360-Degrees Family Engagement Framework

Maslow's Hierarchy of Needs

Level 1: Physiological - food, sleep, stimulation, activity

Level 2: Safety – security, protection from harm

Level 3: Love and Belongingness - love, friendship, comradeship

Level 4: Self-Esteem - self respect, personal worth, autonomy

Level 5: Self-Actualization - full potential

References:

Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved 1/11/10 from, http://www.edpsycinteractive.org/topics/regsys/maslow.html

Learning Center at QuangKhoi & PhuongThao (2009). Maslow's hierarchy of needs. Retrieved 1/11/10 from http://quangkhoi.net/learningcenter/2009/05/maslows-hierarchy-of-needs

Parent Teacher Association (PTA) National Standards for Family-School Partnerships

Standard 1*: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY:* Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2*: COMMUNICATING EFFECTIVELY*: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: *SUPPORTING STUDENT SUCCESS:* Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: *SPEAKING UP FOR EVERY CHILD:* Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly & have access to learning opportunities that will support their success.

Standard 5: *SHARING POWER:* Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: *COLLABORATING WITH THE COMMUNITY:* Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Reference:

National PTA. (2008). National Standards for Family-School Partnerships. Retrieved 1/11/10 from http://www.pta.org/national_standards.asp

National Strengthening Families Protective Factors

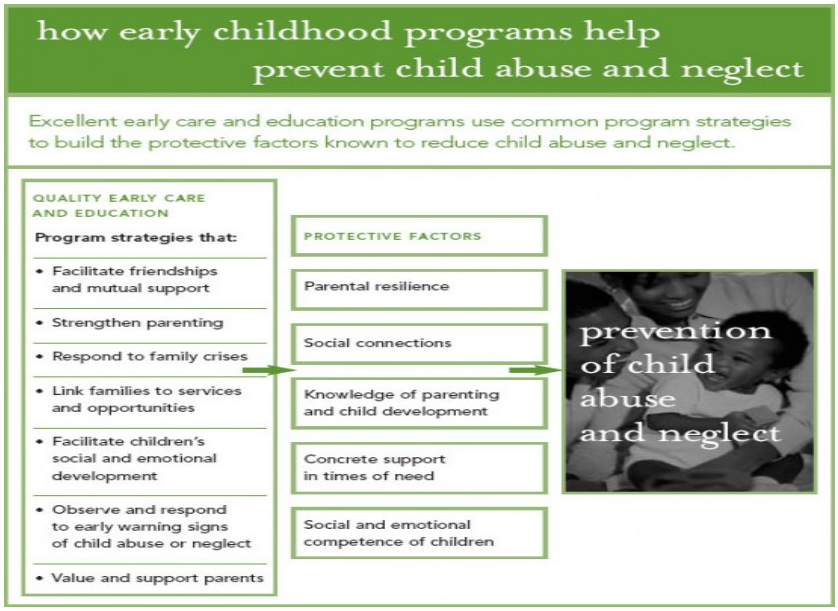
Factor 1: ***PARENTAL RESILIENCE (Parents Can "Bounce Back")****:* The ability to cope and bounce back from all types of challenges.

Factor 2: ***SOCIAL CONNECTIONS (Parents Have Friends)****:* Friends, family members, neighbors, and other members of community who provide emotional support and concrete

Factor 3***: KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT (Parents Know How Children Grow and Learn)****:* Accurate information about raising children & appropriate expectations for their behavior.

Factor 4: ***CONCRETE SUPPORT IN TIMES OF NEED (Parents Know Where They Can Turn for Help):*** Knowledge of basic resources to ensure health and wellbeing, as well as financial security to cover day-to-day expenses and unexpected costs.

Factor 5: ***CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT (Children Learn to Talk About and Handle Their Feelings):*** A child's ability to interact positively with others and communicate his or her emotions effectively.



Reference:

Center for the Study of Social Policy. (2008). Strengthening Families. Retrieved 1/11/10 from http://www.strengtheningfamilies.net/index.php/about

Head Start Parent and Family Engagement Outcomes

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNIT Y	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

THE NATIONAL CENTER ON
Parent, Family, and Community Engagement

Reference:

US Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2011). The Head Start Parent, Family and Community Engagement Framework. Retrieved 5/21/12 from www.nhsa.org