

Beginning in February 2007 special education programs will be responsible for collecting and reporting data on all three, four, and five year old preschoolers with IEPs using the DRDP-R and the DRDP *access* instruments. The tables below describe the requirements and timelines for data collection and reporting activities.

| Overview of Data Collection and Reporting Requirements | |
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| IDEA 2004 Requirements | <p>There are two requirements that the California Department of Education (CDE), Special Education Local Plan Areas (SELPA) and Districts must meet, resulting from <i>IDEA 2004</i>:</p> <ol style="list-style-type: none"> 1. The statewide assessment requirement: "SEC. 612 (16)(A) All children with disabilities are included in all general State and district wide assessment programs". 2. Requirements of the State Performance Plan to report on outcomes for three, four and five year old preschoolers. |
| Responsible Programs | All preschool special education programs will be responsible for implementing the Desired Results <i>access</i> System using the Preschool Desired Results Developmental Profile-Revised (PS DRDP-R) or the Desired Results Developmental Profile <i>access</i> (DRDP <i>access</i>) for each eligible child. |
| Rollout Timeline | Training and dissemination of material will begin in the Fall of 2006 and the data collection will begin in Spring of 2007. |
| Eligible Children | All three, four, and five year old preschoolers who have IEP's, regardless of instructional setting or services received, must be assessed using either the 1) PS DRDP-R; or 2) DRDP <i>access</i> . |
| Assessment Points | Teachers should be continually observing children and documenting their progress on the PS DRDP-R or the DRDP <i>access</i> , and based on those observations and documentation, rating and reporting the child's progress on the PS DRDP-R or DRDP <i>access</i> two times a year, once in the fall and once in the spring. |
| Reporting Data | An online data reporting system, the Special Education Desired Results System (SEDRS), is being designed for the collection and reporting of scores. After each assessment period, DRDP data will be entered into SEDRS. SELPAs will certify that all districts and/or programs have reported. |

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| IEP Team Responsibilities | <p>Individualized Education Program (IEP) teams are responsible for:</p> <ul style="list-style-type: none"> • Determining whether three, four, and five year old preschoolers with IEP's will be assessed using the PS DRDP-R or the DRDP <i>access</i>. • Making recommendations regarding the adaptations that may benefit a child in the service delivery environment. These should be routinely used for a child during education/intervention activities so that the assessor will make sure they are also in place during any observation or documentation that informs the PS DRDP-R or the DRDP <i>access</i> assessment. |
| Special Education Service Provider Responsibilities | <p>The special education staff will be responsible for:</p> <ul style="list-style-type: none"> • Attending training activities. • Ensuring each three, four, and five year old preschooler with an IEP is assessed reliably and accurately. • Collaborating with family members, general early childhood teachers, and child care providers to complete the assessment, particularly in those situations where the special education staff person has limited contact with the child. |
| SELPA Responsibilities | <p>In general, SELPAs are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Data collection and reporting requirements are met. • Staff receives training. • Adequate organizational supports are provided. • Program and provider performance is monitored. |
| Children Enrolled in Preschool Who Receive Special Education Services | <p>When children receive special education services and are enrolled in an early childhood program, the providers should complete the assessment collaboratively. DRDP results will be reported to both SED and CDD, according to the requirements of each Division.</p> |
| Certification Report | <p>SELPAs will print reports certifying successful data entry into SEDRS. SELPAs will be responsible for signing these certification reports and sending them to CDE to ensure that data for all appropriate children in their area have been entered into the web-based data system.</p> |
| Use of Data | <p>CDE's Special Education Division will use the data to: report progress on required child outcomes to the federal Office of Special Education Programs (OSEP) and plan statewide targeted training and technical assistance activities. Additional tools are being developed to support programs to use the data to track developmental progress of children, report progress to families, and inform instructional practices.</p> |

Timelines for Data Collection and Reporting 2007-2010

Preschool children with IEPs will be observed on the DRDP two times per year. The IEP team will identify whether a child will be observed using the PS DRDP-R for Children with IEPs or the DRDP *access*. Ratings on the DRDP will be entered into an online data reporting system, the Special Education Desired Results System (SEDRS). After each assessment period, the DRDP Information Page and Rating Record for each eligible preschool child will be entered into SEDRS, either by the special education service provider or data entry personnel. SELPAs will submit the DRDP data to CDE and certify that the data records are complete for every child by printing a paper report from the SEDRS system and mailing or faxing that report to CDE.

| Date | Activities |
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| Jan. – March, 2007 | IEP Teams begin identifying instruments and adaptations for eligible children |
| Feb. – April, 2007 | Observations on eligible children are documented using PS DRDP-R or DRDP <i>access</i> . |
| April – May, 2007 | DRDP Information Page and Rating Record data are entered into the Special Education Desired Results System (SEDRS) |
| May – June, 2007 | SELPA certifies data and sends a printed certification report to CDE |
| Oct. – Nov., 2007 | Eligible children are assessed using either PS DRDP-R or DRDP <i>access</i> |
| Nov – Dec., 2007 | DRDP Information Page and Rating Record data are entered into SEDRS |
| Jan. – Feb, 2008 | SELPA certifies data and sends a printed certification report to CDE |
| Feb. – April, 2008 | Observations on eligible children are documented using either PS DRDP-R or DRDP <i>access</i> |
| April – May, 2008 | DRDP Information Page and Rating Record data are entered into SEDRS |
| May – June, 2008 | SELPA certifies data and sends a printed certification report to CDE |
| Oct. – Nov., 2008 | Observations on eligible children are documented using either PS DRDP-R or DRDP <i>access</i> |
| Nov – Dec., 2008 | DRDP Information Page and Rating Record data are entered into SEDRS |
| Jan. – Feb, 2009 | SELPA certifies data and sends a printed certification report to CDE |
| Feb. – April, 2009 | Observations on eligible children are documented using either PS DRDP-R or DRDP <i>access</i> |
| April – May, 2009 | DRDP Information Page and Rating Record data are entered into SEDRS |
| May – June, 2009 | SELPA certifies data and sends a printed certification report to CDE |
| Oct. – Nov., 2009 | Observations on eligible children are documented using either PS DRDP-R or DRDP <i>access</i> |
| Nov – Dec., 2009 | DRDP Information Page and Rating Record data are entered into SEDRS |
| Jan. – Feb, 2010 | SELPA certifies data and send a printed certification report to CDE |
| Feb. – April, 2010 | Observations on eligible children are documented using either PS DRDP-R or DRDP <i>access</i> |
| April – May, 2010 | DRDP Information Page and Rating Record data are entered into SEDRS |
| May – June, 2010 | SELPA certifies data and sends a printed certification report to CDE |

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