



Desired Results for Children and Families

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

Regional Administrators Webinar



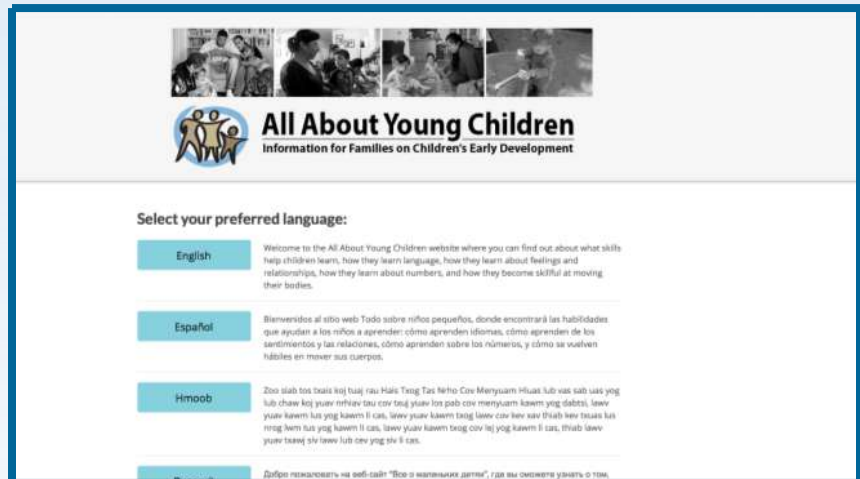
Agenda

- Welcome
- DRDP Online preparation for Spring data
- Analyzing agency data
 - spring DRDP data,
 - ERS agency level data,
 - parent survey agency level data,
 - program review instrument)
- Program Self Evaluation process (2020/2021)
- Questions

Which Resources have you tried?



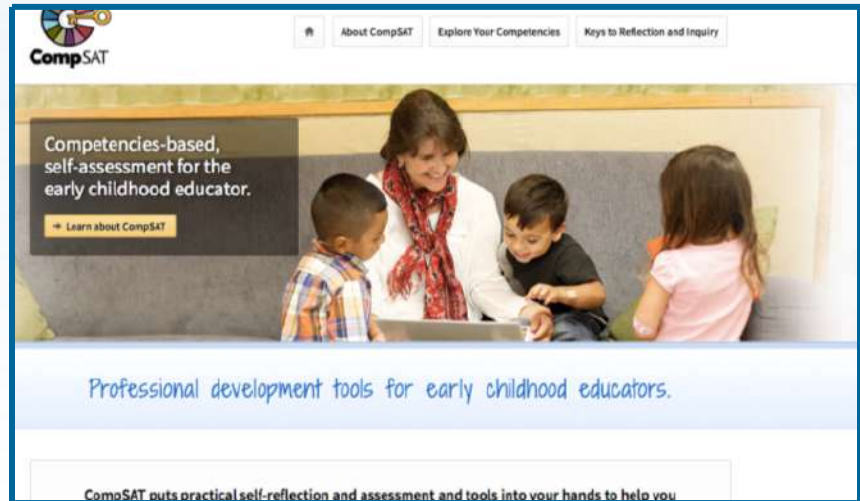
The screenshot shows the homepage of the Desired Results Developmental Profile (DRDP) website. At the top left is the logo for "Desired Results Developmental Profile" with the tagline "For Children and Families". To the right is a banner image showing a group of diverse young children. Below the banner, the text "Welcome CDE!" is displayed. The main heading is "Desired Results Developmental Profile © Anecdotal Note Application". Underneath, it says "DRDP Home". There are six large, colorful buttons arranged horizontally: "MY ACCOUNT" (red), "ADD GROUP/ CHILDREN" (orange), "NEW NOTE" (green), "GROUP/ CHILDREN" (purple), "DOMAIN/ MEASURES" (blue), and "LEVEL SUMMARY" (dark blue). Each button has a corresponding icon.



The screenshot shows the homepage of the "All About Young Children" website. At the top is a banner with several small images of children and adults. Below the banner is the logo for "All About Young Children" with the tagline "Information for Families on Children's Early Development". The main heading is "Select your preferred language:". There are three language options: "English", "Español", and "Hmoob". Each option has a brief description of the website's purpose in that language. The "English" option says: "Welcome to the All About Young Children website where you can find out about what skills help children learn, how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies." The "Español" option says: "Bienvenidos al sitio web Todo sobre niños pequeños, donde encontrará las habilidades que ayudan a los niños a aprender: cómo aprenden idiomas, cómo aprenden de los sentimientos y las relaciones, cómo aprenden sobre los números, y cómo se vuelven hábiles en mover sus cuerpos." The "Hmoob" option says: "Zoo siab tos txais koj tuaj rau Hmoob Txog Tais heho Cov Mnyuam Hmoob lub xas sab xas yug lub chaw koj yuav nrihiv tau cov txog yuav los pab cov mnyuam kawm yug dabtsi, lawv yuav kawm los yug kawm li cas, lawv yuav kawm txog lawv cov law saw txhob law txuav lub nrog kawm tus yug kawm li cas, lawv yuav kawm txog cov lej yug kawm li cas, txhob lawv yuav txawj sh lawv lub cov yug sh li cas."



The screenshot shows the homepage of the California Early Childhood Online (CECO) website. At the top is the heading "Welcome to California Early Childhood Online". Below this is a paragraph: "To support early childhood teachers, the California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education." Another paragraph follows: "The modules provided on the California Early Childhood Online (CECO) Web site enable teachers to increase content knowledge and ability to provide developmentally appropriate experiences for children in their care. Meeting the developmental needs of young children and their families requires a comprehensive approach. CECO provides access to comprehensive resources and modules in one centralized location to meet the ever-changing needs of the early childhood field." On the right side, there is a "Login" section with fields for "Username" and "Password", a "Forgot Password?" link, a "New User?" link, and a "LOG IN" button. At the bottom, there is a navigation bar with links for "Intro to CECO" and "Modules Available (PDF)", and a "FAQs" link. Below the navigation bar are four small images: a man and a child, the CECO logo, a child drawing, and a family of four.



The screenshot shows the homepage of the CompSAT website. At the top is the logo for "CompSAT". Below the logo are three navigation links: "About CompSAT", "Explore Your Competencies", and "Keys to Reflection and Inquiry". The main heading is "Competencies-based, self-assessment for the early childhood educator." Below this is a button that says "Learn about CompSAT". The background image shows a woman and three children looking at a laptop. At the bottom, there is a text box that says "Professional development tools for early childhood educators." and another text box that says "CompSAT puts practical self-reflection and assessment and tools into your hands to help you."

California's Early Learning and Development System

**Program
Guidelines
& Resources**

**Curriculum
Framework**

**Learning &
Development
Foundations**

**Professional
Development,
Supports, &
Competencies**

**Desired Results
Assessment
System**

Desired Results Assessment System



PSE and Compliance Review

Review materials and procedures.

Implement Desired Results System.

Review and complete Program Self Evaluation.

Send Program Self Evaluation to ELCD by June 1st.

PSE Requirements

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

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

Purpose of the PSE

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

What changes
are you
expecting?

What is the main
goal for your
agency?

How are families
and teachers a
part of the plan?



Compiling Data

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



Programs are ready to compile data when:

- Teachers/FCC network managers have completed a DRDP for each child.

or

- Parent Surveys have been distributed and returned.

or

- Each contract type that is open and providing in person services has completed one self certification or an ERS assessment

DRDP data is compiled...

by program

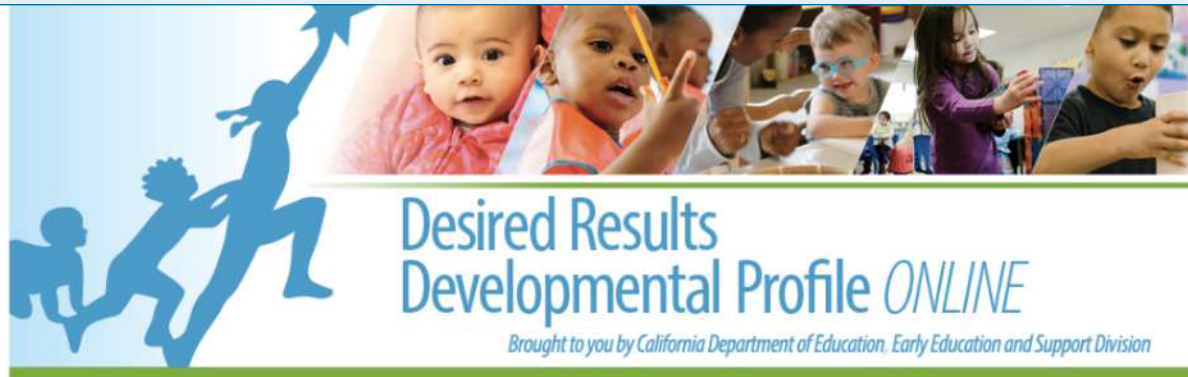
by site

by age group

by contract



DRDP Online



Login Current DRDP Tech Users, please reset your password for DRDP Online by selecting **FORGOT PASSWORD**.

Email *
tbarret@wested.org

Password *

LOGIN **FORGOT PASSWORD**

If you need assistance with DRDP Online ©, please contact the Desired Results Training and Technical Assistance Project at 1-800-770-6339 or email DRDPOnline@wested.org.

Thank you and welcome to DRDP Online!

Build: Tue Oct 03 2017 15:46:33 CEST 0700 (Pacific) California Time

DRDP Group Report by Age

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

DRDP Online: Cohort Progress Report: Infant Toddler



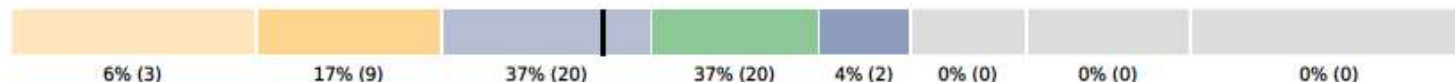
73 children were selected for this cohort. This report shows all domain scaled scores for the selected group within the current year (to date). Not all children may be rated in all rating periods.

State: Agency: Site(s): Cohort Rating Period: **Winter 2019-20** Cohort Classroom(s): **Family Coach BB, Family Coach HP, Maple, Chipmunk, Dragonfly, Family Coach JV, Family Coach MD, Pine, Turtle**
Subgroup(s): **None**



Approaches to Learning Self-Regulation

Winter 2019-20
(n = 54)

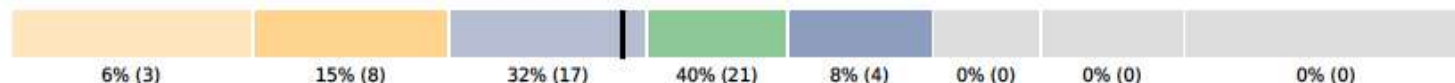


Fall 2019
(n = 52)

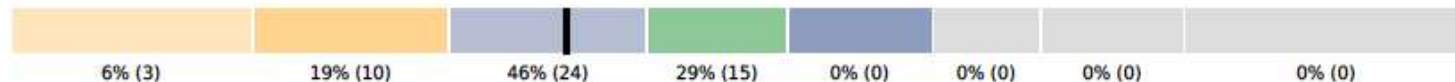


Social and Emotional Development

Winter 2019-20
(n = 53)

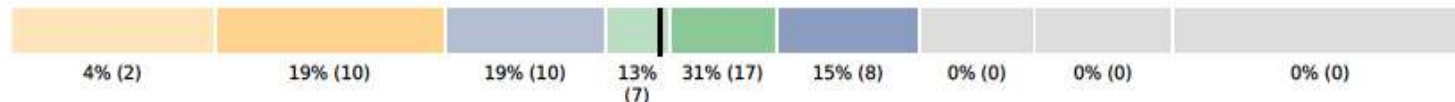


Fall 2019
(n = 52)

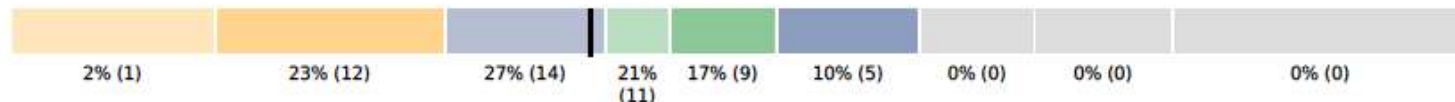


Language and Literacy Development

Winter 2019-20
(n = 54)



Fall 2019
(n = 52)



DRDP Summary of Findings Program Action Plan

EESD 4004

California Department of Education
Early Education and Support Division
March 2017

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

+

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

Keep this document for
your files –ELC 08

Group data is compiled and analyzed to inform:

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

How are these
action steps
different from
the Classroom
Summary of
Findings ?

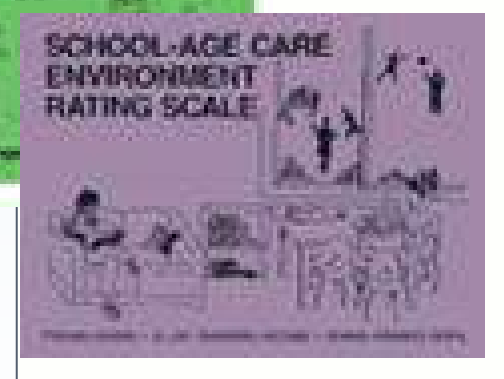
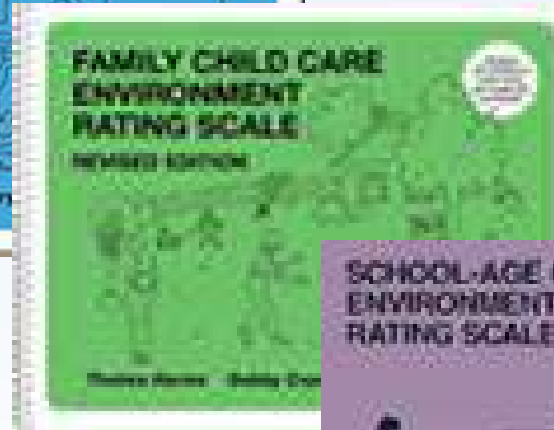
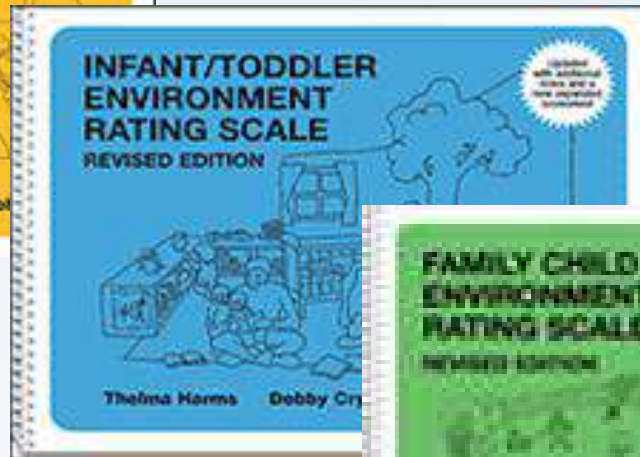
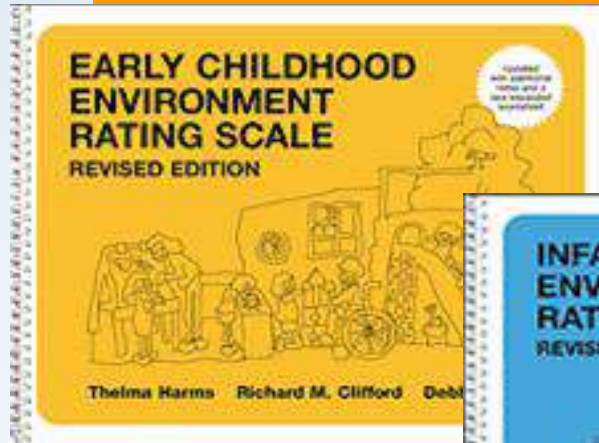
Discussion

What changes are you expecting with DRDP data this year?

How will you discuss this with staff and families?



Environment Rating Scales





ERS data is compiled at the ...



...classroom/family
child home



...site

...contract



ERS Summary of Findings

EESD 4002

California Department of Education
Early Education and Support Division
March 2017

Environment Rating Scale – Summary of Findings

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

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

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

Keep this document for
your files –ELC 09

Environment Self- Certification

Used in lieu of the ERS
assessment

Describe how the
program has adapted
their program

Complete one per
contract

Environment Self-Certification During Pandemic Conditions

Program Self-Evaluation 2020-21

California Department of Education, March 2021

Directions: Following guidance from **Use of the Environment Rating Scales during Pandemic Conditions**, located on the Environment Rating Scales Institute (ERSI) website at <https://www.ersi.info/>, the Environment Rating Scale (ERS) should not be used under pandemic conditions to assess the quality of a program in an official assessment in which the average overall quality of the program is determined. For Fiscal Year 20–21, early learning and care (ELC) programs must complete the following questionnaire in lieu of completing an entire ERS assessment to describe how the program/family child care home has adapted their environment to meet health and safety guidelines while providing quality learning experiences for the children in the program. Complete a minimum of one (1) self-certification per direct service contract held.

Classroom/ Family Child Care Home

Personal Care Routines

How is the program/provider ensuring that correct handwashing and sanitizing/disinfecting procedures are carried out adequately?

Activities

How does the program/provider allow free use of materials that all children touch?

Space and Furnishings

What modifications have been made to the interest areas to ensure children have access to a variety of age appropriate materials while maintaining physical (social) distancing guidelines?



Parent Survey data is compiled...



...by site (recommended)



...by contract

Parent Survey

EESD 4003

California Department of Education
Early Education and Support Division
March 2017

Parent Survey Summary of Findings

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

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

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

Keep this document for
your files –ELC -09

Discussion

What were some unexpected findings in your parent survey data?



CDE Program Review Instrument



Early Learning and Care 2019–20 Program Instrument California Department of Education June 2019

Please note: evidence requests followed by “Hard copy only” in parenthesis are only applicable only to Federal Program Monitoring (FPM) reviews conducted onsite. Evidence requests not followed by “Hard copy only” in parenthesis are applicable to both FPM reviews conducted onsite and online.

I. Involvement

ELC 01: Parent Involvement and Education

- 1.0 General Child Care and Development Program (CCTR), California State Preschool Program (CSPP), California State Migrant Child Care and Development Program (CMIG), California Programs for Special Needs Children (CHAN), Family Child Care Home Education Networks (CFCC) — There is a parent involvement and education component, including the sharing of program goals and structure with families. The program ensures that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year. (California Education Code [EC] sections 8202, 8203, 8240[c], 8245[b][3] and [b][9]; California Code of Regulations, Title 5 [5 CCR] Section 18275.

Evidence Requests

Completed Parent/Teacher Conferences (Hard copy only)

Abbreviation: PmtTchConf

Description: Parent/teacher conference forms regarding the child’s progress will be reviewed onsite (hard copy only).

Item Instructions:

Related Items: ELC 01

EESD 4001

EESD 4001

☐ EES-07: Alternative Payment (AP) Policies
(CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

STANDARDS, ASSESMENT, AND ACCOUNTABILITY

☐ EES-08: Desired Results Profile and Data
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☐ EES-09: Annual Evaluation Plan
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP, CRRP)

Corrective Action Plan:

☐ EES-10: Site Licensure
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

STAFFING AND PROFESSIONAL DEVELOPMENT

☐ EES-11: Staff Development Program
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, C2AP, C3AP, CRRP)

Corrective Action Plan:

☐ EES-12: Qualified Staff and Director
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☐ EES-13: Staff-Child Ratios
(CCTR, CSPP, CMIG, CHAN)

Corrective Action Plan:

EESD 4001

Program Review Instrument – Summary of Findings

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

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

INVOLVEMENT

☐ EES-01: Plan for Parent Involvement
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

GOVERNANCE AND ADMINISTRATION

☐ EES-02: Family Eligibility Requirements
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

☐ EES-03: Child Need Requirement Verification
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

☐ EES-04: Recording and Reporting Attendance
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

☐ EES-05: Correct Fee Assessed
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Keep this document for
your files

Programs will need to...

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

Resource Documents

Program Review Instrument – Summary of Findings EESD 4001

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

Summary of Findings and Action Plans
Complete the Summary of Findings and Action Plans

INVOLVEMENT

☐ EES-01: Plan for Parent Involvement
(CCTR, CSPP, CMG, CHAN, CFCC, GAPP, GMA)

Corrective Action Plan: _____

GOVERNANCE AND ADMINISTRATION

☐ EES-02: Family Eligibility Requirements
(CCTR, CSPP, CMG, CHAN, CFCC, GAPP, GMA)

Corrective Action Plan: _____

☐ EES-03: Child Need Requirement Verification
(CCTR, CSPP, CMG, CHAN, CFCC, GAPP, GMA)

Corrective Action Plan: _____

☐ EES-04: Recording and Reporting Attendance
(CCTR, CSPP, CMG, CHAN, CFCC, GAPP, GMA)

Corrective Action Plan: _____

☐ EES-05: Correct Fee Assessed
(CCTR, CSPP, CMG, CHAN, CFCC, GAPP, GMA)

Corrective Action Plan: _____

☐ EES-06: Inventory Records
(CCTR, CSPP, CMG, CHAN, CFCC, GAPP, GMA)

Corrective Action Plan: _____

California Department of Education
Early Education and Support Division
March 2017

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

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

Review the Desired Results Developmental Profile Summary of Findings areas that your agency will focus on. Each contract type should have information in the response boxes below.
This form can be expanded and is not limited to a single page.

Key Findings by Domain from Developmental Profiles	Ask: Where is the program now?
Educational Program Goal(s)	Ask: Where does the program want to go?

California Department of Education
Early Education and Support Division
March 2017

Environment Rating Scale – Summary of Findings

Contractor Legal Name	
Contract Type and/or FCCHEN	Age Group(s)
Planning Date	Lead Planner
Follow-up Date(s)	Lead Planner

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

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change schedules, space, and support)

California Department of Education
Early Education and Support Division
March 2017

Parent Survey Summary of Findings

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

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

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

PSE Requirement

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

**Due to
ELCD by
June 1st
at 5:00
pm**

ELCD 4000M

- Complete all fields.
 - Full name of contractor
 - Four-digit vendor number
 - Program Director or Executive Director name as listed in Child Development Management Information System (CDMIS)
- Use opportunity for open responses.
 - Additional information that pertains to your experiences
- Submit survey electronically.

Program Self-Evaluation (PSE)



Keep It Alive!

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

DRDP Resources



Desired Results Website



- Resources
- Forms
- Links to additional websites



Observation	Knowledge	Attitude	Practice	Analysis	Values	Eng. Equity	Self-Reflection	Standards
1. I understand the role of the teacher in the classroom.								
2. I understand the role of the student in the classroom.								
3. I understand the role of the parent in the classroom.								
4. I understand the role of the community in the classroom.								
5. I understand the role of the culture in the classroom.								
6. I understand the role of the language in the classroom.								
7. I understand the role of the technology in the classroom.								
8. I understand the role of the assessment in the classroom.								
9. I understand the role of the professional development in the classroom.								
10. I understand the role of the leadership in the classroom.								
11. I understand the role of the communication in the classroom.								
12. I understand the role of the collaboration in the classroom.								
13. I understand the role of the innovation in the classroom.								
14. I understand the role of the entrepreneurship in the classroom.								
15. I understand the role of the social entrepreneurship in the classroom.								
16. I understand the role of the impact in the classroom.								
17. I understand the role of the leadership in the classroom.								
18. I understand the role of the communication in the classroom.								
19. I understand the role of the collaboration in the classroom.								
20. I understand the role of the innovation in the classroom.								



Tutorials and Tip Sheets

DRDP - A
Developmental
Continuum for
Kindergarten

DRDP Online
User Login

Certified
Trainer/Vendor
Login Only

E-mail or username *

tosborn@wested

Password *

.....

Math question * 2 + 1

=

Log in

Getting Started

★ Need help?

Please contact WestEd DRDP Online Customer Service at 800-770-6339, email drdponline@wested.org, or select a preferred date and time to meet with a DRDP Online customer service representative. Select the calendar icon below to schedule an appointment today!

Schedule an
Appointment

DRDP Online Microlearning and Tip Sheets

View the entire [DRDP Online Microlearning Video Series](#) on YouTube.

Role	Microlearning Videos	Tip Sheets
Administrator	Introduction to DRDP Online MP4 video YouTube	
	Selecting Assessment View for Your Agency MP4 video; 2:04 YouTube	
	Adding Users MP4 video; 3:34 YouTube	Getting Started with DRDP Online Checklist PDF
	Adding Classes MP4 video; 4:12 YouTube	Getting Started with DRDP Online for Administrators PDF
	Child Upload Templates MP4 video; 5:23 YouTube	Instructions to select the DRDP view for your agency for Lead Agency Administrators PDF
	Add Information and Format Child Upload Template MP4 video; 5:34 YouTube	How to Review, Enter and Save DRDP Ratings PDF
	How to Upload Classes by Using the Upload Class Template MP4 video; 2:28 YouTube	Using templates to upload (add) and update child files PDF
	Edit Rating Periods MP4 video; 1:54 YouTube	Using template to upload users PDF
	Managing Enrollment MP4 video; 5:23 YouTube	How to Lock Ratings PDF Generating Group Reports PDF Managing Enrollment Tip Sheet PDF

DRDP Portfolio App

The image displays three overlapping screenshots of the DRDP Portfolio App interface. The top-left screenshot shows the 'DRDP Home' screen with a blue header, a 'Welcome C.D!' message, and three main buttons: 'MY ACCOUNT', 'ADD GROUPS/ CHILDREN', and 'NEW NOTE'. The top-right screenshot shows the 'Add Note' screen, which includes a 'Date' field, a 'Time' field, a 'Created By' field, a 'DRDP' dropdown menu, and a 'Group Name' field. The bottom-right screenshot shows the 'Domains/Measures' screen, which lists various domains and measures for 'Preschool'.

DRDP Home

Welcome C.D!

Desired Results Developmental Profile ©
Anecdotal Note Application

DRDP Home

MY ACCOUNT

ADD GROUPS/ CHILDREN

NEW NOTE

Add Note

Desired Results Developmental Profile
Anecdotal Note Application

Date: 08/20/2017

Time: 10:30 AM

Created By: C.D.

DRDP: Preschool

Group Name: 1

Domains/Measures

Preschool

Domains: ☒ Measures: ☐

- Approaches to Learning-Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- English Language Development (ELD)
- Cognition, Including Math and Science (COG)
- Physical Development-Health (PD-HLTH)
- History-Social Science (HSS)
- Visual and Performing Arts (VPA)

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Contact Us @ +1-800-770-0238 OR portfolioapp@wested.org

DRDP Tutorials

Steps to Completing the DRDP® (2015) Assessment Instrument



Preschool English Language Development Measures



2019 © California Department of Education
District Results T & TA Project

Orientation to the DRDP® (2015) Assessment Instrument



Questions and Answers

Please type
your first and
last name into
the chat box



Contact Information

Desired Results Training & Technical Assistance Project

333 North Lantana Street, Suite #277

Camarillo, CA 93010

800-770-6339

www.desiredresults.us

desiredresults@wested.org

Thank you for your participation!

