Desired Results for Children and Families

Agenda

- Introduction/Overview of the Desired Results System

- Program Guidelines

- Desired Results Developmental Profile (DRDP)

BREAK

- Parent Survey

- Environmental Rating Scale

- Program Self Evaluation

- Follow Up Webinars

- Closing

What are your desired results?

DIRECTIONS:

1. Introduce yourself to others

2. What are your desired results

3. Use the google link to take notes on:

   1. What you already KNOW

   2. What do you WANT to know

Session I: Overview

California's Early Learning and Development System

California's
Early Learning and Development System

OV-41

Program Guidelines & Resources

Curriculum Framework

Learning & Development Foundations
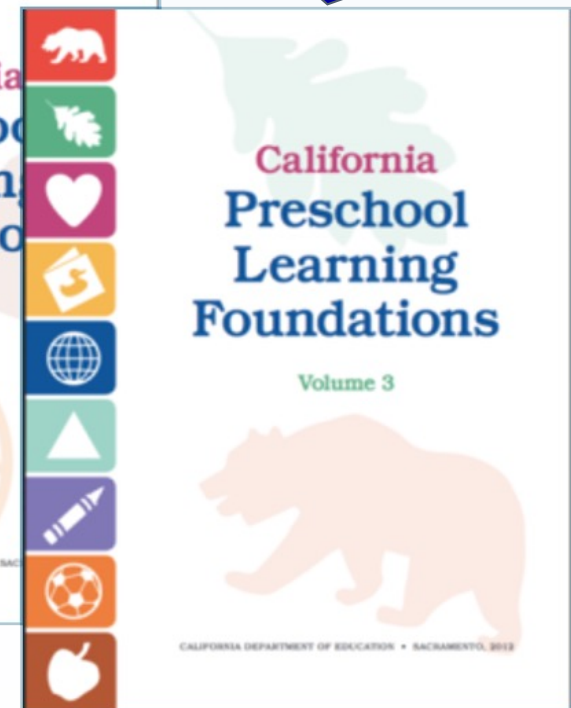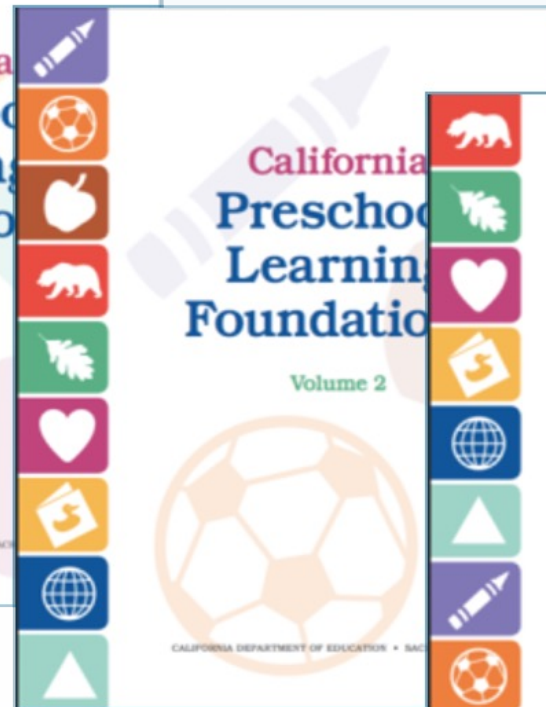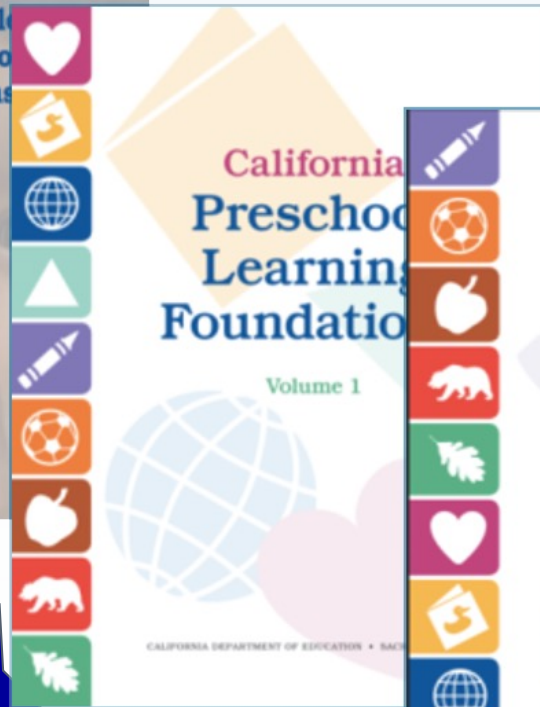
Professional Development, Supports, & Competencies

Desired Results Assessment System

5

Learning Foundations
What Children Know and Are Able to Do

CPIN offers training

CECO modules

California's
Early Learning and Development System

Program Guidelines & Resources
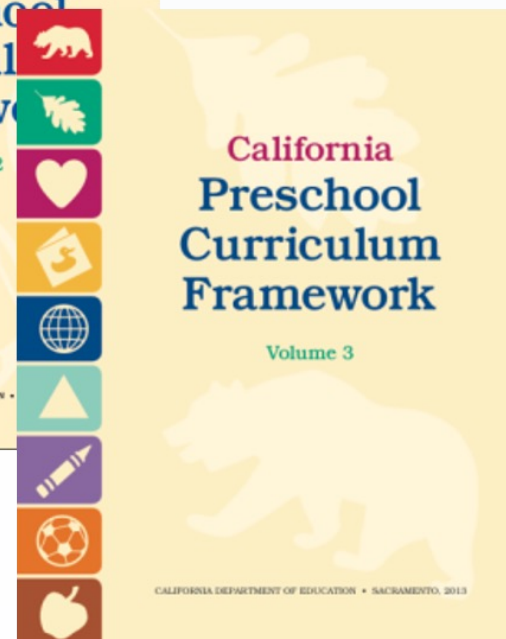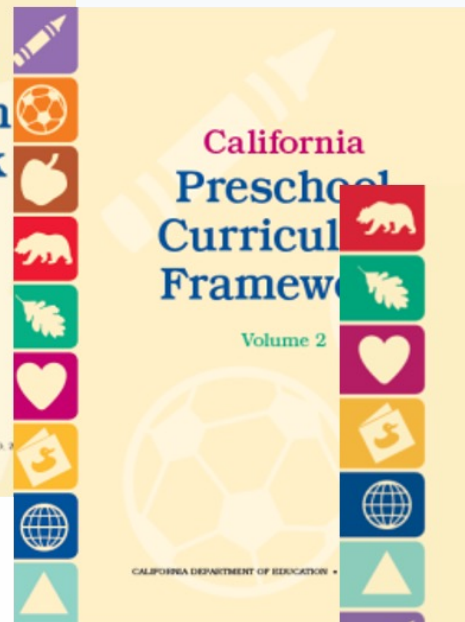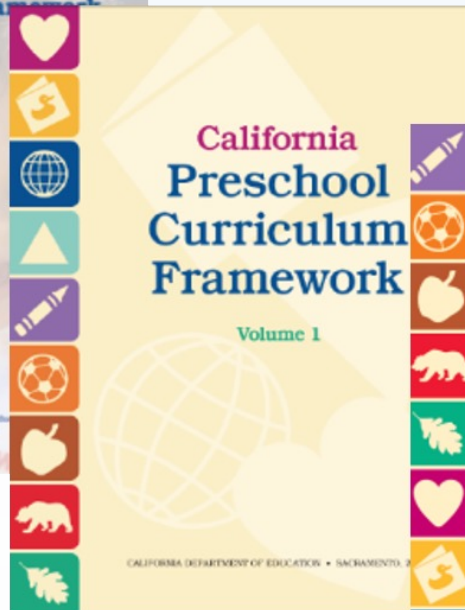
Curriculum Framework

Learning & Development Foundations

Professional Development, Supports, & Competencies

Desired Results Assessment System

Curriculum Frameworks

CPIN offers training

CECO modules

California's
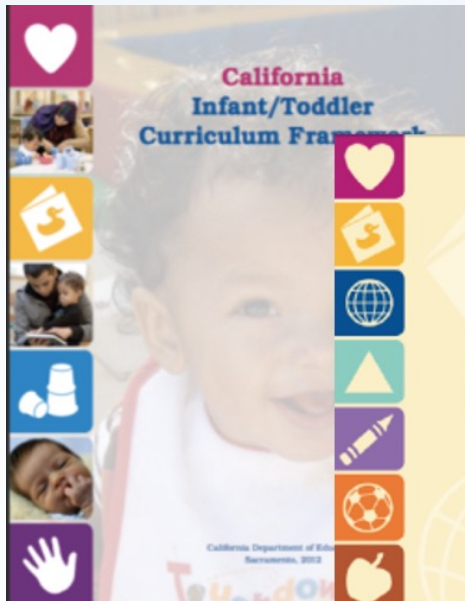Early Learning and Development System
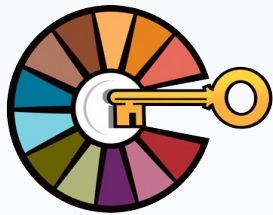
OV-41

Program Guidelines & Resources

Curriculum Framework

Learning & Development Foundations

Professional Development, Supports, & Competencies

Desired Results Assessment System

Professional Development Supports & Competencies

Professional Development, Supports & Competencies

- **California Early Childhood Online**
  - DRDP
  - Dual Language Learner
  - Rater Certification

- **Family Childcare at its Best**

- **California School Age Consortium**

California's
Early Learning and Development System
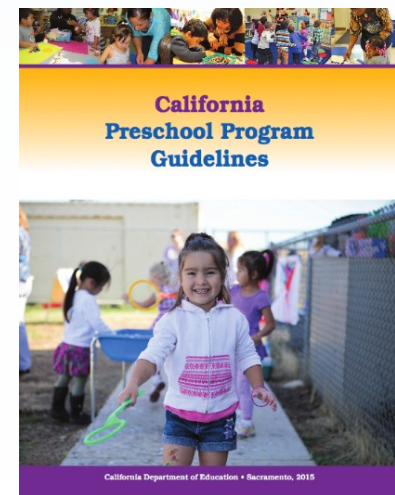
Program Guidelines & Resources

Curriculum Framework
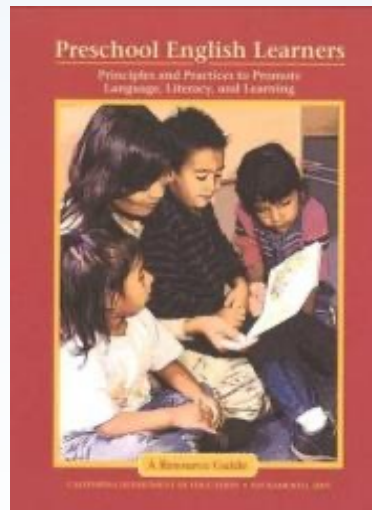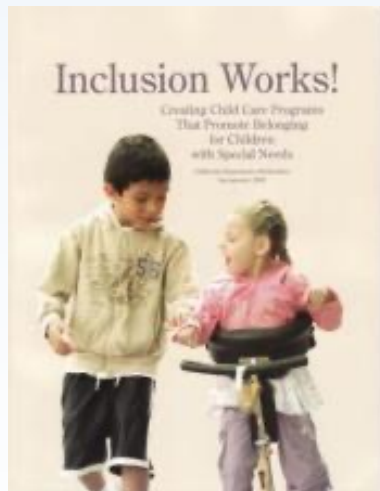
Learning & Development Foundations

Professional Development, Supports, & Competencies

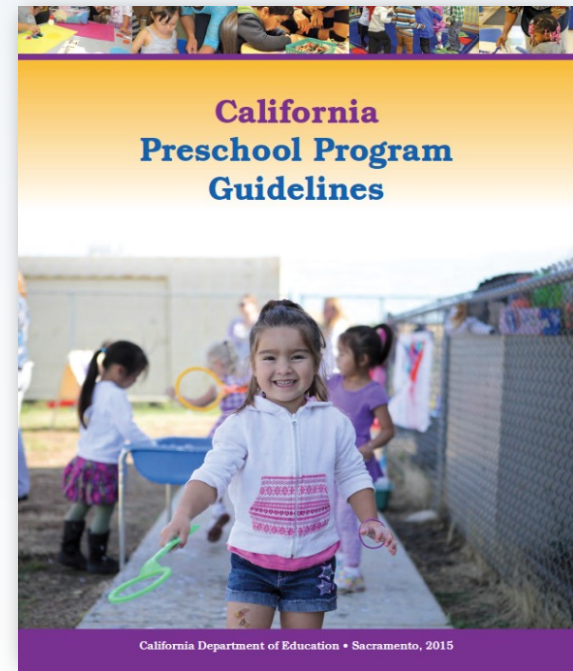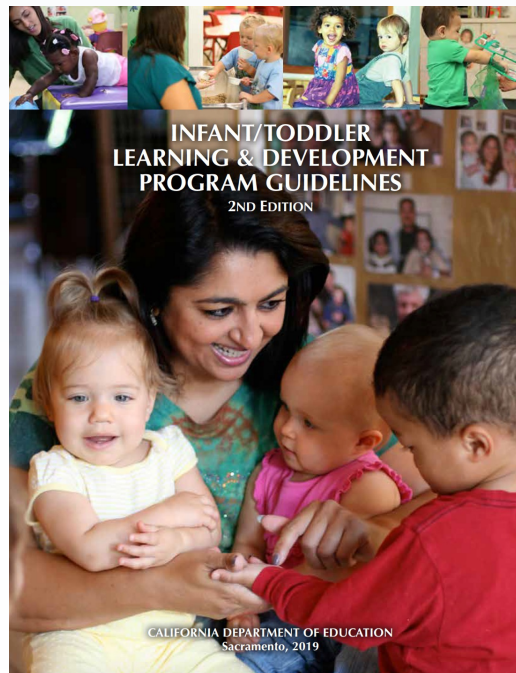Desired Results Assessment System

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Program Resources

CPIN
DLL link
CECO

Inclusion Works!
Creating Child Care Programs
That Promote Belonging
for Children
with Special Needs

Preschool English Learners
Principles and Practices to Promote
Language, Literacy, and Learning

A Resource Guide

CALIFORNIA DEPARTMENT OF EDUCATION • Sacramento, 2009

INFANT/TODDLER
LEARNING & DEVELOPMENT
PROGRAM GUIDELINES
2ND EDITION

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 2019

A World Full of Language
Supporting Preschool English Learners

Un mundo lleno de lenguaje
Cómo apoyar a los niños que aprenden
inglés al nivel preescolar

GUIDELINES FOR
EARLY LEARNING
IN CHILD CARE
HOME SETTINGS

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 2010

California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

DESIRED RESULTS
For Children
and Families

Program Guideline Publications

GUIDELINES FOR
EARLY LEARNING
IN CHILD CARE
HOME SETTINGS

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 2010

INFANT/TODDLER
LEARNING & DEVELOPMENT
PROGRAM GUIDELINES
2ND EDITION

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 2019

California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Continuous Improvement Activity

Small changes can make a **BIG** difference

emma lane designs

- Choose one guideline

- As a team brainstorm
  - What are we already doing to support this guideline?
  - How can we make it better?
  - What resources are available?

Continuous Program Improvement

The California Preschool Program Guidelines

Information from the Program Guidelines

"The(..) Program Guidelines provide information on **how** to provide high quality early care and education, including recommendations for program policies and day to day practices that will improve program services."

-Infant/Toddler Learning and Development Program Guidelines, p. 2

California's
Early Learning and Development System

OV-41

Program Guidelines & Resources

Curriculum Framework

Learning & Development Foundations

Professional Development, Supports, & Competencies

Desired Results Assessment System

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What do you know about the Desired Results Assessment System?

Desired Results Assessment System

Desired Results for Children

- Children are personally and socially competent.

- Children are effective learners.

- Children show physical and motor competence.

- Children are safe and healthy.
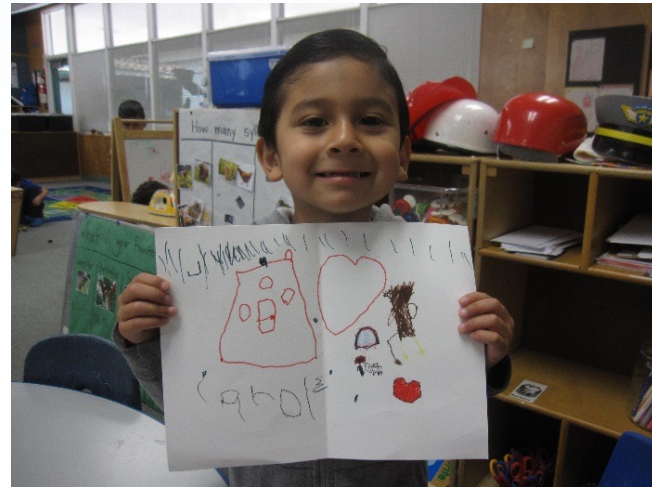
Desired Results for Families

- Families achieve their goals.

- Families support their children's learning and development.

DESIRED RESULTS MODEL

OV-44

Assessment Tools

Desired Results Developmental Profile

Desired Result Parent Survey

Environment Rating Scales

Federal Program Monitoring/ Contract Monitoring Review Instrument (FPM/CMR)

Companion Documents

Infant/Toddler Learning and Development Foundations and Preschool Learning Foundations

Infant/Toddler Learning and Development Program Guidelines

Preschool Program Guidelines

Preschool English Learners Resource Guide

K-12 Academic Content and Performance Standards

Preschool Curriculum Frameworks

Individual Child Progress

Family Goals

Classroom/ Family Child Care Home

Program

The Desired Results System Model

Foundations and the DRDP

Foundations	DRDP
• A guide and teaching tool	• An observational assessment tool
• At around 8, 18 & 36 months for I/T	• Developmental continuum
• At around 48 months and 60 months for PS	• For all children, including English language learners and children with disabilities
• For all children, including English language learners and children with disabilities	

Desired Results System Process for Continuous Improvement

Collect Desired Results data

Summarize and review data

Continue implementation of plan and action steps

Collect Desired Results data

Monitor progress and adjust program practices as needed

Complete annual report and share information

Implement plan and action steps on Summary of

25
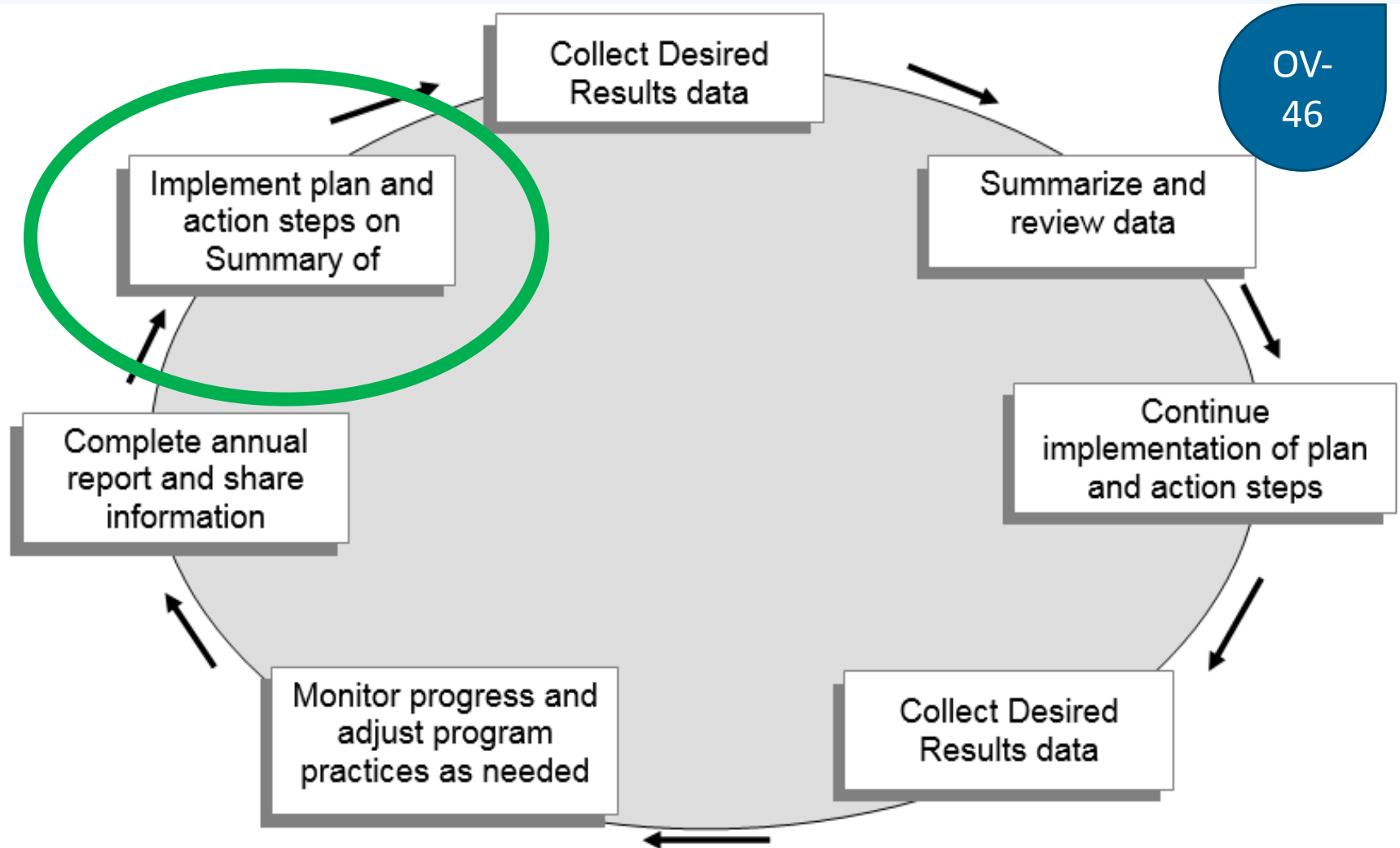
Desired Results Developmental Profile

DRDP (2015)
An Early Childhood Developmental Continuum
Infant/Toddler Comprehensive View

for use with infants and toddlers

DRDP (2015)
An Early Childhood Developmental Continuum
Preschool Comprehensive View

for use with preschool-age children

Desired Results Developmental Profile
School-Age©

DRDP-SA© (2011)
Complete Version

California Department of Education
Child Development Division
Sacramento, 2011

CECO
modules

DRDP enables us to…

determine how children are benefiting from programs.

The DRDP Assists Providers

in meeting each child's developmental needs in each classroom or family child care home.

The DRDP provides a

framework for showing children's progress over time

DRDP Guidelines

An age-appropriate version of the DRDP must be completed within 60 calendar days of the child's enrollment and every six months thereafter.

60 calendar days and every 6 months thereafter

Desired Results Access Project

http://www.draccess.org

Teachers and staff need to be familiar with the DRDP

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A Full Continuum Assessment

DRDP School-Age

DRDP-SA© (2011) Complete Version

6 domains
31 measures

DRDP-SA© (2010) Simplified Version
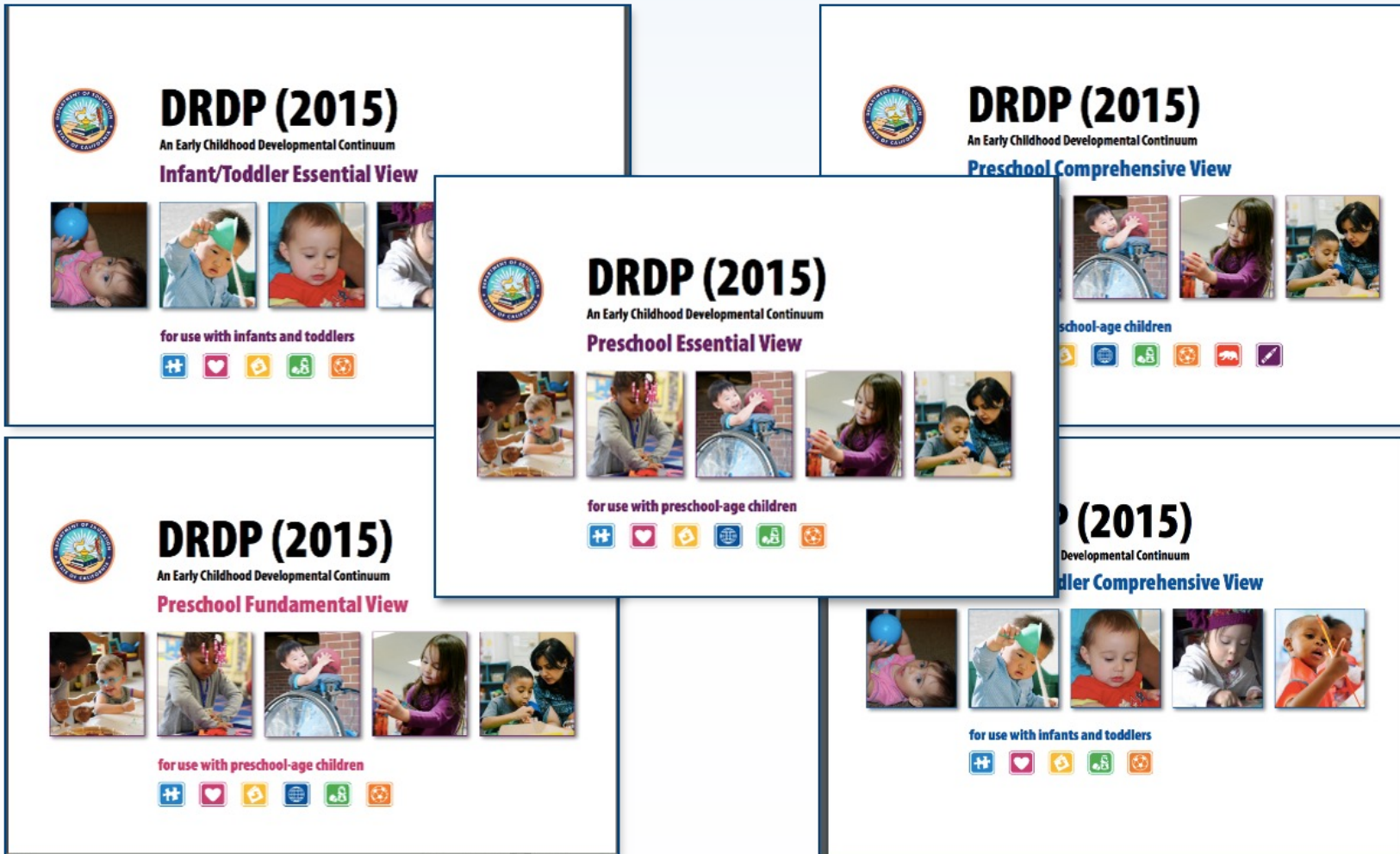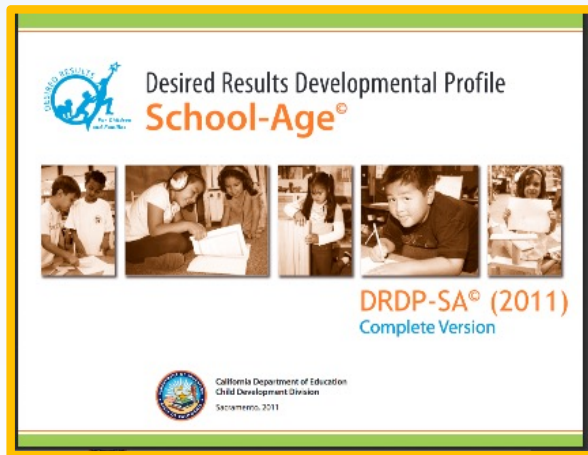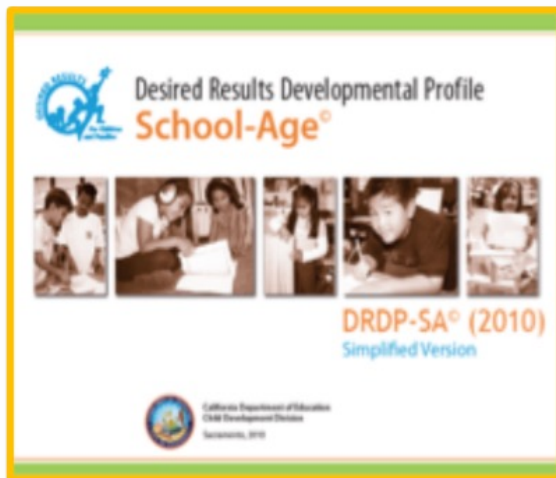
2 domains
13 measures

DRDP (2015)
An Early Childhood Developmental Continuum

Summary of Measures in Preschool Views

Domain Name: Approaches to Learning–Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Attention Maintenance	Conditional	Conditional	Not included
2	Self-Comforting	Conditional	Conditional	Not included
3	Imitation	Conditional	Conditional	Not included
4	Curiosity and Initiative in Learning	Required	Required	Required
5	Self-Control of Feelings and Behavior	Required	Required	Required
6	Engagement and Persistence	Required	Required	Required
7	Shared Use of Space and Materials	Required	Required	Required

Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Identity of Self in Relation to Others	Required	Required	Required
2	Social and Emotional Understanding	Required	Required	Required
3	Relationships and Social Interactions with Familiar Adults	Required	Required	Required
4	Relationships and Social Interactions with Peers	Required	Required	Required
5	Symbolic and Sociodramatic Play	Required	Required	Not included

Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Understanding of Language (Receptive)	Required	Required	Required
2	Responsiveness to Language	Required	Required	Not included
3	Communication and Use of Language (Expressive)	Required	Required	Required
4	Reciprocal Communication and Conversation	Required	Required	Required
5	Interest in Literacy	Required	Required	Not included
6	Comprehension of Age-Appropriate Text	Required	Required	Required
7	Concepts About Print	Required	Required	Not included
8	Phonological Awareness	Required	Required	Required
9	Letter and Word Knowledge	Required	Required	Required
10	Emergent Writing	Required	Required	Required

Domain Name: English Language Development • Domain Abbreviation: ELD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Comprehension of English (Receptive English)	Conditional	Conditional	Conditional
2	Self-Expression in English (Expressive English)	Conditional	Conditional	Conditional
3	Understanding and Response to English Literacy Activities	Conditional	Conditional	Conditional
4	Symbol, Letter, and Print Knowledge in English	Conditional	Conditional	Conditional

Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Spatial Relationships	Conditional	Conditional	Not included
2	Classification	Required	Required	Required
3	Number Sense of Quantity	Required	Required	Required
4	Number Sense of Math Operations	Required	Required	Required
5	Measurement	Required	Required	Required
6	Patterning	Required	Required	Required
7	Shapes	Required	Required	Required
8	Cause and Effect	Required	Not included	Not included
9	Inquiry Through Observation and Investigation	Required	Not included	Not included
10	Documentation and Communication of Inquiry	Required	Not included	Not included
11	Knowledge of the Natural World	Required	Not included	Not included

Domain Name: Physical Development–Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Perceptual-Motor Skills and Movement Concepts	Required	Required	Required
2	Gross Locomotor Movement Skills	Required	Required	Required
3	Gross Motor Manipulative Skills	Required	Required	Required
4	Fine Motor Manipulative Skills	Required	Required	Required
5	Safety	Required	Conditional	Not included
6	Personal Care Routines: Hygiene	Required	Conditional	Not included
7	Personal Care Routines: Feeding	Conditional	Conditional	Not included
8	Personal Care Routines: Dressing	Conditional	Conditional	Not included
9	Active Physical Play	Required	Required	Not included
10	Nutrition	Required	Conditional	Not included

Domain Name: History–Social Science • Domain Abbreviation: HSS

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Sense of Time	Required	Not included	Not included
2	Sense of Place	Required	Not included	Not included
3	Ecology	Required	Not included	Not included
4	Conflict Negotiation	Required	Not included	Not included
5	Responsible Conduct as a Group Member	Required	Not included	Not included

Domain Name: Visual and Performing Arts • Domain Abbreviation: VPA

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Visual Art	Required	Not included	Not included
2	Music	Required	Not included	Not included
3	Drama	Required	Not included	Not included
4	Dance	Required	Not included	Not included

Compare and Contrast

Developmental Domain

Measure

Definition

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle N/A	Later N/A	Earlier N/A
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Demonstrates awareness of major body parts by exploring their movement potential	Tries different ways to coordinate movements of large or small body parts	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects	Anticipates and then ... familiar spaces	Anticipates and then ...

Developmental Level

Possible Examples

Responding — Earlier:
- Turns head in response to a light being turned on.
- Quiets in response to an adult singing.
- Responds to being touched on the cheek.

Responding — Later:
- Moves toward a familiar adult while being picked up.
- Bats or kicks at a hanging mobile.
- Turns toward, then grasps, a rattle being shaken.
- Gazes at, then reaches toward, glasses on someone's face.

Exploring — Earlier:
- Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap.
- Repositions body in order to manipulate levers and buttons on a busy box.
- Dabs fingers in water before placing whole hand in.
- Pats play dough with whole hand, then leans forward to roll it.

Descriptor

Exploring — Later:
- Moves arm up and down, with increasing momentum, to shake bells louder.
- Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.

Building — Earlier:
- ...ents ... with
- Starts and stops movements of different body parts during a freeze-dance game.
- Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.

Building — Middle:
- Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.
- Raises knees high when following an adult marching.
- Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."
- Reaches for a small pitcher of milk without bumping into other objects on the table ... reach.

Building — Later:
- Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
- Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
- Uses feet to slow self when coming down a ramp.

Integrating — Earlier:
- Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play.
- Tries several different ways to move through sections of a new obstacle course.
- Walks carefully after slipping on wet leaves or grass during a nature walk.

Example

Emerging

Unable to rate

⬭ Child is emerging to the next developmental level
⬭ Unable to rate this measure due to extended absence

PD-HLTH 1   **Perceptual-Motor Skills and Movement Concepts**   **PD-HLTH 1**

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Remember, the examples listed…

are only a few ways a child might demonstrate a particular developmental level.

Treasure Hunt - Version 1

Treasure Hunt - Version 1

Your group is going on a treasure <u>hunt</u>, looking for answers about the DRDP©. Use the FAQS as a resource to answer the questions below. Make sure you note which FAQ you used to answer each question.

1. If the program is closed one Friday every month for staff training and clean up. How do I calculate when that first DRDP© is due?

2. Our program likes the Creative Curriculum System. Must we <u>use the</u> CDE proposed curriculum instead?

3. One of the children in my group is amazing! I rated several measures at "Integrating Earlier" and she does more than what is at Integrating Earlier. Is this one of those times I use "Emerging" to show she's emerging to the next level?

The Four Ds

Domains

Definitions

Developmental levels

Descriptors

LOOK to the 4 Ds:

Domains, definitions, developmental levels, and descriptors to clarify the intent of each measure.

Break

Raffle!!

The **wider** the range of **possibilities** we offer *children*, the more INTENSE will be their MOTIVATIONS and the RICHER their EXPERIENCES

Loris Malaguzzi

Parent Survey

All About Young Children

Desired Results Parent Survey

- Determines parent satisfaction with their child's program

- Provides information about how parents are achieving their goals

- Gives programs access to information from parents to use to improve program quality

- Is conducted at least once per year

Parent Surveys

California Department of Education
Early Education and Support Division

Name of Agency: _____
Site/Program: _____
Date: _____

Desired Results for Children and Families — Parent Survey

This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested in how the program helps you to support your child's learning and development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. If you have more than one child who attends this program, please answer the following questions about your *youngest* child in the program.

1. How satisfied are you with the overall quality of this program?

   Very Satisfied ❑
   Satisfied ❑
   Not Satisfied ❑

2. Do you feel that

	Yes	No
A. Your child is safe in this program?	❑	❑
B. Your child is happy in this program?	❑	❑

3. Have you received information from the program about the following?

	Yes	No
A. How children develop at different ages (e.g., walk, talk, etc.)	❑	❑
B. How your child is growing and developing	❑	❑
C. How your child is doing in the program	❑	❑
D. Schedule of daily activities	❑	❑
E. What you can do to help your child learn and develop	❑	❑
F. Parenting skills	❑	❑
G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	❑	❑
H. Where to report health or safety concerns and complaints	❑	❑
I. Experience and training of program staff	❑	❑
J. Discipline procedures	❑	❑
K. How you can get involved with your child's program	❑	❑

4. Would you like more information about any topics related to your child's care and development?

   Yes ❑ (please specify topics: _____)
   No ❑

   _____

Page 1 of 3

California Department of Education
Early Education and Support Division

Nombre de Agencia: _____
Local/Programa: _____
Fecha: _____

Encuesta – Resultados Esperados en los Niños y Familias

El propósito de esta encuesta es conocer su opinión sobre el programa de desarrollo y cuidado infantil al cual asiste su hijo(a). El Departamento de Educación del Estado de California tiene mucho interés en saber cómo este programa ha ayudado al desarrollo y aprendizaje de su hijo(a), y cómo ha contribuido a resolver las necesidades de su familia. Sus respuestas serán completamente confidenciales y nos ayudarán a mejorar los servicios que le brindamos. Si tiene más de un hijo(a) asistiendo al programa, por favor conteste las siguientes preguntas con la información de su hijo(a) más pequeño.

1. ¿Cómo definiría el grado de satisfacción con el programa?

   Muy Satisfecho ❑
   Satisfecho ❑
   Nada ❑

2. ¿Está Ud. seguro que

	Sí	No
A. su hijo(a) está bien cuidado en este programa?	❑	❑
B. su hijo(a) está feliz asistiendo a este programa?	❑	❑

3. ¿Ha Ud. recibido la siguiente información en el programa?:

	Sí	No
A. Cómo es el desarrollo del niño(a) a ciertas edades (por ejemplo: caminar, hablar, etc.)	❑	❑
B. Cómo está creciendo y desarrollándose su hijo(a)	❑	❑
C. Cómo se desenvuelve su hijo(a) en el programa	❑	❑
D. Horario de las actividades diarias	❑	❑
E. Cómo puede Ud. contribuir al desarrollo y aprendizaje de su hijo(a)	❑	❑
F. Consejos para padres de familia	❑	❑
G. Cómo encontrar otros servicios en la comunidad (por ejemplo, oportunidades de capacitación, trabajo, clases para padres de familia, cuidado de la salud)	❑	❑
H. Dónde obtener información para resolver las dudas sobre salud y normas de seguridad	❑	❑
I. Información acerca de la experiencia y capacitación del personal del programa	❑	❑
J. Procedimientos de disciplina	❑	❑
K. Cómo puede Ud. involucrarse en el programa infantil	❑	❑

4. ¿Desea Ud. que este programa le brinde más información acerca de cualquier asunto relacionado con el cuidado y desarrollo de sus hijos(as)?

   Sí ❑ (por favor especifique: _____)
   No ❑

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Parent Survey Information

- The requirement is for Parent Surveys to be distributed one time a year.

- Getting parents to return surveys is important.

- Good strategies for getting surveys back does NOT include punishing children for parents not returning the survey.

PAR 113-114

Important Considerations When Working with Families

- Developing Family Partnerships

- Parent/Family Conferences

BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

FAMILY PARTNERSHIPS and CULTURE

California Department of Education   Sacramento, 2015

Strategies for Building Relationships

- Learn first, teach second.

- Participate in community cultural gatherings that are open to the public.

  http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf

The Environment Rating Scales are...

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.
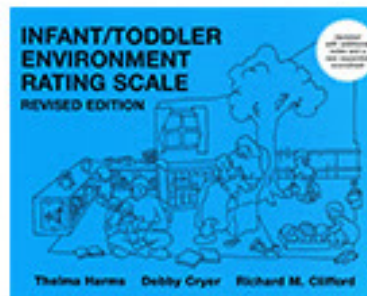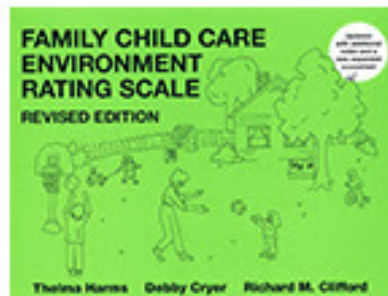
Environment Rating Scale Requirement:

- Classroom

- Site

- Contract

Training Workbook and Videos
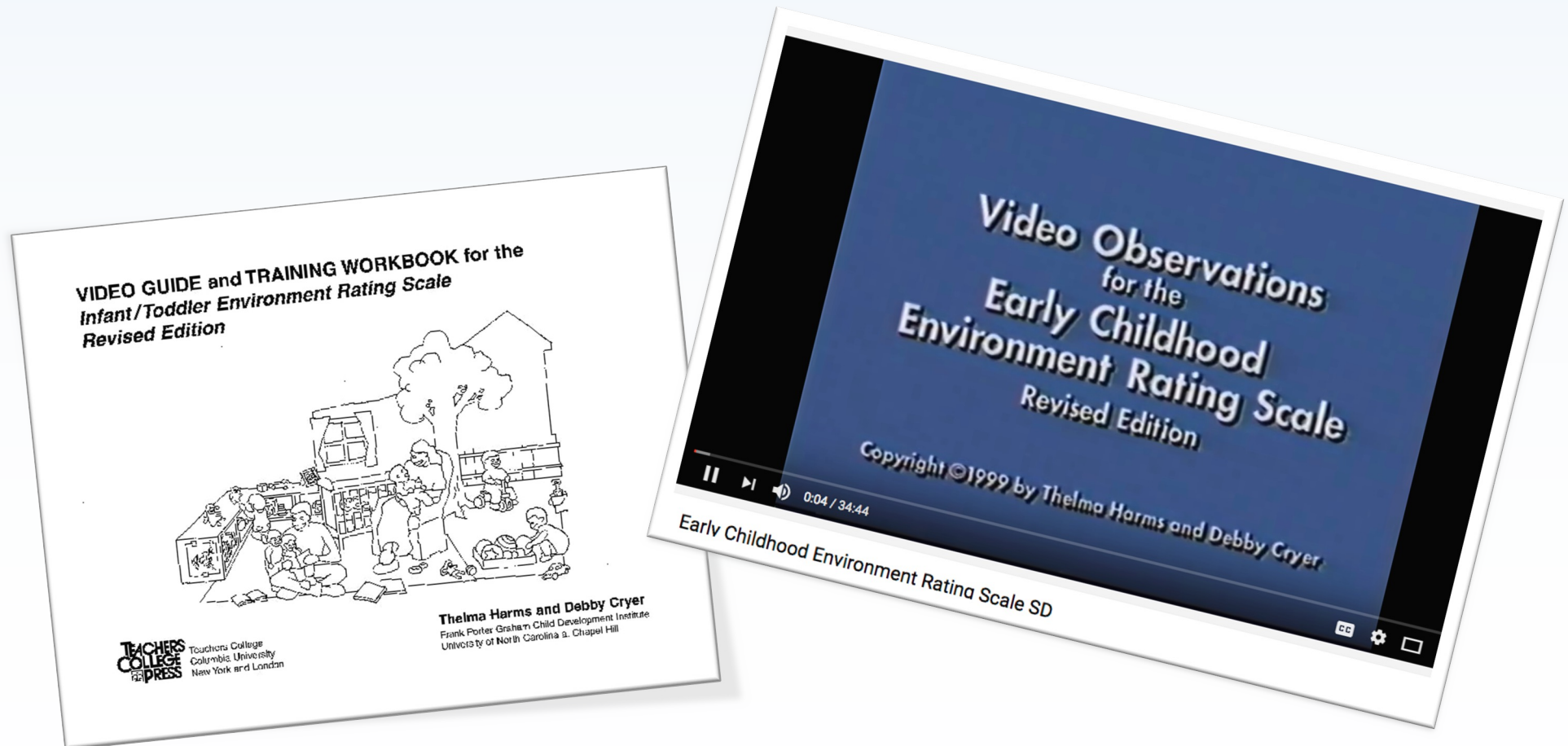
ERS Inter-Rater Reliability

Example:

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

Sample Summary Score Sheet

Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley

Program Self-Evaluation
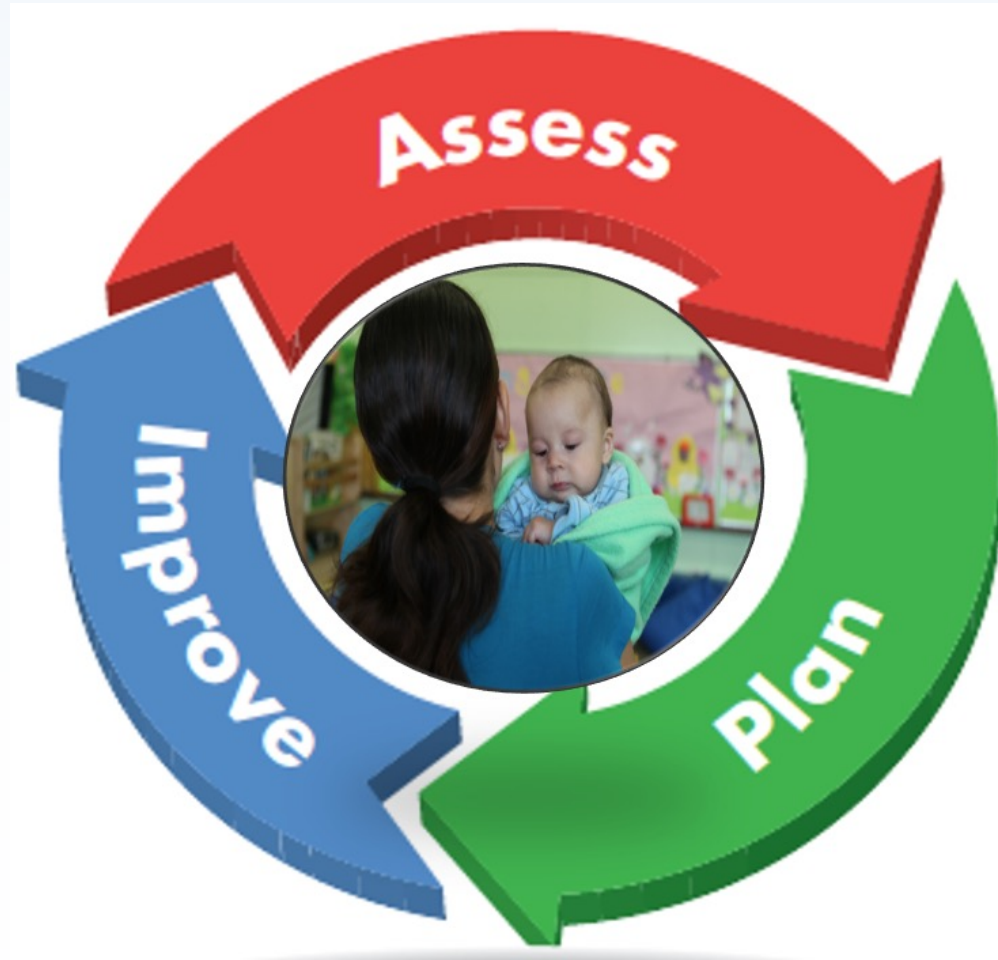
Steps to Completing the Agency Environment Rating Scale

Classroom

Scores ER Scale → Completes Profile → Completes Classroom/FCC Home Summary of Findings

Agency

Compiles ERS Profile Data by Contract → Completes Summary of Findings by Contract

Steps to Completing the Program Self Evaluation

Classroom
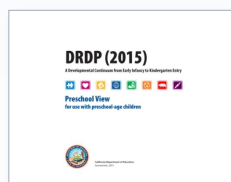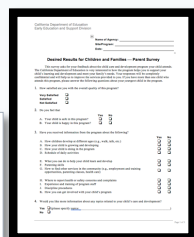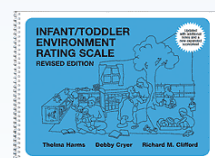
Assessments

Complete Profile/Survey

Completes Classroom/FCC Home Summary of Findings

Agency

Compiles Data by Contract

Completes Summary of Findings by Contract

Program Self-Evaluation and Compliance Review

Review materials and procedures

Implement Desired Results System

Review and complete Agency Annual Report

Send Annual Report to ELCD by June 1

Self Study Checklist for Program/ Agency Administrators

Desired Results System
Desired Results Developmental Profile (DRDP) Self-Study Checklist for
Program/ Agency Administration

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
□ Train and support staff in the collection of evidence and documentation to complete the DRDP. Ensure each child has a completed DRDP within 60 days of enrollment □ **Create DRDPtech account or re-enroll children into new rating period in current account** □ Train and support staff in set up, review, reflection of children's collected evidence and documentation □ *Complete Environment Rating Scale for each classroom or Family Child Care home once annually*	□ Compile DRDP Group Data Summary for all classrooms /FCC homes by contract □ Complete ERS score Profile by classroom/FCC home □ Complete ERS Summary of Findings by classroom/FCC home	□ Distribute Parent Surveys □ Complete ERS Summary of Findings for each contract □ Implement DRDP Summary of Findings action steps □ Begin Agency CPM/CMR Self-Evaluation	□ Compile Group Data Summary for Parent Surveys □ Complete Parent Survey Summary of Findings □ Implement ERS actions steps	□ Implement Parent Survey Summary of Findings action steps □ *Optional* - Use Summaries of Findings to complete one-time annual Program Action Plan for each contract (*or in May)*

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
□ Ensure each child has a second completed DRDP six months after the first completion □ Ongoing implementation of action steps □ *Optional* Implement Program Action Plan (*If Program Action Plan was completed previous month)*	□ Implement ongoing action steps □ *Optional* Distribute second Parent Survey □ *Optional* Compile Group Data Summary for 2nd Parent Survey*	□ Compile 2nd DRDP Group Data Summary by classrooms /FCC homes □ Complete Agency CPM/CMR Summary of Findings for each contract □ Use Summaries of Findings to complete annual Program Action Plan for each contract	□ *Optional* -Use Summaries of Findings to complete follow up on Program Action Plan for each contract (*If Program Action Plan completed in month 6)* □ Complete Agency Annual Report for each contract	□ Submit June 1 to EESD for each contract: □ Agency Annual Report □ Agency CPM/CMR Summary of Findings □ Program Action Plan □ Environment Rating Scale Summary of Findings □ Personnel Roster	□ Ongoing implementation of action steps and Program Action Plan

* Items marked with Optional* and in italicized text can be completed at several optional times during the year.

Visit http://www.desiredresults.us for all forms, resources, and updated information on the Desired Results system.

Tips on Training Staff on the Desired Results System
▶ Acknowledge and validate program staff's hesitancy and resistance to change. Help them effectively learn how to use the DR tools to improve the quality of care in your program.
▶ Provide training time for staff to practice observing children's activities and interactions, writing objective anecdotal notes, and reflecting on their observations for rating the DRDP. Use the free online training systems.
▶ Share that the Desired Results assessment tools are designed to reveal "snapshots" of each child, classroom, and the entire program to adjust and inform instruction to move children forward to meet Desired Results. Each tool identifies unique strengths and areas of improvement.
▶ Complete the DRDP two times annually. Effective education and care professionals are already observing, gathering evidence and documentation to demonstrate children's knowledge and skills.
▶ Post information about DRDP measures, and developmental domains around classrooms or in staff meeting rooms so that the staff can become familiar with them, at a glance and over time.

Use the Self-Study Checklist for Program/Agency Administrators to plan agency/contract calendar

Self Study Checklist for Classroom/ FCCHN

Desired Results System
Desired Results Developmental Profile (DRDP) Self-Study Checklist for
Classroom/Family Child Care Home Network Staff

Program Start	Month 2	Month 3	Month 4	Month 5	Month 6
□ Begin to record observations, anecdotal records, photos, and documentation to complete the DRDP □ Set up children's portfolio system for organizing observations, work samples and other forms of evidence and documentation □ Complete the first DRDP on each child within 60 days of enrollment □ Complete annual Environment Rating Scale for classroom or Family Child Care home	□ Complete Child's Developmental Progress form □ Conduct parent conferences □ Compile DRDP Group Data Summary by classroom/ FCC home □ Analyze DRDP data to inform individual, classroom, and group planning	□ Continue to gather evidence and documentation □ Implement ERS actions steps. □ Use results to inform individual, classroom, and group planning	□ Continue to gather evidence and documentation □ Use results to inform individual, classroom, and group planning	□ Continue to gather evidence and documentation □ Use results to inform individual, classroom, and group planning

Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
□ Continue to gather evidence and documentation □ Use results to inform individual, classroom, and group planning	□ Review and Reflect upon gathered evidence and documentation and complete 2nd DRDP six months after completion of first DRDP □ Use results to inform individual, classroom, and group planning	□ Complete Child's Developmental Progress form □ Conduct Parent conferences □ Compile DRDP (Group Data Summary by classroom/ FCC home □ Use results to inform individual, classroom, and group planning	□ Continue to gather observations, anecdotal records, and documentation □ Use results to inform individual, classroom, and group planning	□ Continue to gather observations, anecdotal records, and documentation □ Use results to inform individual, classroom, and group planning	□ Continue to gather observations, anecdotal records, and documentation □ Use results to inform individual, classroom, and group planning

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- Desired Results Developmental Profiles are available in English; Parent Surveys and Child Development Progress forms are available in English, Spanish, Vietnamese, and Mandarin Chinese.

Suggestions for Completing the DRDP

▶ Know the DRDP contents and make observation notes that will help to complete more than one measure.

▶ Use time management and review your evidence before the due date of the assessment.

▶ Observe children daily (indoors and outdoors), keep running records, journals, work samples, and anecdotal notes.

▶ Use simple recording methods. Use a journal for each child. Encourage staff and parents to note observations, anecdotal records, and share photos showing children's progress and growth.

▶ Choose a domain to focus on, look for integrated learning opportunities.

▶ Review and reflect on gathered observations and documentation to inform and complete the DRDP.

Use the Self-Study Checklist for Classroom/Family Childcare Home Network staff to plan classroom/group calendar

To summarize, the Desired Results system is used to:

- Increase program quality for children and families.

- Measure the developmental progress of children and families in achieving desired results.

- Identify program strengths, as well as areas that may need improvement.

- Provide a results-based accountability system that is measurable.

Taking it
Back to the Agency

Thank you!

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