



# 1. Mapping Campus and Community Assets

*Note: This micro-credential is the first of eight in the Community Schools stack. The micro-credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.*

## Competency

Stakeholder or Community School Coordinator, in collaboration with a team of stakeholders, plans and implements a process to map campus and community assets to support the development of a sustainable community school.

## Key Method

The stakeholder or Community School Coordinator uses several different methods to gain information about various assets and supports for the campus, both on campus and in the wider community.

## Method Components

### Method 1

Stakeholder or Community School Coordinator demonstrates an understanding of the different kinds of assets that can help a school through the development of community diagram. Refer to the resource section for examples.

Types of assets and supports to look for: mentoring, tutoring, volunteers, health care/public health, nonprofits, workforce development, adult education, after-school/out-of-school time, early childhood, businesses, family stability (basic needs, financial planning, housing, utility assistance, etc.), counseling, youth leadership, youth enrichment (fine arts, recreation, STEM, etc.),



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neighborhood/community/civic organizations, public libraries, local government, faith-based groups, higher education.

## Method 2

Stakeholder or Community School Coordinator, working with a team of stakeholders, uses qualitative methods (interviews, conversations, focus groups, community history) to gain an understanding of the assets in the community. Educator produces a summary of findings, including a description of and reflection on the research process.

## Method 3

Stakeholder or Community School Coordinator, working with stakeholders, begins a process to produce a campus/community asset guide that is usable by stakeholders. Refer to the resource section for examples.

# Supporting Rationale and Research

Kretzmann, J. and McKnight, J. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets (1993).

[https://www.neighborhoodtransformation.net/pdfs/What\\_%20is\\_Asset\\_Based\\_Community\\_Development.pdf](https://www.neighborhoodtransformation.net/pdfs/What_%20is_Asset_Based_Community_Development.pdf)

Watkins, R. West Meyers, M. & Visser, Y. L. (2012). "Data collection tools and techniques" in A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results. pp. 116-156. World Bank. Retrieved May 9, 2018 from

<https://openknowledge.worldbank.org/bitstream/handle/10986/2231/663920PUB0EPI00essing09780821388686.pdf?sequence=1&isAllowed=y>

An Introduction to Community Asset Mapping. Retrieved from:

<https://www.countyofsb.org/ceo/asset.c/400>

# Resources

[A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results](#)

[Communities in Action](#)

[Community Asset Mapping Example](#)

[Comprehensive Needs Assessment \(1995\). U.S. Department of Migrant Education](#)



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[Example of Business and Resource Guide](#)

[Example of Community Resource Map](#)

[Logic Model Development Guide](#)

[NEA The Six Pillars of Community Schools Toolkit](#)

[Using Needs Assessments for School Improvement. Council of Chief State School Officers](#)

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

(500-word limit)

*Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.*

1. Where are you in the development of your community school initiative (exploring, early stage, established and growing)?
2. Briefly describe your campus (demographics, rural/suburban/urban, key challenges).
3. How does your community school initiative currently relate to community partners? Is there a key partner in your project serving as an intermediary/backbone organization?
4. What are you trying to achieve by mapping community assets? How will learning more about community assets help solve particular problems at your school?
5. What is a personal learning goal you hope to achieve by earning this micro-credential?

**Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of the community school initiative. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.



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## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **four artifacts** into one document as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

### **Artifact 1: Chart**

Submit a chart listing community assets, grouped in categories, that are usable in your community school planning effort.

### **Artifact 2: Diagram or Map**

Submit a diagram showing the relationships between community partners OR a map of your community assets.

### **Artifact 3: Qualitative Work Analysis**

Submit a document demonstrating your qualitative work (interviews, focus groups, surveys) such as an interview transcript, coded analysis of focus group results, or a summary of survey data depending on the tools used.

### **Artifact 4: Resource Guide**

Submit a draft of a resource guide of local assets, including those listed under method 1. May be in process, but must demonstrate significant progress with a plan for completion.

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Chart</b>	<p>Complete list of categories for assets and comprehensive list of assets/partners.</p> <p>Formatting is visually clear and appealing. Grammar, spelling, and sentence structure allow clear communication.</p>	<p>Complete list of categories for assets, but is limited in the number of assets/partners listed.</p> <p>Formatting is visually clear and appealing, and grammar, spelling, and sentence structure allow clear communication.</p>	<p>Some categories, but is missing common categories of community assets.</p> <p>Formatting, grammar, spelling, and sentence structure inhibit clear communication.</p>



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<p><b>Artifact 2: Diagram or Map</b></p>	<p>Assets on diagram or map are comprehensive, complete, thoughtfully arranged, and easy to understand.</p> <p>Presentation is visually appealing.</p>	<p>Assets on diagram or map are comprehensive and complete, but arrangement is not clear or needs explanation.</p> <p>Presentation is visually appealing.</p>	<p>Some assets are listed on diagram or map, categories of assets are missing or incomplete.</p> <p>Presentation is unclear and not visually appealing.</p>
<p><b>Artifact 3: Qualitative Work Analysis</b></p>	<p>Document demonstrates qualitative analysis work is thorough and complete. Shows good organization and is logically coded into categories. Includes a summary of findings.</p> <p>Formatting, grammar, spelling, and sentence structure allow clear communication.</p>	<p>Document demonstrates qualitative analysis and is thorough and complete. Shows good organization and is logically coded into categories. Summary of findings is incomplete or lacking.</p> <p>Formatting, grammar, spelling, and sentence structure inhibit communication.</p>	<p>Document demonstrates qualitative engagement, but is brief and incomplete.</p> <p>Formatting, grammar, spelling, and sentence structure inhibit clear communication.</p>
<p><b>Artifact 4: Resource Guide</b></p>	<p>Complete list of categories for assets and comprehensive list of assets/partners.</p> <p>Formatting is visually clear and appealing, and grammar, spelling, and sentence structure allow clear communication.</p>	<p>Complete list of categories for assets but is limited in the number of assets/partners listed.</p> <p>Formatting is visually clear, and grammar, spelling, and sentence structure allow clear communication.</p>	<p>Some categories but missing common categories of community assets.</p> <p>Formatting, grammar, spelling, and sentence structure inhibit clear communication. Presentation is not visually appealing.</p>



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	<p>Demonstrates ease of use by a variety of stakeholders. Includes a plan for completion/production/distribution.</p>		
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### Part 3. Reflection

(400-500-word limit)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

1. How did this micro-credential help you grow as a stakeholder?
2. How will your work on this micro-credential support the growth of your community school initiative?
3. How can increased knowledge of community school assets affect teaching and learning on your campus? Provide a few concrete examples.

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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