



# Overview of the Desired Results Access Project

## Improving Assessment, Instruction, and Outcomes

**Mission Statement** The Desired Results Access Project believes that educators and the families they serve flourish when supported with integrity, professionalism, and responsiveness. By providing educators and families with high-quality professional learning, technical assistance, and data to make informed decisions, young children receiving special education services will achieve the outcomes needed to thrive and progress.

**The Project's Work** The Project supports the implementation of evidence-based assessment and instructional practices in early intervention and early childhood special education to promote positive child outcomes for all children. The Project manages DRDP statewide assessment and reporting on child outcomes for children birth to five with IFSPs and IEPs. We provide job-embedded professional learning and Practice-based Coaching using an evidence-based framework of cohesive inclusive practices to implement embedded instruction. All the Project's work:

- Supports access and participation in inclusive settings;
- Incorporates the principles of universal design;
- Includes considerations for multi-language learners;
- Focuses on child's strengths and assets; and
- Promotes family participation

**Logic Model** The logic model below illustrates the relationship between our project's activities, goals and outcomes. These activities include leadership, building and maintaining partnerships with the field, training, professional development, practice-based coaching, knowledge development, and technology. Our work with teachers, staff, and state and local administrators supports the implementation of evidence-based assessment and instructional practices. The outcomes of these activities are effective support of the assessment and instructional practices across the early childhood special education system. The ultimate outcome is positive child and family outcomes and systems where everyone belongs.

### Project activities

**Leadership** Collaborate with the organizations that comprise the California early childhood special education system to strengthen the network of resources and supports to the field.

**Building and maintaining partnerships with the field** Build trusting relationships with district and SELPA representatives to understand local needs and implement improvements. Effectively communicate about challenges in the field to enhance supports.

**Training and PD, practice-based coaching** Provide differentiated supports that are timely and relevant for the intended audiences. All supports incorporate implementation, improvement, and systems change frameworks, focused on sustainability of evidence-based practices.

**Knowledge development and technology** Maintain systems to collect and report reliable and valid DRDP data statewide for children with IFSPs and IEPs. Disseminate child outcomes findings to inform program quality improvements.

### Project goals

Teachers effectively use DRDP to inform instruction and collaborate with families.  
Teachers implement assessment and evidence-based instructional practices.  
Staff support DRDP collection, submission and reports.  
Coaches deliver practice-based coaching.  
Coaches and teachers sustain evidence-based practices in their programs.  
Administrators use DRDP reports to align resources to program needs.  
State and local data systems become more efficient and useful.

