360-Degrees of Family Engagement Crosswalk

Crosswalk of Guiding Principles to Effectively Engage Families in Education:

360 degrees of Family Engagement

Maslow's Hierarchy of Needs → Motivation Factors
National Strengthening Families → Protective Factors
Parent Teacher Association (PTA) → National Standards for Family-School Partnerships
Head Start → Family and Community Engagement Framework

Family Strategy: Activate the National Standards for Family-School Partnerships by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

This strategy should be influenced by the evidence-based guidance delivered in the **360-Degrees of Family Engagement Crosswalk.** Using this tool as a conversation starter, discuss where families in the school or district are, as well as their willingness and capabilities to be engaged in their children's education.

How to use this **CHART** to engage	Begin with understanding a family's motivation level to create meaningful engagement.	→	Then focus on what families need to allow meaningful engagement at each level.	Use the Family-School Standards to engage families at each level.	Respond to needs early with school supports for protective factors at each level.	↺ Take one level at a time and match the motivation type, the framework element, the standard, and the protective factor in each column to better engage families in education.
Look at Each LEVEL	**ABRAHAM MASLOW'S** Hierarchy of Needs	*Examples of Psychological needs at each level.*	**HEAD START** Family and Community Engagement Framework	**PTA** National Standards for Family – School Partnerships	**STRENGTHENING FAMILIES** Protective Factors	*Examples of issues that may affect a family's level of engagement.*

360-Degrees of Family Engagement Crosswalk

Levels	Maslow's Levels	*Examples*	Head Start	PTA	Strengthening Families	*Examples*
LEVEL ONE	Physiological Food; sleep; stimulation; activity	*Housing; Hunger; Education; Medical*	Family Well-Being Parents and families are safe, healthy, and have increased financial security.	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.	Factor 1: Parental Resilience ***(Parents Can "Bounce Back")***: The ability to cope and bounce back from all types of challenges. Factor 4: Concrete Support in Times of Need ***(Parents Know Where They Can Turn for Help):*** Knowledge of basic resources to ensure health & well-being, as well as financial security to cover day-to-day expenses & unexpected costs.	*Families experiencing unstable living situations, reduced financial resources, language barriers or other stressors.*
LEVEL TWO	Safety Security; protection from harm	*Personal Security; Financial Security; Stability; Protection*	Positive Parent-Child Relationships Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their children's learning and development. Families as Lifelong Learners Parents and families observe, guide, promote, and participate in the everyday learning of their	Standard 2 Communicating Effectively: Families and school staff engage in regular, effective communication about student learning.	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 5: Children's Social and Emotional Development ***(Children Learn to Talk About and Handle Their Feelings):*** A child's ability to interact positively	*Families who view school negatively, families with language barriers, families concerned about child's future due to achievement or ability levels.*

360-Degrees of Family Engagement Crosswalk

			children at home, school, and in their communities. Family Engagement in Transitions Parents and families support and advocate for their children's learning and development as they transition to new learning environments at all school levels.		with others and communicate his or her emotions effectively.	
LEVEL THREE	Love and Belongingness Love; friendship; comradeship	*Family; Friendship; Escape; Loneliness; Sense of belonging; Work in groups*	Family Connections to Peers and Community 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.	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 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.	Factor 2: Social Connections ***(Parents Have Friends)***: Friends, family members, neighbors, and other members of community who provide emotional support and concrete assistance to parents	*Families may participate in* ***group activities*** *in religious, community, school or other settings.*

360-Degrees of Family Engagement Crosswalk

Level Four	Self-Esteem Self respect; personal worth; autonomy	*Self-respect; Confidence; Achievement; Recognition; Attention*	Families as Advocates and Leaders: Parents participate in leadership & decision-making or in community organizing to improve children's learning experiences. Families as Learners: Parents advance learning interests through education, training, and other experiences that support their parenting, careers, and life goals.	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.	All Protective Factors Mastered	*Families may participate as **leaders** in religious, community or school groups.*

Level Five	Self-Actualization Full potential	*Fulfilling one's potentials; Morality; Creativity; Problem solving; Lack of prejudice; Understands strengths & weaknesses*	All Framework Mastered	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.	All Protective Factors Mastered	*Many families may reach this level, but participation in family engagement activities is based on individual circumstances.*