**Community and School Assets   
(Strengths) Mapping**

Every community, home, and child is unique. School communities should focus on their multiple layers of experiences and foster conditions for language and culture to thrive. Use this tool to help you to recognize individual and community assets available to your school community.

Objectives:

* Identify key components (people, institutions, organizations) of your school community.
* Envision strategies to involve the diverse groups of community stakeholders as partners in planning and implementing educational work
* Develop strategies to collaborate with the school community. This includes school staff, students, families, and community and Tribal partners
* Identify school community expertise and knowledge

**STRENGTH IN COMMUNITY**Use the following diagram to list your own gifts, talents, interests and skills. Feel free to identify nonacademic skills and insights. Your personal assets may include:

* For example: cosmetology, carpentry, gardening, photography, crafts, entertaining, dancing, etc.
* For example: accounting, foreign languages, local history, computers, healthy behaviors, cultural and linguistic insights, etc.
* For example: hiking, skiing, fly fishing, astronomy, yoga, etc.
* For example: baking, piñon picking, canning, quilting, pottery, doll collecting, etc.
* For example: public speaking, listening and interviewing, mediation, storytelling, etc.

**IDENTITY SKILLS AND KNOWLEDGE IN COMMUNITY RESOURCES**

A strategy to develop long-range partnerships is to visualize the knowledge and skills that are embedded in our communities. Often community partners are not invited to contribute to school activities or need some coaching to bring their resources into the schools. Consider artists and cultural institutions, Tribal communities, social service agencies, health and wellness providers, senior citizen organizations and individual elders, child-care providers, businesses, law and safety offices, colleges and universities, media and publication agencies, libraries, etc. Use this tool to list the knowledge, skills and human resources in your community.

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| **ORGANIZATION / ENTITY** | **KNOWLEDGE AND BASE SKILLS** | **POSSIBLE COLLABORATION** |
| Examples:  Kiwanis, Future Focused Education, Local School Boards, Boys & Girls Club |  |  |
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**MAPPING SCHOOL ASSETS**Community partners must view the school as a rich collection of physical and human resources. The following list of school facilities and assets can help identify potential partnerships. Use this tool to determine the assets and resources of your school.

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| **FACILITIES** |
| Schools are places where community groups can meet. Are there meeting rooms, computer labs, libraries, auditoriums, Tribal Education Departments, community centers, and other areas that can be used by community members? |
| Your assets and resources: |
| **MATERIALS AND EQUIPMENT** |
| Many schools have resources that can be shared with and/or used in support of various local community groups: computers, books, videos and other media materials. |
| Your assets and resources: |

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| **EMPLOYMENT AND TRAINING PRACTICES** |
| The school’s hiring practices can include local residents. Professional development opportunities can include families and other educational service providers in the community. |
| Your assets and resources: |
| **COURSES** |
| Through existing or newly created evening courses, schools can provide education and training for families and school staff (language, financial literacy, providing stipends for families, technology). |
| Your assets and resources: |
| **TEACHERS AND SCHOOL STAFF** |
| Teachers are a concentrated pool of highly trained adults with critical skills and essential knowledge that can contribute to the efforts of local groups involved in development activities. Consider personal knowledge, skills, and assets. |
| Your assets and resources: |

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| **FINANCIAL CAPACITY** |
| Schools have the local power to generate and receive special funds through bond issues and proposals to government agencies, federal programs, corporations and foundations not usually accessible to other community groups. This special capacity can be an important resource in a community development strategy. |
| Your assets and resources: |
| **YOUTH** |
| Students with ideas, energy and motivation can participate in classes, projects and internships which involve them in the local community development process. |
| Your assets and resources: |