Early Intervention and Service Coordination

Introduction

In 2004, the Research and Training Center on Service Coordination developed a *program logic model* to provide a visual and theoretical framework for describing service coordination in early intervention. The purpose was to integrate the RTC's research findings concerning public policies, child and family outcomes, and service coordination practices into one cohesive model. A program logic model offers a simple visual schema to describe, share, and evaluate the work of the RTC and others.

While the entire program logic model is not presented here (viewers may go to the following link to download the entire logic model: http://www.uconnucedd.org/rtc_centers/publications.html), three key elements of the model are: Inputs, Activities, and Outcomes (Kellogg citation). Inputs are the policies and procedures, research findings, professional development, and resources that guide and support service coordination activities. Activities describe what is done with the resources, and include the processes, actions, and events of service coordination. Finally, Outcomes are the specific positive changes in children, families, and the early intervention system as a whole, which are a result of the Activities. These changes can include knowledge, skills, and/or levels of functioning. Figure A offers a simplified version of the full RTC Program Logic Model. The following tutorial delves more deeply into these three logic model elements, highlighting key federal policies and research findings that have guided the development of the Service Coordination ToolKit.

Outcomes Inputs Outputs Activities **Short Term** Intermediate Long Term **State Policies** Service Coordination and Infrastructure Model - context - type - values - finance of Agencies and - lead agency - case loads professionals are Families - funding - personnel coordinated acquire and/or - training standards maintain a - case loads quality of life - service delivery to enhance their options Service well being Coordinator Families have Activities access to - coordinate Children and support, evaluations families Local information and Child Eligible Community Collaborations and participate in Families meet education to for Part C Resources. assessments supports and the special structures address their Services and - IFSP services that are Child's Family personnel types individual needs needs of their Supports team models - assist family coordinated, child rural, suburban, to choose effective and - relationships urban service individualized early childhood providers to their needs programs - coordinate Families are able Children's early childhood and monitor health and to communicate learning services development is the needs of their opportunities - inform enhanced child family support families about Service mechanisms advocacy Child and Family Coordinator family /child Characteristics - coordinate **Practices** services medical and - ethnicity, culture - financial -helpgiving health Families make and primary - relational infrastructure services informed language of - participatory - transition family decisions about - collaborations age of child and services, - with team resources and others in family members - developmental opportunities for Service - with their child needs of child Coordinator community - support needs of - values organizations family - background administration - SES of family - training - tasks - family/child - years Children and

families receive

quality services

- professional

development

enrollment in

programs

- location

experience

- skills