# 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

**Families** 

Have not been exposed to

Have had negative past

strong examples of family

experiences with schools

· May have developed deficit mindsets

### 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
- Monitors
- Supporters
- Advocates
- Encouragers Models



that support student and school improvement

 May not feel invited to contribute to their children's education

engagement

and educators

· May feel disrespected, unheard, and unvalued