EF+Math Program

EF+Math Community Asset Map Activity

Description

This resource is provided as an example of the Establishing Foundations Key Action: "Build critical knowledge and awareness of the lived experiences and strengths of students and communities being served."

One way EF+Math R&D teams approached building this knowledge was through asset mapping, which is a process of creating a visual display of the people, organizations, spaces, and experiences that make up a community. R&D project teams created asset maps to identify and capture information about their school partner community's assets – including the status, condition, behavior, knowledge, and/or skills that a person, group, or entity possesses – that could support project activities and goals. Project teams used asset mapping to identify local resources and to understand local perspectives and needs in order to co-design solutions to local challenges. Please view the Asset Map Activity below.

Acknowledgements:
- Developed in collaboration with Digital Promise

EF+Math Community Asset Map Activity

Overview

Asset mapping is the process of creating a visual display of the people, organizations, spaces, and experiences that make up a community. Asset mapping involves identifying and providing information about a community's assets -- or the status, condition, behavior, knowledge, and/or skills that a person, group, or entity possesses -- that can support your EF+Math activities and goals.

People with different identities, perspectives, and backgrounds (e.g., race, socio-economic status, educational and professional experience, age, gender) will bring holistic insights into any setting, particularly through knowledge building, problem-solving, and implementation. Each sector of the community can contribute different perspectives and knowledge bases that can be brought together to help your team effectively approach problems. In Inclusive R&D, we prioritize including individuals most directly affected by a problem and proposed solution, also known as context experts, who are often excluded from design and decision-making processes.

Developing an asset map can help your team identify local resources and plan for leveraging them to understand local perspectives and needs and to co-design solutions to local challenges. Asset maps can take many forms and cover many topics, but the ultimate goal— underscoring local strengths that your team can leverage—remains the same. The final format of each map depends heavily on the needs and capabilities of the team creating it. We have provided a number of different models at the end of this document for your team to reference.

Instructions

Step 1: Begin by documenting the types of context and content expertise that currently exist within your co-design team. You should leverage the list of expertise you generated during Co-Design Workshop 1 and synthesized and refined as a core team.

Step 2: For each type of expertise listed above, document the names of specific individuals and organizations that can help inform your understanding of the problem you are attempting to solve and/or contribute to co-designing the solution. These individuals and organizations' names should be added to your asset map. Categories to consider include:

- Individuals
  - Students
  - Educators (e.g., teachers, interventionists, academic coaches, curriculum leads, guidance counselors, administrators)
  - Other Individuals (e.g., parents, extracurricular coaches, mentors, pastors, community elders, friends, and extended family members)
- Community Groups/Organizations: Non-governmental organizations such as church groups, block groups, neighborhood associations, and cultural groups with expertise relevant to the priority problem and proposed solution
- Institutions: Industry and government organizations with connections and assets relevant to the priority problem and proposed solution (e.g., businesses; colleges and universities; local and state public spaces and libraries)

Step 3: Consider who is not on the map. Using your list of context and content expertise, think about individuals, community groups, organizations, and institutions that might be critical to this challenge topic but are not yet accounted for as part of your co-design team. Add the names of these individuals and organizations to the map, using a different colored font or another design feature to differentiate them from individuals who are already part of your co-design team.

Step 4: Make a plan for how your co-design team will work to identify, connect with, and include the missing individuals and organizations in your work. Questions to consider:
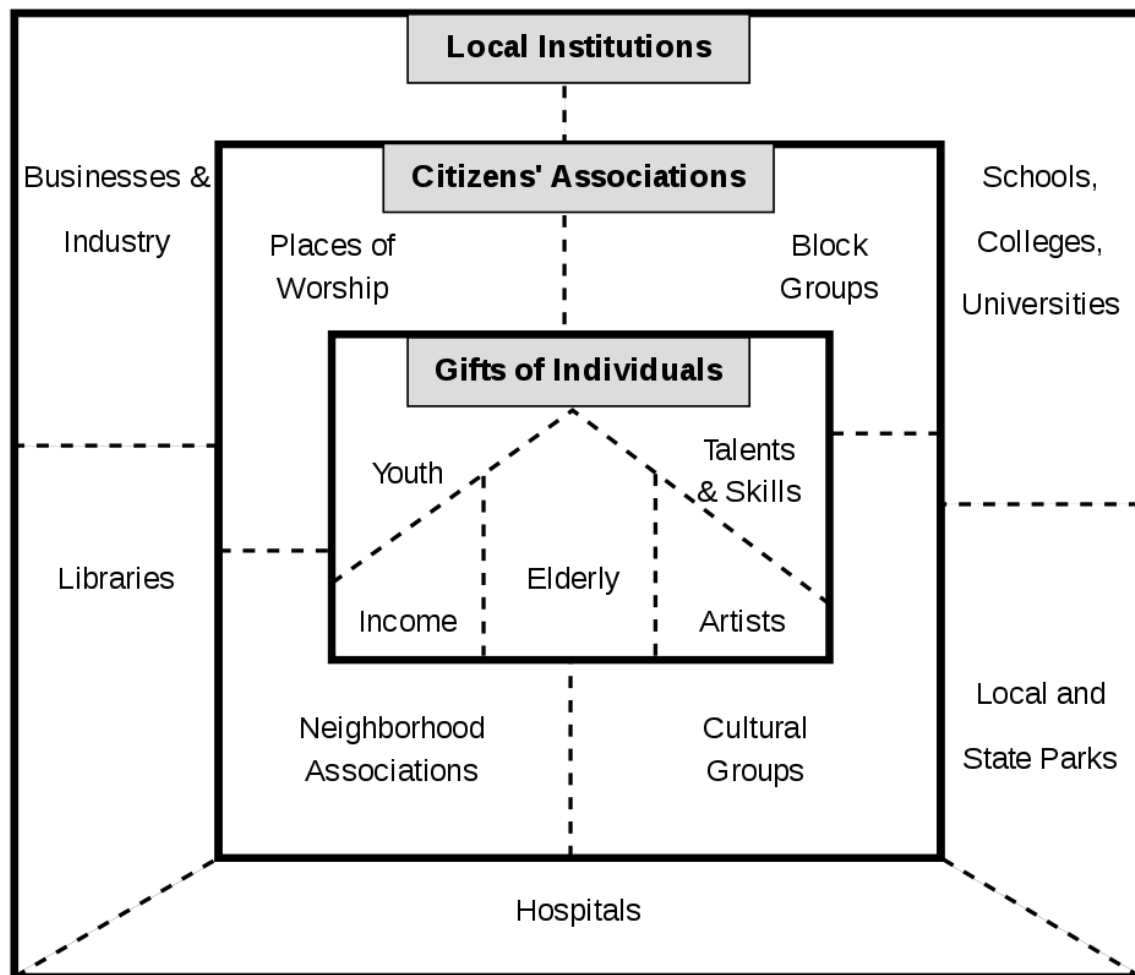
1. Who are the top 3-5 individuals, community groups/organizations, and institutions you must involve to ensure that your work meets the needs of Black and Latinx students and students experiencing poverty?
2. What connections do you have to these missing individuals, groups, organizations, and/or institutions? How might you engage them in this project?

Keep in mind that people are more likely to help when they see a project's value—either for themselves or for their constituents. When reaching out to potential partners, consider their needs and goals and adjust your "ask" accordingly. Give potential partners opportunities to showcase their work and be seen as "supporters" or "sponsors." Finally, start with a few committed partners from key organizations/sectors and have them act as ambassadors for the project.
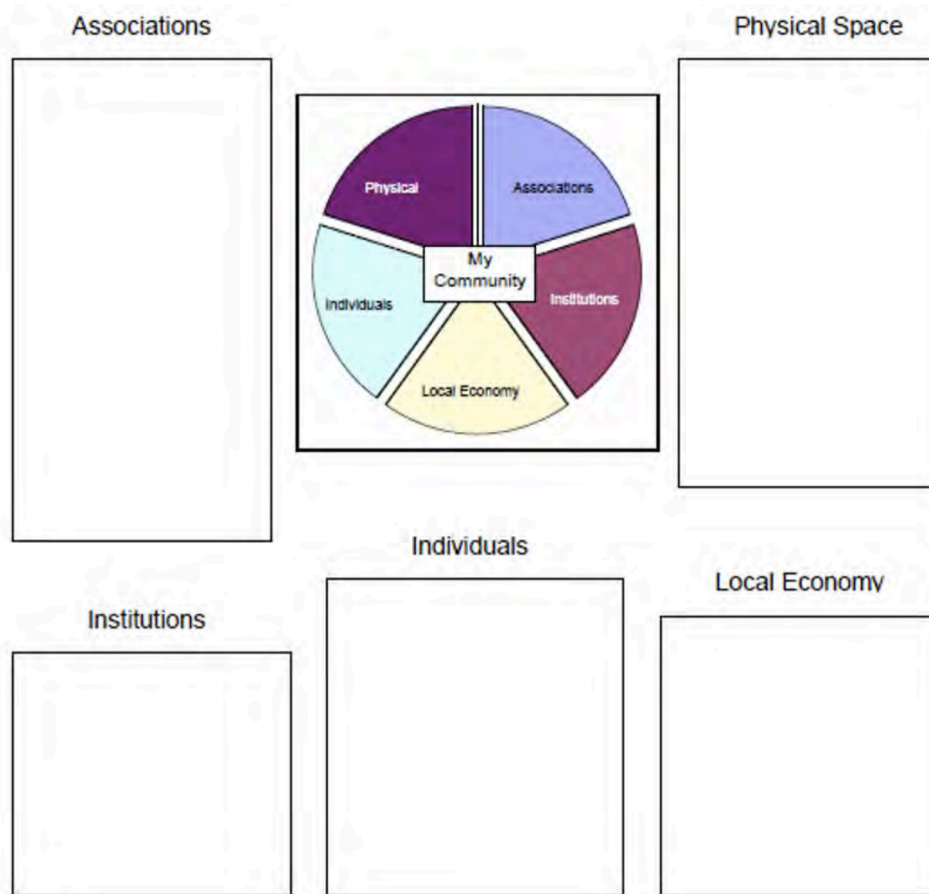
Step 5: Make a plan for how your team will gather information from and about the individuals represented on your map. Use this spreadsheet template and community data collection guide to plan for conversations and data analysis.

Community Asset Map Examples

Example 1

Example 2
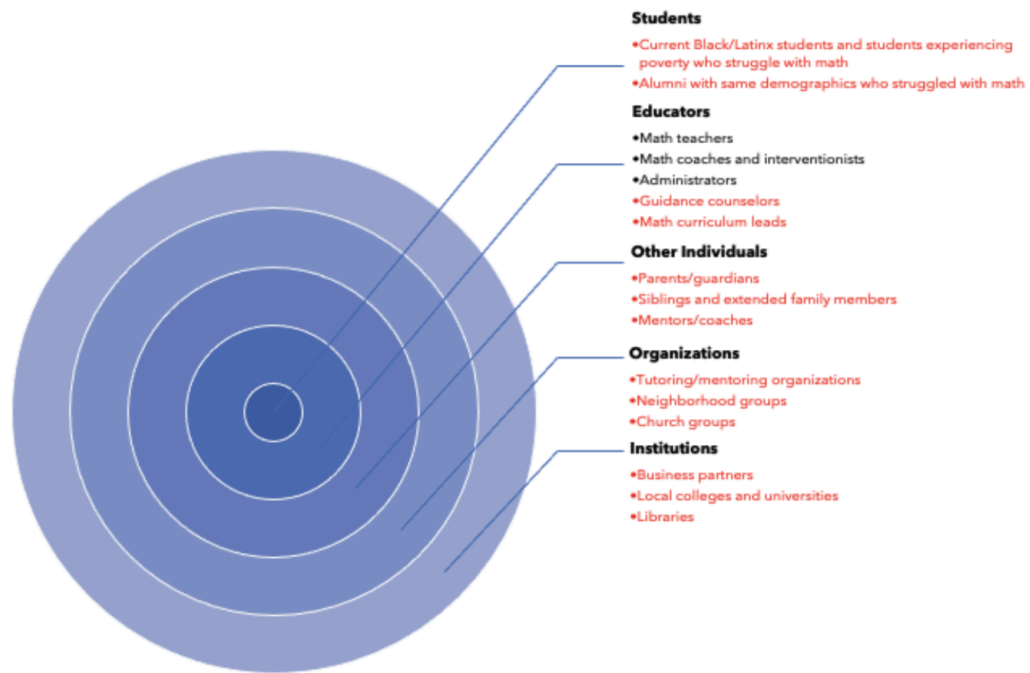
Associations		Physical Space

My Community pie chart with sections: Physical, Associations, Institutions, Local Economy, Individuals

Institutions	Individuals	Local Economy

EF+Math Community Example

EF+Math Community Asset Map Example

Students
- Current Black/Latinx students and students experiencing poverty who struggle with math
- Alumni with same demographics who struggled with math

Educators
- Math teachers
- Math coaches and interventionists
- Administrators
- Guidance counselors
- Math curriculum leads

Other Individuals
- Parents/guardians
- Siblings and extended family members
- Mentors/coaches

Organizations
- Tutoring/mentoring organizations
- Neighborhood groups
- Church groups

Institutions
- Business partners
- Local colleges and universities
- Libraries

Note: Entitles in black are already accounted for on the co-design team. Entities in red are not yet accounted for in this example.