



## Desired Results for Children and Families

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A Project of the California Department of  
Education, Early Education and Support Division  
with the Desired Results Training & Technical  
Assistance Project

# Regional Administrators Webinar

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# Agenda

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- Welcome
- Review of Desired Results Components
- Program Self Evaluation Process
- Program Self-Evaluation
  - Updates to the 2018/2019 process
- Taking It Back to the Agency
- Question and Answer



# Program Self-Evaluation on CDE Website

The screenshot shows the California Department of Education website page titled "Program Self-Evaluations". The page includes a navigation menu, a search bar, and a main content area with text and a table of documents. The table lists documents such as "Management Bulletin 08-01", "Frequently Asked Questions", "Instructions for Form 4000", "ELCD Form 4000 (PDF)", and "Webinar Slides (PDF)".

Document	Description
<a href="#">Management Bulletin 08-01</a>	Additional information for Contractors
<a href="#">Frequently Asked Questions</a>	Frequently Asked Questions (FAQs) to the FY 2018-19 Program Self-Evaluation
<a href="#">Instructions for Form 4000</a>	Instructions to complete required form ELCD 4000
<a href="#">ELCD Form 4000 (PDF)</a>	Required Forms for Fulfilling Program Self-Evaluation Submission Requirements
<a href="#">Webinar Slides (PDF)</a>	Power Point slides for the April 4, 2019 webinar coming soon

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All of the documents that we are referring to today can be found on this website. Please take a few moments to print the required forms.

# Training Outcomes

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Participants will learn:

- To focus on achieving desired results for children and families
- About program improvement through the use of the Desired Results system
- Updated information new in 2018/2019 Program Self-Evaluation (PSE) Process





**Element 1:** At the center of the system are the Learning and Development Foundations which describe the learning and development intents and toddlers typically demonstrate with appropriate support at around 1, 18 and 36 months. It also describes the learning and development for preschool children that is typically demonstrated with appropriate support at around 48 and 60 months of age. Having statewide foundations provides all teachers and programs with knowledge of the expectations and goals for children in California to use as they plan activities, the environment, and interactions.

**Element 2:** Infant and Toddler and Prekindergarten Learning and Development Guidelines present information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services. In addition, the Preschool English Learner Guide provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively.

**Element 3:** The Curriculum Frameworks are a resource for teachers to support setting up environments, selecting appropriate materials, supporting children's self-initiated play and learning, and planning and implementing teacher-guided learning activities. The frameworks are not a curriculum.

**Element 4:** The fourth component of the system is the Desired Results System. It is a continuous improvement system that is intended to improve program quality. The system consists of four parts including the Desired Results Developmental Profile<sup>®</sup> which measures children's progress towards the desired results, the Parent Survey which measures parent satisfaction with the program, the Environment Rating Scales which assesses the classroom environment, and the Program Self-Evaluation which assesses program quality.

**Element 5:** In California, numerous professional development opportunities are available to assist programs. These include the Program for Infant/Toddler Care (PITC), California Early Childhood Online (CECO), California Preschool Instructional Network (CPIN), California School-Age Consortium (CSAC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/EEG Faculty Initiative Project, the Child Development Training Consortium and the Desired Results Training and Technical Assistance Project. The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

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# Learning Foundations

## What Children Know and Are Able to Do

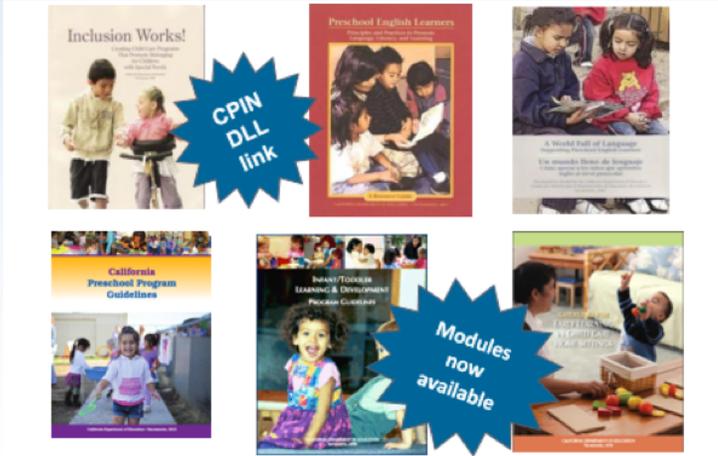
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At the center of the Early Learning and Development System are the Learning and Development Foundations which describe the learning and development that preschool children typically demonstrate with appropriate support.

The *Infant/Toddler Learning & Development Foundations* describe what children know and are able to do at around 8 months, 18 months, and 36 months.

The *Preschool Learning Foundations* describe what children know and are able to do at around 48 months and 60 months when in a high quality program.

# Program Guidelines



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## Curriculum Frameworks



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The curriculum frameworks are another element of the system. The framework offers guidance on how programs and teachers can support the learning and development that are described in the foundations through environments and experiences that are linguistically and developmentally appropriate, as well as individually and culturally meaningful and connected.

# Professional Development Supports & Competencies

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## Professional Development, Supports & Competencies

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- [California Early Childhood Online](#)
- [Program for English Learner Training](#)
- [Family Child Care at Its Best](#)
- [Mentor Program](#)
- [The Child Development Training Consortium](#)

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Refer to Handout - California Department of Education Early Learning and Care Division (CDE/ELCD) Professional Development Resources

The Program for Infant Toddler Care (PITC) seeks to ensure that America's infants get a safe, healthy, emotionally secure and intellectually rich start in life.

<http://www.pitc.org/>

California Preschool Instructional Network (CPIN) provides professional development and technical assistance to preschool teachers and administrators to ensure preschool children are ready for school. <http://www.cpin.us/>

The Preschool English Learner Training provides teaching strategies, materials, and trainings to individuals interested in achieving optimal educational outcomes for children who attend public preschool programs and speak a language other than English. <http://www.cpin.us/p/pel/>

California School-Age Consortium (CaSAC) - CaSAC's mission is to enhance the performance of California out-of-school program providers by building connections, competence, and community. <http://www.calsac.org/>

Family Child Care at Its Best provides high-quality, university-based child development education to thousands of licensed and license-exempt family childcare providers throughout California.

<http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV>

Desired Results Training and Technical Assistance Project provides training and technical assistance in the implementation of the Desired Results system, including assessing children with the Desired Results Developmental Profile®.

<http://www.desiredresults.us>

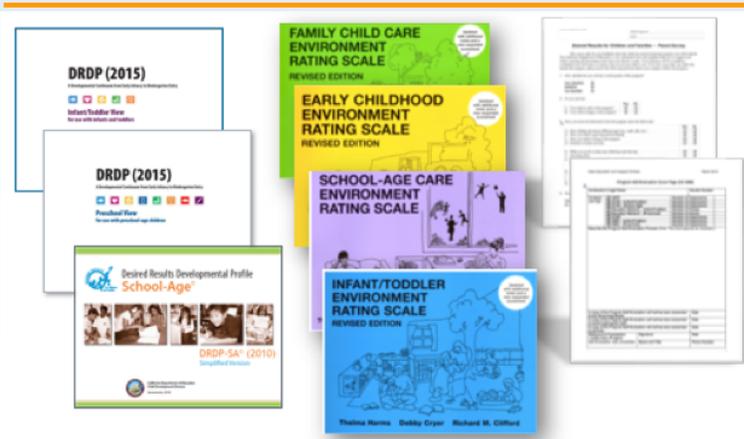
The California Early Childhood Mentor Program provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. <http://www.ecementor.org/>

CDE/ECE Faculty Initiative Project aligns and integrates essential content and competencies of key CDE/EESD materials and initiatives with core early childhood education curriculum of the California Community College (CCC) and the California State University (CSU) systems. <http://www.wested.org/facultyinitiative/>

The Child Development Training Consortium promotes high quality early education to California's children and families by providing financial and technical assistance to child development students and professionals. <http://www.childdevelopment.org>



# Desired Results Assessment System



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The system includes the DRDP assessment, the Environment Rating Survey (ERS), parent surveys, and Program Self Evaluation.

## Program Self-Evaluation (PSE)



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The program self-evaluation process gives agencies an opportunity to recognize their strengths and areas that require improvements.

## PSE Requirements

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The Program Self-Evaluation (PSE) requires that the Desired Results system data be compiled and summarized for the:

- DRDP
- DR Parent Survey ★
- Environment Rating Scale
- Program Review Instrument ★



The PSE requires data be compiled and summarized.

AP programs and Resource Referral Programs are required to complete the two stars.

Contractors with Alternative Payment and/or Resource and Referral Programs are required to complete the Program Instrument (Form 4001) and the Desired Results Parent Survey (Form 4003).

## PSE and Compliance Review

Review materials and procedures.

Implement Desired Results System.

Review and complete Program Self Evaluation.

Send Program Self Evaluation to ELCD by June 3rd.

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The Desired Results system documents the progress made by children and families in achieving desired results. It also provides information to help practitioners improve their child care and development services.

## Early Learning and Care Division (ELCD)

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- [Management Bulletin \(MB\)19-01](#) from the Early Learning and Care Division (ELCD) was released in March 2019 detailing required Program Self Evaluation forms.



The forms discussed today are needed for the Program Self Evaluation.

### **Trainer Notes:**

Remind participants to register to receive management bulletin emails.

# Management Bulletin 19-01

<https://www.cde.ca.gov/sp/cd/ci/mb1901.asp>

**Management Bulletin 19-01**  
Early Learning and Care Division

**Subject:** Fiscal Year 2018-19 Program Self-Evaluation  
**Number:** 19-01  
**Date:** March 15, 2019  
**Expires:** Until Rescinded

**Authority:** California Code of Regulations, Title 5 sections 18275.5, 18272, 18279, 18293, and 18281  
**Attention:** Executive Officers and Program Directors of all Early Learning and Care Programs

**Purpose**  
The Management Bulletin (MB) informs contractors of California Department of Education (CDE), Early Learning and Care Division (ELCD) programs of the requirements and instructions for submitting the Program Self-Evaluation (PSE) due on June 1 of every year. This MB rescinds and replaces MB 19-01.

**Authority**  
The PSE requirements are described in the California Code of Regulations, Title 5, sections 18275.5, 18272, 18279, 18293, and 18281.

**Directive**  
All CDE, ELCD program contractors including California Alternative Payment Program (CAPP), California Migrant Alternative Payment (CMAP), California Resource and Referral Program (CRRP), California Stage 2 (CSAP), California Stage 3 (CSAP), General Migrant Child Care (GMCC), California Family Child Care Home Education Networks (CFCC), California Severely Handicapped (CHAN), General Child Care and Development Program (CCDP), and California State Preschool Program (CSPP) are required to complete and submit the PSE for Fiscal Year (FY) 2018-19.

Section 18279 of 5 CCR requires contractors to develop an annual plan for their PSE process. The annual plan must include a self-evaluation based on the use of the Program Instrument, Desired Results Parent Survey and/or other parent-based programs, including Family Child Care Home Education Networks—Desired Results Developmental Profiles, and Environment Rating Scales.

Contractors are required to analyze findings from the self-evaluation and develop both a written list of tasks to modify the program for all areas needing improvement and procedures for ongoing monitoring to assure that areas that are satisfactory continue to meet standards.

Contractors are required to submit a summary of findings of the PSE to the CDE by June 1 every year. However, June 1, 2019, is a Saturday, therefore the PSE due date will be extended to Monday, June 3, 2019. The FY 2018-19 PSE form will be available on the CDE website on Monday, June 3, 2019.



At this time, please take the handout from your folder. Highlight these key areas.

## Trainer Notes:

Have a few people share out.

## ELCD Mailing List

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- Join the [ELCD mailing list](https://www.cde.ca.gov/sp/cd/ci/emailindex.asp) and receive management bulletins.

<https://www.cde.ca.gov/sp/cd/ci/emailindex.asp>



## Purpose of the PSE

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- Guides programs by examining all three components of the Desired Results system
- Determines program strengths
- Determines areas of improvement
- Establishes program goals for the upcoming year



This process allows programs to reflect on progress over the year and make a plan for ongoing improvement. Contractors are required to analyze findings from the self-evaluation and develop both a written list of tasks to modify the program for all areas needing improvement and procedures for ongoing monitoring to assure that areas that are satisfactory continue to meet standards. The plan developed now is for next contract year.

## Compiling Data

Data is compiled to assist programs in building a clear picture of group strengths and areas for improvement.



The compiling of data provides programs with an OVERVIEW of the program strengths and areas for improvement. It is an important step in the self-evaluation process. Since teachers compile data or write classroom summaries of findings, they should be familiar with the process. Data is compiled in order to analyze and make programmatic decisions.

Data is compiled to know what went well and what still needs to be addressed.

## Programs are ready to compile data when:

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- Teachers/FCC network managers have completed a DRDP for each child.
- or
- Parent Surveys have been distributed and returned.
- or
- Each classroom/FCC home has completed an ERS Profile.



Compiling data begins when all assessments have been completed: a DRDP on all children, Parent Surveys, and all classroom/FCC homes have been assessed with the appropriate ERS.

Remember, the DRDP has to be done twice, within 60 days and then every six months thereafter. Teachers will have already compiled this data once, as well as the agency this year.

If the center-based contractor has multiple sites, first compile the information by site, and then at the program level.

If the education network has more than one designated teacher, collect information from each family child care home, and first compile the information by each designated teacher's case load assignment (which would be similar to a center-based "site") and then complete the information at the program level.

## DRDP data is compiled...

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... by site

...by program

...by age group

...by contract



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Each teacher compiled classroom data and completed a Summary of Findings EESD 3900 (fall of 2018). Now we are looking at the program level. Programs are required to take all of the classroom data and compile by age group and at the site level or FCCHEN designated teachers case load, and then compile the data at the program level by age group and contract.

### **Trainer Notes:**

Refer to EESD 4004. Allow participants 3-5 minutes to read instructions.

## DRDP Online

Desired Results  
Developmental Profile *ONLINE*  
*Brought to you by California Department of Education, Early Education and Support Division*

Current DRDP(S) Users, please reset your password for DRDP Online by selecting FORGOT PASSWORD.

Email\*  
tbarnet@wested.org

Password\*  
\*\*\*\*\*

LOGIN FORGOT PASSWORD

If you need assistance with DRDP Online (S), please contact the Desired Results Training and Technical Assistance Project at 1-800-770-6239 or email DRDPOnline@wested.org.  
Thank you and welcome to DRDP Online!

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DRDP Online is available free of charge for agencies funded by CDE's Early Learning and Care Division (ELCD), California Head Start programs, California tribal CCDF and Head Start programs, California K-12 school districts, California Community Colleges, California State Universities, University of California campuses and for any family child care home or agency, public or private, involved in the QRIS Quality Counts California.

## DRDP Online (continued)

- DRDP Online is the entry point for adding users, adding children, adding ratings.
  - Ratings can be entered using any device that has internet access
- Reports are available in DRDPtech and DRDP Online



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Tamarra:

In the past 6 months, we have continued to work on DRDP Online. All rating periods are available and have the ability to be edit. Programs are able to enter DRDP rating information for the rating period that fits the need of their agency. In DRDP Online, programs can enter children's demographic information and ratings using templates or by entering the information manually.

DRDP Online is a web-based, cloud application. Users can access the system using any device that has internet access by using their log in credentials.

Currently DRDPtech and DRDP Online have reports available. DRDP Online has a group report. DRDPtech has some child reports and group reports. Once ratings are entered and locked inside of DRDP Online, they are then calculated or scored by UC Berkeley DRDP scoring engine. Some reports are readily available for teachers and program We understand that not all records have been processed and are not yet available. We recommend agencies check in DRDPtech and DRDP Online often for their reports.

For additional support or to schedule an appointment, please visit the Desired Results website.

## DRDP Group Report by Age

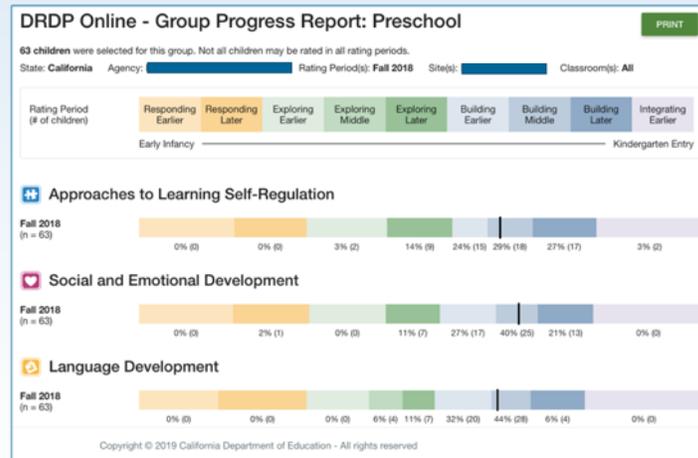
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- DRDP 2015 (IT)–Birth-35 months
- DRDP 2015 (PS)–36 months-Kindergarten
- DRDP-K–Transitional Kindergarten
- DRDP (SA)–Kindergarten-12 years



DRDP Online provides online data entry of all age instruments.

# Analyze Group Report



Tamarra:

Currently the Group Report can provide information on one rating period for an agency, program, site or classroom. In the future the report will be able to show subgroup data along with the overall group data. The data will be available for all the domains completed by the program.

For the PSE, you will analyze classroom or program data to discover more about your program

- Come up with an Educational Goal based on that key finding.
- Also write specific action steps that will support your program.

# DRDP Summary of Findings Program Action Plan

EESD 4004

California Department of Education  
Early Education and Support Division  
March 2017

**Desired Results Developmental Profile – Summary of Findings  
Program Action Plan Educational Goal**

Contractor Legal Name	
Contract Type	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date	Lead Planner Name and Position
<p>Review the Desired Results Developmental Profile Summary of Findings at the Program or Network level and plan on the areas that your agency will focus on. Each contract type should have a program level plan and action steps. Include this information in the response boxes below.</p> <p><small>This form can be expanded and is not limited to a single page.</small></p>	
Key Findings by Domain from Developmental Profiles	
Ask: Where is the program now?	
Educational Program Goal(s)	
Ask: Where does the program want to go?	

Keep this document for your files



Remember the classroom summary of findings is written in the fall or after the first assessment The DRDP program action plan is written in the spring and includes all classrooms of the agency.

The purpose is to look for agency trends that will be addressed in the upcoming year.

- Write one key finding for the program.
- Write an educational goal.
- Write two SPECIFIC action steps.

Do you need to turn in this form??

**Trainer Notes:**

Have group take out EESD 4004 and the Tips for Writing Summary of Findings handout (interactive strategy).

## Group data is compiled and analyzed to inform:

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- Professional Development
- Curriculum/Materials Required
- Staff or Program Schedules
- Child-Staff Interactions
- Parent Education/Community Outreach
- Program or Classroom Use of Space



When planning action steps for the Program Action Plan, consider these areas of growth for the entire program.

ELCD is requiring everyone to verify the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.

## ERS data is compiled at the ...

...site



...classroom/family  
child home



...contract



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No matter the size of a program or agency, data is compiled at the classroom level for the Environment Rating Scale. Each program is responsible for the ERS data to be grouped by:

1st – classroom/ FFCHEN home

2<sup>nd</sup> – site / FFCHEN home

3<sup>rd</sup> - program or agency compiled by age group and contract.

Compile all of the ITERS, ECERS, FCCERS and SACERS. Write a Summary of Findings for each one.

### **Trainer Notes:**

The SOF EESD 4002 can be found at the PSE link provided earlier.

# ERS Summary of Findings

EESD 4002

California Department of Education  
Early Education and Support Division  
March 2017

**Environment Rating Scale – Summary of Findings**

Contractor Legal Name	
Contract Type and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School Age)
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)

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Agency ERS Summary of Findings will identify sub-scale score averages (for all classrooms/FCC homes) below a “5” in the contract summary.

## Parent Survey data is compiled...



...by site (recommended)



...by contract

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No matter the size of a program or agency, Parent Surveys are summarized at the contract level, although agencies may choose to compile it at the site level. Agencies group the data by:

1<sup>st</sup> - site (ONLY a recommendation; site summary is not required.)

2<sup>nd</sup> - program or agency

This data will be used to write Summaries of Findings which will be analyzed again to determine a COMPREHENSIVE Program Action Plan for the agency.

### **Trainer Notes:**

Refer to EESD. Allow participants 3-5 minutes to read instructions and highlight important information.

# Parent Survey

EESD 4003

California Department of Education  
Early Education and Support Division  
March 2017

**Parent Survey Summary of Findings**

<b>Contractor Legal Name</b>	<b>Contract Type and/or FCCHEN</b>
<b>Planning Date</b>	<b>Lead Planner Name and Position</b>
<b>Follow-up Date(s)</b>	<b>Lead Planner Name and Position</b>

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (Including communication, training, schedule, space, instructional materials, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)

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# CDE Federal Program Monitoring Instrument

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The Program Review Instrument has 20 items that are contract specific. Each item must be reviewed and for those items that require documentation the documentation must be kept on site.

To find this document go to the ELCD 4000 form and select the link in the middle of the page.

# EESD 4001

**EESD 4001**

EES-07: Alternative Payment (AP) Policies  
(CAPP, CMAP, CZAP, CZAP)  
Corrective Action Plan: \_\_\_\_\_

**STANDARDS, ASSESSMENT, AND ACCOUNTABILITY**

EES-08: Desired Results Profile and Data  
(CCTR, CSPP, CMG, CHAN, CFDC)  
Corrective Action Plan: \_\_\_\_\_

EES-09: Annual Evaluation Plan  
(CCTR, CSPP, CMG, CHAN, CFDC, CAPP, CMAP, CZAP, CZAP, CRRP)  
Corrective Action Plan: \_\_\_\_\_

EES-10: Site Licenses  
(CCTR, CSPP, CMG, CHAN, CFDC)  
Corrective Action Plan: \_\_\_\_\_

**STAFFING AND PROFESSIONAL DEVELOPMENT**

EES-11: Staff Development Program  
(CCTR, CSPP, CMG, CHAN, CFDC, CAPP, CZAP, CZAP, CRRP)  
Corrective Action Plan: \_\_\_\_\_

EES-12: Qualified Staff and Director  
(CCTR, CSPP, CMG, CHAN, CFDC)  
Corrective Action Plan: \_\_\_\_\_

EES-13: Staff-Child Ratios  
(CCTR, CSPP, CMG, CHAN)  
Corrective Action Plan: \_\_\_\_\_

**Program Review Instrument - Summary of Findings**

Contractor Legal Name: \_\_\_\_\_ Vendor Number: \_\_\_\_\_  
Contract Type: \_\_\_\_\_ Age Group (Infant/Toddler, Preschool, School-Age): \_\_\_\_\_  
Planning Date: \_\_\_\_\_ Lead Planner Name and Position: \_\_\_\_\_

Summary of Findings and Action Plans  
Complete the Summary of Findings and Action Plans as directed in the instructions.

**INVOLVEMENT**

EES-01: Plan for Parent Involvement  
(CCTR, CSPP, CMG, CHAN, CFDC)  
Corrective Action Plan: \_\_\_\_\_

**GOVERNANCE AND ADMINISTRATION**

EES-02: Family Eligibility Requirements  
(CCTR, CSPP, CMG, CHAN, CFDC, CAPP, CMAP, CZAP, CZAP)  
Corrective Action Plan: \_\_\_\_\_

EES-03: Child Need Requirement Verification  
(CCTR, CSPP, CMG, CHAN, CFDC, CAPP, CMAP, CZAP, CZAP)  
Corrective Action Plan: \_\_\_\_\_

EES-04: Recording and Reporting Attendance  
(CCTR, CSPP, CMG, CHAN, CFDC, CAPP, CMAP, CZAP, CZAP)  
Corrective Action Plan: \_\_\_\_\_

EES-05: Correct Fee Assessed  
(CCTR, CSPP, CMG, CHAN, CFDC, CAPP, CMAP, CZAP, CZAP)  
Corrective Action Plan: \_\_\_\_\_

Keep this document for  
your files



The EESD 4001 (SOF) and the Program Review instrument are companion documents. One is the instrument and the other is a place to write down your findings. There are 20 categories to review, and some categories apply to some contracts.

The first step is to go through the EESD 4001 and check the items that pertain to your programs contract. Please go through the categories and check the ones that pertain to the programs you support.

## Programs will need to...

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- Complete the Program Review Instrument.
- Consider Contractor Requirements.
  - Review all categories that apply to all contracts
  - Provide description of findings.
- Complete one EESD 4001 form



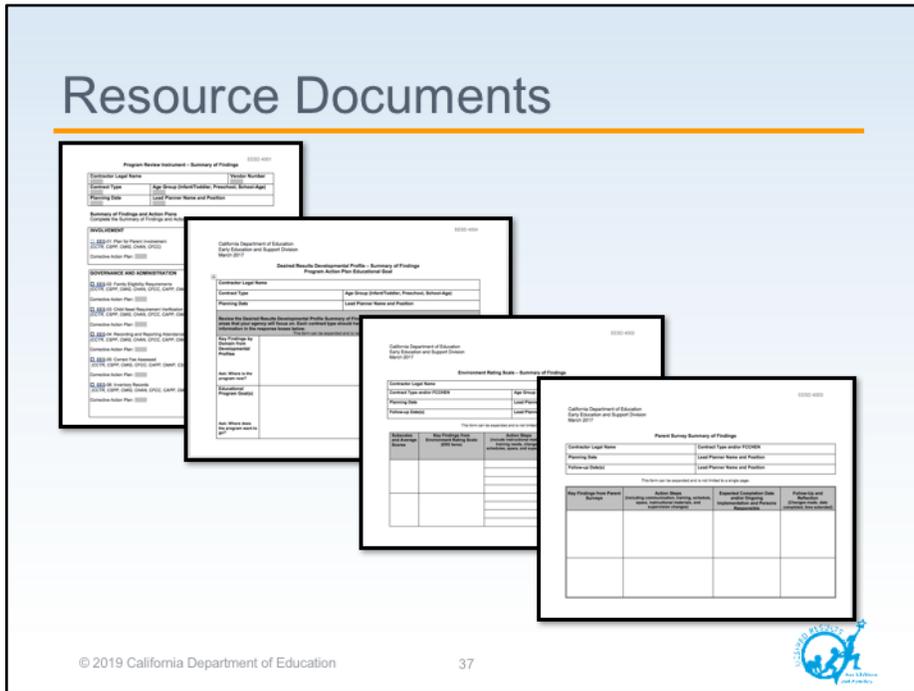
All SOF forms are resource documents. This particular form does not need to be completed, the findings can be documented on another form. However the findings are required to be documented,

CAPP, CMAP, C2AP, C3AP, CRRP must also complete this form.

### **Trainer Notes:**

Have participants review how they have met their fiscal and program requirements and provide a description of the findings for the different categories.

# Resource Documents



Summary of Findings are recommended forms to assist teachers and providers in the planning process. Regardless of whether this resource is used or the program develops their own form, the written process must be completed and include all information detailed below

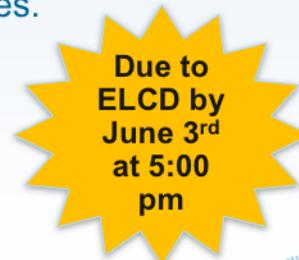
To complete the EESD 4000, you will pull information from the:

- Program Review Instrument (EESD 4001),
- DRDP Program Summary of Finding (EESD 4004),
- ERS Summary of Finding ( EESD 4002), and
- PS Summary of Findings (EESD 4003).

## PSE Requirement

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- All contractors are required to complete and submit **one** (1) ELCD 4000.
- Programs must be able to verify the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.



Now, you have all this wonderful, useful, meaningful data. And as a program you need to reflect on it.

The requirement this year is to complete ELCD 4000 as your reflection form and program wide action plan.

Assessment data includes the DRDP, ERS, and parent survey

# Do you need to turn in this form to ELCD ?

 **Program Self-Evaluation** ELCD 4000  
Revised February 2019  
**Fiscal Year 2018-19**

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):
2. **Four-Digit Vendor Number:**
3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):
4. **Program Director Phone Number:**
5. **Program Director Email:**
6. **Statement of Completion:**  
I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile for all applicable contract types, per California Code of Regulations, Title 5 (5 CCR), Section 18279. I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submital upon request.  
**Program Review Instrument** (<https://www.cde.ca.gov/te/ta/tm/prisigma201819.asp>) includes:  
 Desired Results Developmental Profile (PRI Item 8)  
 Desired Results Parent Survey (Center-based Contracts, PRI Item 9)  
 Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRI Item 9)  
 Age-Appropriate Environment Rating Scales (PRI Item 18)
7. **Signature of Program Director**, as listed in the CDMIS (Weir signature):  
\_\_\_\_\_
8. **Date of Signature:** \_\_\_\_\_
9. **Name and Title of contact person completing the PSE:** \_\_\_\_\_
10. **Contact Person Telephone number:** \_\_\_\_\_
11. **Contact Person Email Address:** \_\_\_\_\_
12. **NOTE: See instructions for submission of the PSE.**

Page 1 of 4



This is a four page form. However, agencies can add to the narrative as needed.

## ELCD 4000

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- Complete all fields
  - Full name of contractor
  - Four digit vendor number
  - Program director name as listed in CDMIS
- Providing a summary
  - Provide assessment in narrative format
  - Each summary page needs to include all contract types for your agency



CDMIS HELP INFORMATION: Phone number: 916-445-1907 Email: [cdmis@cde.ca.gov](mailto:cdmis@cde.ca.gov)

Enter the following information:

1. Contractors full “Legal” name (full spelling of legal name only. Acronyms or site names not accepted)
2. Four-digit vendor number
3. Program Director name, as listed in the Child Development Management Information System (CDMIS).
4. Program Director phone number
5. Program Director email address
6. Read Statement of Completion and check the boxes under Program Review Instrument that apply to your contract type(s).
7. Program Director signature as listed in CDMIS. (Wet signature)
8. Date of signature
9. Name and title of contact person completing the PSE

10. Contact person phone number
11. Contact person email address
12. There is an instruction sheet on the PSE website

## Friendly Reminder

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- Prior to completing and submitting ELCD 4000
  - update CDMIS with current Executive Director and Program Director information
  - the name of the Program Director must align with the name listed on the ELCD 4000



## PSE Analysis

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- The PSE requires analysis of findings from self evaluation and development of both a written list of tasks to modify the program for all areas needing improvement and procedures for ongoing monitoring to assure that areas that are satisfactory continue.



## What needs to be sent to ELCD by June 3?

ELCD 4000  
Revised February 2019

**Program Self-Evaluation  
Fiscal Year 2018-19**

- Contractor Legal Name (Full Spelling of Legal Name required. Acronyms or site names not accepted):  
[Redacted]
- Case-Child Vendor Number:  
[Redacted]
- Program Director Name (as listed in the Child Development Management Information System (CCMIS)):  
[Redacted]
- Program Director Phone Number:  
[Redacted]
- Program Director Email:  
[Redacted]
- Statement of Completion:  
I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile for all applicable contract types, per California Code of Regulations, Title 5 (5 CCR) Section 18279. I also certify that all documents required as part of the PSE have been completed and are available for review and/or for additional upon request.  
Program Review Instrument (<http://www.cde.ca.gov/for/programs/201819.asp>) includes:  
 Desired Results Developmental Profile (PRR Item 8)  
 Desired Results Parent Survey (Center-based Contracts, PRR Item 9)  
 Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRR Item 9)  
 Age Appropriate Environment Rating Scales (PRR Item 10)
- Signature of Program Director, as listed in the CCMIS (Wet signature):  
[Redacted]
- Date of Signature:  
[Redacted]
- Name and Title of contact person completing the PSE:  
[Redacted]
- Contact Person Telephone number:  
[Redacted]
- Contact Person Email Address:  
[Redacted]
- NOTE: See instructions for submission of the PSE.

Page 1 of 4



All contractors are required to complete **one** (1) EESD 4000 per contractor.

Scan and submit the signed EESD 4000 four (4) pages including any additional sheets as necessary from pages two (2) through four (4) **together** electronically in PDF format to [PSEFY1819@cde.ca.gov](mailto:PSEFY1819@cde.ca.gov) using the fiscal year and the legal contractor name in the subject line (example: 18-19 XYZ School District).

All other documents/instruments (i.e., EESD 3900, EESD 4001 – 4004) must be kept on-site, are not included with the submission of the EESD 4000, and are available for review and/or submittal to the CDE/EESD upon request.

## Submitting Forms

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- The PSE must be submitted electronically.
- Scan and submit the signed ELCD 4000 to [PSEFY1819@cde.ca.gov](mailto:PSEFY1819@cde.ca.gov) using the fiscal year and the legal contractor name in the subject line (example: 18-19 XYZ School District).



This year the PSE is submitted electronically only.

# PSE on CDE Website

The screenshot shows the 'Program Self-Evaluations' page on the California Department of Education website. The page includes a search bar, navigation menu, breadcrumb trail, and a table of documents. The table lists documents such as 'Management Bulletin 19-01', 'Frequently Asked Questions', 'Instructions for Form 4000', 'ELCD Form 4000 (PDF)', and 'Webinar Slides (PDF)'. There are also sections for 'Share this Page', 'Trending in Child Development', and 'Recently Posted in Child Development'.

**Document** | **Description**

<a href="#">Management Bulletin 19-01</a>	Additional Information for Contractors
<a href="#">Frequently Asked Questions</a>	Frequently Asked Questions (FAQs) to the FY 2018-19 Program Self-Evaluation
<a href="#">Instructions for Form 4000</a>	Instructions to complete required form ELCD 4000
<a href="#">ELCD Form 4000 (PDF)</a>	Required Forms for Fulfilling Program Self-Evaluation Submission Requirements
<a href="#">Webinar Slides (PDF)</a>	Power Point slides for the April 4, 2019 webinar coming soon



## Keep It Alive!

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- Keep up the continuous improvement process and implement the plan.
- Keep families involved and aware!!!
- Make sure teachers know the plan and continue to reflect and refine. They will make it happen.



## DRDP Resources

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Transition slide

**Trainer Notes:**

Become familiar with resources on the DR Web site.

# Desired Results Website



Standard	Indicator	Level	Score	Comments
1.0	1.1	1		
1.0	1.2	1		
1.0	1.3	1		
1.0	1.4	1		
1.0	1.5	1		
1.0	1.6	1		
1.0	1.7	1		
1.0	1.8	1		
1.0	1.9	1		
1.0	1.10	1		
1.0	1.11	1		
1.0	1.12	1		
1.0	1.13	1		
1.0	1.14	1		
1.0	1.15	1		
1.0	1.16	1		
1.0	1.17	1		
1.0	1.18	1		
1.0	1.19	1		
1.0	1.20	1		
1.0	1.21	1		
1.0	1.22	1		
1.0	1.23	1		
1.0	1.24	1		
1.0	1.25	1		
1.0	1.26	1		
1.0	1.27	1		
1.0	1.28	1		
1.0	1.29	1		
1.0	1.30	1		
1.0	1.31	1		
1.0	1.32	1		
1.0	1.33	1		
1.0	1.34	1		
1.0	1.35	1		
1.0	1.36	1		
1.0	1.37	1		
1.0	1.38	1		
1.0	1.39	1		
1.0	1.40	1		
1.0	1.41	1		
1.0	1.42	1		
1.0	1.43	1		
1.0	1.44	1		
1.0	1.45	1		
1.0	1.46	1		
1.0	1.47	1		
1.0	1.48	1		
1.0	1.49	1		
1.0	1.50	1		

- Resources
- Forms
- Links to additional websites



# Tutorials and Tip Sheets

**Getting Started**  
**DRDP Online Tutorials and Tip Sheets**  
 Agencies with existing DRDPtech accounts do not need to reapply for DRDP Online. Please view Getting Started for Administrators below to log in to DRDP Online.

Role	Webinars	Tutorials	Tip Sheets
Administrator	Introduction to DRDP Online MP4	1. Adding Classes MP4 2. Adding information to and formatting child upload templates MP4 3. Adding Users MP4 4. Managing Enrollment MP4 (New!) 5. Selecting Assessment View for Your Agency MP4 6. Uploading Using Child Upload Templates MP4	1. Getting Started for Administrators PDF 2. How to Review, Enter and Save DRDP Ratings PDF 3. How to Lock Ratings PDF 4. Instructions to select the DRDP (2015) view for your agency for Lead Agency Administrators PDF 5. Re-enrolling and Re-assigning Children for Administrators PDF 6. Using Templates for Upload PDF 7. Using templates to upload (add) and update child files PDF 8. Using template to upload users PDF
Teacher	Getting Started with DRDP Online for Teachers MP4	How to Find Resources on the Desired Results Website MP4	1. Getting Started for Teachers PDF 2. How to Enter Ratings PDF 3. How to Review, Enter and Save DRDP Ratings PDF 4. Lock Ratings Teacher of Record PDF

**Need help?** Please contact the WestEd DRDP Online Customer Service at 800-770-6339, email [drdp@wested.org](mailto:drdp@wested.org), or select a preferred date and time to meet with a DRDP Online customer service representative. Select the calendar icon below to schedule an appointment.

[Schedule an Appointment](#)

Standard Rating Period Date Ranges 2018-19

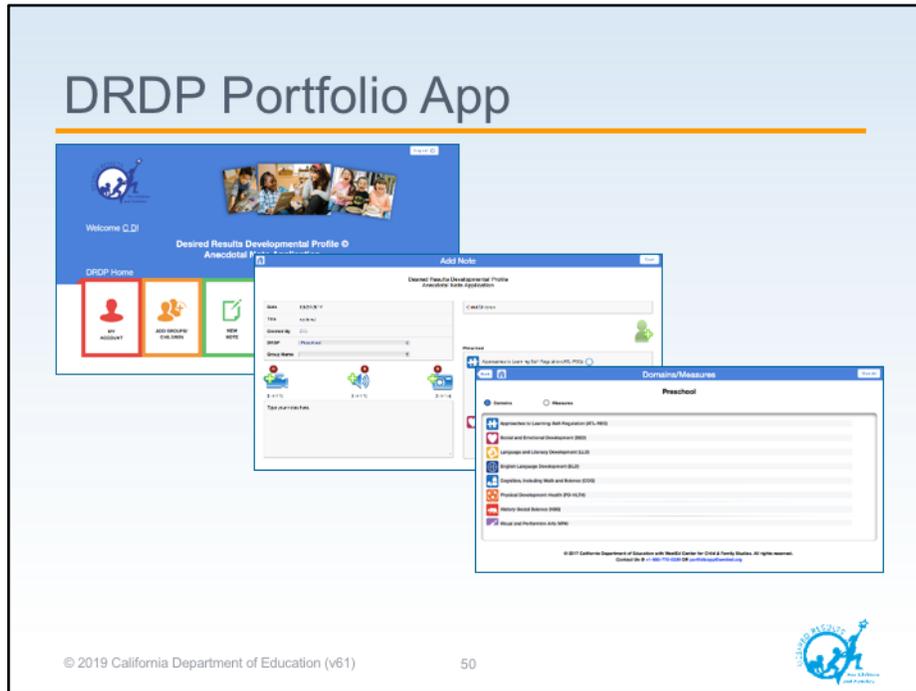


A chart of resources specific to DRDP online is available on the Desired Results website. It includes:

- Webinars (detailed recorded informational sessions) about the basics of DRDP Online
- Tutorials (3-8 minute videos on a specific topic)
- Tip sheets that give detailed instructions on a specific topic or function of DRDP Online with visuals

You may also sign up for an appointment with a team member for technical assistance.

# DRDP Portfolio App



The DRDP Portfolio app tutorial on the website covers setup one step at a time. The app is now available in Web version.

Features of the app include:

- Assigning measures to each piece of evidence
- Sharing children's portfolios with families
- Assigning one piece of evidence to more than one child at the push of a button

# DRDP (2015) Tutorials

## Steps to Completing the DRDP® (2015) Assessment Instrument



## Preschool English Language Development Measures

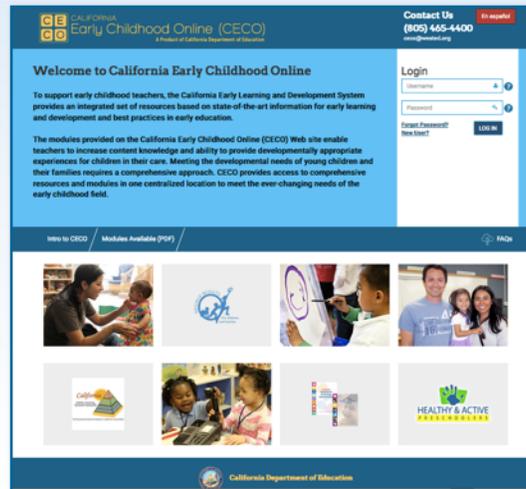


## Orientation to the DRDP® (2015) Assessment Instrument



Learn more about the DRDP (2015) by using the simple-to-use online tutorials. They are very short PowerPoints with a voice narration.

# California Early Childhood Online (CECO)



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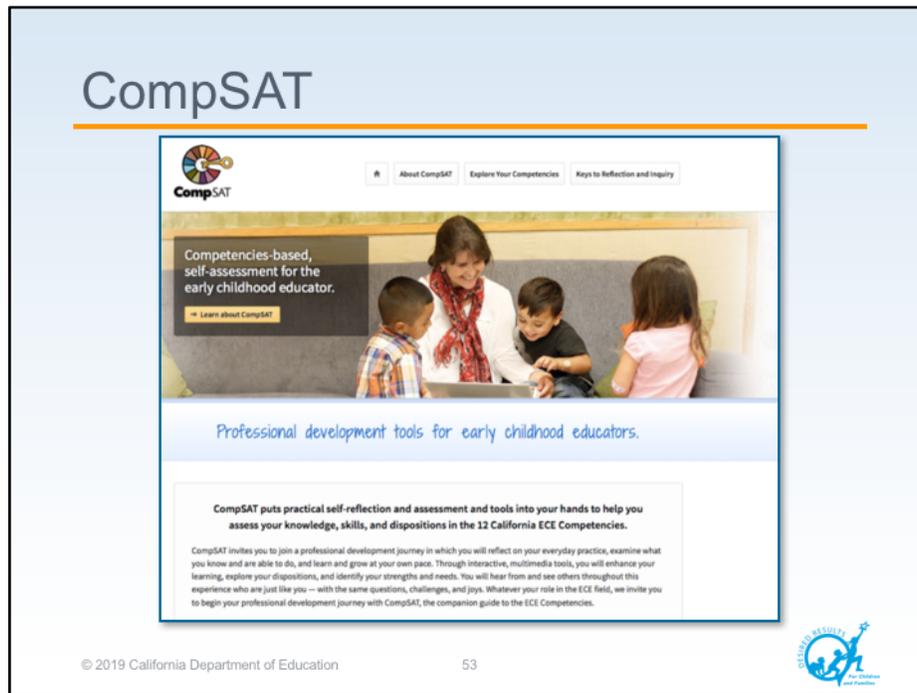


The courses provided on the California Early Childhood Online (CECO) website are FREE and enable teachers to increase content knowledge and ability to provide developmentally appropriate experiences for children in their care.

Meeting the developmental needs of young children and their families requires a comprehensive approach.

CECO provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field.

After completing a module, you receive a certificate that is good for professional growth hours.



This is another helpful website for your professional growth.

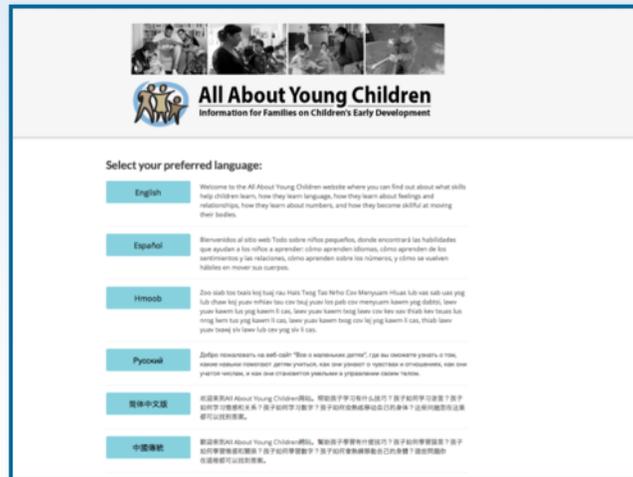
CompSAT helps early childhood professionals reflect on their everyday practice and examine what they know and are able to do. There are 12 competencies that are considered.

You are able to learn and grow at your own pace.

The Web site has interactive, multimedia tools, that enhance learning, and identify strengths and needs.

CompSAT is the companion guide to the ECE competencies.

# All About Young Children



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The All About Young Children Web site provides resources for families based on the *California Infant/Toddler Learning & Development Foundations* and the *California Preschool Learning Foundations*.

Parents and family members can find out what skills help children from birth to five learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies.

The site offers video clips of children's activities followed by parents' discussion, print materials of five domains in five age groups, audio files, and downloadable materials.

This Web site provides resources in eight different languages and for different age levels.

## Contact Information

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### Desired Results Training & Technical Assistance Project

333 North Lantana Street, Suite #277

Camarillo, CA 93010

800-770-6339

[www.desiredresults.us](http://www.desiredresults.us)

[desiredresults@wested.org](mailto:desiredresults@wested.org)



DRT&TA project members are happy to address questions and concerns. Reach us by phone or email.

Thank you for your participation!



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Thank you for your attention and participation during the webinar.