DESIRED RESULTS

for Children and Families

★ IN THIS SECTION

New Administrators / Desired Results	1 This training is funded by the California Department of Social Services. The materials included in this training include materials or products developed in part or wholly by the California Department of Education and were produced by the California Department of Social Services. State of California Department of Social Services, Copyright (2024)	**None**

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New Administrators

Desired Results

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Desired Results for Children and Families
A Project of the California Department of Social Services with the Desired
Results Training & Technical Assistance Project

CDSS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

None

Trainer note: Introduce yourself, co-trainers, and special guests.

Participants will learn about why the Desired Results system was developed
and how it can be used to improve quality services to 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.

New Administrators	Welcome to Desired Results Overview Training[3]
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None

None

New Administrators	4 # Parking Lot Write questions on post-its and place on 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. Note that facilitators will try to answer as many questions as possible during the training.

Let 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).

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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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None

Trainer note: Share the training outcomes.

The training will focus on methods within the Desired Results system that will improve services to children resulting in 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.

New Administrators	Session I: Overview
Desired Results	

None

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.

California's Early Learning and Development System

| New Administrators | |
| Desired Results | |

Program Guidelines & Resources

Curriculum Framework

Learning & Development Foundations

Professional Development, Supports, & Competencies

Desired Results Assessment System

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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 8, 18 and 36 months. It also describes the learning and development for preschool children that is typically demonstrated with appropriate support at around 48 and 60 months of age. Having statewide foundations provides all teachers and programs with knowledge of the expectations and goals for children in California to use as they plan activities, the environment, and interactions.

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

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

Element 4: The fourth component of the system is the Desired Results System. It is a continuous improvement system that is intended to improve program quality. The system consists of four parts including the Desired Results Developmental Profile® 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 (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.

This information is included in the online overview of the system. Today we are focusing on the Desired Results assessment system. This handout is in the binder and 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.

None

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

The Infant/Toddler Learning & Development Foundations describe what children know and are able to do at around 8 months, 18 months, and 36 months.
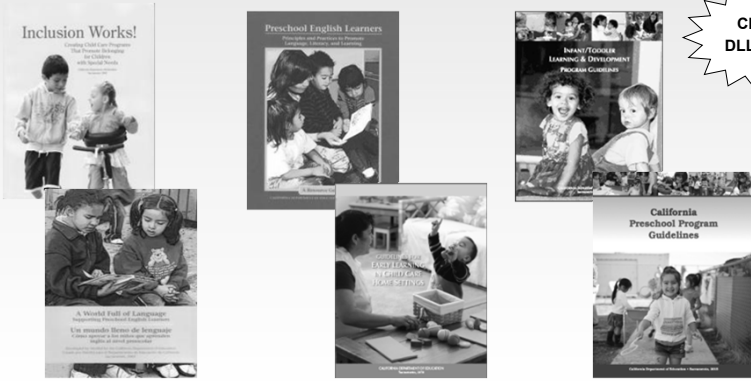
The Preschool Learning Foundations describe what children know and are able to do at around 48 months and 60 months when in a high-quality program.

Early learning foundations are also known by the term "early learning standards" in other states.

Teachers should know the early learning foundations before entering a classroom. This background knowledge of child development assists teachers in making appropriate classroom decisions.

None

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.

None

Another element of the system includes the Curriculum Frameworks. The Framework offers guidance on how programs and teachers can support the learning and development that are described in the foundations through environments and experiences that are linguistically and developmentally appropriate, as well as individually and culturally meaningful and connected.

None

Professional Development Supports & Competencies

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New Administrators

Desired Results

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The above resources assist California's workforce is being prepared, professional and aware of early childhood trends. Use your device to search one of these resources and tell the group one new thing you have learned.

New Administrators	Professional Development, Supports & Competencies ^12 • California Early Childhood Online (CECO) • Program for English Learner Training • Family Child Care at Its Best • ECE Mentor Program • The Child Development Training Consortium	**None**
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Refer to Handout - California Department of Education Early Education Division (CDE/EED) Professional Development Resources

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

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

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

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

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

childcare providers throughout California.
http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV

Desired Results Training and Technical Assistance Project provides training and technical assistance in implementing the Desired Results system, including assessing children with the Desired Results Developmental Profile©. http://www.desiredresults.us

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

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

None

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

None

The DRDP, The ERS and the act of using data to plan are also a part of the Quality Counts California system. More information can be found on their site.

https://www.qualitycountsca.net/

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

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.

<table>
<tr><td rowspan="2"></td></tr>
</table>

New Administrators	**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.

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K
what I already know

W
what I want to know

L
what I learned

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None

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 it 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.

None

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

New Administrators

Desired Results

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Desired Results for Families

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

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None

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.

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

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Foundations and the DRDP

Foundations

- 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

DRDP

- An observational assessment tool
- Developmental continuum
- For all children, including English language learners and children with disabilities

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New Administrators

Desired Results

None

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 the child observational assessment tool that is used by teachers to record a child's progress on a developmental continuum.

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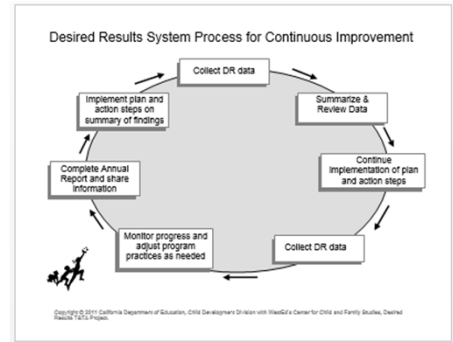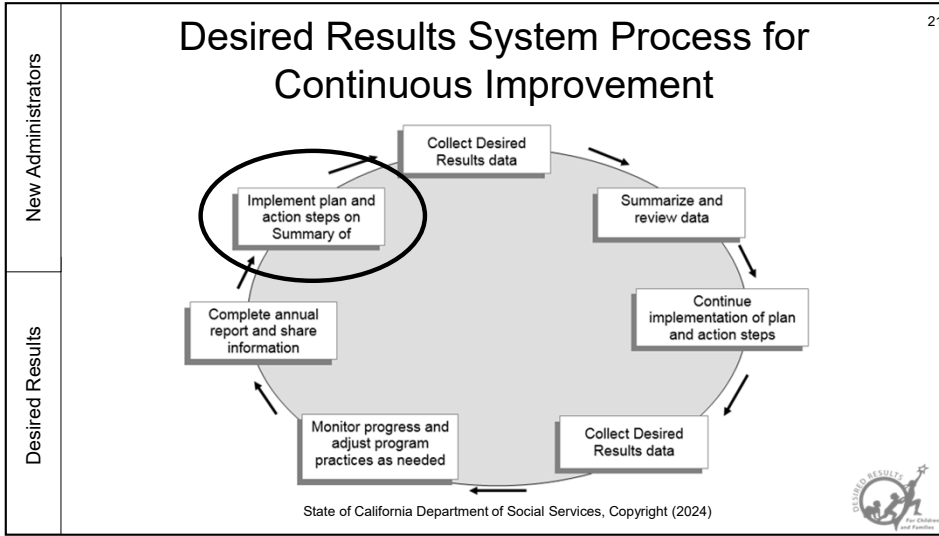
Trainer note: Ask participants to follow along on the DR System Process for Continuous Improvement handout.

In this diagram, programs begin at the top left box of the cycle, with implementing the Program Quality Dimensions and moving clock-wise 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.

New Administrators

Desired Results

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Desired Results Developmental Profile

DRDP (2015)
An Early Childhood Developmental Continuum

Preschool Comprehensive View

for use with preschool-age children

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None

Trainer note: Briefly ask how many people have used the DRDP to assess children.

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.

Program Guideline Publications

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Desired Results

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None

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.)

None

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

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New Administrators	Environment Rating Scales	
Desired Results	State of California Department of Social Services, Copyright (2024)	

None

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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New Administrators

Desired Results

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None

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

New Administrators	**Program self-evaluation requirements by contract are based upon…** ²⁷ • DRDP Summary of Findings and Program Action Plan • Agency FPM/CMR Summary of Findings • Agency Annual Report	**None**
Desired Results	State of California Department of Social Services, Copyright (2024)	

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

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None

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Review materials and procedures

Implement Desired Results System

Review and complete Agency Annual Report

Desired Results

Send Annual Report to CDSS by June 1

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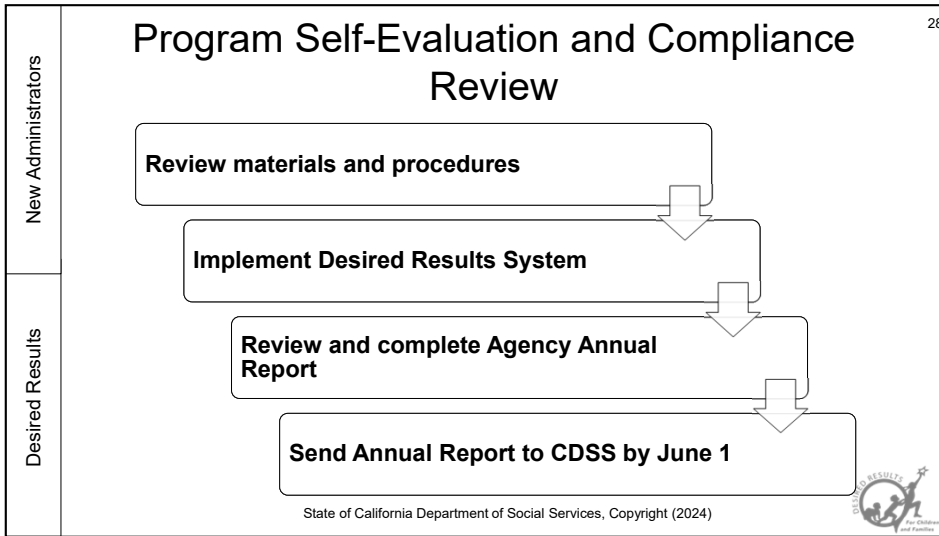
The Desired Results system will document the progress made by children and families in achieving desired results. It will also provide information to help practitioners improve their child care and development services.

Slide 1

New Administrators | Desired Results

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1

Slide 2

New Administrators | Desired Results

Desired Results for Children and Families

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

CDSS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

2

Slide 3

New Administrators | Desired Results

Welcome to Desired Results Overview Training

SLOW

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3

Parking Lot

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

4

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

6

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8

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Curriculum Frameworks

New Administrators

Desired Results

CPIN offers training

CECO modules

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Professional Development Supports & Competencies

New Administrators

Desired Results

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Professional Development, Supports & Competencies

New Administrators

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

Desired Results

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New Administrators | Desired Results

Desired Results Assessment System

DRDP (2015)
Infant/Toddler Comprehensive View

DRDP (2015)
Preschool Comprehensive View

Desired Results Developmental Profile
School-Age
DRDP-SA (2010)
Simplified Version

FAMILY CHILD CARE
ENVIRONMENT
RATING SCALE
REVISED EDITION

EARLY CHILDHOOD
ENVIRONMENT
RATING SCALE
REVISED EDITION

SCHOOL-AGE CARE
ENVIRONMENT
RATING SCALE

INFANT/TODDLER
ENVIRONMENT
RATING SCALE
REVISED EDITION

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New Administrators | Desired Results

Quality Counts California

Quality Counts California

Overview of the Quality Process

In this Section

Quality Does Count

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New Administrators | Desired Results

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.

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What are your desired results? (2)

New Administrators | Desired Results

- 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

New Administrators | Desired Results

- 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

New Administrators | Desired Results

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

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New Administrators

Desired Results

DESIRED RESULTS MODEL

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

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

Individual Child Progress

Family Goals

Classroom/ Family Child Care Home Program

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State of California Department of Social Services, Copyright (2024)

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New Administrators

Desired Results

Foundations and the DRDP

Foundations
- A guide and teaching tool
- At around 8, 18 & 36 months for I/T
- Ages 3- 5.5 for Preschool and TK
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DRDP
- An observational assessment tool
- Developmental continuum
- For all children, including English language learners and children with disabilities

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New Administrators

Desired Results

Desired Results System Process for Continuous Improvement

Collect Desired Results data

Summarize and review data

Implement plan and action steps on Summary of

Continue implementation of plan and action steps

Complete annual report and share information

Monitor progress and adjust program practices as needed

Collect Desired Results data

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Desired Results Developmental Profile

New Administrators

Desired Results

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Program Guideline Publications

New Administrators

Desired Results

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Parent Survey

New Administrators

Desired Results

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Environment Rating Scales

New Administrators

Desired Results

FAMILY CHILD CARE
ENVIRONMENT
RATING SCALE
REVISED EDITION

EARLY CHILDHOOD
ENVIRONMENT
RATING SCALE
REVISED EDITION

SCHOOL-AGE CARE
ENVIRONMENT
RATING SCALE

INFANT/TODDLER
ENVIRONMENT
RATING SCALE
REVISED EDITION

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Program Self-Evaluation

New Administrators

Desired Results

Assess

Improve

Plan

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Program self-evaluation requirements by contract are based upon…

New Administrators

Desired Results

• DRDP Summary of Findings and Program Action Plan
• Agency FPM/CMR Summary of Findings
• Agency Annual Report

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Program Self-Evaluation and Compliance Review

New Administrators

Desired Results

Review materials and procedures

Implement Desired Results System

Review and complete Agency Annual Report

Send Annual Report to CDSS by June 1

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In Summary

New Administrators

Desired Results

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.

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Break

New Administrators

Desired Results

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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California's
Early Learning and Development System
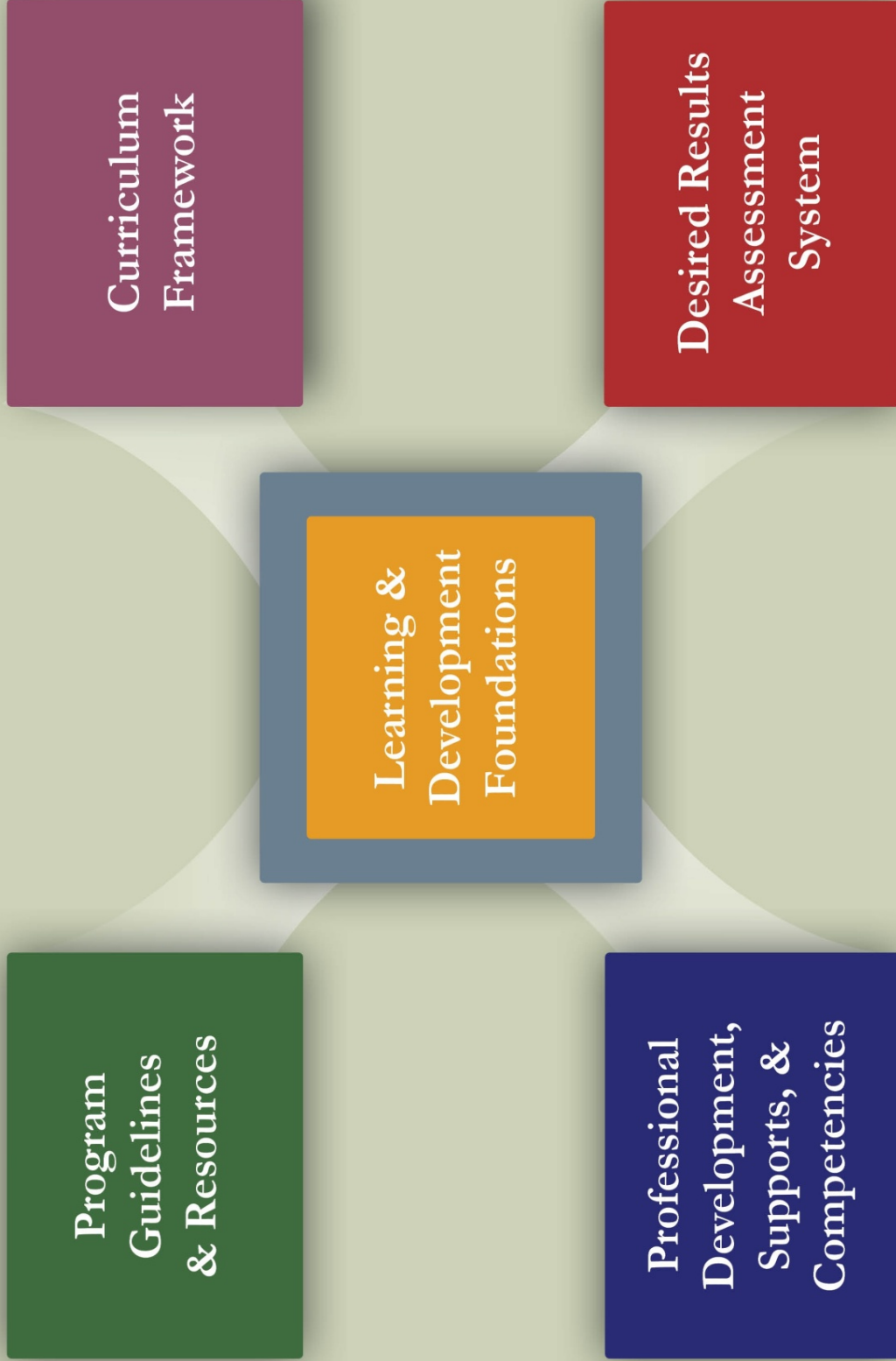
Curriculum Framework

Desired Results Assessment System

Learning & Development Foundations

Program Guidelines & Resources

Professional Development, Supports, & Competencies

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 8, 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. The California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) outline key knowledge and skills that most children ages three to five and a half years old can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide preschool and transitional kindergarten (TK) educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that children typically attain when given the benefits of a high-quality preschool program, whether it be in center-based, home-based, or TK settings.

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

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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

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.
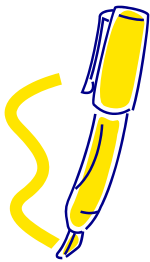
MATERIALS REQUIRED:
1. Chart Paper
2. Markers

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
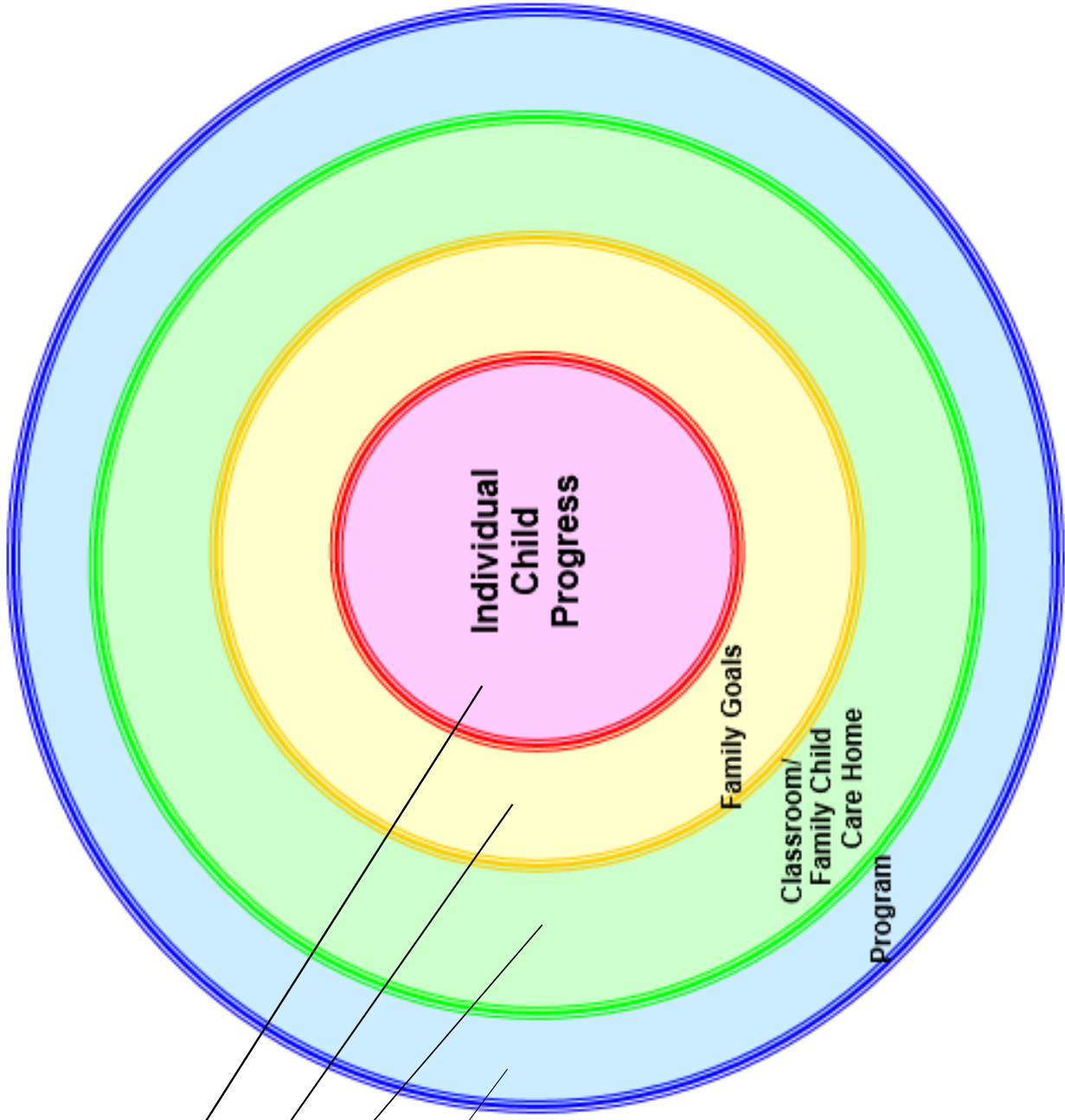
Individual Child Progress

Family Goals

Classroom/ Family Child Care Home

Program

Assessment Tools

Desired Results Developmental Profile

Desired Result Parent Survey

Environment Rating Scales

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

Companion Documents

Infant/Toddler Learning and Development Foundations and Preschool/Transitional Kindergarten Foundations (PTKLF)

Infant/Toddler Learning and Development Program Guidelines

Preschool Program Guidelines

Preschool English Learners Resource Guide

K-12 Academic Content and Performance Standards

Preschool Curriculum Frameworks

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.*

Continue implementation of plan and action steps

Collect Desired Results data

Monitor progress and adjust program practices as needed

Complete annual report and share information

Implement plan and action steps on Summary of

Collect Desired Results data

Summarize and review data

OV-46