



Child Find ACCESS Model Implementation Checklist

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How to Use This Document

This document is an implementation checklist for the Child Find ACCESS model. Leadership teams use this checklist to track progress on implementation of the model components, identify areas of need, and determine next steps for implementing each component.

The checklist can be used at any phase of model implementation. The leadership team should revisit the checklist periodically. At a minimum, complete it once during each phase and additionally when there are meaningful changes to any aspect of the child find system or the team's work together.

The checklist outlines essential elements and progress markers within each model component. It is designed to be completed as a group conversation. Schedule checklist discussions for meetings when most leadership team members will be in attendance so the group can inform the implementation rating of each progress marker and document evidence, context, and disagreement.

Several considerations emerged from our work with community leadership teams in developing the model. We highlight these considerations as "rating guidance and examples" within each section to provide context and facilitate understanding.

Checklist Organization

The checklist is organized by Child Find ACCESS model component: Leadership Team; Data Access, Collection, Analysis, and Use; Key Partner and Other Community Engagement; and Strategic Planning and Implementation. The fifth component, Family Perspectives, is embedded across the other four components. Under each model component you will find essential elements with associated progress markers.

The table for each progress marker includes three columns: one for Convene and Explore (Phases 1 and 2); one for Design, Prepare, Use and Refine, and Sustain (Phases 3 to 6); and one for notes. Enter an implementation rating in the column under the appropriate phase and add notes about progress. Some progress markers are not expected to be in place during the Convene and Explore phases, and those columns are grayed out for the related items.

Under each table, "rating guidance and examples" are provided to help the leadership team understand the progress markers and how they relate to their local context and needs.

Instructions for Completing the Checklist

1. **Establish norms for the conversation.** Agree on how the leadership team will work through disagreement and how decisions will be recorded. If time is limited, assign a timekeeper to help the team move through the various sections. For example: *"We will spend 20 minutes on this section. We will document disagreement in the Notes column and*

record the rating that reflects our best group consensus. The timekeeper will give us a warning when we have 5 minutes left.”

2. **Select checklist column depending on current model phase.** Refer to the [Child Find ACCESS Model Guide](#) for descriptions of the phases. If the team is working in the Convene or Explore phase of implementation, they should complete the “Convene, Explore” column. Likewise, if the team is working in the Design, Prepare, Use and Refine, or Sustain phase, they should complete that column.
3. **Discuss each progress marker on the checklist, record notes, and rate implementation progress.** Work through each model component by discussing the progress markers associated with each essential element. Do the best you can to reach consensus on an implementation rating for each progress marker. The ratings are:
 - a. *Not Started*
 - b. *In Progress* (work has begun but the end goal has not been fully realized)
 - c. *In Place* (the progress marker is in place and documented)
4. **Debrief and identify priorities.** After completing the full checklist, the leadership team should take time to review the implementation ratings and notes. The team should identify areas of success and areas where further work is needed. During this process, the team should identify any next steps needed to continue making progress in implementing the model.

Model Component Checklist

Leadership Team

Complete each table within this model component by determining the implementation status of each progress marker as *Not Started*, *In Progress*, or *In Place*. Complete the column based on the current phase of implementation: Phase 1: Convene; Phase 2: Explore; Phase 3: Design; Phase 4: Prepare; Phase 5: Use and Refine; or Phase 6: Sustain.

1a. Representation of Families, EI Program, and Partners

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team includes early intervention (EI) program representatives.	Select One	Select One	
The leadership team includes representatives from more than one family.	Select One	Select One	
The leadership team includes representatives from key partner agencies, including primary referral sources and entities that support primary referral sources (e.g., Early Head Start, home visiting, child care, school districts, early childhood mental health, health care, and other organizations).	Select One	Select One	

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team has a process for identifying and recruiting new members as needed.	Select One	Select One	
The leadership team provides intentional supports to enable families to participate (e.g., child care, honorarium payments).	Select One	Select One	
Family members have ways of participating that meet their needs, such as participating in a family work group in lieu of regular attendance at leadership team meetings.	Select One	Select One	

Rating guidance and examples:

The leadership team includes EI program representatives. Early intervention (EI) program representation is critical to the work of the model, as these individuals are responsible for the state's approach to child find as well as having access to program data.

The leadership team includes representatives from more than one family. Participating families have experience with EI or early childhood special education (ECSE) programs. They are experts in navigating services for their young children with disabilities, and they bring their varied experience and perspective to the leadership team. Family representatives are equal members of the leadership team alongside their professional peers and contribute to idea generation, data interpretation, decision-making, and improvement planning or implementation efforts.

The leadership team includes representatives from key partner agencies, including primary referral sources and entities that support primary referral sources. Representation should reflect the breadth of key partner organizations in the area. Some leadership teams may engage key partners in an existing recurring meeting such as a local interagency coordinating council (LICC). Other teams may need to engage key partners in focused, recurring leadership team meetings. Teams should talk honestly about their ability to complete tasks outside of the meeting time. It may be more feasible for some teams to do the work during meetings. Such teams should schedule meetings that allow for an appropriate amount of time to complete tasks.

The leadership team has a process for identifying and recruiting new members as needed. Turnover in leadership team members is expected, as members shift to different roles or schedules limit participation. As they carry out the work, teams may also identify the need for new members representing additional organizations or perspectives. Teams can periodically review the potential partners listed in the model guide to identify new members (see “Phase 1: Convene” in the guide). Teams should develop a process for identifying, recruiting, and onboarding new members during the Convene and Explore phases and carry out that process as needed.

The leadership team provides intentional supports to enable families to participate. It is important for families to feel welcomed, respected, and included in decision-making. While many members of the leadership team participate as part of their work duties, family members give up their personal time to participate. Intentionally supporting families can help ensure they can participate in the meetings and recognize their contributions. Teams may implement more than one support for their family representatives. Example supports include a gift card or honoraria for participation, child care during participation in meetings, or a designated team member who connects with family representatives before and after meetings to prepare, debrief, or otherwise discuss ideas or concerns.

Family members have ways of participating that meet their needs, such as participating in a family work group in lieu of regular attendance at leadership team meetings. Families may benefit from having information in advance of the meeting or having a liaison to help address questions in a small-group environment. In addition, families may not be able to attend leadership team meetings held during business hours because of family commitments or schedules. During the Child Find ACCESS pilot, one team solved this issue by having a separate meeting for families. Families identified a representative to serve as a liaison to the larger leadership team and attend their meetings. When the family members met separately, the liaison shared updates from the leadership team and gathered input and insights from families to take back to the leadership team.

1b. Effective Teaming Practices

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team establishes and maintains a meeting frequency that ensures ongoing communication and progress, at least monthly.	Select One	Select One	
A team member has been identified as the leadership team coordinator.	Select One	Select One	
The leadership team develops a shared mission and vision related to child find that guides the work of the team.	Select One	Select One	
The leadership team establishes group norms outlining how they will work together.	Select One	Select One	

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
Meeting notes, including decisions and action steps, are distributed to leadership team members after each meeting.	Select One	Select One	

Rating guidance and examples:

The leadership team establishes and maintains a meeting frequency that ensures ongoing communication and progress, at least monthly. Leadership teams should discuss the meeting frequency that works best for them. Increased frequency may be beneficial at certain times or occasions during the year. Meetings could be held virtually or in person, depending on the needs of the group. Meetings could also be held following or during an existing meeting that most leadership team members also attend.

A team member has been identified as the leadership team coordinator. The coordinator convenes the group and facilitates or supports team communication, documentation, and resource availability to ensure team progress through the phases of the model. Teams could identify a pair of co-coordinators to distribute the work and support each other.

The leadership team develops a shared mission and vision related to child find that guides the work of the team. The shared mission and vision should reflect the values of the community and aligns to the community's local child find goals. This mission and vision can be shared with community partners and made publicly available.

The leadership team establishes group norms outlining how they will work together. Effective leadership teams lay a solid foundation for collaboration. Teams should identify group norms collaboratively. Examples include expectations for meeting participation and communication, sharing agendas in advance, and identifying an approach to file sharing that is accessible and meets data security standards.

Meeting notes, including decisions and action steps, are distributed to leadership team members after each meeting. Maintaining accurate agendas and notes will help leadership team members collaborate or catch up if a meeting is missed. The notes should be accessible and easily navigable by all team members. Cloud-based file sharing systems like Google Drive may be a good location for the notes.

Data Access, Collection, Analysis, and Use

Complete each table within this model component by determining the implementation status of each progress marker as *Not Started*, *In Progress*, or *In Place*. Complete the column based on the current phase of implementation: Phase 1: Convene; Phase 2: Explore; Phase 3: Design; Phase 4: Prepare; Phase 5: Use and Refine; or Phase 6: Sustain.

2a. Data Access

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team has access to existing state and/or local data to inform child find.	Select One	Select One	

Rating guidance and examples:

The leadership team has access to existing state and/or local data to inform child find. Leadership teams should have access to data from the state and/or local EI program that can inform child find. Availability of data depends on state and/or local data system configurations, and teams may need to request data from the data system manager. For example, local programs may receive some data from the state regularly or have access to dashboards in the data system that show aggregate data, but they may need to request additional data from the state that are disaggregated by specific locations or variables of interest.

2b. Data Collection

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team collects data from other sources.	Select One	Select One	
The leadership team gathers family stories about their experiences seeking services.	Select One	Select One	
The leadership team gathers stories from families with a variety of backgrounds and experiences, including groups underrepresented in EI and those who did not receive EI but later received ECSE or special education.	Select One	Select One	

Rating guidance and examples:

The leadership team collects data from other sources. Collecting data from sources other than the EI program provides multiple perspectives on the child find system. Leadership teams may collect data from referral sources, key child find partner organizations, or other sources. For example, teams may identify a need to understand the perspectives of pediatricians or child care providers and conduct a brief survey to gather information from each group about their referral practices, barriers they experience with the referral process, and supports that might be helpful.

The leadership team gathers family stories about their experiences seeking services. In addition to gathering data from other sources, leadership teams should collect stories from families about their experiences seeking services for their young children and their ideas for improving the child find system. Teams can use the family stories to inform discussions about challenges in the child find system and possible improvement options.

The leadership team gathers stories from families with a variety of backgrounds and experiences, including groups underrepresented in EI and those who did not receive EI but later received ECSE or special education. Leadership teams should be intentional about gathering stories from as many families as possible. Each family's experience can shed new light on gaps in the child find system as well as possible solutions.

2c. Data Analysis

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team or other entities that provide data to the leadership team analyze data in various ways, including disaggregating by subgroups and variables of interest.	Select One	Select One	
Family members on the leadership team provide input on variables of interest for data analysis.	Select One	Select One	

Rating guidance and examples:

The leadership team or other entities that provide data to the leadership team analyze data in various ways, including disaggregating by subgroups and variables of interest. A leadership team member or external partner (e.g., data manager or data analyst) with the appropriate skill set should analyze the data. Teams should maintain documentation of the analysis as a best practice to inform future analyses and ensure consistency over time.

Family members on the leadership team provide input on variables of interest for data analysis. Family input is critical to decisions about data analyses. Leadership teams should take steps to ensure that participating family members fully understand the data discussions and can provide input on data analysis decisions.

2d. Data Interpretation

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team engages multiple perspectives in interpreting data.	Select One	Select One	
The leadership team considers multiple interpretations of data.	Select One	Select One	

Rating guidance and examples:

The leadership team engages multiple perspectives in interpreting data. Families should have opportunities to provide their perspectives on possible reasons for what the data show. Discussions about data interpretation should be organized in such a way that participants with less experience interpreting data feel like they can meaningfully contribute. Leadership teams can provide a recorded overview of the data ahead of a meeting for those who wish to familiarize themselves with the data beforehand. Teams can also provide simple visualizations of the data ahead of time and review them step by step during the meeting. Teams may need to review data over several meetings. Whatever steps teams take to engage multiple perspectives, they should make sure to carefully document all feedback and interpretations.

The leadership team considers multiple interpretations of data. To consider multiple interpretations of data, leadership teams could include key partners who are not regular leadership team members. Teams could invite leadership team members to share the data with their home organizations and to identify other individuals or groups whose input could help the teams understand the child find system and its functioning.

2e. Data Use for Decision-Making and Planning

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team uses data to inform decisions and planning.	Select One	Select One	
The leadership team documents its use of data in decision-making and planning.	Select One	Select One	

Rating guidance and examples:

The leadership team uses data to inform decisions and planning. Thorough review and discussion of available state and local data (e.g., referral sources, eligibility and enrollment rates) in the Explore phase positions leadership teams to make informed decisions in the Design phase. Teams may determine that additional data are needed to inform decisions and planning. For example, if referrals are continuously low in certain areas or from specific referral sources, additional training and outreach to those communities or to those referral sources may be necessary.

The leadership team documents its use of data in planning and decision-making. Leadership teams should take notes on their discussions that include data used to inform planning and decisions. Notes should be accessible to every team member.

Key Partner and Other Community Engagement

Complete each table within this model component by determining the implementation status of each progress marker as *Not Started*, *In Progress*, or *In Place*. Complete the column based on the current phase of implementation: Phase 1: Convene; Phase 2: Explore; Phase 3: Design; Phase 4: Prepare; Phase 5: Use and Refine; or Phase 6: Sustain.

3a. Engagement to Address Data Collection Needs and Opportunities

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team gathers information from colleagues in their home organizations and other entities related to their intersections with the child find system.	Select One	Select One	
The leadership team engages colleagues in their home organizations and others to identify and access existing data that can inform the team.	Select One	Select One	
The leadership team engages colleagues in their home organizations and others in data collection efforts.	Select One	Select One	

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team engages with families to identify additional partners to engage and data collection needs.	Select One	Select One	

Rating guidance and examples:

The leadership team gathers information from colleagues in their home organizations and other entities related to their intersections with the child find system. To determine what child-find-related data may be available and what data may be needed, leadership teams should reach out to colleagues and others in the community to check how their work intersects with the child find system.

The leadership team engages colleagues in their home organizations and others to identify and access existing data that can inform the team. As leadership teams identify colleagues and others whose work intersects with the child find system, they should discuss what data those colleagues and others may have that could inform the team. Teams should work with them to obtain data that can be shared while still providing meaningful information (for example, data aggregated by subgroups of interest rather than data on individual children, child care providers, pediatricians, etc.)

The leadership team engages colleagues in their home organizations and others in data collection efforts. Leadership teams should engage with colleagues and others whose work relates to the child find system to collect additional data to inform improvement activities. These colleagues may be within the same agency but work on different projects that engage young children and families.

The leadership team engages with families to identify additional partners to engage and data collection needs. Leadership teams should include families in discussions and decisions about which partners to engage and what data to access or collect.

3b. Engagement to Address Action Planning and Implementation Needs and Opportunities

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team engages colleagues in their home organizations and other entities to provide input on planned improvement activities (action planning).	Select One	Select One	
The leadership team engages colleagues in their home organizations and others as appropriate for assistance in implementing the action plan.	Select One	Select One	
The leadership team gathers feedback from colleagues in their home organizations and other entities to inform updates to the action plan.	Select One	Select One	
The leadership team engages families for input into partner collaboration on action plan implementation.	Select One	Select One	

Rating guidance and examples:

The leadership team engages colleagues in their home organizations and other entities to provide input on planned improvement activities (action planning). Leadership team members should request input on the action plan from their

home organizations and constituents and bring any feedback to the recurring leadership team meetings to inform action plan updates.

The leadership team engages colleagues in their home organizations and others as appropriate for assistance in implementing the action plan. Leadership team members should coordinate with individuals within their home organizations or from partner organizations for help with implementation of specific activities.

The leadership team gathers feedback from colleagues and other entities to inform updates to the action plan. As partners are implementing their chosen or assigned activities, leadership teams should collect feedback to inform any needed changes to the action plan.

The leadership team engages families for input into partner collaboration on action plan implementation. Leadership teams should seek input from families about partners to involve in action plan implementation, as well as how and when to collect feedback on implementation from those partners.

Strategic Planning and Implementation

Complete each table within this model component by determining the implementation status of each progress marker as *Not Started*, *In Progress*, or *In Place*. Complete the column based on the current phase of implementation: Phase 1: Convene; Phase 2: Explore; Phase 3: Design; Phase 4: Prepare; Phase 5: Use and Refine; or Phase 6: Sustain.

4a. Identification of Needs and Root Causes of Challenges

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team identifies challenges affecting individuals and entities in a variety of roles within the child find system (e.g., families, EI programs, referral sources).	Select One	Select One	
The leadership team uses multiple data sources and multiple perspectives to understand root causes of challenges.	Select One	Select One	
The leadership team considers data on families and families' experiences in discussions of root causes of challenges.	Select One	Select One	

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team includes families in discussions of root causes.	Select One	Select One	

Rating guidance and examples:

The leadership team identifies challenges affecting individuals and entities in a variety of roles within the child find system (e.g., families, EI programs, referral sources). Leadership teams can meet this progress marker in a variety of ways, such as through data discussions, family stories, family representatives, referral partner data collection (survey, focus groups), or leadership team discussions that engage multiple perspectives in the child find system.

The leadership team uses multiple data sources and multiple perspectives to understand root causes of challenges. Leadership teams can engage with individuals and groups representing different referral sources and referral partners to elicit their ideas about the reasons behind the identified challenges in the child find system. Teams may need to engage additional partners in collecting this input. For guidance on engaging in root cause analysis, refer to the Child Find Access Model Guide.

The leadership team considers data on families and families' experiences in discussions of root causes of challenges. Data from families could come from a variety of sources, including input from family members on the leadership team, stories from families served in the ECSE program who did not know about the EI program, discussions with existing parent groups, or other local or state-level data collected by the leadership team or partner agencies.

The leadership team includes families in discussions of root causes. In addition to collecting data on families' experiences, leadership teams should actively engage families in their discussions about the reasons behind challenges in the child find system. Teams can ask the families who are already connected to the teams' work for other ideas about tapping family perspectives. They may be able to connect with families outside of the leadership team through existing parent groups or other methods.

4b. Strategic Planning to Address Needs

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team designs strategies to impact root causes of challenges.	Select One	Select One	

Rating guidance and examples:

The leadership team designs strategies to impact root causes of challenges. Leadership teams (including family members) should identify and plan activities to address root causes of challenges. For example, they may design outreach strategies to primary referral sources to address misinformation or a lack of information about referrals and the EI program.

4c. Implementation of an Action Plan

Progress Markers	Convene, Explore	Design, Prepare, Use and Refine, Sustain	Notes
The leadership team carries out activities as outlined in the action plan.	Select One	Select One	
The leadership team provides feedback on progress, including successes and challenges.	Select One	Select One	
The leadership team updates the action plan as needed to reflect progress and iterations to address challenges.	Select One	Select One	
Families provide ongoing feedback on implementation to inform updates to the action plan.	Select One	Select One	

Rating guidance and examples:

The leadership team carries out activities as outlined in the action plan. Leadership team members may carry out these activities themselves, or they may connect with other individuals in their organization to do so.

The leadership team provides feedback on progress, including successes and challenges. Leadership team members should report to the whole group about the work they or their colleagues are doing, including successes, challenges, questions, and lessons learned.

The leadership team updates the action plan as needed to reflect progress and iterations to address challenges. Leadership teams should use the feedback above to inform action plan updates that address challenges, expand on successes, and leverage emerging opportunities. For example, teams may revise or discontinue a strategy that they were unable to implement due to barriers.

Families provide ongoing feedback on implementation to inform updates to the action plan. Leadership teams or team members should share implementation updates with families, ask for feedback, and share family insights back with the full team to inform action plan updates.



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