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| **Question 1: In what ways have you tried to integrate your SSIP with other early childhood initiatives in your state? What have been your successes?** | |
| Michigan | * Part C has worked with different early childhood initiatives to ensure that there is a consistent message regarding early childhood social/emotional development. * In Phase I of the SSIP, we involved many stakeholders from the early childhood field in a Root Cause Analysis to examine the low performance in the social/emotional domain. (e.g. Michigan Alliance for Families (state Parent Training Information contractor), Part C Comprehensive System for Personnel Development, Part B-Section 619, Michigan Department of Health & Human Services Mental Health (Devereaux Early Childhood Assessment and Social /Emotional development training), Race to the Top-Early Learning Challenge grant, Wayne State University, University of Michigan, Great Parents/Great Start, Michigan Association for Infant Mental Health (DVD), Home Visiting). * In addition the Michigan Governor enacted an Executive Order in 2011 creating the Office of Great Start, which called for an integrated, coordinated system of early learning and development for children birth to age eight. |
| New Mexico | * The New Mexico Family Infant Toddler (FIT) Program, which administers IDEA Part C, integrated its SSIP work with the development of a Tiered Quality Rating and Improvement System (TQRIS) that is being developed across early learning sectors (Head Start / Early Head Start; Child Care; PreK; Home Visiting; Preschool Special Education – IDEA 619). * The TQRIS, known as FOCUS On Young Children’s Learning, is being funded through the Race To the Top – Early Learning Challenge grant. * Each early learning sector is determining the “Quality standards”, “Quality indicators” and “Measurement Criteria” based on evidence practices. The sectors strive for alignment where possible. |
| Pennsylvania | * In Pennsylvania, both the Bureau of Early Learning Services (ECE initiatives) and the Bureau of Early Intervention Services (EI Part C and Part B Preschool) are part of the Office of Child Development and Early Learning (OCDEL). Our collaboration is facilitated since the EI/ECE programs are within the same office. * OCDEL is currently focused on integrating and aligning services to ensure easier access and reduced administrative burdens. The coordination of the SSIP between EI/ECE programs complements this initiative and gives the SSIP work more importance for ECE staff. * SSIP workgroups, responsible for the implementation of SSIP activities, include both EI and ECE representation from both the state and local levels. * Many of the OCDEL staff involved in SSIP workgroups have background and expertise in both EI and ECE fields. * Pennsylvania has professional development systems for both the EI and ECE communities. PD activities related to the SSIP are being coordinated across the two systems. Additional activities to integrate how the two PD systems work together are also being implemented. |

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| **Question 2: What barriers or challenges have you encountered in your journey toward integration? How have you navigated those challenges?** | |
| Michigan | * The major barrier has been prioritization. There are different priorities for different funding streams. Children with disabilities are a subset of the other general early childhood initiatives. * In Phase I of the SSIP we involved many stakeholders from the early childhood field in a Root Cause Analysis examining the reason(s) for Michigan’s Part C low performance in the social/emotional domain. This activity created a large stakeholder group interested in our SSIP process. |
| New Mexico | * Terminology differs across early learning sectors – e.g. “screening vs assessment” family engagement vs family centered” * Alignment of quality standards when each sector has differing mandates, key principles and evidence based practices. E.g. the New Mexico SSIP is to promote quality IFSPs which only has an equivalent in IDEA 619. |
| Pennsylvania | * Between the OCDEL integration initiative, implementation of the SSIP activities, and day-to-day running of the EI program, there is a lot of work to be done and not enough staff and time to get it all done. * PA is trying to work smarter by making sure that activities can ‘count’ for multiple initiatives. Activities are being coordinated across both SSIP and integration project. * PA was too ambitious initially and had an SSIP with two major goals (increasing social relationships and early language and literacy) that were being implemented statewide for all EI Part C and Part B Preschool programs. For the 2016 SSIP submission, PA has changed the SSIP to only focus on reporting activities/progress related to social relationships. While PA will implement all planned early literacy activities, they will not be reported as part of the SSIP. |

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| **Question 3: What advice would you give to other states interested in better integrating or aligning their SSIP with other early childhood initiatives?** | |
| Michigan | * Develop workgroups and get the different staff involved.   a) Find the common ground  b) Offer meaningful participation  c) Communicate to a broad audience to help build your allies   * In addition, Part C has reciprocated in the collaboration to assist other early childhood initiatives in their activities. |
| New Mexico | * Invite yourselves to the table – don’t wait to be invited. * Even if you do not plan to develop a TQRIS for your Part C system, you can give input into the “Quality standards”, “Quality indicators” e.g. around: inclusion; social-emotional development, screening and referral, etc. * Even if there is not an exact alignment with your state’s SSIP the synergy that comes from being around the table is immeasurable. Other joint initiatives related to the SSIP may evolve e.g. Pyramid framework; Infant mental health; inclusion, transition, etc. * Consider developing a cross-section early learning governance structure (if not in the same governmental agency). * Consider a communications approach across early learning sectors. New Mexico launched the [www.earlylearningnm.org](http://www.earlylearningnm.org) in 2015, which includes the website, new letter and events. * Being at the table with early learning sectors can facilitate cross sector learning about evidence based practices and sometimes a realization that the sectors have more in common than differences. |
| Pennsylvania | * Consider organizational structures in state government that can better promote ECE/EI collaboration. * Even if organizational structures cannot be changed, consider how to integrate the work of ECE and EI programs. * Implement strategies that better coordinate ECE/EI professional development systems for SSIP PD activities. |