



**Maslow's Hierarchy of Needs
Parent Teacher Association (PTA) National Standards for Family-School Partnerships
National Strengthening Families Protective Factors**

A Georgia Department of Education and Georgia Department for Early Care and Learning Crosswalk for Parent Programs

State Goal: Increase the high school graduation rate, decrease the high school dropout rate, and increase the post-secondary enrollment rate.

Objective: Increase student achievement by engaging & empowering parents to be actively involved in their children's education across all grade levels.

Strategy 1: Embed sustainable family, school, and community engagement initiatives in school improvement work to increase student achievement.

Strategy 2: Increase communication between home, school and community through training & collaborative activities that meet the needs of families.

Strategy 3: Build capacity and leadership by activating the National Standards for Family-School Partnerships.

Level	Maslow's Hierarchy of Needs	Examples	PTA National Standards for Family-School Partnerships	National Strengthening Families Protective Factors	Examples of Parents Represented at This Level
1	Physiological (food, sleep, stimulation, activity)	<ul style="list-style-type: none"> • Housing • Employment • Hunger • Lack of education • Medical • Social issues • Alcoholism • Drugs • Abuse 	<u>Standard 3</u> 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.	<u>Factor 1</u> PARENTAL RESILIENCE (Parents Can "Bounce Back"): The ability to cope and bounce back from all types of challenges. <u>Factor 4</u> CONCRETE SUPPORT IN TIMES OF NEED (Parents Know Where They Can Turn for Help): Knowledge of basic resources to ensure health & wellbeing, as well as financial security to cover day-to-day expenses & unexpected costs.	Parents of At-Risk Students: <ol style="list-style-type: none"> 1. Migrant 2. Foster care 3. Homeless 4. Free & Reduced Lunch 5. ESOL 6. Special Education

2	Safety (security; protection from harm)	<ul style="list-style-type: none"> • Personal Security • Financial Security • Stability • Protection 	<u>Standard 2</u> COMMUNICATING EFFECTIVELY: Families and school staff engage in regular, two-way, meaningful communication about student learning.	<u>Factor 3</u> KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT <i>(Parents Know How Children Grow and Learn):</i> Accurate information about raising children & appropriate expectations for their behavior. <u>Factor 5</u> CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT <i>(Children Learn to Talk About and Handle Their Feelings):</i> A child's ability to interact positively with others and communicate his or her emotions effectively.	All parents, especially those who are: <ul style="list-style-type: none"> • uneducated • uncomfortable with schools • afraid of future because of child's well being due to disability • not strong English speakers or do not speak English
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3	Love and Belongingness (love, friendship, comradeship)	<ul style="list-style-type: none"> • Family • Friendship • Escape loneliness • Gain a sense of belonging • Feel needed • Empowered to work within a group 	<p><u>Standard 1</u></p> <p><i>WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY:</i> 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.</p> <p><u>Standard 6</u></p> <p><i>COLLABORATING WITH THE COMMUNITY:</i> Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>	<p><u>Factor 2</u></p> <p><i>SOCIAL CONNECTIONS (Parents Have Friends):</i> Friends, family members, neighbors, and other members of community who provide emotional support and concrete assistance to parents.</p>	<p>Parents who participate in:</p> <ul style="list-style-type: none"> • Support groups • Trainings • PTA/PTO • Booster Club • School Fundraisers • Religious affiliations • Title 1 Parent Workshops • Parents seeking out Parent Involvement Coordinators, Parent Liaisons, Parent Mentors, or Resource Coordinators
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4	Self-Esteem (self respect, personal worth, autonomy)	<ul style="list-style-type: none"> • Self-respect • Confidence • Achievement • Recognition • Attention 	Standard 4 <i>SPEAKING UP FOR EVERY CHILD:</i> 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.	Parent leaders: <ul style="list-style-type: none"> • Parent Mentors • Parent to Parent of Georgia Coordinators & Volunteers • PTA/PTO Officers • Family Connection Partnership Members • Parent Volunteers
5	Self-Actualization (full potential)	<ul style="list-style-type: none"> • Fulfilling one's potentials • Morality • Creativity • Problem Solving • Lack of Prejudice • Understanding of Strengths and Weaknesses 	Standard 5 <i>SHARING POWER:</i> 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.	