

School District \_\_\_\_\_

Student: \_\_\_\_\_ Date Completed \_\_\_\_\_

School Building \_\_\_\_\_ Grade: \_\_\_\_\_

Completed By: \_\_\_\_\_ (Relationship to student) \_\_\_\_\_

### **FAMILY CULTURAL WEALTH ASSESSMENT: (FAMILY VERSION)**

The student above is soon becoming **an adult!** In order to assist him/her/them to prepare for future adult roles and responsibilities, we will identify relevant family and community strengths, assets, and desires. This transition assessment is designed to help you explore assets related to future employment, education and adult living outcomes. We want to ensure we are teaching the necessary skills, providing relevant opportunities, and identifying resources that will help you and the student in the future. Feel free to provide additional details/clarifications.

***NB: This assessment is intended to be used as an interview protocol. Users are encouraged to ask follow up questions and provide clarification.***

***The family version can be filled in by any member of the family (e.g., sibling, guardian, parent) who is more familiar with the young adult and family.***

### **CHILD, FAMILY AND COMMUNITY ASSETS**

**1. ASPIRATIONAL ASSESSTS:** is defined as the *hopes and dreams* that the parents, families, and the child's support network hold for their child regarding future employment training/education and adult living outcomes.

1. The student above (with a disability) should work or participate in income generating activities in the future (e.g., self employment, part-time jobs).

Yes (specify)\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_ Decline to answer\_\_\_\_\_

Explain: \_\_\_\_\_

2. The student above (with a disability) should acquire training or education after high school (e.g., college, CPR training, university)

Yes (specify)\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_ Decline to answer\_\_\_\_\_

Explain: \_\_\_\_\_

3. The student above (with a disability) should live independently in the future (e.g., with friends, room mates)

Yes (specify)\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_ Decline to answer\_\_\_\_\_

Explain: \_\_\_\_\_

4. The student above (with a disability) should participate in community activities in the future (e.g., recreation, religious activities, family events, volunteer, travel)

Yes (specify activity)\_\_\_\_\_ No\_\_\_\_\_ Not Sure\_\_\_\_\_ Decline to answer\_\_\_\_\_

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. I/we would like the student above (with a disability) to learn about how issues of diversity (e.g., race, gender, ethnicity, disability, class, culture, etc.) will impact future employment, education, and adult living options.

Yes\_\_\_\_\_ No\_\_\_\_\_ Not sure \_\_\_\_\_ Decline to answer\_\_\_\_\_

Explain: \_\_\_\_\_

6. Other hopes and dreams for the student above (with a disability)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. LINGUISTIC ASSETS:** Refers to the various *language and communication skills students & families* bring with them to future work, education and adult living environments.

1. The student above (with a disability) speaks \_\_\_\_\_ language(s)

Decline to answer\_\_\_\_\_

2. Other communication skills the student possess (e.g., persuasion, public speaking, listening, writing, non-verbal, storytelling etc.) \_\_\_\_\_

**3. FAMILIAL AND SOCIAL ASSETS:** is defined as the *social and personal human resources* students and families have in their current environment, drawn from their extended familial and community networks including peers.

1. Our extended family (uncles, friends, *child's peers*, nephews, grandparents, etc.) is involved in or influence my child's life.

Yes (specify who and how) \_\_\_\_\_ No \_\_\_ Decline to answer \_\_\_

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2. Our family is involved with community organizations such as temples, churches, cultural groups, parent groups.

Yes (specify which and how) \_\_\_\_\_ No \_\_\_ Decline to answer \_\_\_

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3. Our family or friends can provide supports necessary for my child's post-high school job-related/self-employment needs (e.g., apprenticeship, help with job applications, networks, referrals, housing, internships, information)

Yes (specify who and how) \_\_\_\_\_ No \_\_\_ Not sure \_\_\_ Decline to answer \_\_\_

Explain \_\_\_\_\_

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4. Our family or friends can provide supports necessary for post-high school education/training for my child (e.g., help with applications, networks, referrals, loans, mentorship, counseling, housing, tuition, internships, information)

Yes (specify who and how) \_\_\_\_\_ No \_\_\_ Not sure \_\_\_ Decline to answer \_\_\_

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5. There are jobs or income generating opportunities suitable for me within our community or family (e.g., family business, restaurants, stores, government agencies, military, online businesses).

Yes (specify)\_\_\_\_\_No\_\_\_ Not sure\_\_\_\_ Decline to answer\_\_

Explain\_\_\_\_\_

**4. NAVIGATIONAL ASSETS:** Refers to *student and family skills and abilities to navigate* “social institutions,” including educational environments.

1. I have a job or participate in an income generating activity (past or present)

Yes \_\_\_\_\_ No\_\_\_ Decline to answer\_\_

Explain (what helped, who assisted)

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2. I received an education or training after high school (past or present)

Yes \_\_\_\_\_ No\_\_\_ Decline to answer\_\_

Explain (what helped, who assisted or why you did not succeed)

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3. I have been able to meet my adult living needs with success (e.g., live independently, live with family, provide for family, manage money, access recreation, government services, community agencies etc.)

Yes (specify)\_\_\_\_\_ No\_\_\_ Decline to answer\_\_

Explain (what helped, who assisted or why you did not succeed)

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4. I have overcome barriers to success such as lack of opportunity, sexism, racism, and discrimination (past or present).

Yes (specify)\_\_\_\_\_No\_\_\_ Not sure \_\_\_ Decline to answer\_\_

Explain (what helped, who assisted or why you did not succeed)

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**5. RESISTANCE ASSETS:** This form of capital focuses on *how families secure equal rights and collective freedom.*

1. The student above (with a disability) is prepared to advocate for others and self. Yes\_\_\_No\_\_\_ Not sure\_\_\_ Decline to answer\_\_\_

Explain:\_\_\_\_\_

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2. The student above (with a disability) knows rights related to future employment, education and adult living (e.g., Miranda rights, right to reasonable accommodation, protection from discrimination, due process, safe work environment).

Yes\_\_\_ No\_\_\_ Not sure \_\_\_ Decline to answer\_\_

Explain:\_\_\_\_\_

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3. The student above (with a disability) knows how to protect herself/himself/themselves against discrimination or abuse. Yes\_\_\_ No\_\_\_ Not sure\_\_\_

Decline to answer\_\_\_

Explain:\_\_\_\_\_

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4. The student above (with a disability) knows what to do when rights are violated.

Yes\_\_\_ No\_\_\_

Decline to answer\_\_\_

Explain:\_\_\_\_\_

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5. Other: \_\_\_\_\_

**RESPONDENT'S INFORMATION**

1. I identify as: African American/Black, White, African, Latino/a, Asian, Asian American, Native American, Pacific Islander, Multiracial, Other (select all that apply)

\_\_\_\_\_ Decline to answer \_\_\_\_\_

2. Gender \_\_\_\_\_ Decline to answer \_\_\_\_\_

3. Age: 18-25 \_\_\_\_\_ 26-35 \_\_\_\_\_ 36 and above \_\_\_\_\_ Decline to answer \_\_\_\_\_

4. I/We would like to network with other families with transition age children with disabilities:  
Yes \_\_\_\_\_ No \_\_\_\_\_ Decline to answer \_\_\_\_\_

5. Our primary culture is somewhat different from the US mainstream culture: Consider language, beliefs, values, food, lifestyle, festivals e.t.c.

Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_ Decline to answer \_\_\_\_\_

Explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CHILD INFORMATION

1. The student above (with a disability) is good at: (consider skills required for future employment, education, and adult living)

\_\_\_\_\_  
\_\_\_\_\_

2. Who would you like me to interview; someone who knows the student? (e.g., uncle, godparent, friend, therapist, parent) \_\_\_\_\_

3. Gender \_\_\_\_\_ Decline to answer \_\_\_\_\_

4. Birth order \_\_\_\_\_ (e.g. first born, last born) Decline to answer \_\_\_\_\_

5. Number of siblings \_\_\_\_\_ Decline to answer \_\_\_\_\_

6. Age: \_\_\_\_\_ Decline to answer \_\_\_\_\_

7. Disability \_\_\_\_\_ Decline to answer \_\_\_\_\_

8. Special education services: \_\_\_\_\_ Decline answer \_\_\_\_\_



**FOR ADMINISTRATORS ONLY** *(see example on next page)*

	<b>Cultural Asset Domain</b>	<b>Key Resources/Assets Identified</b> (e.g., aunt with a business, public speaking skills, interest in self-employment)	<b>Matching Transition Doman</b> (Employment, Education& Training, Adult living, other)	<b>Recommendation</b>
<b>1</b>	Aspirational			
<b>2</b>	Linguistic			
<b>3</b>	Familial & Social			
<b>4</b>	Navigational			
<b>5</b>	Resistance			
	<b>Areas of need</b>			



**Example:**

	<b>Cultural Asset Domain</b>	<b>Key Resources/Assets Identified</b> (e.g., aunt with a business, public speaking skills, interest in self-employment)	<b>Matching Transition Doman</b> (Employment, Education& Training, Adult living, other)	<b>Recommendation</b>
1	Aspirational	<ul style="list-style-type: none"> <li>• Student would like to start a photography business</li> </ul>	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• Student to complete online tutorials on photography</li> <li>• Student and family to apply for small business grant to by photography equipment</li> </ul>
2	Linguistic	<ul style="list-style-type: none"> <li>• Student speaks sign language, English &amp; Khmer</li> <li>• Great at public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor to assist student explore careers in special education, politics, journalism</li> </ul>
3	Familial & Social	<ul style="list-style-type: none"> <li>• Has a cousin who goes to Cerritos college</li> <li>• Grandparents can provide accommodation</li> <li>• Family friend who is a school counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• Adult Living</li> </ul>	<ul style="list-style-type: none"> <li>• Cousin will assist with campus visit and applications</li> <li>• Grandparents to provide housing</li> </ul>
4	Navigational	<ul style="list-style-type: none"> <li>• Guardian receives care through the Affordable Care Act (ACA)</li> </ul>	<ul style="list-style-type: none"> <li>• Adult Living</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and guardian to teach student about healthcare transition and access to services provided under ACA</li> <li>• Area of need to be addressed in the ITP</li> </ul>
5	Resistance	<ul style="list-style-type: none"> <li>• Not identified</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Area of need to be addressed in the transition plan</li> </ul>
	<b>Areas of need</b>	<ul style="list-style-type: none"> <li>• Self-advocacy</li> <li>• Racial socialization</li> <li>• Career development</li> <li>• Participation in faith communities</li> <li>• Networking</li> <li>• Financial literacy &amp; access to capital</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• Adult living</li> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Student will enroll in ethnic studies course</li> <li>• Teacher &amp; family to assist student to become a Cambodian Advocacy Intern</li> <li>• Teacher to make curricula accessible to mosque that run homework programs</li> <li>• Student &amp; family to apply for FedEx Small Business Grant</li> </ul>