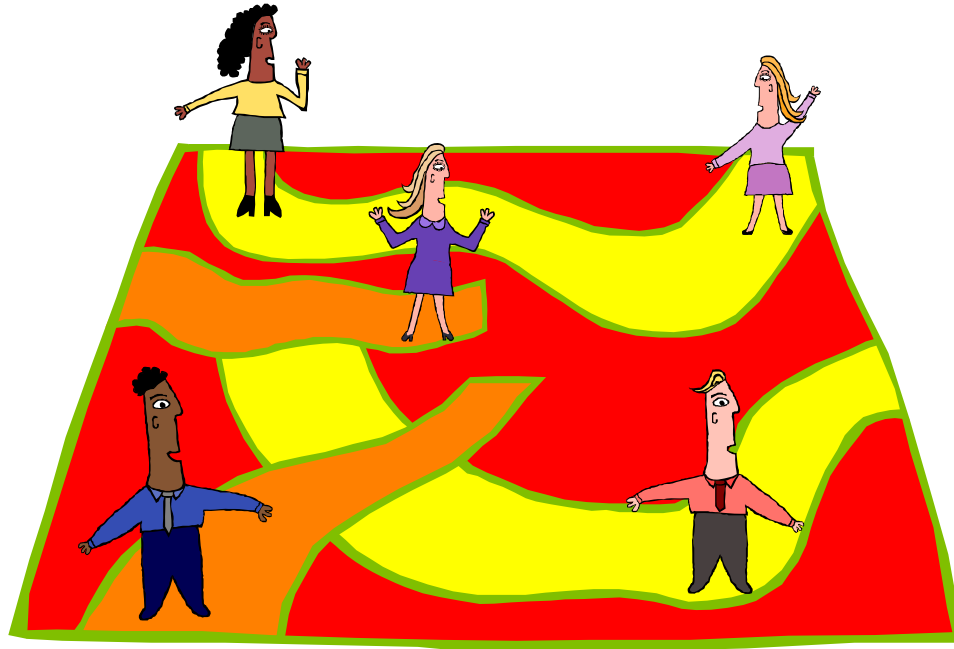


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## Partnership Map for Success



My Journey will start on \_\_\_\_\_

I am good at \_\_\_\_\_

I'm already working on \_\_\_\_\_ with \_\_\_\_\_

\_\_\_\_\_

I want to \_\_\_\_\_

On or before \_\_\_\_\_

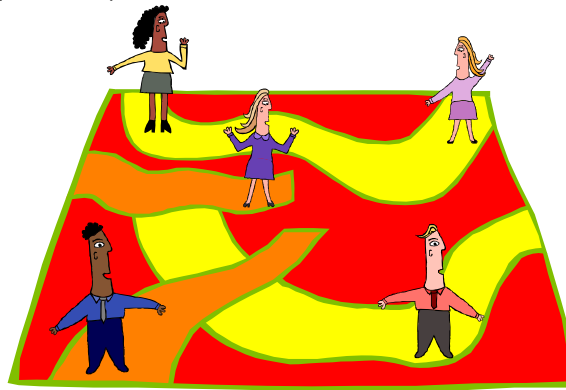
Steps I Will Take	I Will Need Support	I Will Do it By	I Did it On

**I DID IT!!! I Feel** \_\_\_\_\_

## FOR STAFF EYES ONLY Version with Notes

### Partnership Map for Success

(Parent should fill in their name, if they can't write then staff does. Ideally parent should do all the writing, we want parent ownership and excitement about the process)



**My Journey will start on** \_\_\_\_\_

(After discussion with parent, have parent decide on a target date to begin working on their goal)

**I am good at** \_\_\_\_\_

(After discussion, parent writes areas of strength, such as: being organized, good speaker, helping others, etc)

**I'm already working on** \_\_\_\_\_ **with** \_\_\_\_\_

(This section is for pre-existing plans, if parent is already working on a goal, they can continue with staff support or start a new goal, it's up to the parent)

**I want to** \_\_\_\_\_

(This is the actual goal parent wants to achieve, parent writes this. After discussion staff should make sure the goal is SMART (Specific, Measurable, Attainable, Realistic and Tangible)

**On or before** \_\_\_\_\_

(This is the actual date that the parent wants to complete their goal. This date directly correlates to the goal being a SMART one. The goal can be in any area of life, education, social service, health, family, nutrition, etc.

Steps I Will Take	I Will Need Support	I Will Do it By	I Did it On

Parent and staff work on steps together through conversations. Each step (strategies) is written by the parent. The support column (responsibilities) could include staff and others. The last 2 columns are timetables for when the strategies are projected to happen and when they actually happen.

**I DID IT!!! I Feel** \_\_\_\_\_

(Each parent can express how success feels in their own words, such as happy, relieved, unafraid, etc.)

## **Information for Staff about the FPA Process and The Family Needs Assessment**

Ideally, developing FPA 's (goal setting) should happen after staff have developed a relationship with the parent, parents have the right to participate or not. We want every parent to take advantage of this, therefore staff have to promote and sell the benefits of the FPA. The above form is a family friendly way to document your goal setting efforts with families. Parents have the original and staff keep a copy, but forms are not required. The form must be used in conjunction with case notes, or a running log that briefly describes what you are doing to help family through the strategies. Often times staff support involves helping families develop, rethink ,and redesign SMART goals. 1304.40 (a) (1-3) of the Head Start Performance Standards states:

- (1) *Grantee and delegate agencies must engage in a process of collaborative partnership building with parents to establish **mutual trust** and to identify **family goals, strengths, and necessary services and other supports**. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.*
  
- (2) *As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to **develop and implement individualized Family Partnership Agreements** that describe **family goals, responsibilities, timetables and strategies** for achieving these goals as well as progress in achieving them. **In home-based program options, this Agreement must include the above information as well as the specific roles of parents in home-visits and group socialization activities** (see 45CFR 1306.33(b)).*
  
- (3) *To avoid duplication of effort, or conflict with, any **preexisting family plans developed** between other programs and the Early Head Start or Head Start family, The Family Partnership Agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.*

The intent of the Family Assessment (now called the Family Needs Assessment) is to develop a full understanding and view of the family relative to goals, strengths, values, challenges, needs, etc. The family assessment ideally happens before the FPA is developed. The family assessment and the FPA are two different processes that are interrelated and connected. Many times information obtained from the family assessment is used to “spark” a conversation with families about goal setting. Section 642 (b)(7) of the Improving Head Start for School Readiness Act of 2007 requires programs to provide a family needs assessment for every family enrolled as follows:

*To be designated, a Head Start agency shall, at a minimum, do all the following to involve and serve families and communities: Provide, with respect to each participating family, a family needs assessment that includes consultation with such parents (including foster parents, grandparents, and kinship caregivers, where applicable), in a manner and language that such parents can understand (to the extent feasible), about the benefits of parent involvement and about the activities described in this subsection in which such parents may choose to be involved (taking into consideration their specific family needs, work schedules, and other responsibilities).*

The family assessment is a step in relationship building. It generally is documented on a program form, however family assessments are on going too. Staff are assessing families on home-visits, through observations, at parent teacher meetings, on field trips, during group socializations, etc. All of this gives staff a broader picture of the family that can help in addressing family challenges and areas of support needed. Staff should be **very** familiar with family assessment information when working with families on the FPA.

Robin Gadsden-Dupree, Ed.D, T/TAS at WKU  
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