

Karen Mapp's Dual Capacity-Building Framework (2013)

Strong partnerships between families and education professionals have been linked to increases in literacy and educational achievement. While practices like parent workshops and curriculum nights are implemented in many schools, staff need guidance in order to turn those events into real and lasting partnerships with families. To help build and sustain these relationships, the Dual Capacity-Building Framework for Family-School Partnerships was formulated using the research on effective family engagement and home-school partnership strategies and practices, adult learning and motivation, and leadership development. The components include:

The Challenge: A description of the capacity challenges that must be addressed to support the cultivation of effective home-school partnerships;

- Lack of opportunities for School/ Program Staff to build the capacity for partnerships;
- Lack of opportunities for Families to build the capacity for partnerships.

Opportunity Conditions: An articulation of the conditions integral to the success of family-school partnership initiatives and interventions;

- **Process Conditions:**
 - **Linked to learning** - Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students;
 - **Relational** - A major focus of the initiative is on building respectful and trusting relationships between home and school;
 - **Developmental** - The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program;
 - **Collaborative** - The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program;
 - **Interactive** - Participants are given opportunities to test out and apply new skills.
- **Organizational Conditions:**
 - **Systemic** - Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround;
 - **Integrated** - Capacity-building efforts are embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration;
 - **Sustained** - Programs operate with adequate resources and infrastructure support.

Policy and Program Goals: An identification of the desired intermediate capacity goals that should be the focus of family engagement policies and programs at the federal, [provincial], and local level;

- To build and enhance the capacity of staff/families in the following areas:
 - **Capabilities** – Human capital, skills and knowledge, including cultural competency;
 - **Connections** – Important relationship and networks built on trust and respect;
 - **Cognition** – Assumptions, beliefs, values, and worldview;
 - **Confidence** – Individual sense of comfort and self-efficacy.

Family and Staff Capacity Outcomes: A description of the capacity-building outcomes for school and program staff as well as for families.

Once staff and families have built the requisite capabilities, connections, confidence, and cognition, they will be able to engage in partnerships that will support student achievement and student learning.

School and Program Staff can:

- Honor and recognize families' existing knowledge, skill, and forms of engagement;
- Create and sustain school and district cultures that welcome, invite, and promote family engagement; and
- Develop family engagement initiatives and connect them to student learning and development.

Families who, regardless of their identity, background, etc. are prepared to engage in partnerships with school and districts as:

- Supporters of their children's learning and development;
- Encouragers of an achievement identity, a positive self image, and a "can do" spirit in their children;
- Monitors of their children's time, behavior, boundaries, and resources;
- Models of lifelong learning and enthusiasm for education;
- Advocates/Activists for improved learning opportunities for their children and at their schools;
- Decision-makers/choosers of educational options for their children, the school, and their community;
- Collaborators with school staff and other members of the community on issues of school improvement and reform.

