



Overview of the Desired Results Access Project

The **Desired Results Access Project** promotes positive child outcomes for all children by supporting early intervention and early childhood special education to implement the Desired Results Developmental Profile (DRDP) and link DRDP assessment information to high quality instruction. The Project's activities include:

Participating in the core DRDP (2015) development team and **conducting** research to ensure that the DRDP remains appropriate for infants, toddlers, and preschoolers with IFSPs and IEPs.

Collecting and securing 90,000 assessments each year in a longitudinal data system through **DR Access Data**.

Training and tracking completion of courses by special education DRDP assessors through **DR Access Learn**.

Producing the federal report for the California Department of Education, Special Education Division's State Performance Plan/Annual Performance Report (SPP/APR) for Indicator 7: preschool child outcomes.

Delivering data metrics and guidance at the state and local level, including:

- SPP/APR Indicator 7 results from the **Indicator 7 Reports for LEAs** website.
- On-demand reports of DRDP results for practitioners and administrators from **DR Access Reports**.
- Data exploration events for LEAs to engage in deeper discussions about their preschool child outcomes data and the relationship between the DRDP and SPP/APR Indicator 7 outcomes.

The **Desired Results Access Project** applies implementation science principles to install, sustain, and scale-up cohesive professional development that promotes early childhood special education teachers' use of evidence-based, recommended practices with *all* children in inclusive preschool settings. Initiatives include:

- **Statewide Implementation Coach Cadre:** supports LEAs to enhance their fidelity of implementation of evidence-based early childhood practices through active implementation science frameworks.
- **Statewide Higher Education Cadre Pilot:** enhances the alignment between pre-service and in-service professional development for CDE's Early Learning and Development system.
- **Practice-Based Coaching (PBC):** a cyclical, evidence-based coaching framework of goal setting and action planning, focused observation, and reflection and feedback within a collaborative partnership (Snyder et al., 2015).
- **Embedded Instruction California (EICA):** a multi-component approach for planning, implementing, and evaluating instruction that promotes positive outcomes for preschool children with IEPs in inclusive settings (Snyder et al., 2017).
- **Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children:** a multi-tiered framework and reliability tool (Teaching Pyramid Observation Tool, TPOT™) that organizes effective practices to support young children's social-emotional competence and address challenging behavior (Hemmeter et al., 2016). Pyramid Model supports are provided to LEAs implementing PBC and EICA.



These initiatives are designed for *all* children and:

- **support** access and participation in inclusive settings;
- **incorporate** the principles of universal design;
- **include** considerations for multi-language learners;
- **align** with California's Early Learning and Development System;
- **focus** on child's strengths and assets; and
- **promote** family participation.

