

## Child Find Inventory of Practices

Critical Elements	Benchmarks	Not in Place	Partially in Place	In Place
<b>Legal Requirements</b>	<ul style="list-style-type: none"> <li>Posting Model notices to Parents and Individuals Required to Make Referrals annually.</li> </ul>			
	<ul style="list-style-type: none"> <li>Posting Model Notice of Child Find Activity: Confidentiality of Personally Identifiable Information annually.</li> </ul>			
	<ul style="list-style-type: none"> <li>Written procedures for accepting and processing referrals are established.</li> </ul>			
	<ul style="list-style-type: none"> <li>Receipt of each referral is documented and dated.</li> </ul>			
	<ul style="list-style-type: none"> <li>Information and in-service opportunities are annually provided to all licensed staff to familiarize them with the agency's referral procedures.</li> </ul>			
	<ul style="list-style-type: none"> <li>Parents and persons required to make referrals about the LEA's referral and evaluation procedures are informed at least annually.</li> </ul>			
	<ul style="list-style-type: none"> <li>Parents are sent a request for consent to evaluate or a notice that no additional data is necessary within 15 business days of receiving a referral.</li> </ul>			
<b>Screening Practices</b>	<ul style="list-style-type: none"> <li>The screening instrument used is valid, reliable and has normative samples.</li> </ul>			
	<ul style="list-style-type: none"> <li>The screening instrument is age appropriate, easily administered, cost effective and sensitive to cultural background.</li> </ul>			
	<ul style="list-style-type: none"> <li>All children have the opportunity to be screened/participate in child find</li> </ul>			
	<ul style="list-style-type: none"> <li>Parents are recognized as experts on their children's development.</li> </ul>			
	<ul style="list-style-type: none"> <li>Parents are given the opportunity to complete a research-based questionnaire on their child's development.</li> </ul>			
	<ul style="list-style-type: none"> <li>Screening results are shared with parents in a timely and professional manner.</li> </ul>			
	<ul style="list-style-type: none"> <li>Identify young children with screening results that indicate a need for further evaluation.</li> </ul>			
	<ul style="list-style-type: none"> <li>Follow-up activities and resources are provided to families.</li> </ul>			
<ul style="list-style-type: none"> <li>Only general education staff rescreening children.</li> </ul>				

Critical Elements	Benchmarks	Not in Place	Partially in Place	In Place
<b>Informed Referral Network</b>	<ul style="list-style-type: none"> <li>You and your community partners work together to serve young children and their families.</li> </ul>			
<b>Public Awareness</b>	<ul style="list-style-type: none"> <li>Child Find is addressed in your Interagency Agreements with Birth to 3 and Head Start.</li> </ul>			
	<ul style="list-style-type: none"> <li>You are making the public aware of screening opportunities in a variety of ways.</li> </ul>			
	<ul style="list-style-type: none"> <li>You are making the public aware of available services (Birth to Three and 3-5 local school district) including contact information.</li> </ul>			
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Utilize state-developed materials when providing professional development found on dpi/collaborating partners websites.</li> </ul>			

<b>Action Steps for Enhancing Current Practices</b>			
	<b>Leadership</b>	<b>Organizational Systems</b>	<b>Staff Competence</b>
<b>Legal Requirements</b>			
<b>Screening Practices</b>			
<b>Informed Referral Network</b>			

<b>Action Steps for Enhancing Current Practices</b>			
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<b>Public Awareness</b>			
<b>Professional Development</b>			

## There are 3 categories of Implementation Drivers:

**Competency Drivers** – The purpose of the competency drivers is to develop the confidence and competence of early childhood educators engaged in a new program or practice to ensure high-fidelity implementation of the new program or practice. Competency is built through the selection, coaching, and training of staff that is reflective of the knowledge skills, and abilities needed to implement the new program or practice.

Competency Drivers are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit children, families and communities.

**Organization Drivers** – The purpose of organization drivers is to create and sustain hospitable organizational and systems environments for effective services. Organization drivers support the effective use of the competency drivers, ensure data-driven decision making and feedback loops are in place, and use data for continuous improvement.

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**Leadership Drivers** – The purpose of the leadership drivers is to attend to both technical and adaptive leadership strategies and to ensure that appropriate methods are used to address different types of challenges.

Leadership Driver focuses on providing the right leadership strategies for the types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning.