

Family Cultural Asset Profile (Teacher Version)

School District _____

Student: _____ Date Completed _____

School Building _____ Grade: _____

Completed By: _____

Your student will soon be **an adult!** In order to assist your student 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 and your student 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 your student in the future. Feel free to provide additional details/clarifications.

Child, Family, and Community Assets

1. Aspirational Assets are 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. My student with a disability 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. My student 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. My student with a disability should live independently in the future (e.g., with friends, roommates)

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

Explain: _____

4. My student 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 would like my student 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 my child

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. My student's parents/guardians speak _____ language(s).
Not sure _____ Decline to answer _____

Explain: _____

2. My student can speak _____ language(s)
Not sure _____ Decline to answer _____

Explain: _____

3. Other communication skills my student possesses (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 student's extended family (uncles, friends, **child's peers**, nephews, grandparents, etc.) is involved in or influences my student's life.

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

Explain: _____

2. My student's 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 student's family or friends can provide supports necessary for the student'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: _____

4. My student's family or friends can provide supports necessary for 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 my student within the 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 student's 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 students' 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):

3. My student's 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 student's 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. My student is prepared to advocate for others and self.

Yes _____ No _____ Not sure _____ Decline to answer _____

Explain: _____

2. My student knows their 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. My student knows how to protect themselves against discrimination or abuse.

Yes _____ No _____ Not sure _____ Decline to answer _____

Explain: _____

4. My student knows what to do when rights are violated.

Yes ___ No ___ Not sure ___ Decline to answer _____

Explain: _____

5. Other: _____

Parent/Guardian Information

1. My student's 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. 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. Age: 18-25____ 26-35____ 36 and above____ Decline to answer _____

5. My student's parents/guardians would like to network with other families with transition age children with disabilities.

Yes____ No _____ Decline to answer _____

6. My student's parents'/guardians' 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. My student 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 _____ Age(s): _____ Decline to answer _____

6. Disability _____ Decline to answer _____

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

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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