

California Department of Education  
Early Education and Support Division  
March 2016

### **Instructions For Desired Results Developmental Profile – Summary of Findings**

- **Complete the Desired Results Development Profile (DRDP) as directed in the DRDP instructions, which are embedded in the DRDP forms.** Desired Results Developmental Profile can be found at: <https://www.desiredresults.us/drdp-forms>.
  - For **CSPP, CCTR, CFCC, CMIG, and CHAN** contract types only
  - Complete a program-level (not a classroom level) Summary of Findings and Program Action Plan
    - One for each contract type by age group as applicable
- **Enter the required contractor information at the top of form EESD 4004.**
  - Contractor Legal Name
  - Contract Type
  - Age Group
  - Planning Date
  - Lead Planner Name and Position
- **Enter Summary of Findings and Program Action Plan.**
  - Contractors serving children in a Family Child Care Home Education Network (FCCHEN) are to complete a DRDP – Summary of Findings for all age groups.
- **Enter Key Findings.**
  - To determine key findings, compile the information from **all** of the individual classroom or family child care home DRDPs.
  - If the center-based contractor has multiple sites
    - First compile the information by site
    - And then at the program level
  - FCCHENs may collect information from each family child care home and first compile the information by:
    - Each designated teacher case load assignment (similar to a center-based “site”)
    - And then compile the information at the program level

- Look for trends or patterns in the DRDP data to identify overall strengths and areas needing improvement at the domain level
  - Use this information to identify and write at least one (1) key finding in the row labeled “Key Findings from Developmental Profiles”

➤ **Enter Educational Goal(s).**

- Define at least one goal at the domain level to address important issues regarding the educational needs of children identified in the key findings

➤ **Enter Action Steps.**

- Develop and write attainable action steps to achieve the program’s goal(s)
  - The action steps should identify a variety of strategies to achieve the goal such as:
    - Activity planning
    - Curriculum modifications
    - Materials required
    - Staff or program schedules
    - Child-staff interactions
    - Classroom use of space
    - Professional development
    - Parent education

CDE publications and resources are available to assist in the development of Action Steps and are located on the Publications Web site at <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>.

➤ **Enter Expected Completion Date, and/or Ongoing Implementation and Persons Responsible.**

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

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

<b>Contractor Legal Name</b> Davis Joint Unified School District Children's Center	
<b>Contract Type</b> CSPP	<b>Age Group (Infant/Toddler, Preschool, School-Age)</b> Preschool
<b>Planning Date</b> May 1 <sup>st</sup> , 2017	<b>Lead Planner Name and Position</b> Jenna Gonzalez
<p><b>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.</b></p> <p style="text-align: center;">This form can be expanded and is not limited to a single page.</p>	
<b>Key Findings by Domain from Developmental Profiles</b>   <b>Ask: Where is the program now?</b>	<p>We found that although all classrooms had improved in every area from fall 2016 to spring 2017 there was still two areas that we want to improve upon.</p> <p>We found that 21% of children are still in the “building middle” stage of language development where we would have liked to see a greater percentage in the “building later” or “Integrating earlier”.</p> <p>We found that 29% of the children are still in the “building middle” stage of math development.</p>
<b>Educational Program Goal(s)</b>   <b>Ask: Where does the program want to</b>	<p>After consulting with the team of teachers we found that language development and math development are two areas that they want to focus on for the rest of this year and into next school year. Both math and language development are two areas that we want the children leaving our care to be strong in and is crucial for their entrance to TK or Kindergarten.</p>

go?	
<b>Action Steps</b> (i.e. address activity planning, curriculum modifications, materials required, staff or program schedules, child-staff interactions, classroom use of space, professional development, parent education, and/or community outreach)  <b>Ask:</b> How does the program get there?	The teachers came up with strategies for the classroom that could help foster these areas. For Language development they thought they could incorporate more signing and rhyming into their transitions throughout the day along with board games where they have to follow directions. For math they also said board games are great for counting, math games, and math language. One teacher gave out a resource for math talk. It showed us that there is math all around us and we can teach math at many more times than we thought.
<b>Expected Completion Date and/or Ongoing Implementation and Persons Responsible</b>	This will be an ongoing implementation throughout the rest of this year and next school year. Director Gonzalez will check in with the teachers at staff meetings to see how this is going.

<b>Ask: By when?</b>	
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