

Asset Mapping Manual

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Asset Mapping

Community Asset mapping is the inventorying of assets of individuals and organizations. The process will identify what assets are in the community, create a platform for agenda building and problem-solving and engage partners to help remove barriers. The process should help address the following questions:

- What do you do when a student or family has needs the school can not provide?
- How do you find resources for populations needs in the school?
- Do community providers know what the CPC is and does?

As the Federation for Community Schools states, “By bringing together all the stakeholders in student success, marshaling and coordinating access to resources and supports, and expanding learning time so students can master core concepts and skills, community schools ensure that barriers to learning are removed and resources are maximized (Federation for Community Schools www.ilcommunityschools.org).” If the school using the process and results of the mapping to build their agenda, they can hope to see the following results.

- Address student and family needs
- Increase service coordination and integration
- An opportunity to engage other community systems as partners in removing barriers to learning and enhancing overall student and family development
- Expand quantity and quality of service supports
- Higher academic student performance
- Financial Sustainability Connections

Process

1. Commitment to Asset Mapping
2. Creation of Advisory Council
3. Identification of Roles
4. Demographic Profile
5. Asset Mapping Tool
6. Relationship Map
7. Compilation of Data
8. Sharing of Results
9. Development of Strategic Plan or Next Steps

Commitment to Asset Mapping: Key administrative staff as well as current stakeholders should understand the benefits of Asset Mapping and be committed to participate in the process.

Creation of Advisory Council: An Advisory Council should be created to guide the asset mapping process. There may be a committee already in place that can serve this role or this team may need to be developed. If possible the council should include representatives from administrative staff, teachers, parents and community stakeholders.

Identification of Roles: It is important for the Advisory Council to define what roles stakeholders should play. For example there may be a primary person responsible for data collection, while sections of the asset tool may be divided up amongst council members. Further the asset tool could be distributed as a survey with the expectation that not only all council members but also key additional outside stakeholders complete the survey as well.

Demographic Profile Tool: The demographic profile tool should be completed – additional details are included later in this manual. As much of this information is regularly available, it may be helpful collaborate with a local university or a student intern to complete this tool.

Asset Mapping Tool: The demographic profile tool should be completed – additional details are included later in this manual. Information could be collected by several individuals as well through a survey set out to stakeholders and key administration.

Relationship Map: It can be helpful to not only see what assets in the community are accessible to families but also what current level of relationship exists between those assets and the school. This information can be evaluated after the asset map tool has been completed as well throughout the process. As information is collected individuals can also contribute information about not only how he/she think the school is connected to the asset but if he/she has any personal connections that he/she would be willing to leverage if needed.

Compilation of Data: As multiple variations of the mapping tools may be collected, it is pertinent that data is compiled and condensed into a user friendly format. If possible the demographic profile should be condensed to just a couple pages and the asset map into several condensed categories. As with the demographic profile, schools may consider utilizing a university or consultant to compile the information into a user friendly format.

Sharing of Results: As the beginning of the mapping process should begin with getting buy-in and commitment from key stakeholders, the process should include making sure stakeholders/those involved in the process receive some form of a summary of the results. This can be done in multiple formats such as hosting a forum or different methods of distributing a report. Asset mapping can be almost a living process where in sharing results the school may find their available assets continue to grow as new partnerships are developed.

Development of Strategic Plan or Next Steps: As areas of strengths and weaknesses are developed through the analysis of assets compared to needs, through the demographic profile, and relationships are mapped, advisory councils should consider what next steps should be taken. Information could also easily lend itself to a more formalized strategic plan.

Many times these next steps will need to address how to recruit and engage additional stakeholders. The process may also include the need for the school to become more outward focused in its marketing and communications. Marketing materials, a current website and regular community forums may be necessary to inform the community of what the school is offering to its students.

Demographic Profile Tool

Demographic data collection allows groups to better understand the children and families they serve. Available data can enable groups to assess the level of risk for adverse school conditions and project potential barriers for success. Further school specific data can be used to track success in students and families.

There are a large variety of sources for data are available. This template provides suggestion for items to gather and potential sources for that information. Note that indicators typically measure a meaningful aspect of the system, are time specific so that they can be compared and geographic specific (e.g. district level, community, school specific).

Indicator/Demographic Data: An indicator is a descriptor or measurement of a condition. This list is not exhaustive so if there are any specific characteristics of the school or community they should be added to the profile.

Source: Where is the information coming from? Sometimes this is straight forward (e.g. ISAT test scores) and other times it may be harder to pin down. In addition to standard data the school collects, census data, health department, and other local survey data may be helpful. Family surveys may also provide essential data about needs within the school where asset information should be collected.

Data Available: What is the actual information available? For example are test scores on target? Or, what percentage of students are on free or reduced lunch? Understanding what thresholds exist for both the school and community can help guide whether or not additional information should be collected regarding assets.

Notes: This section obviously could contain many things but notes about when the data was collected or when new data will be available can be helpful. Or any notes about if there were any specific processes to obtain the data can also be helpful.

Resource Assessment Tool

A critical component for student success is for the students needs to be met both during and outside of school time. Community Asset Mapping is a process of gathering formal and informal information about resources available in their community to their students and families. The gathering of information can further be used to develop partnerships and the sharing of resources between the school and community providers.

It is suggested that some form of an Advisory Team participate in and oversee the process of collecting information. A template of potential information to collect is provided but it is suggested that this template be adapted to local identified needs. Multiple forms of data collections are also suggested (e.g. data could be collected by survey, multiple Advisory Team members and key identified staff). For program/service areas that are not familiar to the school, possible sources of information include 2-1-1 or the local resource and referral database (frequently searchable online), the area Early Childhood Coalition, community support staff within the school, parents and family (i.e. where else do they receive services?).

Program/Services: This list is not exhaustive; so if there are any specific characteristics of the school or community that were exemplified in the demographic profile, they should be added to the tool.

Organization: This could include both an organization and a program name. Larger organizations may have multiple programs that families could utilize; however, families may or may not identify specific services with programmatic names. Program names are helpful to building relationships with organizations.

Capacity/Slots Available: Does the program have the capacity to serve additional clients or is there a wait-list? It is helpful to know whether or not a referred student/family will have to wait to receive services.

Students/Family Currently Use: Do students or families currently use the programs services? The program will not be able to provide any individual details but if asked they might be willing to acknowledge if they serve any students from the specific school. This piece of information may also be available from family's intake surveys.

Contact Person: Who is the primary contact person for referring students/families? At a minimum the organizational phone number could be included here. Depending on the level of relationships, more specific details will be helpful.

Primary Funding Source: What are the primary funding sources of the program?

Notes: Any helpful details about the program should be included. For example, do they have eligibility requirements or primary partnerships with other community entities?

Relationship Rating: This should be completed secondarily. Based on the table below rate your CPC's relationship with the identified program.

1	2	3	4
No relationship exists	Cooperation	Coordination	Collaboration
	Informal Relationships	More Formal Relationships	Most Formal Relationships
	Share Information	Share information through established channels	Comprehensive information sharing through highly-defined channels
	Individual missions and goals	Understanding of each other's mission and goals	Shared mission and goals
	No clearly defined structure or process	Some definition of process, structure, roles	Comprehensive process and structure definition, including roles and planning processes
	Separate resources	Some resource sharing	Braided resources
	Individual authority/responsibility	Some shared authority/responsibility	Shared authority/responsibility

Resources

There are a large number of resources available regarding Asset Mapping. The list below are some good starting points of reference.

- Federation for Community Schools: www.ilcommunityschools.org
- Epps, S. Jackson, B.J. (Eds.). (2000). Empowered families, successful children: Early intervention programs that work. Washington, DC: American Psychological Association.
- Pathways to Early School Success: <http://pathways.nccp.org/resources>
- Michigan State University. Outreach Partnerships. Best Practices Briefs Archive. <http://outreach.msu.edu/bpbriefts/archive.asp>