

Early Head Start Individual Learning Plan Procedure

1302.32 Curricula(a) *Curricula*. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;(ii) Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.(b) *Adaptation*. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

1302.34 Parent and family engagement in education and child development services. (a) *Purpose*. Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education. (b) *Engaging parents and family members*. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies.

In partnership with families, we develop an Individual Learning Plan (ILP) for each child. Each child must have a minimum of one goal, but can have more if desired by the parent/guardian. After completing all the required screenings and assessment documentation for the assessment period, the primary caregiver/home visitor will meet with the child's parent/guardian and decide on a goal(s) for the child.

If a child has an Individual Family Service Plan (IFSP) or an Individualized Education Program (IEP) we will use it for the ILP, unless it is only for one area of development, then the other areas will be planned for with the parent. The primary caregiver or home visitor must document the experiences they are providing to the child that support the IFSP/IEP on the ILP.

Assessment periods for Early Head Start center-based, home-based, and family child care program options are:

July 1 - November 15

November 16 - March 15

March 16 - June 30

During a home visit or a parent conference is the time to set or update children's Individual Learning Plans. Teachers and primary caregivers must conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage parents/guardians in the child's learning and development. Teachers and primary caregivers must hold two parent conferences, as needed, but no less than two times per program year, to enhance parent/guardian's knowledge and understanding of their child's education and development progress.

In partnership with the parent/guardian, review the child's current assessment, screenings and observation data. Together complete the Individual Learning Plan for the child. Decide with the parent/guardian on a goal for the child. Each child must have a minimum of one goal, but can have more if desired by the family. The goal(s) must be specific, measurable, attainable, realistic and timely. With the parent/guardian, agree on which development domain the child's goal(s) falls into. Refer to the program's school readiness goals and the Head Start Early Learning Outcomes Framework: Ages Birth to Five when discussing school readiness strengths with the family. Discuss with the parent/guardian school readiness strengths observed in their child and document on the child's ILP. With the family, plan for the specific skills the child needs to accomplish the ILP goal(s) and the experiences that will support development and practice at home, in the classroom or at Play and Learns. Document on the ILP.

File the ILP in the Child Services section of the child's family file. Give a copy of the ILP to the parent/guardian; it can be referred to when supporting the child with skills and experiences for the goal(s) at home.

When a child achieves their goal, document the date of accomplishment on the ILP form. Using the current assessment and observation data for the child, create a new goal for the child and family and complete a new ILP form with the parent/guardian.

When continuing with a goal from the previous assessment period, start a new ILP form, document the child goal(s) and list any new skills and experiences needed to support the goal.

In center-based and family child care programs, goals from ILPs must be planned for on weekly lesson plans. For the home-based program option, home visitors will plan for the child's goal on the *Home Visitor Action Log*. Refer to the program *Early Head Start Center-based and Family Child Care Curriculum Planning Procedure* and the *Home Visiting Procedures*.