

Desired Results Overview Facilitator's Guide



This guide includes materials or products developed in part or wholly by the California Department of Education and produced by the California Department of Social Services in collaboration with WestEd.

State of California Department of Social Services, Copyright (2026)

Introduction

This facilitator's guide supports you in facilitating the Desired Results Overview training for early childhood administrators and their staff. The guide includes facilitation notes, activities, and necessary materials. You may deliver the sessions weekly, biweekly, monthly, or in any sequence that meets your staff's needs. You can facilitate sessions in person or virtually and complete them using one shared device or each participant's own device.

The Three-Step Check

- Understand the Content
 - Go through the material you'll cover in the session. Make sure you know the learning goals. If you're unsure about anything, do some extra research or ask for help.
- Set Up the Learning Environment
 - Technical Setup: Ensure all tech equipment and digital resources are working well. Be ready to fix common problems.
 - Materials: Gather and organize all necessary materials like handouts and slides. Inform participants about any preparations they need to make beforehand.
- Think About Participant Needs and Questions
 - Potential Questions: Anticipate questions participants might ask and prepare your answers. For questions you're unsure about, plan to find and provide those answers later.

Welcome

Remind participants that this training is part of a series designed to support understanding of the Desired Results System. For more information and to access additional DRDP trainings, invite them to visit the [Desired Results YouTube channel](#) for free tutorials and the [Desired Results website](#) for free webinars.

Establish Group Norms

1. Listen before speaking: Allow others to finish their thoughts before responding.
2. Respect different opinions: Be open to hearing and considering viewpoints different from your own.
3. Stay engaged: Participate actively and stay focused on the topic during discussions.
4. Be punctual: Start meetings on time and return promptly from breaks.
5. Maintain a positive attitude: Encourage and support fellow group members to create a welcoming environment.

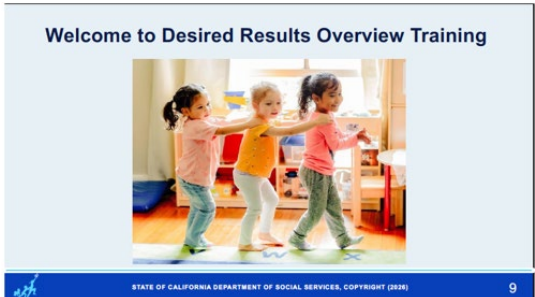
Materials

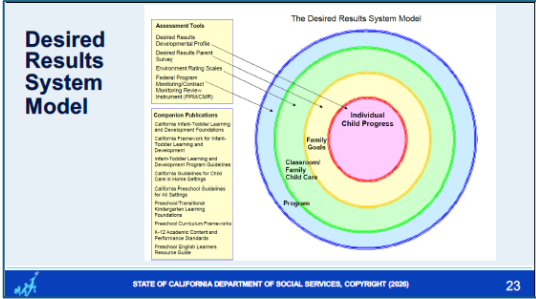
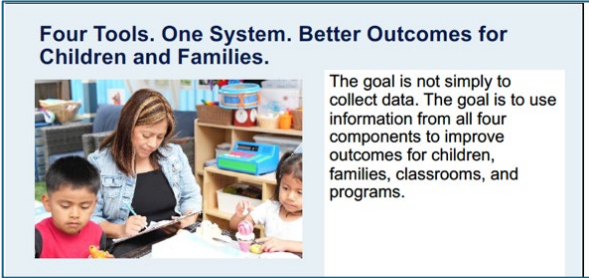
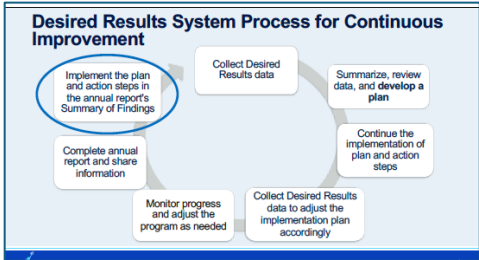
- Desired Results Overview PowerPoint
- [Early Learning and Development Tutorial on YouTube](#)
- California Early Learning Development System Handout
- Desired Results System Model Handout
- Desired Results System Process Handout
- [Orientation to the DRDP \(2025\) Assessment on YouTube](#)
- DRDP (2025) (appropriate age level – IT, PTK, School Age)
- DRDP (2025) Measure SED 4 (from all 3 DRDP (2025) views)
- DRDP School-Age Measure SSD 8
- [DRDP Observation and Documentation on YouTube](#)
- Watch Me Grow Handout (IT, PTK, School-Age)

Facilitator's Guide: Introduction

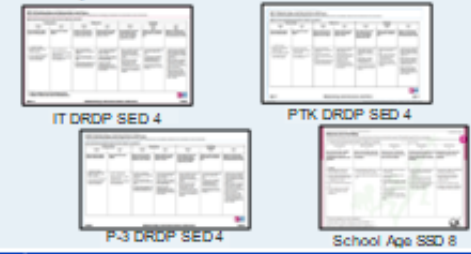
- Classroom Summary of Findings (blank)
- Classroom Summary of Findings (sample)
- Child Developmental Progress Form (blank)
- Child Developmental Progress Form (sample)

Session One

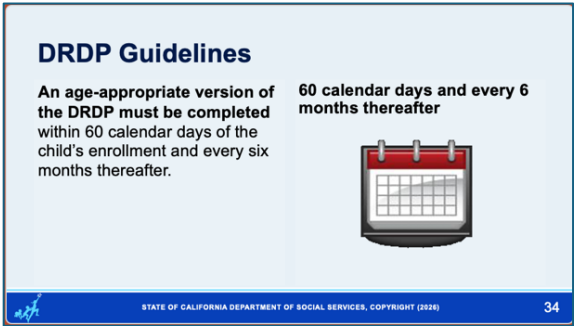
SLIDE	DIRECTIONS
 Welcome: 1 minute	• Read the slide.
 Introduction: 5 minutes	• Welcome participants and provide a brief overview of the session's purpose. • Introduce yourself. • Explain the importance of understanding the entire Desired Results System.
 Early Learning and Development System:	• Open this tutorial on YouTube • Early Learning Development System handout. • Ask participants to write down key points about each element.

SLIDE	DIRECTIONS
10 minutes  Desired Results System Model: 5 minutes	- Go back to PowerPoint. - Provide participants with the handout. - Help them connect the four parts to each goal on the handout.
 Four Tools, One System: 1 minute	Review the slide.
 DR System Process: 3 minutes	- Provide the DR System Process graphic. - Start with the circled box and explain annual goals from the Program Self-Evaluation. - Read the notes on the slide. - This is the last slide for the Overview section. The next section is the DRDP.

Session Two

SLIDE	DIRECTIONS
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. STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2026) 26 DRDP Results for Children: 1 minute	• Review the slide.
Desired Results for Families  • Families achieve their goals. • Families support their children's learning and development. STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2026) 27 DRDP Results for Families: 1 minute	• Review the slide.
Orientation to the DRDP (2025) Assessment Instrument  Orientation to the DRDP (2025): 15 minutes	• Open this tutorial on YouTube. • Provide each educator with the appropriate age group assessment (DRDP IT, DRDP PTK, or DRDP School Age). • Turn to SED 4 when the tutorial starts explaining the parts of the measure and have educators highlight each part.
Compare and Contrast  STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2026)	• Back to PowerPoint. • Review the slide. • Provide educators with three measures (SED 4 from DRDP IT, SED 4 from DRDP PTK, SED 4 from DRDP P3, SSD). • Allow 5 minutes for participants to

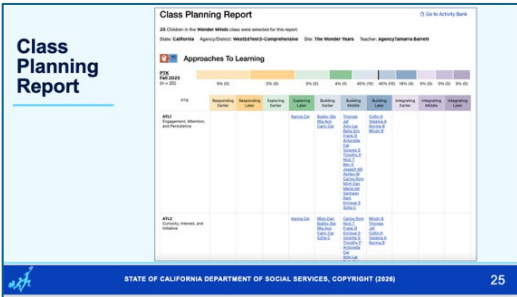
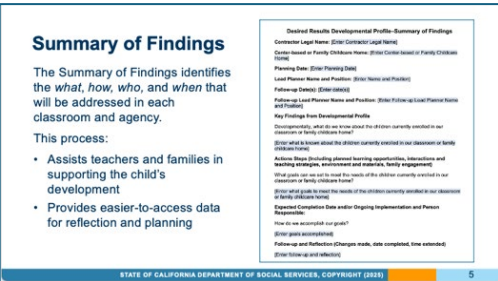
Facilitator's Guide: Introduction

SLIDE	DIRECTIONS
	compare the measures. Point out the similarities (name, definitions, descriptors) and the differences (more developmental levels, more descriptors). If you support a school-age program, include the SSD measure.
 DRDP Guidelines: 2 minutes	Review the slide.
 DRDP Observation and Documentation: 10 minutes	- Open this tutorial on YouTube. - Provide participants with the age-appropriate Watch Me Grow handout. - Participants will also need the DRDP assessment. - Use the Practice Observation Videos for extended observation practice.
 Steps to Completing the DRDP (2025): 15 minutes	- Open this tutorial on YouTube - Ask them to turn to pages 15–17 of the publication and put them into groups of 2–3. Ask each participant to reflect on how the guiding principles look in their environment. (Use Padlet or Google Docs to add photos, or post photos on a board.)

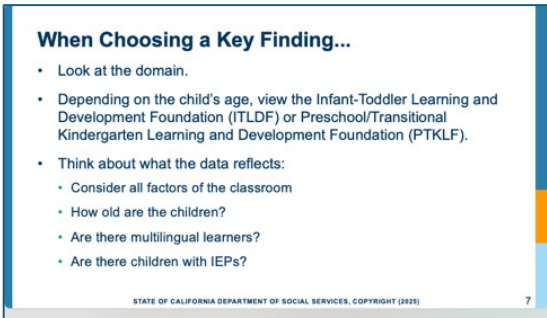
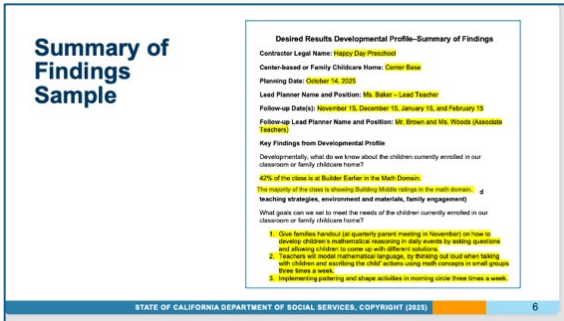
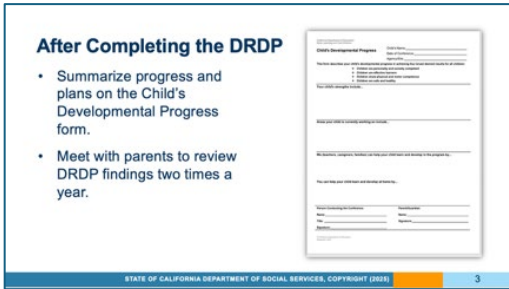
Facilitator's Guide: Introduction

SLIDE	DIRECTIONS
Conditional Measures Funded by the California Department of Social Services  Conditional Measures: 5 minutes	• Open this tutorial on YouTube. • Have participants turn to Intro 6-7 in the DRDP. • Ask participants to highlight the conditional measure section.
DRDP Rater Certification (Coming December 2026) DRDP Rater Certification: 1 hour	• Participants can complete the Practice Rating Module. • Participants must have their own CECO account.

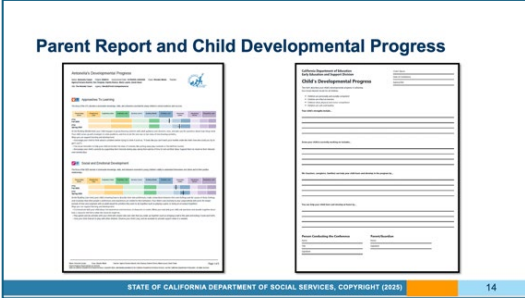
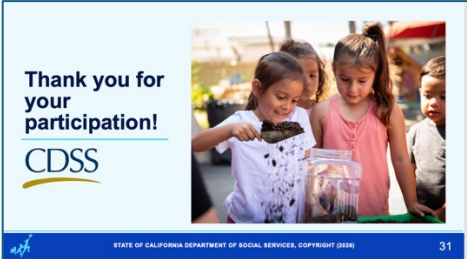
Session Three

SLIDE	DIRECTIONS
The Purpose of DRDP Online Reports • Continuous improvement • Make learning visible • Discussion with families • Plan professional development STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2026) 27 DRDP Reports: 3 minutes	• Review the slide.
Class Planning Report  STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2026) 25 Class Planning Reports: 5 minutes	• Review the slide. • Provide participants with their classroom data report.
Summary of Findings The Summary of Findings identifies the <i>what</i>, <i>how</i>, <i>who</i>, and <i>when</i> that will be addressed in each classroom and agency. This process: • Assists teachers and families in supporting the child's development • Provides easier-to-access data for reflection and planning  STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2026) 5 Summary of Findings: 10 minutes	• Review the slide. • Provide participants with a copy of the Summary of Findings handout.
Start Big. Ask Questions. Go Deeper.  Class Planning Reports: 5 minutes	• Review the slide.

Facilitator's Guide: Introduction

SLIDE	DIRECTIONS
 When Choosing a Key Finding... • Look at the domain. • Depending on the child's age, view the Infant-Toddler Learning and Development Foundation (ITLDF) or Preschool/Transitional Kindergarten Learning and Development Foundation (PTKLF). • Think about what the data reflects: • Consider all factors of the classroom • How old are the children? • Are there multilingual learners? • Are there children with IEPs? STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 7 Summary of Findings: 5 minutes	• Review the slide.
 Summary of Findings Sample Desired Results Developmental Profile-Summary of Findings Contractor Legal Name: Happy Day Preschool Center-based or Family Childcare Home: Center Based Planning Date: October 14, 2025 Lead Planner Name and Position: Ms. Baker - Lead Teacher Follow-up Dates: November 15, December 15, January 15, and February 15 Follow-up Lead Planner Name and Position: Ms. Brown and Ms. Woods (Assistant Teachers) Key Findings from Developmental Profile Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home? 40% of the class is at Builder/Explorer in the Math Domain. The majority of the class is showing building blocks skills in the math domain. Teaching strategies, environment and materials, family engagement. What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home? 1. Start building blocks at our quarterly parent meeting in November on how to develop children's mathematical reasoning in daily events by asking questions and observing children to come up with different solutions. 2. Teachers will model mathematical language, by thinking out loud when talking with children and modeling the child actions using math concepts in small groups three times a week. 3. Implementing counting and shape activities in morning circle three times a week. STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 6 Sample Summary of Findings: 15 minutes	• Review the slide. • Use your own classroom data to write a Classroom Summary of Findings.
 After Completing the DRDP • Summarize progress and plans on the Child's Developmental Progress form. • Meet with parents to review DRDP findings two times a year. STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 3 Child Developmental Progress Form: 5 minutes	• Read the slide. • Provide a sample Child Developmental Progress.

Facilitator's Guide: Introduction

SLIDE	DIRECTIONS
Parent Report and Child Developmental Progress  STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 14 Parent Progress Report: 5 minutes	- Review the slide. - Provide participants with Parent Progress Reports from children in their class and a blank Child Developmental Progress form.
What is a parent conference? It is... - A specific formal time for communicating with families - A reciprocal conversation - Sharing the parent report and the child's portfolio It is not... - The first or only time you have spoken with the family - One-sided, with all information coming from the teacher - Discussing other children and their development STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 5 Parent Conference: 5 minutes	Read the slide.
Questions and Answers  STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 69 Questions: 5 minutes	Ask the group if they have questions.
Thank you for your participation! CDSS  STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COPYRIGHT (2025) 31 Thank you: 1 minute	Read the slide.

California's Early Learning and Development System

**Program
Guidelines and
Resources**

**Curriculum
Framework**

**Learning and
Development
Foundations**

**Professional
Development,
Supports, and
Competencies**

**Desired Results
Assessment
System**

California's Early Learning and Development System

Element 1: At the center of the system are the Learning and Development Foundations, which describe the learning and development infants and toddlers typically demonstrate with appropriate support from birth to 3. They also outline key knowledge and skills that most children ages three to five and a half years old can achieve when given the benefits of a high-quality preschool program, including Transitional Kindergarten (TK), the California State Preschool Program (CSPP), and other federally and publicly funded and private preschool programs. Statewide foundations give all teachers and programs knowledge of expectations and goals for children in California to use when planning activities, the environment, and interactions.

Element 2: The Infant/Toddler Learning & Development Program Guidelines, Guidelines for Early Learning in Child Care Home Settings, and California Preschool Program Guidelines provide information on delivering high-quality early care and education, including recommendations for program policies and day-to-day practices that improve program services. In addition, the Preschool English Learners 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 (which measures children's progress towards the desired results), the Parent Survey (which measures families' satisfaction with the program), the Environment Rating Scales (which assess the classroom environment), and the Program Self-Evaluation (which assesses program quality).

Element 5: In California, numerous professional development opportunities help support programs. These include the Program for Infant-Toddler Care (PITC), California Early Childhood Online (CECO), the California Preschool Instructional Network (CPIN), the California School-Age Consortium (CalSAC), Family Child Care at Its Best, pre-service, 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 to provide high-quality care and education to young children and their families.

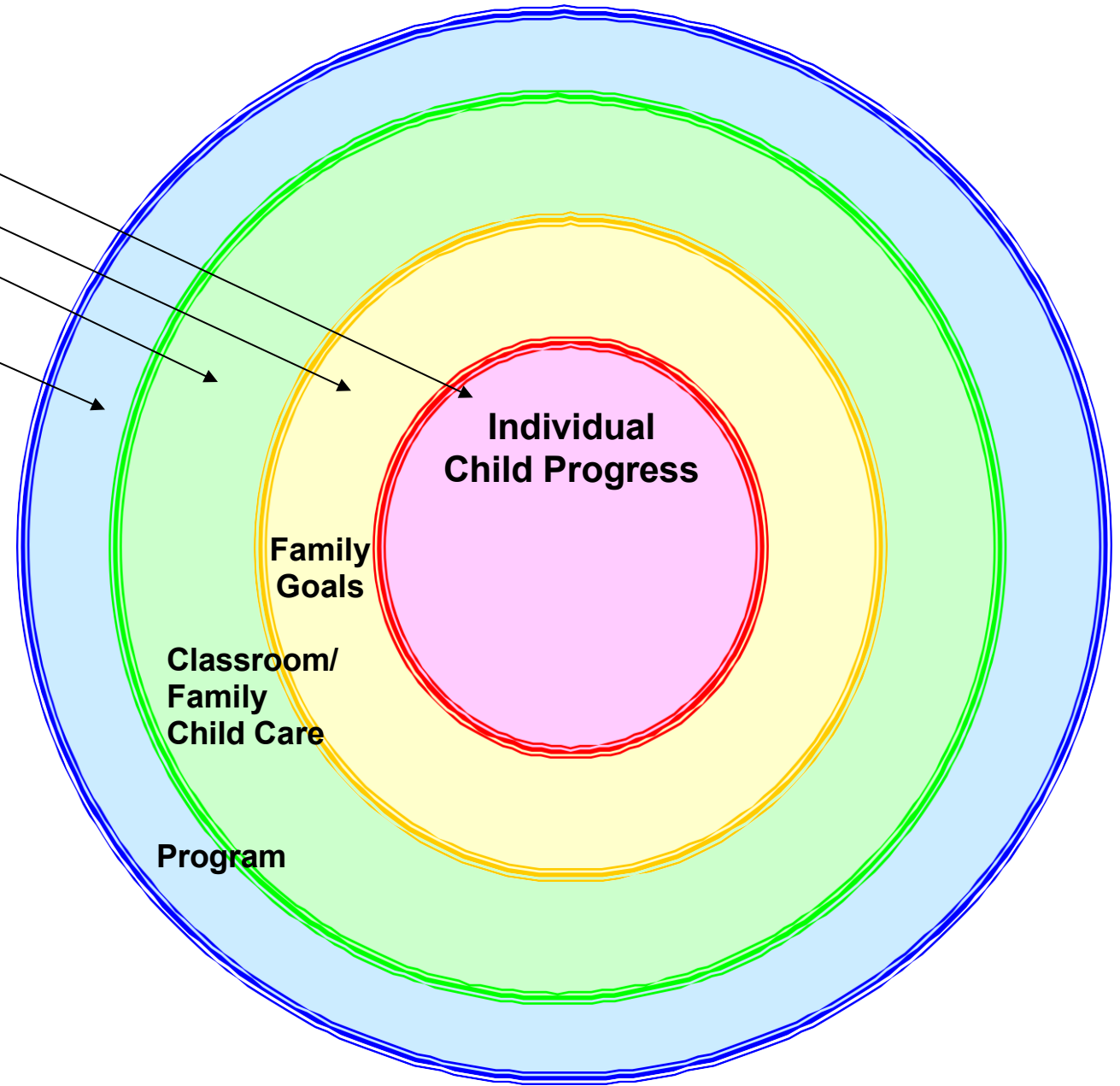
The Desired Results System Model

Assessment Tools

Desired Results
Developmental Profile
Desired Results Parent
Survey
Environment Rating Scales
Federal Program
Monitoring/Contract
Monitoring Review
Instrument (FPM/CMR)

Companion Publications

California Infant-Toddler Learning
and Development Foundations
California Framework for Infant-
Toddler Learning and
Development
Infant-Toddler Learning and
Development Program Guidelines
California Guidelines for Child
Care in Home Settings
California Preschool Guidelines
for All Settings
Preschool/Transitional
Kindergarten Learning
Foundations
Preschool Curriculum Frameworks
K-12 Academic Content and
Performance Standards
Preschool English Learners
Resource Guide



The Desired Results System Model

The Desired Results System model, a visual representation of the system, consists of four concentric circles. The innermost circle represents the “heart” of the system, **the individual child’s developmental progress**. The Desired Results Developmental Profile (DRDP) assesses progress.

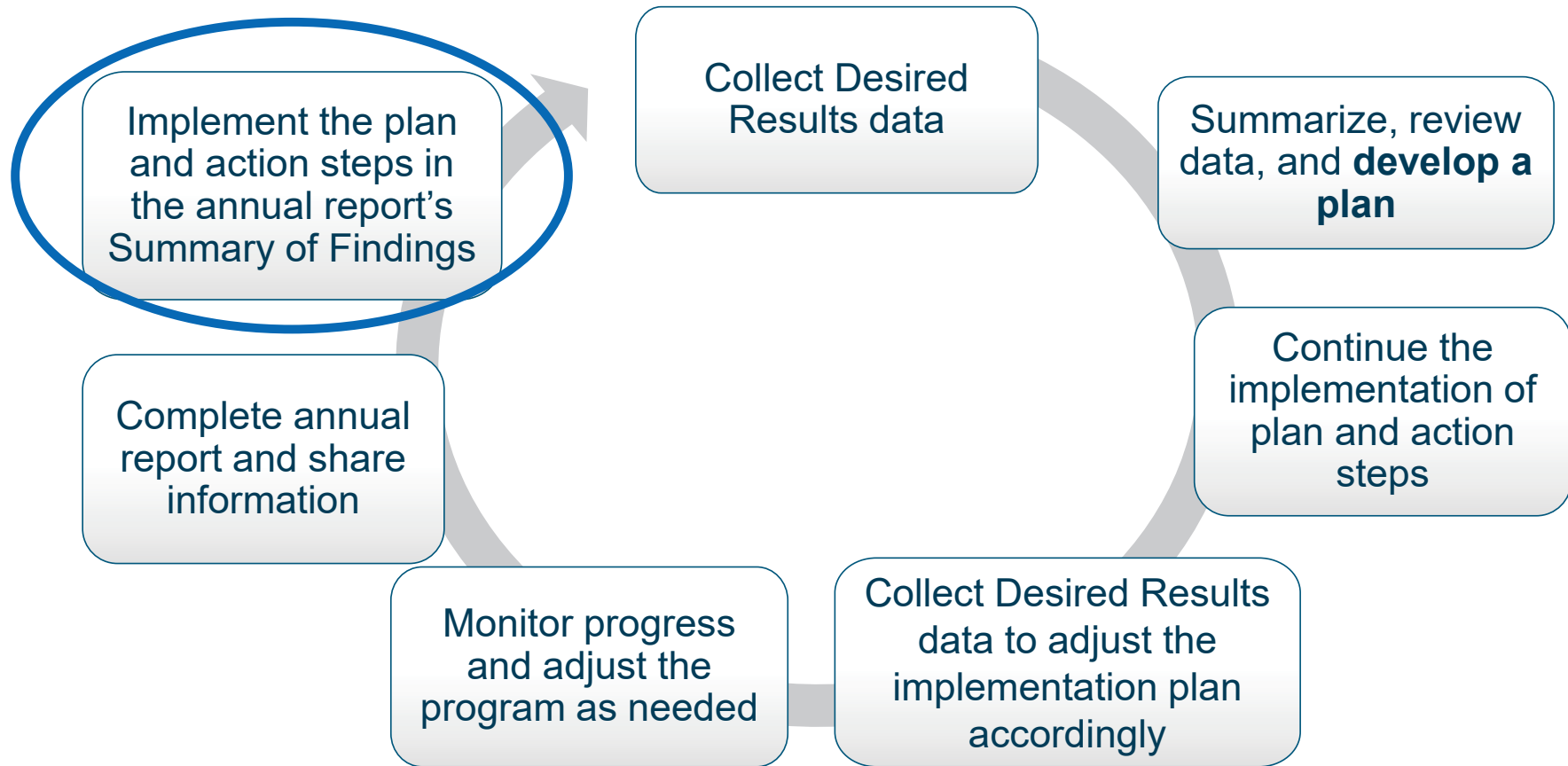
The next circle represents agencies’ support for **families’ goals**. Parent satisfaction is determined by distributing and collecting Parent Surveys.

The third circle represents **classroom or family child care home environments**. The Environment Rating Scale (ERS) instrument assesses the appropriateness of children's environments.

The last circle represents the **program** or agency. The Federal Program Monitoring and Contract Monitoring Review instrument (FPM/CMR) assesses program quality.

Companion documents for implementing the model include the California Infant-Toddler Learning and Development Foundations, California Framework for Infant-Toddler Learning and Development, Infant-Toddler Learning and Development Program Guidelines, California Guidelines for Child Care in Home Settings, California Preschool Guidelines for All Settings, Preschool/Transitional Kindergarten Learning Foundations, Preschool Curriculum Frameworks, K-12 Academic Content and Performance Standards, and the Preschool English Learners Resource Guide.

Desired Results System Process for Continuous Improvement





Watch Me Grow – DRDP (2025) Infant/Toddler (IT) View



☐ ATL 1: Engagement, Attention, and Persistence ☐ ATL 2: Curiosity, Interest, and Initiative ☐ ATL 3: Problem-Solving ☐ SED 1: Self-Awareness ☐ SED 2: Social Awareness ☐ SED 3: Relationships and Reciprocal Interactions with Familiar Adults ☐ SED 4: Relationships and Interactions with Peers ☐ SED 5: Emotional Knowledge and Regulation ☐ FLD 1: Understanding Language (Receptive) ☐ FLD 2: Using Language (Expressive) ☐ FLD 3: Shared Communication and Conversation	☐ COG 1: Imitation ☐ MATH 1: Spatial Thinking ☐ MATH 2: Classification ☐ MATH 3: Number and Counting ☐ SCI 1: Cause and Effect ☐ SCI 2: Inquiry Through Observation and Investigation ☐ PD 1: Perceptual-Motor Skills and Movement Concepts ☐ PD 2: Gross Locomotor Movement Skills ☐ PD 3: Gross Motor Manipulative Skills ☐ PD 4: Fine Motor Manipulative Skills ☐ HLTH 1: Safety ☐ HLTH 3: Personal Care Routines: Hygiene* ☐ HLTH 4: Personal Care Routines: Feeding* ☐ HLTH 5: Personal Care Routines: Self-Dressing*

* Health measures 1 and 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, complete Health measures 1 and 3-5 to document progress or plan this child's learning activities and supports.



Watch Me Grow—Preschool-Kindergarten-Transitional Kindergarten (PTK) DRDP (2025)



☐ ATL 1: Engagement, Attention, and Persistence ☐ ATL 2: Curiosity, Interest, and Initiative ☐ ATL 3: Problem Solving ☐ ATL 4: Planning ☐ SED 1: Self-Awareness ☐ SED 2: Social Awareness ☐ SED 3: Relationships and Reciprocal Interactions with Familiar Adults ☐ SED 4: Relationships and Interactions with Peers ☐ SED 5: Emotional Knowledge and Regulation ☐ FLD 1: Understanding Language (Receptive) ☐ FLD 2: Using Language (Expressive) ☐ FLD 3: Share Communication and Conversation ☐ FLD 4: Foundational Literacy Skills ☐ FLD 5: Alphabetics and Print Knowledge ☐ FLD 6: Writing ☐ ELD 1: Comprehension of English (Receptive English)* ☐ ELD 2: Self-Expression in English (Expressive English)* ☐ ELD 3: Understanding and Responding to English Literacy Activities*	☐ Math 1: Spatial Thinking ☐ Math 2: Classification ☐ Math 3: Numbers and Counting ☐ Math 4: Number Operations ☐ Math 5: Measurement ☐ SCI 1: Cause and Effect ☐ SCI 2: Inquiry Through Observations and Investigation ☐ SCI 3: Documentation of Communication of Inquiry ☐ PD 1: Perceptual-Motor Skills and Movement Concepts ☐ PD 2: Gross Locomotor Movement Skills ☐ PD 3: Gross Motor Manipulative Skills ☐ PD 4: Fine Motor Manipulative Skills ☐ HLTH 1: Safety ☐ HLTH 2: Understanding Health and Wellness ☐ HLTH 3: Personal Care Routines: Hygiene** ☐ HLTH 4: Personal Care Routines: Feeding** ☐ HLTH 5: Personal Care Routines: Self-Dressing**

* ELD measures are completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child.

** Health measures 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, Health measures 3-5 may be completed if determined to document progress or plan this child's learning activities and supports.



Watch Me Grow – DRDP-School-Age Simplified



○ SSD 1: Identity of self and connection to others ○ SSD 2: Self-esteem ○ SSD 3: Empathy ○ SSD 4: Impulse control ○ SSD 5: Follows rules ○ SSD 6: Awareness of diversity: appreciation of differences and similarities	○ SSD 7: Interactions with adults ○ SSD 8: Friendship ○ SSD 9: Conflict negotiation ○ HLTH 10: Safety ○ HLTH 11: Understanding healthy lifestyle ○ HLTH 12: Personal care routines ○ HLTH 13: Exercise and fitness

Instructions and Template for Completing the Desired Results Developmental Profile Classroom Summary of Findings

California Department of Social Services
Child Care and Development Division
CDSS Form 3900, March 2025

DRDP Classroom Summary of Findings Instructions

A critical step toward supporting children's learning and developmental progress is for California Department of Social Services (CCTR, CFCC, CMIG, and FCCHEN) teachers and FCCHEN Staff to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should refer to the individual developmental profiles and the summary of all the developmental profiles for the classroom as a guide for ongoing planning. FCCHEN staff should refer to the individual developmental profiles and the summary of all developmental profiles for the home as guides for supporting providers with ongoing planning.

To help ensure that DRDP data are linked to ongoing classroom or group planning for children, the DRDP–Summary of Findings (CDSS Form 3900) has been developed as a resource. The DRDP–Summary of Findings is a recommended form to assist teachers, FCCHEN Staff, and providers in the planning process. Regardless of whether this resource is used or the program develops its own form, the written process must be completed and include all information detailed below, to ensure activity plans reflect the results of classroom or family child care home DRDP data.

CDSS Form 3900 includes Key Finding(s), Action Steps, Expected Completion Date, and/or Ongoing Implementation and Persons Responsible, and Follow-up and Reflection. The first three sections of this form are completed after the first 60-day observation period. The Follow-up section should be completed periodically, with Reflections recorded after the six-month follow-up observation period to document progress of the key findings.

Contractor Information Instructions

- Contractor Legal Name
- Center-Based or Family Childcare Home
- Planning Date (date the first three sections of the form are completed)
- Lead Planner Name and Position
- Follow-up Date(s) (dates indicating when the Action Steps have been reviewed during the following six months)
 - The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below).

Findings from Developmental Profiles Instructions

- Summarize and review the results of the DRDPs after the first 60-day observation period.
- Identify trends or patterns in children's development (key findings) at the domain level based on individual information that has been summarized to create a group summary of data.

Action Steps Implementation Instructions

- Develop and write attainable Action Steps to improve the key finding(s).
- Action Steps should include new approaches, modifications, and/or changes to:
 - Planned learning opportunities, indoors and outdoors
 - Interactions and strategies to support the development of key findings
 - The environment and materials
 - Strategies that help families engage in supporting the development of their child

The following are resources for teachers and providers when developing Action Steps:

- [The California Preschool Curriculum Framework](#)
- [The California Infant/Toddler Curriculum Framework](#)
- [Infant Toddler Learning Development Guidelines](#), Second Edition
- [Preschool English Learners Guide](#), Second Edition
- [The Guidelines for Early Learning in Child Care Home Settings](#)
- [California Early Childhood Online \(CECO\) Modules](#)
- [Inclusion Works](#)
- [Center on the Social and Emotional Foundations for Early Learning](#)
- [Family Partnership and Culture](#)
- [California Infant-Toddler Learning and Development Foundations](#), Second Edition

Expected Completion Date and/or Ongoing Implementation and Persons Responsible Instructions

- Enter the date when the Action Steps will be completed.
 - Enter “Ongoing” when the Action Step implementation will continue throughout the year.
- Identify the key person(s) who will be responsible for each Action Step.

Follow-up and Reflection Instructions

- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up.
- Record modifications or changes needed to complete the Action Steps and expected completion dates.
- After the six-month follow-up observation period, tally and review the results of the DRDPs.
 - Reflect on the results and record progress or changes made to the key finding(s), including data.

**Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (CTTR, CFCC, CMIG, FCCHEN)**

Contractor Legal Name: [Enter Contractor Legal Name]	
Contract Type: [Enter Center-based or Family Childcare Home]	Age Group: [Enter age group]
Planning Date: [Enter Planning Date]	Lead Planner Name and Position: [Enter Name and Position]
Follow-up Date(s): [Enter date(s)]	Follow-up Lead Planner Name and Position: [Enter Follow-up Lead Planner Name and Position]

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

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our goals?	Ask: By when?
[Enter what is known about the children currently enrolled in our classroom or family childcare home]	[Enter what goals to meet the needs of the children currently enrolled in our classroom or family childcare home]	[Enter goals accomplished]	[Enter follow-up and reflection]

Contractor Legal Name Cam Preschool	
Contract Type and/or FCCHEN CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date 10.20.18	Lead Planner Name and Position Ms. Brown Head Teacher
Follow-up Date(s) 11.20.18, 12.20.18, 1.20.19, 2.20.19, 3.20.19 4.20.19	Lead Planner Name and Position Mr. Green -Assistant Teacher Ms. Black -Assistant

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our classroom goals??	Ask: By when?
74% of the children are at building earlier and building middle in Lang development	Three times a week in circle time we will use a drum or tambourine to take turns drumming out the syllables in children names or other words. Create picture cards of common items that create compound words. (bathroom, bedroom blueberry cupcake, etc.) use these in small group activities twice a week. Create 10 new photo cards every month.	Ms. Brown Mr. Green	

Instructions and Template for Completing the Desired Results Developmental Profile–Summary of Findings

California Department of Education
Early Education Division
EED-3900, March 2022

A critical step toward supporting children's learning and developmental progress is for California State preschool Program (CSPP) teachers to complete a Desired Results Developmental Profile (DRDP) for each child in the classroom or family child care home. Teachers should refer to the individual developmental profiles and the summary of all the developmental profiles for the classroom or home setting, as a guide for ongoing planning.

To help ensure DRDP data is linked to ongoing classroom or group planning for children, the DRDP–Summary of Findings, form EED-3900 has been developed as a resource. The DRDP–Summary of Findings is a recommended form 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 ensure activity plans reflect the results of classroom or family child care home DRDP data.

Form EED-3900 includes Key Finding(s), Action Steps, Expected Completion Date and/or Ongoing Implementation and Persons Responsible, and Follow-up and Reflection. The first three sections of this form are completed after the first 60–90-day observation period. The Follow-up section should be completed periodically, with Reflections recorded after the six-month follow-up observation period to document progress of the Key Finding(s).

Contractor Information Instructions

- Contractor Legal Name
- Center-Based or Family Childcare Home
- Planning Date—this is the date the first three sections of the form are completed
- Lead Planner Name and Position
- Follow-up Date(s)—these dates indicate when the Action Steps have been reviewed during the following six months
- The Follow-up Date will also indicate when reflections are recorded (see Follow-up and Reflection below)

Findings from Developmental Profiles Instructions

- Summarize and review the results of the DRDPs after the first 60–90-day observation period
- Identify trends or patterns in the children’s development (key findings) at the domain level based on individual information that has been summarized to create a group summary of data

Action Steps Implementation Instructions

- Develop and write attainable Action Steps to improve the key finding(s).
- Action Steps should include new approaches, modifications, and/or changes to:
 - Planned learning opportunities, indoors, and outdoors
 - Interactions and strategies to support the development of the key findings
 - The environment and materials
 - Strategies that help families engage in supporting the development of their child
- The following are resources for teachers and providers when developing Action Steps:
 - *The California Preschool Curriculum Framework, Volumes 1–2* may be found on the California Preschool Curriculum Framework web page at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>
 - *The Guidelines for Early Learning in Child Care Home Settings* (PDF), is located at <http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf>

Expected Completion Date and/or Ongoing Implementation and Persons Responsible Instructions

- Enter the date when the Action Steps will be completed
 - Enter “Ongoing” when the Action Step implementation will continue throughout the year
- Identify the key person(s) who will be responsible for each Action Step

Follow-up and Reflection Instructions

- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up

- Record modifications or changes needed to complete the Action Steps, and expected completion dates
- After the six-month follow-up observation period, tally and review the results of the DRDPs
 - Reflect on the results and record progress or changes made to the key finding(s), including data

Desired Results Developmental Profile–Summary of Findings

Contractor Legal Name: [Enter Contractor Legal Name]

Center-based or Family Childcare Home: [Enter Center-based or Family Childcare Home]

Planning Date: [Enter Planning Date]

Lead Planner Name and Position: [Enter Name and Position]

Follow-up Date(s): [Enter date(s)]

Follow-up Lead Planner Name and Position: [Enter Follow-up Lead Planner Name and Position]

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

[Enter what is known about the children currently enrolled in our classroom or family childcare home]

Actions Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

[Enter what goals to meet the needs of the children currently enrolled in our classroom or family childcare home]

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

How do we accomplish our goals?

[Enter goals accomplished]

Follow-up and Reflection (Changes made, date completed, time extended)

[Enter follow-up and reflection]

Desired Results Developmental Profile—Summary of Findings

Contractor Legal Name: Happy Day Preschool

Center-based or Family Childcare Home: Center-based

Planning Date: October 14, 2025

Lead Planner Name and Position: Ms. Baler— Lead Teacher

Follow-up Date(s): November 15, December 15, January 15, and February 15

Follow-up Lead Planner Name and Position: Ms. Brown and Ms. Woods (Associate Teachers)

Key Findings from Developmental Profile

Developmentally, what do we know about the children currently enrolled in our classroom or family childcare home?

42% of the class is at Building Earlier in the Math Domain.

Actions Steps (Including planned learning opportunities, interactions, and teaching strategies, environment and materials, family engagement)

What goals can we set to meet the needs of the children currently enrolled in our classroom or family childcare home?

1. Give families a handout (at the quarterly parent meeting in November) on how to develop children's mathematical reasoning in daily events by asking questions and allowing children to come up with different solutions.
2. Teachers will model mathematical language by thinking out loud when talking with children and by describing the children's actions using math concepts in small groups three times a week.
3. Implementing patterning and shapes activities in the morning cycle three times a week.

Expected Completion Date and/or Ongoing Implementation and Person Responsible:

How do we accomplish our goals?

- Ms. Brown will create "go home math boxes" (deck of cards, set of 20 manipulatives, ruler, and measuring tape) and include a set of open-ended questions for all families by November 15.
- Ms. Woods will research the Foundations and create a list of mathematical terminology for teachers to use during small group. There will be 2 new focus words every week. Done by November 15 and then ongoing.
- Ms. Baker will include 3-dimensional shapes and unusual shapes in the morning circle three times a week.

Follow-up and Reflection (Changes made, date completed, time extended)

[Enter follow-up and reflection]

Child's Developmental Progress

Child's Name: _____

Date of Conference: _____

Agency/Site: _____

This form describes your child's developmental progress in achieving four broad desired results for all children:

- ❖ Children are personally and socially competent
- ❖ Children are effective learners
- ❖ Children show physical and motor competence
- ❖ Children are safe and healthy

Your child's strengths include...

Areas your child is currently working on include...

We (teachers, caregivers, families) can help your child learn and develop in the program by...

You can help your child learn and develop at home by...

Person Conducting the Conference

Name: _____

Title: _____

Signature: _____

Parent/Guardian

Name: _____

Signature: _____

Summary of Your Child's Developmental Progress [SAMPLE]

This summary describes your child's developmental progress in achieving four broad 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.

Your child's strengths include:

- Amy has formed friendships with many children in the program. She is willing to listen to others during conflict and tries to provide solutions when asked. Amy has expressed concern for her friends when they are hurt or feeling sad.
- Amy spends time engaged in dramatic play. This play continues from day-to-day, repeating over many days.
- Amy has begun to express interest in attempting to write down her stories, making wavy lines across the paper to look like writing.
- She uses the climbing structure, bikes in the yard, and practices her climbing, running, jumping and galloping.

Areas your child is currently working on:

- Amy is exploring number concepts, counting and quantities to five.
- Amy spends a lot of time drawing or writing symbols for her stories. This is one of the first steps in reading and writing.
- She practices putting on her shoes and socks regularly, requesting assistance when needed.

We can help your child learn and develop by...

In the program

- Providing support to help her use letters in her writing attempts through dictation.
- Providing opportunity and materials for her to practice use of numbers and math ideas.
- Allowing Amy increased opportunity to orally share her ideas in conversation.
- Adding new materials to the outdoor environment that offer Amy more challenging experiences to further develop her motor skills.

At home

- Talk with Amy about any activities that may have happened that day.
- Read and tell stories at home, pointing out familiar words and asking questions about what you read.
- Help Amy recognize letters in her name and other familiar letters in print.
- Inform us of any progress, questions or ideas you may have regarding Amy's development.

Person Conducting the Conference	Parent/Guardian
Name:	Name:
Title:	Signature:
Signature:	