The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

The Challenge

Essential Conditions

Policy and Program Goals

Capacity Outcomes

Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Families engage in diverse roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Effective partnerships that support student and school improvement

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RATIONALE FOR THE REVISIONS

The original Dual Capacity-Building Framework (DCBF) for Family-School Partnerships received its official launch in April 2014 at the first annual IEL Family and Community Engagement Conference in Cincinnati, Ohio. The DCBF was authored by Karen L. Mapp with the help and support of the US Department of Education (USDOE) during her consultancy with the department. The publication, *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*, authored by Karen L. Mapp and Paul Kuttner, was published in 2013 by the Southwest Educational Development Lab in collaboration with the USDOE.[1]

Over the past six years, numerous federal, state, and local policy, research and practice organizations have used the framework to guide their work on family-school partnerships. To learn about the usefulness of the framework, Dr. Mapp began collecting feedback from users, including a survey given to over 1000 participants at the June 2017 IEL Family and Community Engagement Conference in San Francisco. Version 2 of the DCBF incorporates themes that emerged about needed changes to the framework from the data collected and from advances in research. Dr. Mapp asked Eyal Bergman, doctoral candidate in Harvard's Educational Leadership Program, to work with her on the revision and to co-author a forthcoming report, which will be published by IEL. We are grateful to the team at Scholastic (Wook Jin Jung, VP of Design and Karen Baicker, Publisher/Family & Community Engagement) for their pro bono work on the new design.

SUBSTANTIVE CHANGES

The most fundamental change in Version 2 is reflected in the flow and direction of the graphic. The movement indicates a shift from ineffective to effective partnerships, and a coming together of families and educators for the benefit of students and schools. Additional changes to the sections are outlined below.

The Challenge	Essential Conditions	Policy and Program Goals	Capacity Outcomes
Helps us understand the reasons why educators and families have struggled to build trusting and effective partnerships.	**Offers research-based guidance for best practice to cultivate and sustain partnerships.**	**Highlights the goals and outcomes that should emerge for educators and families when the Essential Conditions are met.**	**Improvements in capacity lead to educators and families working in mutually supportive ways, leading to student and school improvements.**
Version 2 now identifies the most prominent barriers to effective partnerships.	This section has been renamed from "Opportunity Conditions" to "Essential Conditions."	This section remains largely unchanged. Practitioners from across the educational landscape have indicated that the 4 C's are helpful for conceptualizing and evaluating effective practice.	This section is now split into two:
It acknowledges that educators and families start in distant positions, and that there are historical explanations for this.	Relational trust has moved to the top to highlight its indispensability.		First, a newly illustrated reciprocal exchange speaks to the power of educators and families to support one another's continued growth.
The educator and family logos are also new. They are meant to underscore the flow toward effective partnerships at the end of the graphic.	Asset-based and Culturally Responsive & Respectful have been added.		Second, the last part of the graphic underscores the ultimate goal of improved educator-family partnerships – improvements for students and schools.
	Organizational Conditions now acknowledge the significance of leadership across the system.		

[1] Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. SEDL.