

Family Cultural Asset Profile (Student Version)

School District _____

Student #: _____ Date Completed _____

School Building _____ Grade: _____

Completed By: _____

You will soon be **an adult!** In order to assist you 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 in the future. Feel free to provide additional details/clarifications.

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

Child, Family, and Community Assets

1. Aspirational Assets are defined as the **hopes and dreams** that you, your parents, family, and your support network hold for you regarding future employment training/education and adult living outcomes.

1. I should work or participate in income generating activities in the future (e.g., self-employment, part-time job).

Yes (specify) _____ No _____ Not Sure _____ Decline to answer _____

Explain: _____

2. I should acquire training or education after high school (e.g., college, CPR training, university)

Yes (specify) _____ No _____ Not Sure _____ Decline to answer _____

Explain: _____

3. I should live independently in the future (e.g., live by myself, with roommates, with family)

Yes (specify) _____ No _____ Not Sure _____ Decline to answer _____

Explain: _____

4. I 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 would like 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 (specify) _____ No _____ Not sure _____ Decline to answer _____

Explain: _____

6. Other hopes and dreams for myself and my family:

2. Linguistic Assets refer to the various **language and communication skills students and families** bring with them to future work, education, and adult living environments.

1. I can speak _____ language(s).
Not sure _____ Decline to answer _____

2. Other communication skills (e.g., persuasion, public speaking, listening, writing, non-verbal, storytelling, etc.) _____

3. Familial and Social Assets are 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. My extended family (uncles, friends, **peers**, nephews, grandparents, etc.) is involved in or influences my life.

Yes (specify who and how below) _____ No _____ Not sure _____ Decline to answer _____

Explain: _____

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

Yes (specify which and how) _____

No _____ Not sure _____ Decline to answer _____

Explain: _____

3. My family or friends can provide supports necessary for my 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: _____

4. My family or friends can provide supports necessary for my post-secondary needs (e.g., help with applications, transportation, referrals, loans, mentorship, counseling, housing, tuition, internships, information)

Yes (specify who and how) _____

No _____ Not sure _____ Decline to answer _____

Explain: _____

5. There are jobs or income-generating opportunities suitable for me within my 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 refer to **student and family skills and abilities to navigate** social institutions, including educational environments.

1. My parents/guardians have a job or participate in an income-generating activity (past or present)

Yes ____ No ____ Not sure ____ Decline to answer ____

Explain (what helped, who assisted):

2. My parents/guardians received an education or training after high school (past or present)

Yes ____ No ____ Not sure ____ Decline to answer ____

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

3. My parents/guardians are able to meet their adult living needs with success (e.g., live independently, live with family, provide for family, manage money, and access recreation, government services, community agencies, etc.)

Yes (specify) _____

No ____ Not sure ____ Decline to answer ____

Explain (what helped, who assisted):

4. My parents/guardians 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: _____

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

1. I am prepared to advocate for others and myself.

Yes _____ No _____ Not sure _____ Decline to answer _____

Explain: _____

2. I know my 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: _____

3. I know how to protect myself against discrimination or abuse.

Yes _____ No _____ Not sure _____ Decline to answer _____

Explain: _____

4. I know what to do when my rights are violated.

Yes ___ No ___ Not sure ___ Decline to answer _____

Explain: _____

5. Other: _____

Parent/Guardian Information

1. My parents/guardians identify as:

African American/Black____ White____ African____ Latino/a/x____ Asian____ Asian American____

Native American/Indigenous____ 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. My parents/guardians would like to network with other families with transition age children with disabilities.

Yes____ No____ Decline to answer_____

5. My primary culture is somewhat different from the US mainstream culture: Consider language, beliefs, values, food, lifestyle, festivals, etc.

Yes____ No____ Not sure____ Decline to answer_____

Explain:

Child Information

1. I am good at: (consider skills required for future employment, education, and adult living)

2. I would like to interview someone who knows me or my plans for the future (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 _____ Age(s): _____ Decline to answer _____

6. Disability _____ Not sure ___ Decline to answer _____

7. Special education services: (RSP, SDC, etc.) _____

Not sure ___ Decline answer _____

Cultural Assets Form

(For administrators only; see example of completed form on next page)

#	Cultural Asset Domain	Key Resources/Assets Identified (e.g., aunt with a business, public speaking skills, interest in self-employment)	Matching Transition Domain (Employment, Education and Training, Adult Living, other)	Recommendation
1	Aspirational			
2	Linguistic			
3	Familial and Social			
4	Navigational			
5	Resistance			
	Gaps in Cultural Assets Identified			

Example

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

		<ul style="list-style-type: none">• Financial literacy and access to capital		<ul style="list-style-type: none">• Student and family to apply for FedEx Small Business Grant
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