

# Louisiana's State Advisory Council on Early Childhood Education and Care Supplemental Application

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August 23, 2010

## Louisiana's Supplemental Application

Louisiana seeks supplemental funds to pilot the Early Development Instrument (EDI): A Population-Based Measure for Communities, providing the capacity to measure and track children's early outcomes down to a community/neighborhood level. Mapping these early childhood outcomes will provide community and state leaders a valuable tool that will help inform policy and target resources.

As described in Louisiana's original application, in the past our state has not consistently measured and tracked key indicators for early childhood. BrightStart, Louisiana's Early Childhood Advisory Council, has initiated the development of a Risk and Reach Report that will detail information at the parish (county) level for all parishes in the state (see original application, page 56). With this supplemental funding, BrightStart will also pilot, in at least four school districts, the EDI<sup>1</sup>, a validated, population-based assessment tool that has been implemented widely in Canada and Australia, as well as in Orange County (California) by the Center for Healthier Children, Families and Communities at the University of California at Los Angeles (UCLA). UCLA, in partnership with the United Way Worldwide, is currently piloting the EDI in a number of cities throughout the United States as part of their Transforming Early Childhood Community Systems (TECCS) initiative.

The EDI is a 104-item questionnaire filled out by kindergarten teachers on each child in their class in the spring of the school year. It holistically measures groups of children in five key domain areas: 1) Physical health and well-being 2) Social competence 3) Emotional maturity 4) Language and cognitive development and 5) Communication skills and general knowledge. The EDI identifies the percentage of children who are developmentally

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<sup>1</sup> Janus, M., Brinkman S., et al. (2007). The Early Development Instrument: A Population-Based Measure for Communities: A Handbook on Development, Properties and Use. <http://www.offordcentre.com/readiness/pubs/publications.html>

vulnerable by developmental domain and compares this information across communities (e.g., by county, city, school catchment, zip codes, neighborhoods, census tracts, etc.).

This work will be implemented by BrightStart as part of Objective One in the original application and will be a component of the ongoing Needs Assessment. It will be managed by the Early Childhood Data Epidemiologist (see original application pages 19-23 and the job description on pages 64-65). The tools, training and technical assistance will be provided by TECCS. The timeframe and benchmarks for the project will be as follows:

<b>Year 1</b> - To measure and map population-based school readiness outcomes using the EDI in at least two school districts in Louisiana.
<b>Activities</b>
1. Louisiana will hire an Early Childhood Data Epidemiologist (the EC Epidemiologist) to manage the EDI Project as well as the Risk and Reach Report (see original application at page 19).
2. BrightStart will recruit two school districts to participate in the project, and ensure that each district designates a person to assist with coordinating the EDI. TECCS will provide technical assistance, resources and written materials to assist with the recruitment process.
3. TECCS will provide a train the trainer session to local trainers who will then conduct teacher orientations.
4. School districts will coordinate with the schools and the teachers for the project, send a letter to the parents, conduct teacher orientation sessions, coordinate the teacher compensation component and work with the district IT person to generate a student information database.
5. Teacher orientations will be conducted.
6. Teachers will complete the EDIs online.
7. Louisiana will generate reports/maps for distribution to all interested parties (e.g., school districts, Dept. of Education, BrightStart, etc.).
<b>Year 2</b> - To measure and map population-based school readiness outcomes using the EDI in three school districts in Louisiana. (Activities will be essentially the same as Year 1 with one additional district.)
<b>Year 3</b> - To measure and map population-based school readiness outcomes using the EDI in four school districts in Louisiana.

### Three Year Budget and Budget Justification

#### BUDGET - Year 1

Technical Assistance from TECCS (includes training, travel, license fees, report writing, etc.)	\$15,000
Teacher Compensation (approximately 80 classrooms at [REDACTED]/class)	[REDACTED]
School/Community Coordination (compensation for coordinating the EDI within schools, community meetings, etc.)	\$4000
Senior Project Coordinator (oversee data collection, supervision of EC Epidemiologist, report writing)	[REDACTED]
<b>Total Year 1</b>	<b>\$ 50,000</b>

#### BUDGET - Year 2

Technical Assistance from TECCS (includes training, travel, license fees, report writing, etc.)	\$10,000
Teacher Compensation (approximately 120 classrooms at [REDACTED]/class)	[REDACTED]
School/Community Coordination (compensation for coordinating the EDI within schools, community meetings, etc.)	\$6000
Senior Project Coordinator (oversee data collection, supervision of EC Epidemiologist, report writing)	[REDACTED]
<b>Total Year 2</b>	<b>\$ 58,000</b>

#### BUDGET - Year 3

Technical Assistance from TECCS (includes training, travel, license fees, report writing, etc.)	\$11,000
Teacher Compensation (approximately 160 classrooms at [REDACTED]/class)	[REDACTED]
School/Community Coordination (compensation for coordinating the EDI within schools, community meetings, etc.)	\$8,000
Senior Project Coordinator (oversee data collection, supervision of EC Epidemiologist, report writing)	[REDACTED]
<b>Total Year 3</b>	<b>\$72,000</b>

DCFS Indirect Cost - 10% (of \$200,000 federal award)	\$20,000
<b>Three Year Total Budget Non-Federal Share (detailed below)</b>	[REDACTED]
<b>Three Year Total Budget Federal Share</b>	<b>\$200,000</b>

**Non-Federal Share-** [REDACTED]

The non-federal share comes from Louisiana's investment in the School Readiness Tax Credits (SRTC) and the Refundable Child Care Credit. As detailed in this application, the SRTC are a package of state tax credits tied to Quality Start, Louisiana's quality rating and improvement system for child care. In 2009 (for the 2008 tax year), the first year, \$3.7 million of state funds in SRTC were issued. Data for the 2009 tax year was recently provided by the Louisiana Department of Revenue and shows that the SRTC has increased by 37%, up to \$5.1 million (for the 2009 tax year). These state tax credits will continue to increase each year as the quality of child care increases as determined by the state rating system. The SRTC are a critical component in assisting child care centers to improve their quality of care.

The Refundable Child Care Credit is a credit to families with incomes less than \$25,000 per year and is intended to help offset the cost of child care and to thereby support the child care system in the state.