated to the Office of Juvenile Justice (OJJ) during the course of the year. The facilities involved include Swanson Center for Youth – Monroe, Jetson Center for Youth, and Bridge City Center for Youth. Under exploration as a funding alternative is having the MFP funds follow the adjudicated child based on a snapshot in time in an effort to maximize funds for these students.

LEAP and GEE Remediation

When the state developed the high stakes testing policy for grades 4 and 8, a remediation component was included. Although it has been revised slightly, the policy currently requires districts to offer at least 50 hours of remediation for students who score at the *Approaching Basic* or *Unsatisfactory* levels. A similar policy exists for students who fail the Graduation Exit Examination (GEE) at the *Unsatisfactory* level.

The state funded the two remediation programs (LEAP and GEE combined) at varying amounts, but often around \$20 million annually. The funds were allocated to districts based on a formula, with districts receiving more funds if they had higher numbers of students performing below grade level. Those funds were removed from district allocations for the 2009-2010 school year. Districts are still expected to offer the services. However, as their student performance goes up, the expense of remediation should go down. This incentivizes the districts to ensure that high quality teaching and remediation are provided to the students so costs are minimized. Districts have the opportunity to apply for After School Funding through the 21st Century Community Learning Center Grant Program and

the Temporary Assistance for Needy Families After School for All Program to provide targeted intervention for struggling students in the after school hours. Additionally, districts may use ARRA funds for remediation if the schools are categorized as Title I schools. For many schools, this offers a short-term solution to the remediation funding issue.

Underperforming Programs

The FY09-10 budget adopted in the appropriations bill eliminated over \$50 million in state funded programs within the agency. There are only two programs that remain that could be considered underperforming. The few programs whose funding was continued in FY 2009-10 are central to supporting the vision, mission, and goals of the Department such as Ensuring Literacy and Numeracy for All, Career and Technical Education, High School Redesign, and LA4 Early Childhood Program.

Louisiana Teacher Assistance and Assessment Program (LATAAP)

In an examination of programs for the upcoming 2009-10 fiscal year, one program was identified as extremely burdensome on the school districts and ineffective for teachers. This program is the Louisiana Teacher Assistance and Assessment Program (LATAAP). The Department, State Board of Elementary and Secondary Education (SBESE), and School District Superintendents all agreed that changes were needed to this program. As a result, the Department sought revisions to the program this past legislative session. This program was intended to assist new teachers entering the school system for the first time to receive assistance for additional coursework and training. As a result, this program is currently being revised and streamlined to better serve the needs of the districts and teachers. Attempts to have the statute revised were not successful due to time constraints during the 2009 Legislative Session. However, the \$3.8 funds were eliminated from the budget. The Department is continuing to pursue the changes to the law in the 2010 Session that would provide a better, more effective program.

GED/Skills Options Program

Designed for over-age, struggling students who are not on track with their peers, the GED/Skills Options Program was established in 2000 to offer students an alternative to dropping out of school. The intent of the program is for students to earn a GED and a marketable skill for employment. However, the initial design of the GED/Options program is not working; fewer than 600 of 10,000 students enrolled annually in the program obtain a GED or skill and even fewer than that obtain an industry recognized certification.

Therefore, to remedy the lack of success, in fall of 2008, the Louisiana Department of Education (LDOE), in partnership with other state agencies, worked to develop a program to adequately support the progress and success of the state's over-age, struggling student population. A pilot of the new program, EMPLoY, was implemented in January 2009. Fourteen districts and 572 students participated in the program. Details and highlights of the program are listed below. The program is largely modeled after the successful Jobs for Americas Graduates (JAG) program, and provides students with five components aimed at advancing their success in the program and beyond:

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-Soft Skills Training (37 core competencies used in the JAG model); and Work Keys Assessment for attainment of a Work Ready Certificate.

-Participation in a dual enrollment program through a technical college and/or training to pursue an Industry Based Certification (IBC).

-Work-based learning experience, including compensation; the Louisiana Workforce Commission, as well as business and industry partners, are assisting in the job placement of students.

-Support of an adult mentor.

Results of the EMPLOY Program after 4-5 months of implementation are listed below:

**COMPARING PROGRAM OUTCOMES
EMPLOY vs. Pre-GED/Skills Options**

Pre-GED/Skills Options vs EMPLOY				
	(1) Statewide Options 2006-07	(2) Statewide Options 2007-08	(3) EMPLOY (Tiers 1-3) 2008-09	(4) EMPLOY (Tier 1 only) 2008-09
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The Options program receives no state dollars to operate; however, the state allocated TANF funds to implement the EMPLOY program beginning in January 2009 and will continue funding for the 2009-10 school year. The Department of Education is considering eliminating the Options program and replacing it with EMPLOY.

Organizational Restructuring

From a historical perspective, the Department of Education has already been through one restructuring process over ten years ago that revamped the organization to make it operate more efficiently and support student achievement at a higher level. In 1997, the State Department of Education (SDE) reorganized under the plan set forth by the agency in Act 19. Reorganization was based on one major goal – “Improve Achievement of All Students”. Five major agency functions were defined:

- Setting standards for students, teachers, principals and school systems
- Performing assessments to measure what students, teachers, schools and school systems are doing
- Ensuring accountability by establishing an accountability system to determine student achievement
- Providing assistance to schools and school systems to build capacity
- Maintaining an effective resource management team to focus financial and human resources on teaching and learning at both the state and local level

The reorganization and development of the five major agency functions were driven by recommendations presented to BESE in 1987 by the National Association of State Boards of Education (NASBE). The recommendations by NASBE were:

- Make School Improvement a high priority in the State
- Support School Improvement
- Select a Valid School Improvement Program for Use
- Facilitate Implementation at the local Level
- Build Networks
- Apply Recent Trends In Organization and Staffing

The reorganization effort created five Offices:

- The Office of Student and School Performance focused on student and school standards, assessments, accountability and assistance
- The Office of Quality Educators was focused on building capacity of teachers and school and school system administrative staff
- The Office of School and Community Partnerships was designed to facilitate functions that flow between schools, communities and the State such as adult training, post-secondary programs, workforce development, health and social services programs
- Office of Management and Finance was designed to consolidate, organize and create a centralized resource management system
- Executive Office of the Superintendent maintained the pivotal leader in Louisiana education

In addition, the State School District (SSD) was created as a separate state operated school system with specific functions and activities. The role of the Regional Service Centers was also redefined by creating regional offices to position staff closer to the local school systems they serve and support.

The reorganization also replaced the Bureau structure by establishing Divisions bringing the agency into conformance with Title 36:9. Seventeen unclassified education division administrator positions were established to direct the newly created education divisions and to provide support for executive administration at the Office level.

Staffing levels and patterns were established by State Superintendent Picard with the approval of the Department of Civil Service. These new staffing patterns were created in accordance with SECURE Commission recommendations.

Building on this first reorganization, the Department implemented changes in job titles in 2004 after a job study was conducted by the Department of Civil Service. The number of job titles was reduced and the organization structure flattened to provide clear lines of management and support.

In analyzing the span of control in 2009, it appears that for every one administrator, there are at least twelve professional and/or support staff in comparison to 1997 where for every one administrator there were only six professional/or support staff.

Looking to the future, the Department is in the planning stages of another reorganization to align the agency with the new mission and goals. The original 5 major goals set by the first reorganization will be revisited to determine how the reorganization should occur. A job study for the education jobs will be pursued again to determine if the organizational structure can be flattened further and the layers of management reduced. The LDOE will work with the Department of Civil Service on broad-banding issues following models implemented in other southern regional states.

Section Three

Outsourcing and

Privatization

List programs, functions, or activities that can be privatized or outsourced

Opportunities in the School Districts

There are a number of opportunities for school districts to outsource or privatize services. Some of these activities include:

- Food service programs – The schools that are under the RSD and/or are charter schools are allowed to privatize or contract with food service management companies because the laws for charter schools allow them exemption from most laws, including those that prohibit such contracting of food service management.
- Custodial Services – The school districts have a wide variety of vendors to select from for custodial services. A number of districts have had success in utilizing vendors for these services and this change has resulted in substantial cost savings.
- School Bus Transportation – More and more school districts are moving to privatize school bus transportation services. The cost of purchasing and maintaining buses and employing drivers has driven more and more school districts to privatize school bus transportation services. Carefully written contracts can require timely and accurate provision of services with exceptional safety guidelines. One benefit is that vendors are able to provide newer and better equipped buses for students to ride.
- Alternative Education Services – Companies that utilize best educational practices in addressing the needs of students with special circumstances are available to operate alternative schools. Every school district must provide alternative educational services to students. However, for many years, a number of districts annually requested a waiver for this mandate saying they were not equipped to meet this requirement. Lack of facilities or knowledgeable staff generated this request. However, in the 2008-09 school year, school districts no longer were able to obtain waivers and were finally required to implement programs that provide these services. As a result, several contracted with educational service providers. This practice continues into the current school year.
- Charter Schools – Schools whose students are consistently low achieving are exploring charter schools as a mechanism to raise student performance. The law allows a school district to charter its own schools. The school remains under the jurisdiction of the school district, but is afforded flexibility in addressing low performance creatively. These schools are exempt from having to comply with numerous rules and regulations that regular schools must adhere to.
- Distance Learning Services – School districts without teachers for specialized programs can tap into services provided by a number of distance learning companies. The Louisiana Virtual School is one solution to obtaining these specialized courses, but there are also other vendors as well.

OUTSOURCING UTILIZED ACROSS AGENCY

The Louisiana Department of Education has for years taken advantage of outsourcing opportunities in order to accomplish its duties. Staffing in the agency has never been nor should be at a level that would provide human capital for all activities. Instead, the staff performs management and supervisory activities, while basic services in a number of areas are contracted out. Some examples of the Department services that are outsourced include:

- Teachers for the LA Virtual School – The teachers for the virtual school are contracted and are not employees of the Department of Education.
- Financial and program audits by CPA firms – In order to fulfill the requirements of all federal programs and state programs administered by the Department, financial and/or program reviews must be conducted to ensure compliance. In order to address this need, CPA firms have been engaged to perform these services.
- Legal services – The need for specialized legal services is unpredictable. Therefore, these specialized legal services are obtained on an as needed basis through outsourcing.
- Grant application reviews – Grant timelines for use of funds is usually relatively short, one year is most common. In order to ensure as brief an application and award process as possible, grant applications are received all at once. Upon receipt of applications a very short time line is afforded to get the applications read and scored in order to be able to award the funds. In order to accomplish this task in the most efficient manner possible, the tasks of reading and scoring the applications is often outsourced to multiple reviewers.
- Program evaluations – Assessments of the effectiveness of a program is a best practice in the administration of programs. The staff expertise or the staff time necessary to provide independent and effective scrutiny of a program's value is often not present in the agency to fulfill this need qualified evaluators are hired on contract to provide this deliverable.
- Professional development and training – Staff is limited and at times it is difficult to comply with all professional development requirements for specialized professional development and training for school district staff. These services are obtained by the Department through contractual arrangements in order to meet these mandates.
- Research and report writing – Due to special requests, the Department is often faced with the need for specialized research and reports. This additional work takes away from the mission of the agency but nevertheless must be completed. At times, expertise necessary to adequately address an issue is not available within the agency. During a situation such as this, contractual arrangements with experts free up staff time or provide needed expertise in a specialized area to address a special request.
- Computer program development/implementation – The Department constantly seeks the most innovative ways in which to use technology to advance the mission of the agency. There are many opportunities to utilize outside vendors in order to reach this goal.
- Statewide Test development/evaluation – The Department recognized many years ago that the development and evaluation of student tests was not a task that would be administered with agency staff. Contracts with multiple vendors allow the LEAP and GEE exams and scores to be provided to the school districts.

Section Four
Information Technology
Integration

List IT projects already underway designed to improve efficiency and effectiveness as well as potential projects.

Completed Projects

The following is a list of activities completed by the Louisiana Department of Education that has contributed to the efficiency and effectiveness of the agency.

Office Automation

A workflow software system was developed to streamline the procurement process. This new software saved 15% of staff time for approximately 140 staff members, and has improved reporting capabilities. As a result of this success, the LDOE is developing enhancements and additional workflow systems for activities such as an IT Request System, a contract processing system, and an enhancement to the procurement system for the use of the PCARD (LA Credit Card).

IT Hardware and Software Purchasing

LDOE has developed a plan to centralize all purchasing and replacing of IT equipment, software, and maintenance contracts across all offices in the agency. Funds have been consolidated and are being managed centrally to remove duplication and ensure that agency purchases are necessary and targeted.

Electronic Grants Management System

Manual grant applications and payment processes have been automated for three quarters of a billion dollars (\$750,000,000) in federal grant funds, or 72.5% of total grant funding received by LDOE for school districts. This electronic grants management system has streamlined the processes and allowed for uniform grants management procedures across the agency. Automated edit checks along with the availability of management and statistical reports are additional benefits of the implementation of this automated system. Customer Service has also been improved with the availability of the system to users 24 hours a day/7 days a week. As agency staff has been reduced through budget reductions, this automated system has allowed the administration and oversight of these grant programs to continue at the level necessary to meet federal requirements. Louisiana is one of only a handful of states that utilize such a comprehensive electronic grants management system. Because the capabilities of this system far exceed those of the ERP grants management system currently being implemented, the Division of Administration has worked with LDOE to develop an interface with the new ERP system so that the capabilities of the electronic grants management system are retained. The LDOE will move other grants onto this automated system as funding allows.

Video Conferencing

As of June 30, 2008, the statewide network services ended leaving Louisiana's K-12 schools without compressed video conferencing bridging capabilities. This elimination of services would have severely impacted or entirely eliminated the school districts' ability to participate in training and professional development as well as educational activities for students. To solve this issue, LDOE partnered with the Board of Regents (BOR) to combine both staff and equipment resources to provide IP video conferencing bridging to the LDOE, PreK-12, LCTCS, and the College/Universities in the state. This partnership has created a significant cost reduction to our client community because, unlike the services previously offered statewide, these compressed video conferencing services are provided free to all users as costs are limited and reduced by LDOE and BOR.

Webinars and Teleconferencing

Extensive training in the use of webinars and teleconferencing options has been obtained by IT support staff. This has allowed a transition for the program staff from providing face to face meetings to teleconferencing without lowering services or the quality of support to the school districts. Using webinars, teleconferencing, and other low/free cost solutions saves agency staff time and travel costs and provides the same benefits for the school districts. This solution supports activities such as mandated Federal and state training, technical support services, monitoring and auditing activities, and professional development. Utilization of this service continues to increase as individuals become experienced with performing their job duties using this technology.

Server Virtualization Model

Implementation of a new software product to operate computer servers in a virtual hardware environment has reduced the need for new hardware purchases by 50%. This product has also lessened the need for technical staff to create and support new server applications.

Automated Security System

A web-based security management system, developed by LDOE staff, has been implemented in order to give local school district security coordinators their own security rights. This allows the local security coordinators the ability to manage their own users and security access. Customer service to the local school districts has been increased because this system reduces the wait time associated with creating security IDs and granting access to LDOE data systems.

Password Reset System

LDOE developed and implemented a new password management solution that reduces Helpdesk requests from LDOE staff for password resets. The new system is generating substantial savings because it replaced a more costly outsourced system for password maintenance.

Single Technology Model Adopted

A single technology model has been adopted by eliminating the IBM mainframe, and migrating computer operations to standard server architecture. The adoption of this model has provided efficiencies by eliminating multiple server hardware brands, configurations, and models, and standardization to single brand server architecture; and standardization to a single Ethernet switch brand and single fiber channel switch brand architecture across the network. Additionally, the single technology has standardized all server disk storage by migrating from internal disks of different brands, capacities, and models to a single shared storage area network (SAN) with a common software interface for all 140 servers to share storage. It has allowed for implementation of an "Open Systems" backup software solution that can scale up rapidly to meet data growth requirement as well as standardized on a common Internet communications protocol (TCP/IP) for all hardware devices and software applications to share. Mainstream standardized software development architecture ensures a large base of skilled staff from which to draw.

ePortal

The LA ePortal is an exciting, innovative initiative designed as a "one-stop solution" for educational and career planning for users along a life-long learning continuum. The ePortal, which became accessible in Louisiana high schools during the 2006-2007 school year, includes a wealth of up-to-date information on academic choices and career and workplace exploration, planning and determination. The ePortal was developed cooperatively by the Louisiana Board of Regents and the Department of Education.

DEWS - Dropout Early Warning System

Louisiana's Dropout Early Warning System (DEWS) was begun in January, 2008 as a pilot project with those districts that used JPAMS software (46 Louisiana School Districts) and chose to participate. Once this segment was initiated, we then attempted to incorporate the other districts into the DEWS project; however, funding was eliminated and those remaining districts have not been brought on-line to date.

The Dropout Early Warning System is not a regulatory or monitoring system, but a management system that provides school and district personnel with the opportunity to alter the behavior patterns of those students who are candidates for dropping out of school. The Department has focused on three primary indicators to identify potential dropouts. These indicators are discipline, attendance, and GPA. Any of these, individually or in combination, can trigger a student as at risk of dropping out.

Other Cost Saving Measures

The LDOE has taken a number of measures to generate additional cost savings such as cancelling all pager services and reducing the use of internet cards by eleven percent. The LDOE consolidated to the use of one copier model that is less expensive and provides additional services through network printing capabilities. Consolidating to one copier model will reduce the use of expensive print cartridges and eliminate new printer orders by replacing with more network printing. It will also eliminate older printers that are more expensive to operate. Additionally, the LDOE has migrated to State email archiving services.

Upcoming Projects

The following are projects that are currently underway in the Louisiana Department of Education to improve efficiency in the Information Technology environment.

K – 12 Longitudinal Database

The LDOE applied to U. S. Department of Education for a grant that would provide funds for the first phase of development of a longitudinal database. In April 2009, the LDOE was awarded \$4.1 million for this project. This grant will provide funding to integrate existing LDOE silo application systems and improve reporting system services. Enhanced capabilities to existing systems will include improved accuracy and single source of data, reduced redundancies, improved data accessibility, reduction in unnecessary data collections, improved program analysis, and simplified data manipulation and reporting tools. The RFP for this project will be released in August 2009; the target project start date is February 2010.

Pre K to 20 Longitudinal Database

The LDOE is preparing a grant application that requests funding to develop a Statewide Student Information System (SIS) for students in grades Pre-Kindergarten through age 20. This system would provide real-time data on these students. The current system only includes students in Kindergarten through the 12th grade and collects data at several points in time. This grant is made available through the American Recovery and Reinvestment Act (ARRA). If these additional funds were awarded, they would allow the longitudinal database project to move beyond the initial stage currently being addressed by the funds awarded in the first grant. The grant application will be for \$20 million and will be submitted by the deadline in November 2009. If awarded the grant, it is estimated this second phase of the project could begin in approximately May 2010.

Race to the Top/ARRA Grant Application – Phase 2

LDOE is preparing a grant application through the ARRA Race to the TOP program as an alternative funding source for the Pre K to 20 data system should the LDOE not be awarded funds

under the other grant program. PAIR is seeking approximately \$30 million of the overall funding to create a Statewide SIS system which includes production of near real-time data and elimination of redundant data reporting.

ARRA Broadband Grant Application

LDOE is a member of the Governor's "Broadband Advisory Council." LDOE staff volunteered to coordinate the submission of the State's grant application in collaboration with the following Alliance Partners: LAGIC, LONI, LSU AG CENTER, BOR, DHH, and LPB. The grant application is due in August 2009 and the Alliance Partners are seeking \$120 million for infrastructure, \$2.2 million for public computing centers, \$12 million for sustainability, and \$2 million for mapping. This Broadband project will improve Louisiana's infrastructure to help create community anchor institutions which include schools, libraries, medical and healthcare providers, public safety entities, community colleges, and other institutions of higher education in underserved parishes. Round one of the Broadband Stimulus Grant is focused on the Delta parishes. Additional rounds of Broadband Stimulus funds will be applied for as they become available.

Projects In Process

Broadband Services

LDOE is moving from OTM Services to LONI Services for Wide Area Network (WAN) and Internet services in August 2009 resulting in significant savings and lower monthly costs for Internet Services while also providing LDOE access to a cost-effective statewide network for connecting all of the state's PreK-20 educational resources. This move will also provide educational institutions the foundation to better complete their mission of educating Louisiana's citizenry based on needs of their specific population and individual business model.

Virtual PC Environment

The LDOE has determined that the implementation of a Virtual PC environment will provide substantial cost savings. Implementation for this new system will begin in Fall 2009. The move to the new Virtual PC environment will help curb the immediate need for additional PCs and laptop computers as it allows old PCs and laptops to perform at an optimum speed because the office software and data files will be located on servers rather than local disk drives. As PCs and laptops need replacement, the LDOE will purchase a replacement appliance unit with limited capabilities so that the cost will be approximately 50% of a regular piece of equipment. Life expectancy of an appliance with these capabilities is 10 years versus 3-5 years for PCs and laptops.

Managing the PCs and laptops will become more efficient with the Virtual PC environment. Rather than managing approximately 1,500 individual PCs and laptops, the LDOE technical staff will eventually be able to manage one computer. Images off of the server will handle 80% of the

LDOE staff computer needs. Travel to the eight Regional Service Centers to service users and equipment will be eliminated almost entirely because LDOE staff will be able to handle this with the local Helpdesk.

**Section Five
Elimination of
Duplicative and
Unnecessary Services**

List the activities of your department that fall outside of your constitutional and statutory mandates.

Activities that Fall Outside Department of Education's Mission

Motorcycle Safety, Awareness, And Operator Training Program

This program seeks to improve the safety of motorcyclists on Louisiana's streets and highways through motorcycle operation training, public information, and research targeting motorcyclists and motorists. This program was originally placed in the Department of Education. However, this program is scheduled to move to Department of Public Safety in Fall 2009.

School Bus Transportation

This program provides technical assistance and training to local school district transportation supervisors responsible for the certification of school bus drivers. The LDOE must develop a regulatory Bulletin with guidelines and policy regarding this program that then must be adopted by the State Board of Elementary and Secondary Education. The majority of the Bulletin addresses federal safety. This activity falls outside of the mission of the LDOE and would better be suited for the Department of Public Safety.

Driver's Education - The Driver's Education and Training Program allows students to develop the knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles. Driver Education Courses are conducted by the local school districts with support, guidance, and technical assistance from the Department of Education. This activity and oversight function would be more appropriate as a function in the Department of Public Safety rather than the Department of Education.

Adult Education - House Concurrent Resolution No. 116 of the 2008 Regular Session of the Louisiana Legislature requested that BESE, the Board of Supervisors of Community and Technical Colleges and the Board of Regents jointly study the feasibility and advisability of transferring the administration of adult education programs from BESE to the Board of Supervisors of Community and Technical Colleges. The Louisiana Community and Technical College System commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct a study to assist in making recommendations to the House and Senate Committees on Education prior to the beginning of the 2009 Regular Session. In December 2008, NCHEMS submitted the report, *Policy Leadership for Adult Learning in Louisiana*, which essentially recommends moving the administration of Adult Education from BESE to postsecondary education. The Department of Education recommends that this transfer would be in the best interest of the State.

Identify duplication or overlap with other state agencies, with the federal government, or with public or private stakeholder groups.

Overlap or Duplication of Activities

Commissions

Currently, there are a number of Commissions operating to address specific educational issues that overlap and are duplicative in purpose and function. This may present an opportunity to streamline operations by combining these Commissions into one.

Blue Ribbon Commission for Educational Excellence - The primary focus of the Blue Ribbon Commission's work has been on issues surrounding the recruitment, preparation, retention, and support of high quality teachers. As a result of the Commission's work, numerous policies, programs, and practices around these teacher quality issues have been developed and implemented over the past 10 years. The Commission is made up of members of Higher Education's Board of Regents, the Governor's office and Board of Elementary and Secondary Education, as well as other representatives as indicated on the chart below.

School and District Accountability Commission is responsible for recommending to the Board of Elementary and Secondary Education (BESE) a statewide system of accountability for public education in Louisiana. This Commission is composed of 27 members.

Louisiana High School Redesign Commission was created for the purpose of making recommendations for the development of statewide policies, guiding principles, and programs that address the current and future economic needs of the state and promoting student success in high school and in life beyond secondary education. This Commission is composed of 41 members.

Current Commission Members

Member	Blue Ribbon	Accountability	High School Redesign
Board of Regents	3		1
BESE	3	3	4
Senate Education	1	1	1
House Education	1	1	1
Commissioner on Higher Education	1		1
Governor's Designee	1	1	1
Governor's Appointee		8	
Superintendent of Education	1	1	1
Superintendent of Education appointee		11*	11*
Governor's Educational Advisor or designee	1		
University/College President/Chancellor	1		
University Provost	1		
Dean of Colleges of Education (Public Institutions)	3		1
Dean of Colleges of Education (Private Institutions)	1		
Dean of College of Arts and Science	1		
Faculty Member	1		
District Superintendent	2		
District Director of Personnel	1		

High/ Middle/Elementary School Principal	1/1		
High/Middle/Elementary School Teacher	1/1/1		
Community Representatives	2		4 **
Preservice Teacher	1		
La Association of Colleges for Teacher Education		1	
La Community & Technical College or designee			1
University of La System or designee			1
Deputy Secretary of Youth Services or designee			1
Secretary of Dept of Labor or designee			1
Chair of Workforce Commission or designee			1
Adult Learning Task Force			2
Louisiana Task Force on Workforce Competitiveness			2
High School Teacher of the year			1
High School Principal of the year			1
La Association of Special Education Administrators			1
La Parent-Teacher Association			1
La Association of School Executives			1
Recent public high school graduate			1
TOTAL	31	27	41

* Including one member each of the La Association of Educators, La Federation of Teachers, Associated Professional Educators of LA, LA School Boards Association, LA Association of School Board Superintendents, LA Association of Principals, and three school principals (one elementary, middle and high)

** Business, civic, labor, or community organizations, to be appointed by the Governor

Coordination Activities with other Agencies

There currently exists no real duplication or overlap of education services provided by the Louisiana Department of Education with other agencies. Instead, the Department works with other state agencies to collaborate and coordinate activities to ensure common goals are achieved. Some examples include:

Special School District (SSD) provides special education services to students placed in the Office of Juvenile Justice (OJJ) at Bridge City Center for Youth (BCCY), Swanson Center for youth (SCY) and Jetson Center for Youth (JCY). These services include development and implementation of Individualized Education Plans (IEPs), child search activities, and providing or arranging speech therapy, counseling, occupational therapy, physical therapy or any service required by the student's IEP. Additionally, SSD has an agreement with OJJ and Renaissance Home for Youth in Alexandria, where SSD provides both regular and special education services to the students residing at that facility. SSD spends approximately \$2.9 million on salaries for fulltime staff at BCCY, JCY and SCY. When Renaissance is included, the amount obligated by SSD is \$3.6 million expended in the cooperative effort. Additionally, SSD Regional Coordinators provide broad supervision and management of the educational services at these facilities to ensure that high quality services are provided.

The Board of Regents' Commissioner for Higher Education and the State Superintendent of Education has been Co-Directors with Dr. Kerry Davidson, BoR Deputy Commissioner for Sponsored Programs, since 1991 through the Louisiana Systemic Initiatives Program (LaSIP). LaSIP is a K-16 organization, funded for 10 years through a National Science Foundation systemic initiative grant and with continued support from State General Funds, DOE's 8(g) grant, the Board of Regents, and the State's higher education NCLB funds. LaSIP provides Louisiana K-12 educators in public and private schools with 90-120 hours of university-based content-specific professional development in summer

institutes plus school-based mentoring during the academic year in mathematics, science, and literacy. Since 1992, LaSIP has impacted over 1300 schools, 625,000 students, and 13,500 educators in Louisiana. The result, according to the 2003 National Assessment of Educational Progress (NAEP) Report, is that LaSIP has helped to narrow the gap in Louisiana's 4th grade mathematics from 15 points in 1992 to 8 points in 2003 and from 17 points in 1992 in grade 8 to 10 points in 2003. Of all 42 states tested between 1992 and 2003, LA had the best gain, exceeded only by North and South Carolina at the 4th grade level and was tied with South Carolina for the second best gain at the 8th grade level, exceeded only by North Carolina. In 2001 LaSIP and DOE again shared a successful partnership through LINC'S, (Learning Intensive Networking Communities for Success), that lasted for five years and provided LaSIP professional development and DOE Regional Coordinators to serve and mentor in LINC'S Schools throughout the state.

The Department of Education provides GED Testing Services to students in the **Louisiana National Guard's Youth Challenge Program**. This is a residential program for at-risk youth with the goal of completing their education by receiving a GED and obtaining a marketable skill. The Department of Education provides the training for administration of the GED and collects the tests for scoring and processing.

The Department of Education serves on numerous **task forces and commissions** called for by legislation to coordinate activities and services for children and youth. A considerable amount of staff time and effort is expended in participating on these commissions and task forces in an effort to reduce duplication and provide efficient services to children. Below is a list of commissions and task forces on which Department of Education employees are participating:

- Commission on Best Practices in School Discipline
- Child Poverty Prevention Commission
- Commission on Family and Marriage
- Governor's Drug and Policy Board
- Neighborhood Place Task Force
- Models for Change – MacArthur Foundation Initiative
- Louisiana Workforce Commission
- LA Student Financial Assistance Commission
- LA Tuition Trust Authority
- LA Workforce Commission
- LA Serve Commission
- Teachers' Retirement System of LA
- Workforce Development
- Youth Advisory Council
- Coordinated School Health
- LA Educational Assessment Testing Commission
- LA Hazard Mitigation Planning Committee
- LA Math & Science Board
- LA Children's Advisory Board
- Prevention Systems Committee – Terri Byrd
- LSU AgCenter Family & Consumer Sciences (FCS) State Advisory Board
- Louisiana Systemic Initiatives Program (LaSIP) Council

Jobs for America's Graduates – JAG
LA Commission for the Deaf
Governor's Advisory Commission on Disability Affairs
State Advisory Council for Early Identification of Hearing Impaired Infants
Children's Advisory Board – Special Education
Women's Policy and Research Commission

The Department of Education works collaboratively with the Department of Social Services on several initiatives to promote self sufficiency for adults and to prevent teenage pregnancy, such as the following programs that are funded with Temporary Assistance for Needy Family (TANF) funds:

After School Programs
Adult Education – Strategies to Empower People Program
Jobs for America's Graduates – Dropout Prevention Program
Early Childhood Program
Services to children in foster care

The Department of Education has also been working very closely with the Department of Health and Hospitals in an initiative to streamline and maximize the use of **Medicaid** dollars in the state. The goals of the initiative are to:

1. Establish protocols and procedures and provide professional development that will enable all school districts to bill Medicaid for services that are reimbursable to schools and school systems under the current LA State Medicaid plan.
2. Devise a mechanism by which all school districts can certify the "local match" portion to prevent increasing the financial burden on DHH. Introduce legislation in the next session if determined necessary to allow for this certification.
3. Work with DHH Medicaid staff and key policy makers to revise current State Medicaid plan to expand the number and specifically the types of services for which schools and school systems would be able to be reimbursed, within the existing regulations and guidelines of CMS.
4. Work with DHH Medicaid staff and key policy makers to incorporate language into the LA Health First plan that would ensure that school systems, schools and school-based health centers have the opportunity and a prescribed mechanism for reimbursement of services.

Eliminate Duplication

1. The Department works with DSS on two important initiatives begun as a result of legislation. These two initiatives should be combined into one because their purpose, mission, and expected outcomes are very similar. The two initiatives are explained below:

Senate Bill 701 of the 2008 Regular Legislative Session - Neighborhood Place (NP)

The law provides for cross departmental coordination in the development of a community-based service delivery model to provide responsive human services at one location. The intent of the law is to rapidly implement blended and accessible health, education, employment and human services that support children and families in their progress toward education, safety and self-sufficiency.

To reach better outcomes, this legislation advances two main elements: 1) a framework of accountability for service integration; and 2) rapid implementation of a model that coordinates, collaborates and, in many cases, co-locates entities that serve children and families.

Within the model called "Neighborhood Place", multiple and different service organizations have staff presence and are able to extend their services following a unified, comprehensive assessment of the citizens' needs. The staff members from various programs jointly provide case management to attain the best solutions for the family's needs and comprehensively track the progress of the citizen(s) with mutual accountability and continuous communication, as a result of the commitment toward outcomes and the shared workspace, among other operational practices.

Advancing this measure will combat the traditional fragmented way of doing business and replaces it with an approach that maximizes the dollars and results while respecting the individuals in need.

More specifically, the bill:

- Bestows the responsibility for creating the model to the cabinet level state leadership group comprised of DHH, DSS, DOL, OYD and DOE.
- Establishes the guiding principles that must be followed as state leaders pursue and implement the community-based, integrated service delivery model.
- Names model facility "Neighborhood Place" and mandates the state leadership group to establish at least one Neighborhood Place by July 2009.
- Mandates the state leaders to work in partnership with local governments, parents, community organizations and others in establishing Neighborhood Places.
- Recommends the services that a Neighborhood Place should promote and coordinate.

The first Neighborhood Place was opened in Sabine Parish this past June (two locations). Central City in New Orleans is the next Neighborhood Place site that is scheduled to be opened.

Senate Resolution 122 of the 2008 Regular Session requests the Department of Social Services, the Department of Health and Hospitals, the Office of Family and Youth Development, within the Department of Education to study and develop a comprehensive continuum of support from birth to adulthood for Louisiana's children as modeled by the Harlem Children's Zone (HCZ). A committee was established and is made up of many of the same representative agencies as the NP Committee to develop recommendations to the Legislature.

HCZ and NP both recognize that it takes the entire community working collaboratively with local leaders, residents, cultural organizations, and faith based institutions in order to adequately support children and families.

Department of Education representatives served on both the HCZ and NP Committees and spent a significant amount of time and effort to develop a report on each one of these initiatives that are very similar in purpose. It is recommended that, based on the information gathered by each committee, a Louisiana model should be established taking the best of both the HCZ and NP models with a clear governance structure, duties and responsibilities spelled out and funding put in place to implement statewide.

2. No Child Left Behind allocates funds to the state for Safe and Drug Free Schools and Communities (SDFSC). The Department of Education administers a portion of the SDFSC grants to school districts

and the Governor's Office administers the other portion of these funds in grants to community organizations. Both organizations conduct monitoring, technical assistance and staff development activities related to this program. It is recommended that this is a duplication of administrative function and should be combined.

Identify outdated activities that should no longer be part of the mission of your agency.

Legislative Study Resolutions

Often during the legislation session issues arise that need further research in order to fully develop a solution. In that case, study resolutions are often adopted for a variety of issues requiring departments to do a multitude of work and report back to the bill sponsor prior to the next legislative session. These resolutions usually require extensive research and reporting to adequately address the issue at hand. Annually, the Department of Education gets a very large number of these research projects to complete. Zero funding is provided for these research activities so the Department has to assign existing staff to complete these projects removing the staff member from the mission of the agency. If the staff needs expertise for complex issues, funding must be set aside to obtain outside assistance redirecting funds originally intended for services that promote the agency's mission. In FY 2008-09, almost \$200,000 was redirected and spent on addressing outside expertise needed for research to address study resolutions. There is no real way to quantify the additional cost incurred using in-house staff to address issues. With budget reductions across the agencies and a heightened call for efficiencies, it is recommended that in the future, these study resolutions are required to have fiscal notes attached so that prior to passage an estimated completion cost is known. In addition, if the budget environment allows, funding should also be provided for these activities.

Procurement Laws

The current procurement laws create a constraining environment for carrying-out the procurement function at the agency level. This includes excessive bureaucracy and the inability to do smart buying resulting in high administrative costs that, in turn, adversely affect the timeliness, quality, and price of purchased items. Additionally it stifles innovation, lowers mission performance, and creates missed chances for lowering total life-cycle costs.

Procurement contracts for work and equipment take so long to execute and require so many levels of approvals that technology is frequently out of date by the time it arrives or else it does not match equipment in other units. Outstanding contractors are lost because they cannot wait or do not meet often unreasonable requirements.

The process needs to be streamlined to keep pace with new technology and procedures. For example, raise thresholds for noncompetitive bidding, provide flexibility to make faster decisions, reduce paperwork, and reduce multiple reviews, justifications and approvals.

The current procurement system is not designed to allow agency heads to use common sense and good judgment in ways that would promote better vendor performance. The system should be significantly deregulated to allow agencies greater discretion. The ability to exercise discretion would allow government to gain greater value from procurement.

Section Six
Civil Service and
Employee Benefits

List and indentify any current initiatives or ideas related to employee benefits, hiring and promotion, and other employee regulations.

Overview

The Superintendent of Education has taken an aggressive and innovate approach to redesigning the Executive Office of the Department. It was recognized immediately upon establishing education initiatives that the organization required expansion and strengthening of leadership positions (see *Leadership and Initiative Positions*). The Department's goal is to secure leadership that will bring expertise in education reform; build capacity with existing state and local staff; develop, implement and deliver new initiatives and programs to address critical education issues that impact children; and collaborate with stakeholders on education issues such as high school dropouts, graduate rates, and workforce readiness.

Leadership and Initiative Positions

In the 1997 reorganization, unclassified positions were established for leadership (Cabinet) level. In the current administration, it was immediately recognized that, in addition to the permanent leadership positions, initiative leadership is necessary and required to achieve the new mission and goals and to produce desired results in education reform.

Efforts were immediately mobilized to secure authority for initiative positions in Literacy and Numeracy, High School Redesign and Career and Technical Education. These three Executive Directors would develop strategies, share experiences, build capacity and lead the efforts for those major areas of reform. Other positions were also required that could work closely with federal agencies, secure support for education reform and seek grants to secure funding and resources from foundations and other external sources.

The plan to strengthen the leadership and create these initiative positions on a 3-year appointment basis to lead in education reform continues to be a "work-in-progress", and we will continue to work with the Department of Civil Service and Civil Service Commission to help us achieve our goals. At the completion of the 3-year period, Department officials will assess the progress and determine next steps.

The latest request for the six (6) unclassified positions are also initiative leaders for the next phase of transformation: securing a leader to develop strategies for schools before they progress to academically unacceptable status, securing a delivery unit leader and staff to initiate and foster partnerships to deliver services to students and schools, and securing a leader to recruit human capital for schools and districts thereby setting them up for success by having a sustainable and available pool of candidates for school leadership.

Recruitment/Retention Issues

The Department of Education has experienced for many years problems with recruitment and retention of education professionals. As a solution, the Department of Civil Service provided flexibility for education jobs in the shortage class, bypassing the requirement for competition and testing. In 2009, with the implementation of LA Careers and a changed recruitment strategy, education vacancy

announcements are posted on the LA Careers on-line application system to recruit and attract professionals across the country. The Department plans to continue working with Civil Service on recruiting solutions.

Pay Mechanisms

The Department of Education has implemented several pay flexibilities available in the Civil Service system that were designed to address recruitment and retention problems. These include such things as Special Entry Rates (SER), Civil Service Rule 6.5g, Extraordinary Qualifications and Skills, Optional Pay Adjustments and Rewards and Recognition.

The Department of Education implemented the use of Civil Service Rules such as Special Entry Rates (SER) to attract applicants offering higher-than-minimum rates of pay. Retention statistics support the loss of staff to school districts because of the schools' abilities to provide higher salaries than public employment. As budget became available, the Department worked with Civil Service Compensation Division to adjust SERs to comparable rates offered in the school systems.

The Department of Education has also applied the use of Civil Service Rule 6.5g to compensate those applicants who are hired with extraordinary skills and qualifications, and are able to perform functions with little or no training immediately upon hire.

Job Studies

The Department of Education and the Department of Civil Service have conducted several job studies in the past on agency request based on the required business functions. Changes in the Department's mission and goals, transformation of the organization, and changes in required business functions will require another job study to align jobs to those changed business functions and requirements, and specify other competencies that will broaden the applicant pool.

Layoff and Layoff Avoidance Measures

The Department of Education was one of the first agencies to implement a layoff using the Civil Service revised layoff rules. The Department targeted 12 positions to be abolished and only 5 individuals were laid off without unnecessary bumping, movement and impact to employees who were not directly impacted by the budget changes.

The Department of Education is considering the usage of the retirement incentive as a layoff avoidance measure, in accordance with Civil Service guidelines, in order to address any potential budget shortfall in the 2009-10 fiscal year. A large number of Department of Education employees are participant members of the Teachers' Retirement System of Louisiana. Over 22% of those employees are eligible for retirement immediately and at least 12% of LASERS participants can retire this year.

Performance Planning and Rating (PPR)

The Department of Education has maintained a high rating in administering the PPR process for its employees. Current ratings reflect that we are 99.8% compliant with the program and have a .02% unrated ratings factor. The PPR program is a performance indicator for the Human Resources Office.

Further training is being conducted relative to the PPR process and administration of that program where it aligns with the agency's mission.

Civil Service Barriers

In 2009-10, the Department of Education, in its continuing effort to reorganize, will embark on a project to review jobs, job roles and pay issues. While there are many beliefs that Civil Service is a barrier to agency mission and goals, the Department of Education has been the recipient of flexibilities such as having jobs in the shortage class which aided in recruitment of staff; education jobs have special entry rates comparable to local school systems and new hires' pay at a rate higher than minimum of the range; education jobs were reallocated to high pay levels based on specialization (teaching profession); and, the Department of Education's ability to secure authority from the Civil Service Commission for appointments in the unclassified service by providing business rationale and justification.

Section Seven
Studies and other
Resources

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Section Eight Agency Best Practices

Section Eight: Agency Best Practices

Program Best Practices

The following are examples of programs being administered by Department of Education that incorporate best educational practices.

Ensuring Literacy and Numeracy for All

The Louisiana Literacy Plan was created in 2006 to raise the literacy rates of all students PreK-12. The Louisiana Literacy Plan is currently being revised. Key components of the plan include literacy-based instructional strategies, ongoing assessment to inform instructional decisions, and job-embedded professional development.

In 2008, Ensuring Literacy and Numeracy for All evolved from the Louisiana Literacy Plan to preserve the infrastructure of current scientifically based reading instruction and begin a new era for mathematics. The legislature approved \$12.6 million for this initiative. A Principal Coach was hired at the state level to mentor and provide job-embedded professional learning opportunities to school based administrators. Louisiana is one of only two states to offer this type of assistance. The initiative also uses a Response to Intervention (RTI) process that provides differentiated support services for students. The emphasis of this initiative is fidelity to the implementation of the five areas of scientifically based reading research – phonemic awareness, phonics, fluency, vocabulary, and comprehension. Community coaching clusters are the primary method of delivery to the classroom teacher. The LA Department of Education staff, the Regional Service Center staff, and the school/district reading coaches provide technical support at the classroom and school level.

Ensuring Literacy for All consists of more than 200 schools participating for the 2009-2010 school year. Results of the Reading First and Literacy Pilot schools follow:

- There have been four years of steady increases in the performance of third grade students in Reading First schools.
- A substantial reduction in the special education referral rate in Reading First schools has occurred over the past 3 years.
- Students who participate in both Reading First and LA 4 perform at higher levels than students who participate in only one of the programs or neither.
- The percentages of students in K-12 pilot schools who scored Basic or Above in the Reading sub-score portion of the iLEAP test in 3rd, 5th, 6th, 7th, and 9th grades increased from 50.4% to 55.7%.
- LEAP tests scores increased from 56% to 63% for 4th grade students and from 49% to 51% for 8th grade students.

One of the most recent developments has been the formation of a statewide Adolescent Literacy Task Force charged to:

- Review state and local policies and initiatives that support adolescent literacy;

- Identify research-based resources related to effective practices that promote literacy development, raise performance, eliminate the achievement gap, and prepare students to graduate from high value high schools college and career-ready; and
- Develop an adolescent literacy plan for the state of Louisiana.

The new Adolescent Literacy Plan will provide schools and districts a framework and guidance for quality literacy programs at the middle and high school levels.

The Ensuring Numeracy for All Initiative officially began implementation in mid-October of 2008 when 10 PreK-4 schools were selected from over 60 applications. The schools spent the next seven months focusing on school-wide numeracy improvement efforts and classroom strategies that included professional development for numeracy coaches, principals, interventionists, and teachers as well as formative assessments that drove student interventions. An emphasis on mathematics content is the focus of this initiative with strategies to successfully implement content. The impact is only beginning as teachers, coaches, and principals learn to work together to improve instruction and impact student achievement. Nineteen schools will participate during the 2009-2010 school year. The work of the Ensuring Numeracy for All Initiative is based on the findings of the National Math Panel.

The first year of the Numeracy Initiative resulted in the following best practices:

- Formative assessments to guide instruction and interventions for students;
- Numeracy coaches who provide support and mentor mathematics teachers, facilitate professional learning groups, and supervise interventions for students;
- Paraprofessionals serving as interventionists to work directly with students outside of class time;
- The importance of ongoing content-focused professional development for teachers and coaches with clear expectations for implementation and follow-up by the Department; and
- Support and professional development for principals as the instructional leaders in their schools.

The Louisiana Math Fellows Advisory Panel was instituted in early 2009 as an additional outreach of the Department through the Numeracy Initiative to identify and support strengths, gaps and potential improvements in the mathematics curriculum, instruction, and standards across the state. The 21 member panel is comprised of seven mathematics educators representing each school level (elementary, middle and high school); they were selected from 70 educators across the state. The LA Math Fellows Advisory Panel plays an important role in leading and supporting the full alignment of Louisiana's PreK-12 mathematics program to college and career-ready standards. The impact of using the state's best-of-the-best mathematics educators is research-based and addresses the state's vision to Create a World-Class Education System for all Students in Louisiana.

9th Grade Initiative

Louisiana has recognized the ongoing need to reduce students' dropout rates and increase high school graduation rates, successful participation in postsecondary education, and career readiness. The High School Redesign 9th Grade Initiative has become one of Louisiana's best practices. The 9th grade Initiative is designed to encourage and support schools in implementing reforms which better provide students with the personal attention and support they need to have a successful initial year of high

school, earn an on-time promotion to 10th grade, and be prepared for continued success in grade 10 and beyond.

The goals of the High School Redesign 9th Grade Initiative include:

- Increase 9th to 10th grade promotion rates
- Decrease 9th grade dropouts
- Increase 9th grade daily attendance
- Reduce 9th grade course failures
- Decrease 9th grade suspensions and expulsions
- Increase 9th grade iLEAP test scores in English/Language Arts and Mathematics

Schools designed programs and activities which help students make a successful transition to the academic and social demands of high school. Schools were asked to target the social connection of students to school and increase personal relationships between adults and students. Moreover, schools were to instruct students in study skills, habits, and attitudes needed for success in high school, as well as allow students' access to the Louisiana E-Portal.

These are the required focus area of schools implementing the 9th grade initiative.

- **Early Dropout Detection and Intervention.** Schools may learn to use an early warning system designed by LDE to design and implement appropriate interventions for students identified as at-risk of dropping out of school.
- **Academic Catch-up.** Schools may implement new or expanded programs to provide accelerated and extended instruction for students that enter high school below grade level in reading and/or mathematics, using research-based strategies and curricular materials.
- **Literacy Skill.** Schools may institute programs or activities designed to improve literacy skills of 9th grade students, consistent with the Louisiana Literacy Plan: Literacy for All.
- **Remediation and Credit Recovery.** Schools may use grant funds to design innovative remediation and credit recovery programs to support timely promotion of students to 10th grade.
- **Educational and Career Planning.** LDE encouraged schools to make regular and effective use of the Louisiana E-Portal to assist students in setting education and career goals, while monitoring goal progress.
- **Parental Involvement.** Schools may target increasing communication with and involvement of 9th grade parents.

Charter School Program

Charter schools come with a number of structural advantages that make it easier for schools to achieve and sustain strong student performance. These include true accountability through a contract tied to student performance; autonomy over the most critical operational areas, including personnel, time, and money; and parental choice which empowers parents in the education marketplace.

Louisiana's Charter School Program is a very effective school reform tool. In a recent study, Stanford University's Center for Research on Education Options (CREDO) found a number of positive results

regarding the academic performance of students attending Louisiana charter schools. Among other findings, the report noted the following in regards to Louisiana charter schools:

“For students that are low income, charter schools had a larger and more positive effect than for similar students in traditional public schools. African-American charter school students reported significantly better gains in reading and math, while Hispanic charter school students reported better results in math only compared to their counterparts in traditional public schools.

The report also found that Louisiana students do better in charter schools over time. While first year charter school students on average experienced no significant impact on learning, students in their second, third and fourth years in charter schools saw a significant reversal, experiencing positive achievement gains.”

The Department is also using charter schools as a tool for making rapid improvements in chronically underperforming schools, having awarded charters for 11 of the state’s lowest performing schools over the past two years.

Currently 77 charter schools are in operation in Louisiana in the 2009-10 school year.

LA GEAR UP

The Gaining Early Awareness and Readiness for Undergraduate Programs (LA GEAR UP) grant was first awarded to Louisiana in 2002 by the U.S. Department of Education (USDE) totaling \$12.5 million. In 2008, a second six-year grant totaling \$18 million was awarded. Its mission is to increase the number of Louisiana students who graduate from high school and enroll and succeed in postsecondary education.

The focus is on a cohort group of students from schools throughout Louisiana that have been invited to join the program because their students meet certain economic and academic criteria indicating a strong need for intervention. Beginning in the cohort’s 6th and 7th grades and continuing through the 12th grade year, LA GEAR UP offers academic enrichment opportunities, college awareness activities, and financial support for higher education.

The Louisiana Systemic Initiatives Program (LaSIP) administers the LA GEAR UP \$18 million USDE grant for the State of Louisiana. It catalyzes and models educational reforms by providing content-rich professional development (PD) for teachers. LaSIP is directed by Kerry Davidson, Deputy Commissioner for Sponsored Programs, at the Board of Regents, and is co-directed by Superintendent of Education Paul Pastorek and Commissioner of Higher Education Sally Clausen. As a truly cooperative endeavor, LaSIP partners with public and private schools and universities’ along with other state agencies to help fulfill its mission.

New Technology High School

The New Technology High School model specifies 400 or less students, a full day program, a unique school name and code, and a non-selective admissions policy. The curriculum includes 21st century skills, is project and standards based, employs team teaching, curricular integration, authentic assessment strategies, and is built on a culture of trust and responsibility.

Technology manages the student and teacher workflow through the PeBL Collaborative Learning Environment which was developed for the model. The requirement is a 1:1 student to computer ratio and network capacity for email and the Internet. Business, community, and college partnerships are necessary to provide for the student shadowing and internship requirements. Teachers are provided with both shadowing and training on the PeBL system and technology by means of a network of professional development and technology administration training sessions over a three-year period.

The model requires a full-time principal, staffing autonomy, a full-time staff dedicated to the school, a lead teacher as on-site mentor and a school-based network administrator. The facility must be separate and uniquely identified with classrooms to support team teaching in a technology-rich environment.

Because this model is reaching back to the middle school, the impact will be even greater. Because the model has a proven record of low drop-out and negative behavior incidence coupled with higher academic scores, graduation rates and both college-going and employability rates, the impact on economic and workforce development promises to be powerful.

High Schools That Work (HSTW)

The CTE Model High School Programs are designed to provide “High Fidelity” innovative high school programs that are student-centered, utilize a problem-based learning environment, and achieve results. Funding will be used to continue HSTW program implementation in designated high schools that have the potential leadership and district support.

Project Lead the Way (PLTW)

The CTE Model High School Science, Technology, Engineering, and Math (STEM) Programs are designed to provide innovative high school programs that are student-centered, utilize a problem-based learning environment, and achieve results. Funding will be utilized to address the purchase of PLTW curriculum materials, program specific equipment, and specialized training for instructors.

Innovative High Schools

The CTE Model High School Programs are designed to provide innovative high school “project-based team teaching programs” that are student-centered, utilize a problem-based learning environment, and achieve results. Funding will be utilized to support the Innovative High School Models Initiative for implementation or up-grading of CTE Programs in designated high schools that have the potential leadership and district support.

Mentoring Project

The Mentoring Project will: promote College and Career Readiness through awareness activities for students; expose students to information, opportunity, and readiness programs that are available through the DOE; provide for the collection of basic data regarding performance indicators; and be systemically sustainable going forward. College mentors work with 950 at-risk students to increase high school graduation rates.

Dual Enrollment CTE Projects

Project 500-Greater New Orleans Area; Associated Builders and Contractors-Greater Baton Rouge Area; Project EMPLOY-14 Districts and LTC Campuses-Statewide; Local School Districts-38 Districts.

Jobs for America's Graduates-Louisiana, or JAG-LA, is a dropout prevention and recovery program that delivers a unique set of services to at-risk students age 12 and older. For students participating in the program who are still enrolled in a traditional school setting, JAG seeks to assist them in successfully earning a high school diploma. For students who have previously dropped out of school, JAG is intended to assist them in earning a GED or high school diploma.

The JAG program was launched in Louisiana in 1995. For students and their future employers, one of the major highlights of the JAG model is the knowledge that students gain in the areas of job readiness, teamwork and leadership. JAG services are provided to students through a Job Specialist and are centered on the national JAG competencies which include: career development, job attainment, job survival, communication skills, work place skills and life survival skills. Currently, 1,986 students in 22 districts are participating in 40 JAG programs across Louisiana, including 685 who are receiving follow-up services. Depending on their individual circumstances, students participate in one of four JAG-LA models. Details and highlights of the JAG-LA program are listed below:

Districts may choose from four JAG-LA program models:

- Senior Model – serving only at-risk high school seniors (6 programs statewide)
- Multi-Year Model – serving struggling students in 9th – 12th grades (13 programs statewide)
- Out of School Model – serving high school age students who have dropped out of the traditional school setting (14 programs statewide)
- Middle School Model – serving at-risk middle school students (7 programs statewide)

Post graduation, 12 months of follow-up services are provided to students who complete the JAG program. The intent is to support the graduates as they pursue postsecondary education and/or a high quality job/career.

JAG-LA has earned national acclaim, and even more importantly, programs across the state have resulted in positive outcomes for students:

- 90% graduation rate for In-School Programs (struggling students still enrolled in traditional middle and high school setting)
- 54% Graduation Rate for Out-of-School Programs (students who have dropped out of traditional setting)
- 94% Full Time Placement Rates for In-School Programs and 92% Full Time Placement Rates for Out-of-School Programs (graduates either employed full time, enrolled in a postsecondary education on a full-time basis, or working and attending school in a combined full-time capacity)

EMPLoY or Educational Mission to Prepare Louisiana's Youth is a pilot program that supports students age 16 and older, who are functioning at a 7th grade level or higher. These students, with the consent of their parents, have opted out of the traditional school setting to enter the GED/Skills Option Program. Designed for over-age, struggling students who are not on track with their peers, the GED/Skills Options Program was established in 2000 to offer students an alternative to dropping out of school. The intent of the program is for students to earn a GED and a marketable skill for employment. However, the initial design of the GED/Options program is not working; fewer than 600 of 10,000 students enrolled annually in the program obtain a GED or skill. Therefore, to remedy the lack of success, in fall of 2008, the Louisiana Department of Education (LDOE), in partnership with other state agencies, worked to develop a program to adequately support the progress and success of the state's over-age, struggling student population. A pilot of the new program, EMPLoY, was implemented in January 2009. Fourteen districts and 485 students are currently participating in the program. Details and highlights of the program are listed below:

The program is largely modeled after the successful Jobs for Americas Graduates (JAG) program, and provides students with five components aimed at advancing their success in the program and beyond:

- Basic Skills Training – to help students successfully earn their GED, the program provides students with intense utilization of a scripted curriculum that was developed by LDOE and is closely aligned with the GED/State Curriculum.
- Soft Skills Training (37 core competencies used in the JAG model); and Work Keys Assessment for attainment of a Work Ready Certificate.
- Participation in a dual enrollment program through a technical college and/or training to pursue an Industry Based Certification (IBC).
- Work-based learning experience, including compensation; the Louisiana Workforce Commission, as well as business and industry partners, are assisting in the job placement of students.
- Support of an adult mentor.

America's Promise/Louisiana's Promise - Louisiana held a statewide dropout summit in October 2008 that was part of a national effort by America's Promise to create awareness within states and communities regarding the dropout crisis. The goals for Louisiana's Promise are to:

- develop and implement plans for school improvement in four foundation principle areas:
 - Early warning systems and community support
 - Attendance and truancy
 - Connecting school to the student's future
 - Increase the high school graduation rate in Louisiana to greater than 80% by the end of the 2013-2014 school year

The purpose of the summit was to mobilize local leaders to return to their communities to enlist the wider circle of support that would be needed to address the dropout crisis. Eight Regional Summits were held to begin the real, grass roots level work to seek solutions within each community. Each

District developed an action plan based on one or more of the foundation principles. LDOE staff have compiled those plans and will be providing targeted assistance to districts in implementation.

Some of the programs promoted by the LDOE to improve the graduation rate are:

- JAG
- 9th grade initiative
- Catch up programs in reading and math
- Credit Recovery
- Literacy and Numeracy Initiative
- DEWS – Dropout Early Warning System
- EMPLOY
- Regional Alternative Education Programs

Louisiana TAP: The System for Teacher and Student Advancement is a comprehensive teacher quality and school improvement system, based on the National Institute for Excellence in Teaching's (NIET) proven TAP model. Louisiana TAP is designed to attract, support, and develop great teachers and, ultimately, improve student achievement. TAP is unique in that it is comprehensive in nature combining 4 key elements – multiple career paths, ongoing job-embedded professional growth, instructionally focused accountability, and performance based compensation. All four elements, implemented at the same time, provide the right combination of accountability and support. When implemented according to the model, TAP counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, teacher isolation, lack of career advancement, unsupported accountability demands, and low, undifferentiated compensation.

During the 2009-2010 school years, 70 schools will participate in Louisiana TAP – 42 schools with full implementation of TAP and 28 schools as Pre-TAP schools. These schools are located in 17 different educational agencies, including 15 geographic parish LEAs, the Recovery School District–NO/LA, the Algiers Charter School Association, and one independent charter school.

State general funds have provided approximately \$210,000 annually to support TAP state-level activities. In addition, during the 2008-2009 school year, a BESE 8(g) statewide project directed \$1.8 million toward TAP implementation, 80% flow-through to support schools and 20% to support state-level activities and personnel. For 2009-2010 school-year, the BESE 8(g) project will provide \$2.2 million.

Estimated costs for TAP are roughly \$350-400 per student in a school to cover costs of master and mentor teacher addendums, financial performance incentive awards, professional development, materials, and possible replacement teachers and/or specialists needed for extra release time to build cluster schedule. Districts support TAP efforts through re-direction of available state, district, and federal funds. In addition, business donations have provided TAP support.

TAP schools receive a school-wide value-added score based on longitudinal student performance. Unlike many measures of academic achievement that compare a student cohort in a particular grade level one year to a different cohort in that grade the following year, TAP value-added scores track individual student growth over time. A value-added gain score of “3” indicates that students grew an

expected full year's growth. A score of "4" indicates growth at one standard deviation above an expected full year's growth, and a score of "5" represents growth at two standard deviations above an expected full year's growth. Student growth has been significant in TAP schools.

- For 2006-2007, value-added growth was calculated in twenty-nine schools. Twenty (20) of the twenty-nine schools showed a value-added score of "3" or more, with nine of those schools scoring a value-added score of "4" or "5."
- For 2007-2008, value-added growth was calculated in thirty-six schools. Twenty-five (25) of the thirty-six schools showed a value-added score of "3" or more, with seventeen of those schools scoring value-added scores of "4" or "5."
- For 2008, 492 teachers in thirteen Year 2 and Beyond TAP schools received an SKR (Skills, Knowledge, and Responsibility) Score, ranging from 1 (unacceptable) to 5 (exemplary), with a score of 3 as proficient. The SKR is measured against the four TAP instructional rubrics: Implementing Instruction; Planning and Designing Instruction; Environment; and, Responsibilities. Ninety-four percent of the teachers (466) received a score of proficient or higher.

In April 2008, Forest Hill Elementary School (Rapides Parish School District) was nationally-recognized as the inaugural recipient of the TAP Founder's Award, noted as a school demonstrating exceptional implementation of the Teacher Advancement Program (TAP). Most recently, on April 17, 2009, Hazel Park/Hilda Knoff Elementary School (Jefferson Parish School District) received the second TAP Founder's Award, making Louisiana a two-time honoree in this area. TAP Founder's Award recipients are selected without their knowledge by the National Institute for Excellence in Teaching. Criteria, based on a school's participation in the program for at least three years, include extraordinary distinction in the following areas: (1) full and proficient implementation of all four TAP elements; (2) achievement according to state or federal measures; and (3) notable recognition as a center and resource of best practices.

Transparency and Accountability

In the 2009 legislative session, House Bill 821 was enacted which implemented some of the best practices in transparency and accountability for public funds. The bill targeted these practices to the Minimum Foundation Program (MFP) formula, the state's K through 12 funding formula. The MFP provides over \$3 billion in state funds to local school districts.

These new requirements provided that school boards expend funds generated by the weighted factors on those students generating the weighted funds. The school districts must also submit a report to the State Board of Elementary and Secondary Education that details the types of activities on which these funds were expended. This information, once collected, must be provided for public access by the Department via an easily understandable website. In addition, the Department is required to publish revenue and expenditure data on a website for each city, parish, or other local school board and school. This provides a level of accountability and transparency for educational funds never before provided.

Consolidated Review, Technical Assistance, and Monitoring of Federal Programs

Through the consolidated e-grant and monitoring process for federal statewide programs, the Department of Education has increased efficiency and reduced staffing by:

- Training across programs to increase manpower available to read and approve federal and state grants.
- Using an electronic grant application and approval process utilizes technology to assure accurate and reliable constructs according to state and federal program requirements.
- Training across programs reduces the time requirements for the review and approval of grant applications.
- Technical assistance provided to the districts by various program representatives is provided throughout the year via face-to-face meetings, webinars, and or teleconference calls.
- Cross training on monitoring increases the capacity of the Department to conduct reviews of districts on state and federal programs.
- An annual calendar for monitoring of the various Federal Programs is developed and distributed to the districts. The monitoring team leader confirms the date of the on-site visit one month prior to the visit.
- Group monitoring reduces the amount of time utilized for monitoring districts and avoids duplication of effort across programs.
- Development of electronic desk audits reduces the amount of time for site visits, as well as a better analysis of district data, resulting in a costs savings to the state.

These best practices in the grant review and monitoring process results in more effective governmenta. operation by utilizing fewer employees, less travel, and cross operational activities, resulting in a cost savings to the Department.