

DESIRED RESULTS

for Children and Families



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OVERVIEW (OV)

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DESIRED RESULTS TRAINING

Handout



This training is funded by the California Department of Social Services (CDSS). The materials included in this training are developed in part or wholly by the California Department of Education (CDE) and produced by CDSS.

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Desired Results for Children and Families
Desired Results System Overview for New Administrators



 A Project of the California Department of Social Services with the Desired Results Training & Technical Assistance Project



Trainer note: Please introduce yourself, your co-trainers, and any special guests.

Participants will learn about the development of the Desired Results system and how it can be used to improve quality services for children and families. Participants should write **ONLY** on the colored pages in the binders. The white pages can be used as handout masters when they return to their agencies to train others.

Welcome to Desired Results Overview Training



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Parking Lot

Write questions on post-its and place them on the Parking Lot chart paper.



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Slide optional: Place two Parking Lot posters in the room.

Participants may post questions in the Parking Lot. Please note that facilitators will do their best to answer as many questions as possible during the training.

Let the group know that questions for which you do not have answers will be researched for the next training.

NOTE TO TRAINER: Call the Desired Results Project during a session break or lunch for answers to unanswered questions (800-770-6339).

Agenda

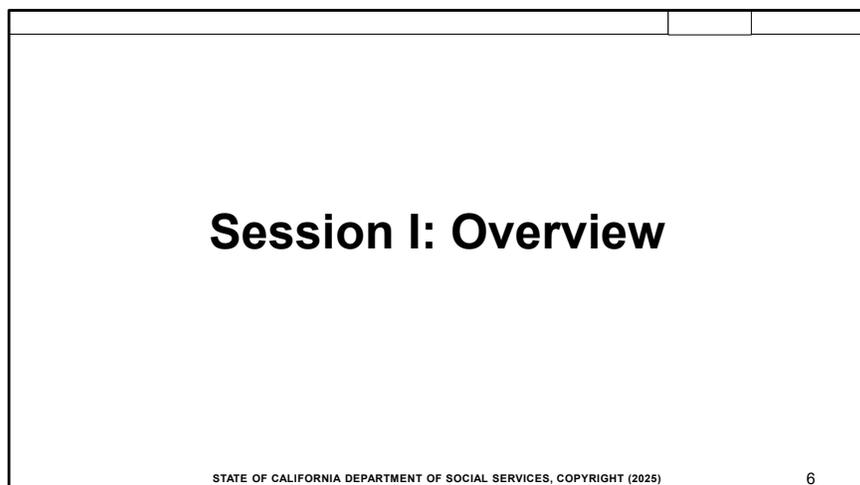
- Introduction/Overview of the Desired Results System
- Early Learning and Development System
- Desired Results Developmental Profile (DRDP)
- Environment Rating Scales
- Parent Survey
- Continuous Improvement Process

Trainer note: Share the training outcomes.

The training will focus on methods within the Desired Results system that enhance services to children, leading to overall program improvement.

The secondary focus will be to provide training for using the tools that will support program improvement.

This training will help participants use the Desired Results tools to demonstrate program accountability.



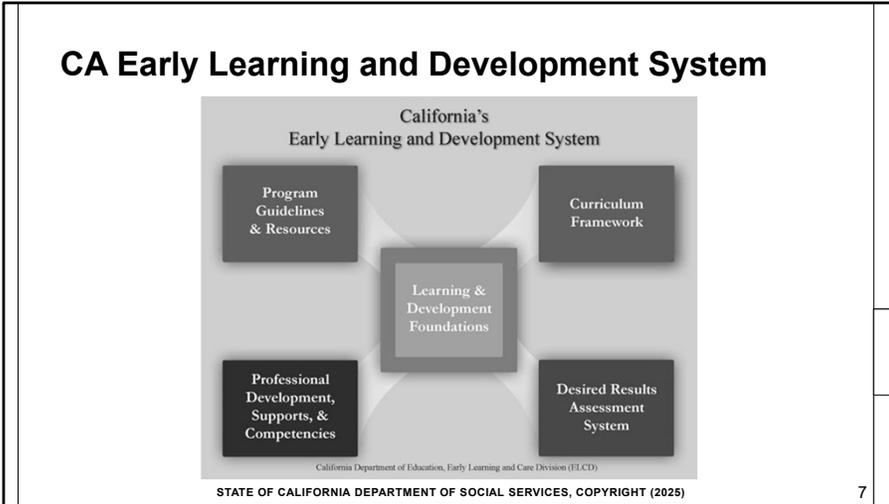
Desired Results training is the result of a desire on the part of the California Department of Education, Early Education Division, to improve and standardize program quality across the state.

In Session I, an overview of the system’s components will provide preliminary information on the Desired Results for Children and Families system’s goals and structure.

Later, additional details and information will be provided to give participants knowledge about each element of the Desired Results system.

DESIRED RESULTS TRAINING

Handout



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 at around 0, 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 Preschool 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® which measures children's progress towards the desired results, the Parent Survey which measures parents' 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 (CALSC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/ECCE 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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This information is included in the online overview of the system. Today, we are focusing on the Desired Results assessment system. This handout, located in the binder, contains information for each of the elements on the back side. You will be able to write in the resources available for each component.

Trainer note: Direct participants to use a highlighter to highlight key words as the elements are discussed. Instruct participants to keep this handout available.

Learning Foundations
What Children Know and Are Able to Do

CPIN offers training

CECO modules

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

The ITLD Foundations show how development unfolds across three age periods: 4 through 11 months, 11 through 23 months, and 23 through 36 months. For each foundation age period, indicators describe knowledge, skills, and behaviors that show the developmental progression across the age periods.

The Preschool TK Learning Foundations were released in July 2024.

The California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) describe the learning and development of most children ages three to five and a half years old in high-quality early education programs.

The foundations can provide all educators, family childcare providers, parents, and the public with a clear understanding of the wide range of knowledge and skills that children typically acquire when given the benefits of a high-quality early childhood program, whether it is in center-based, home-based, or TK settings.

(<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>)

The IT foundations are available in 4 languages on the CDSS website

DES Pre-recorded presentations that provide an overview of each PTKLF domain can be found on the CDE YouTube channel.

In the chat box, type Foundations= AGE. Encourage your staff to reference the Foundations when reviewing age-appropriate skills.

Program Guidelines



The guidelines bring together information that program administrators and teaching staff can use to prepare appropriate learning environments for children.

Ask teachers to look through the Inclusion Works and the Preschool English Learner Guides to become familiar with the resources.

Curriculum Frameworks

CECO modules

CPIN offers training

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Another element of the system includes the Curriculum Frameworks. The Framework provides guidance on how programs and teachers can support the learning and development 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

FCCB
Family Child Care at Its Best

pitc
THE PROGRAM FOR
INFANT/TODDLER CARE

All About Young Children
Information for Families on Children's Early Development

IECMHC Network
Infant and Early Childhood Mental Health Consultation Network
Connect. Reflect. Grow.

CompSAT

CPIN
CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORK

Child Development
Training
Consortium

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The above resources help prepare California's workforce to be professional and aware of early childhood trends. Use your device to search for one of these resources and share with the group one new thing you have learned.

Place a star on the resource you have used or encouraged your staff to use.

Is there a resource on this slide that you would like more information about? Please type it into the chat box.

On the resource section of the Google doc

<https://drive.google.com/file/d/1Nx8TXgqrcLkOFb6uB9N2Zjy7aN5hFoz/view>

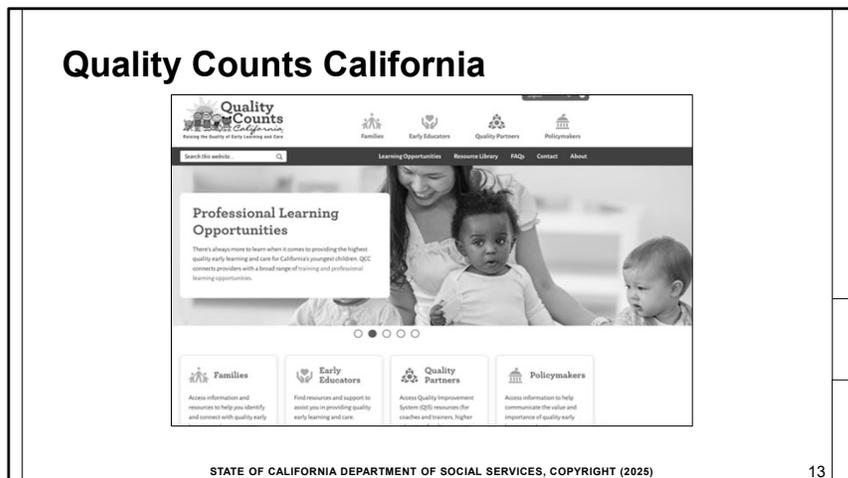
You will find a resource document that looks like this.

Please take a look and mark two of them that you are interested in knowing more about.

Desired Results Assessment System

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The DR Assessment system comprises the DRDP assessment, the ERS, parent surveys, and the Program Self-Evaluation. All of these elements work together in an effort to support ongoing program improvement



Quality Counts California ensures that young children have access to high-quality early learning environments by rating program quality, supporting continuous improvement, and engaging families and communities. The ultimate goal is to foster children's development and school readiness through improved standards and support for ECE providers.

The DRDP and the act of using data to plan are also a part of the Quality Counts California system. For more information, please visit their website.

<https://www.qualitycountsca.net/>

<https://www.cdss.ca.gov/inforesources/child-care-and-development/quality-improvement-initiatives>

<https://www.cde.ca.gov/sp/cd/rt/californiaqris.asp>

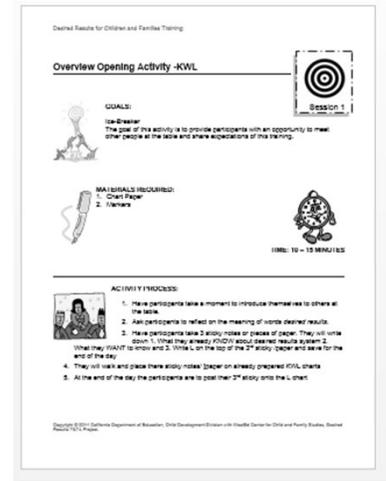
DESIRED RESULTS TRAINING

Handout

What are your desired results?

DIRECTIONS:

- Introduce yourself to others.
- Reflect on the meaning of desired results.
- Discuss your desired results.
- Take out three sticky notes.



Activity: Opening Activity

Get three sticky notes from your table. On the first note, write down what you already know about the Desired Results system.

On the second sticky note, write down what you want to know about the desired results system.

On the third sticky note, write down the letter "L" at the top.

What are your desired results? (2)

- On the first note, write down what you already know about the Desired Results system.
- On the second note, write what you want to know about the desired results system.
- On the third note, write the letter “L” at the top.

<p>K What I already know</p> <p>W What I want to know</p> <p>L What I learned</p>
--

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Activity: Opening Activity- KWL

Get three sticky notes from your table.

On the first note, write down what you already know about the Desired Results system.

On the second sticky note, write down what you want to know about the desired results system.

On the third sticky note, write down the letter “L” at the top. (Participants will use this note at the end of the day to write two things they learned and how they will take them back to their programs.)

When you are done, please take your sticky to the appropriate charts.

There is a K chart for what you know. Place your first sticky note there.

There is a W chart for what you want to know. Place your second sticky there.

Please keep your third sticky for the end of the day.

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.



Review the four (4) desired results for children. These are the overarching goals for children.

Desired Results for Families

- Families achieve their goals.
- Families support their children's learning and development.



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Trainer note: Introduce the two (2) desired results for families.

The Parent Survey will help determine the achievement of these results. Parents will be supported in their role as their child's first and most important teacher.

DESIRED RESULTS TRAINING

Handout

Desired Results Model

Assessment Tools

- Desired Results Developmental Profile
- Desired Result
- Parent Survey
- Environment Rating
- Scales
- Federal Program Monitoring/Contract Monitoring Review Instrument

Companion Documents

- Infant/Toddler Learning and Development Foundations and Preschool/Transitional Kindergarten Learning Foundations
- Infant/Toddler Learning and Development Program Guidelines
- Prekindergarten Learning and Development Guidelines
- Preschool English Learners Resource Guide
- K-12 Academic Content and Performance Standards
- Preschool Curriculum Frameworks

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The Desired Results System model, a visual representation of the system, is a set of four concentric circles. The innermost circle represents the "heart" of the system, the individual child's developmental progress. Progress is assessed through the use of the Desired Results Developmental Profile (DRDP).

The next circle represents agencies' support for families' goals. Parent satisfaction is determined through the distribution and collection of Parent Surveys.

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

The last circle represents the program or agency. Program quality is assessed using the Federal Program Monitoring and the Contract Monitoring Review Instrument (FPM/CMRI).

Supportive documents for implementation of the model include: Infant/Toddler and Preschool Learning Foundations, Infant/Toddler Learning and Development Program Guidelines, Prekindergarten Learning and Development Guidelines, K-12 Academic Content and Performance Standards and California's Preschool Framework and the Preschool English Learners Resource Guide.

Copyright © 2011 California Department of Education, Child Development Division with HeadEd Center for Child and Family Studies, Desired Results TATS Project.

This model is a graphic organizer of the DR. Each of the circles connects to an element from the Desired Results Assessment System.

Foundations and the DRDP	
Foundations	DRDP
<ul style="list-style-type: none">• A guide and teaching tool• At around 8, 18 & 36 months for I/T• Ages 3- 5.5 for preschool and TK• For all children, including English language learners and children with disabilities	<ul style="list-style-type: none">• An observational assessment tool• Developmental continuum• For all children, including English language learners and children with disabilities

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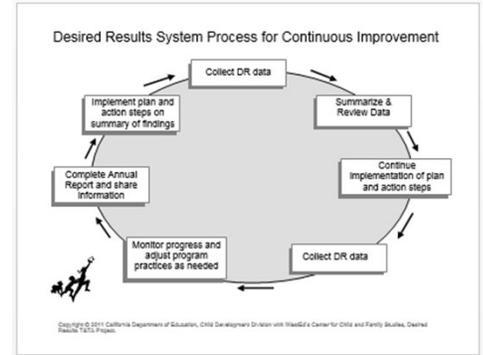
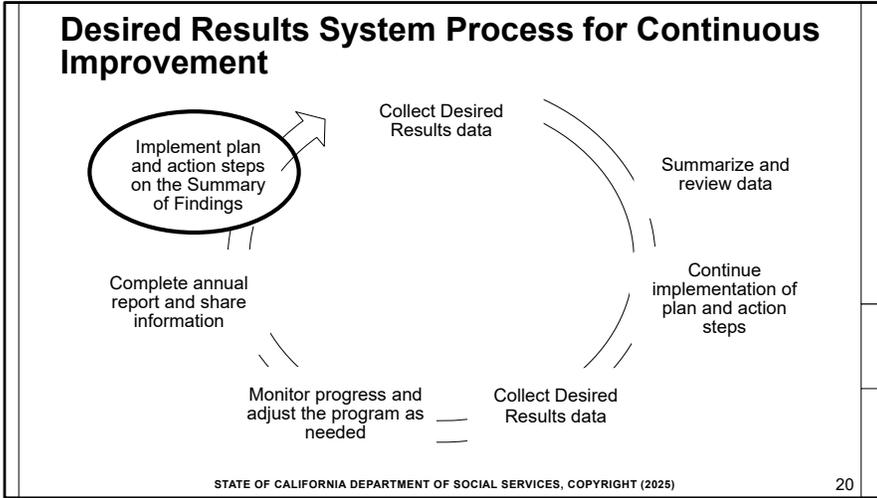
It is important to understand that the foundations describe the knowledge and skills that all young children typically exhibit:

- at about 8, 18, and 36 months for infants and toddlers
- Ages 3- 5.5 for Preschool and TK
- as they complete their first or second year of preschool;
- with appropriate support; and
- when attending a high-quality preschool program.

The DRDP is a child observational assessment tool used by teachers to record a child’s progress on a developmental continuum.

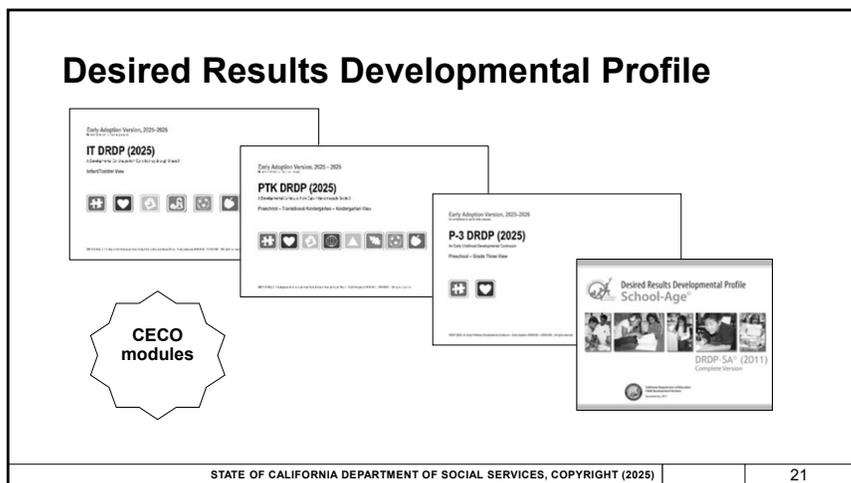
DESIRED RESULTS TRAINING

Handout



Trainer note: Ask participants to follow along on the DR System Process for Continuous Improvement handout.

In this diagram, programs begin at the top-left box of the cycle by implementing the Program Quality Dimensions and moving clockwise around the cycle each program year. After adjustments have been made, administrators analyze and evaluate the progress to determine what subsequent actions should be taken to ensure continued progress.



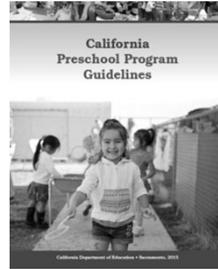
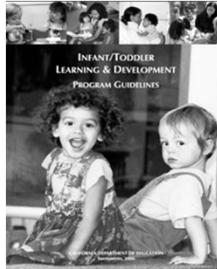
The DRDP 2025 is a single instrument with four views for children aged 0-12. The DRDP (2025) is a full continuum instrument used for all children from infancy through kindergarten entry, including children with special needs

- The DRDP serves as a framework for documenting the progress children demonstrate over time.
- The DRDP provides teachers with concrete information that will help them tailor their curriculum to meet the needs of the children.

The DRDP is a full continuum assessment. The same assessment is used for all children, including children with IFSPs and IEPs. There is one assessment, and it has five views. The measures, however, are the same. This means that ATL-REG 1 is the same measure in all views. The difference is the number of measures in the different views.

- The DRDP (2025) for infants and toddlers has six domains and 25 measures.
- The DRDP (2025) for PTK has eight domains and 35 measures.
- The DRDP (2025) for P3 has two domains and nine measures

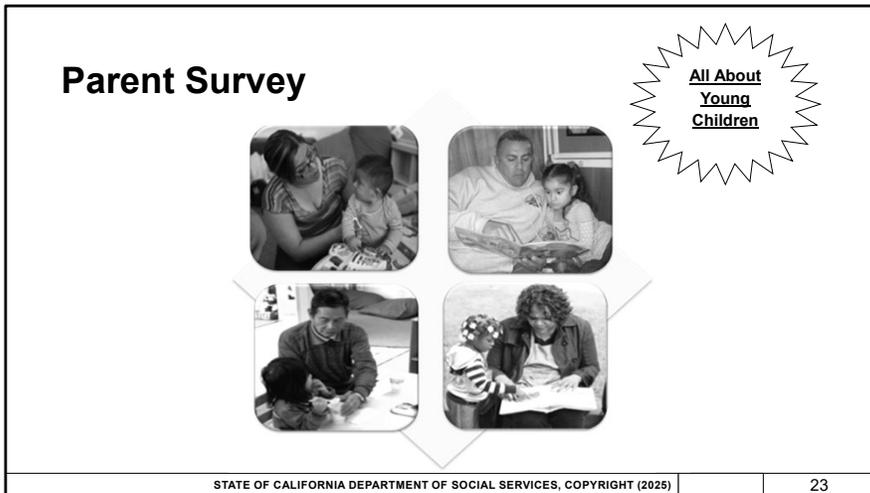
Program Guideline Publications



There are three program guideline publications from the California Department of Education

- The Guidelines for Early Learning in Child Care Home Settings
- Infant/Toddler Learning and Development Program Guidelines
- California Preschool Program Guidelines

(This section is for training your site administrators, not teachers.)



The Parent Survey is a questionnaire to evaluate parents' satisfaction with programs.

The Parent Survey:

- Gives programs access to information from parents to improve program quality
- Determines parent satisfaction with their child's program
- Is conducted at least once per year

Environment Rating Scales

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.



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The Environment Rating Scales allow programs to assess their learning environments.

Research projects have discovered a meaningful relationship between ERS scores and child outcome measures, as well as between ERS scores and teacher characteristics, teacher behaviors, and compensation.

The Environment Rating Scale is used to measure implementation of Program Quality Dimensions.

Each classroom, family childcare home, and school-age facility must be assessed at least once per program year.

Program Self-Evaluation

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The program self-evaluation process offers agencies the opportunity to identify their strengths and areas that require improvement.

Program self-evaluation requirements by contract are based upon...

- DRDP Summary of Findings and Program Action Plan
- Agency Summary of Findings
- Agency Program Self Evaluation

Review the Agency Annual Report requirements.

Agency FPM/CMR - Federal Program Monitoring/Contract Monitoring Review

These forms will be described in more detail during online webinars.

Program Self-Evaluation and Compliance Review

-  Review materials and procedures
-  Implement Desired Results System
-  Review and complete Program Self Evaluation
-  Send Program Self Evaluation to CDSS by June 1

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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.

In Summary

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.

The Desired Results system is used to:

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Break

The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.

-Loris Malaguzzi





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1

Desired Results for Children and Families

Desired Results System Overview for New Administrators



A Project of the California Department of Social Services with the Desired Results Training & Technical Assistance Project

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Welcome to Desired Results Overview Training



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3

Parking Lot

Write questions on post-its and place them on the Parking Lot chart paper.



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Agenda

- Introduction/Overview of the Desired Results System
- Early Learning and Development System
- Desired Results Developmental Profile (DRDP)
- Environment Rating Scales
- Parent Survey
- Continuous Improvement Process

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Session I: Overview

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CA Early Learning and Development System



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7

Learning Foundations

What Children Know and Are Able to Do



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Program Guidelines



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Curriculum Frameworks

CECO modules

CPIN offers training

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Professional Development Supports & Competencies

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Desired Results Assessment System

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Quality Counts California

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What are your desired results?

DIRECTIONS:

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- Take out three sticky notes.

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What are your desired results? (2)

- On the first note, write down what you already know about the Desired Results system.
- On the second note, write what you want to know about the desired results system.
- On the third note, write the letter "L" at the top.

K

What I already know

W

What I want to know

L

What I learned

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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.



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Desired Results for Families

- Families achieve their goals.
- Families support their children's learning and development.



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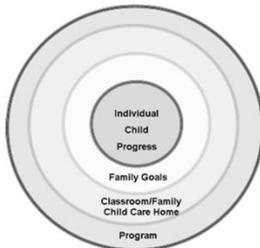
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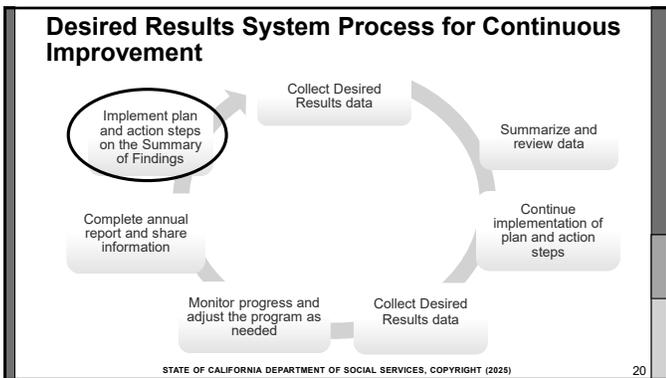
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Foundations and the DRDP

Foundations	DRDP
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Desired Results Developmental Profile

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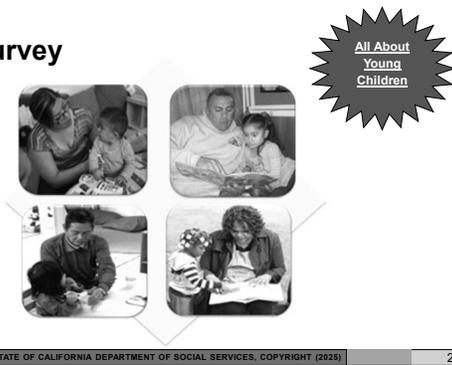
Program Guideline Publications



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Parent Survey



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Environment Rating Scales

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.



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Program Self-Evaluation

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Program self-evaluation requirements by contract are based upon...

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- Agency Summary of Findings
- Agency Program Self Evaluation

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Program Self-Evaluation and Compliance Review

-  Review materials and procedures
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In Summary

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- Identify program strengths, as well as areas that may need improvement.
- Provide a results-based accountability system that is measurable.

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Break

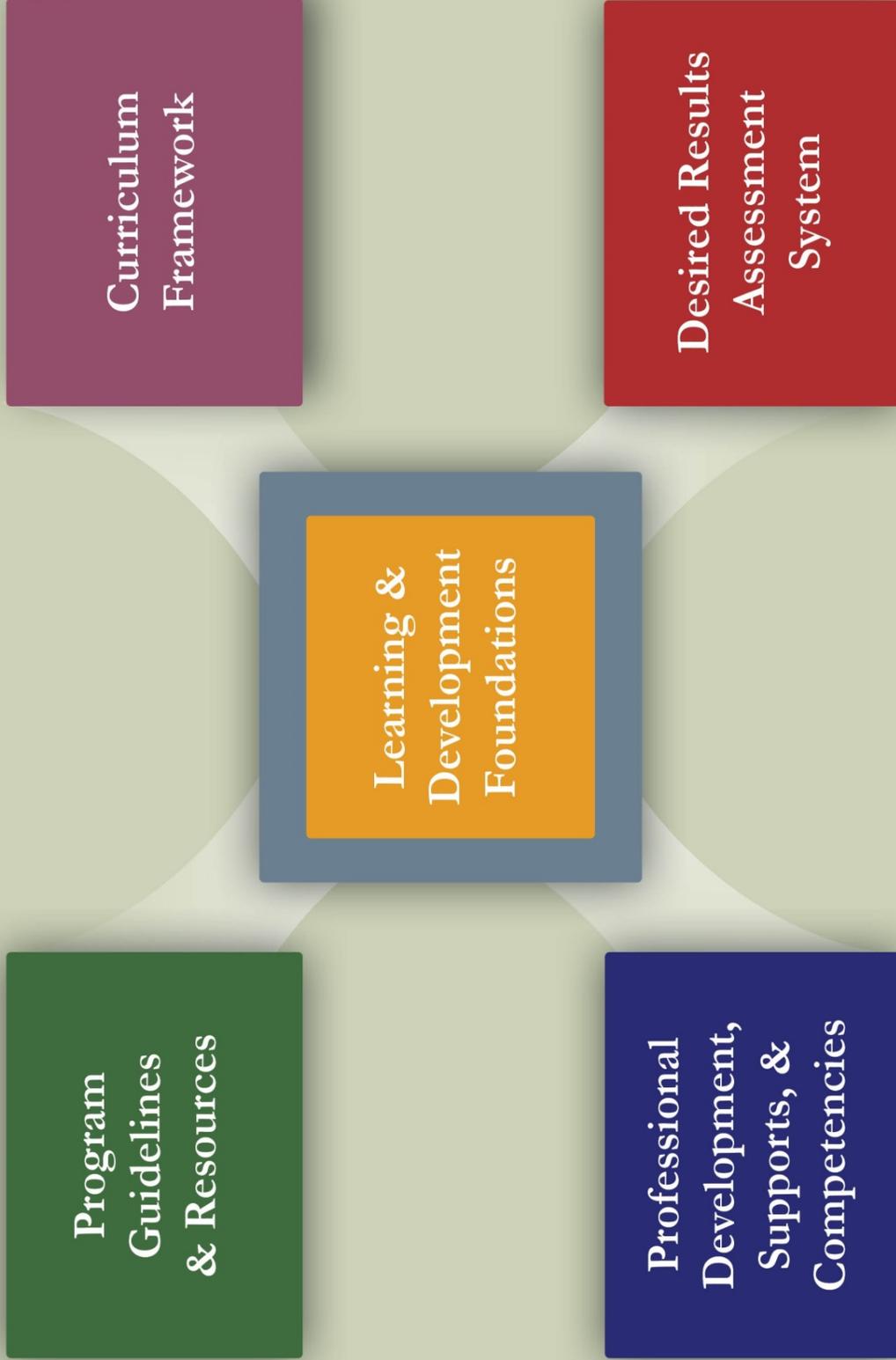
The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.

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California's Early Learning and Development System



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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 (CalSAC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/ECE 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.

Overview Opening Activity -KWL



Session 1



GOALS:

Ice-Breaker

The goal of this activity is to provide participants with an opportunity to meet other people at the table and share expectations of this training.



MATERIALS REQUIRED:

1. Chart Paper
2. Markers



TIME: 10 – 15 MINUTES

ACTIVITY PROCESS:

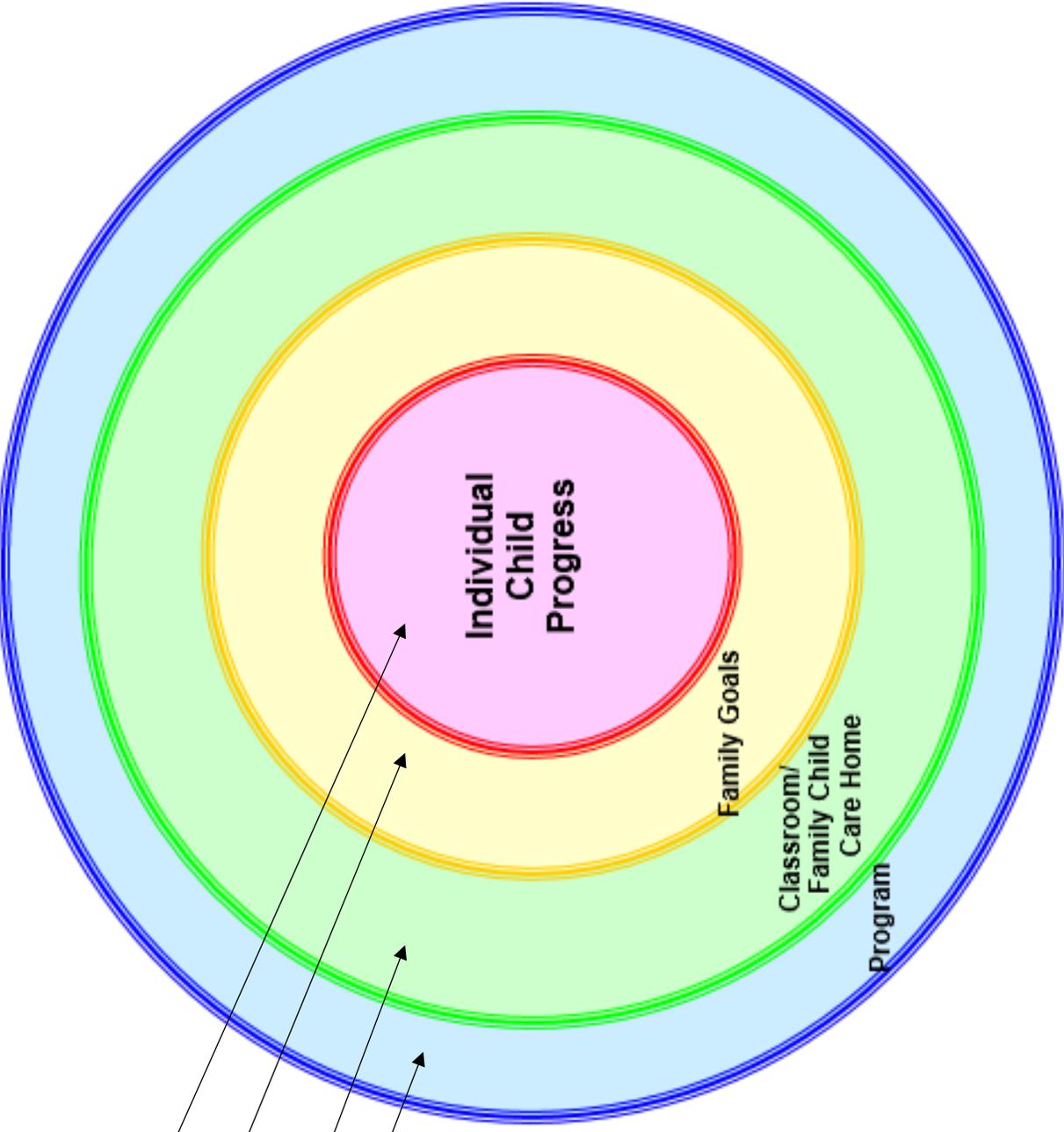


1. Have participants take a moment to introduce themselves to others at the table.
2. Ask participants to reflect on the meaning of words *desired results*.
3. Have participants take 3 sticky notes or pieces of paper. They will write down 1. What they already KNOW about desired results system 2.

What they WANT to know and 3. Write L on the top of the 3rd sticky /paper and save for the end of the day

4. They will walk and place there sticky notes/ [paper on already prepared KWL charts
5. At the end of the day the participants are to post their 3rd sticky onto the L chart

DESIRED RESULTS MODEL



- Assessment Tools**
- Desired Results Developmental Profile
 - Desired Result Parent Survey
 - Environment Rating Scales
 - Federal Program Monitoring/Contract Monitoring Review Instrument

- Companion Documents**
- Infant/Toddler Learning and Development Foundations and Preschool/Transitional Kindergarten Learning Foundations
 - Infant/Toddler Learning and Development Program Guidelines
 - Prekindergarten Learning and Development Guidelines
 - Preschool English Learners Resource Guide
 - K-12 Academic Content and Performance Standards
 - Preschool Curriculum Frameworks

The Desired Results System Model

The Desired Results system model, a set of four concentric circles, is a visual representation of the system. The innermost circle represents the “heart” of the system: the individual child’s developmental progress, which is assessed using the Desired Results Developmental Profile (DRDP).

The next circle represents agencies’ support for **families’ goals**. Parent satisfaction is determined through the distribution and collection of Parent Surveys.

The third circle represents **classroom or family child care home environments**. The appropriateness of children’s environments is assessed using the Environment Rating Scale (ERS) instrument. The California Department of Education (CDE) is implementing CLASS 2nd Edition® and the CLASS Environment tool across all CDE-funded California State Preschool Programs (CSPPs) and investing in a regional and statewide support system through the Achieving Success in Positive Interactions Relationships and Environment (ASPIRE) program.

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

Supportive documents for implementing the model include the Infant/Toddler and Preschool Transitional Kindergarten Learning Foundations (PTKLF), Infant/Toddler Learning and Development Program Guidelines, Preschool Program Guidelines, K-12 Academic Content and Performance Standards, California’s Preschool Framework, *and the Preschool English Learners Resource Guide*.

