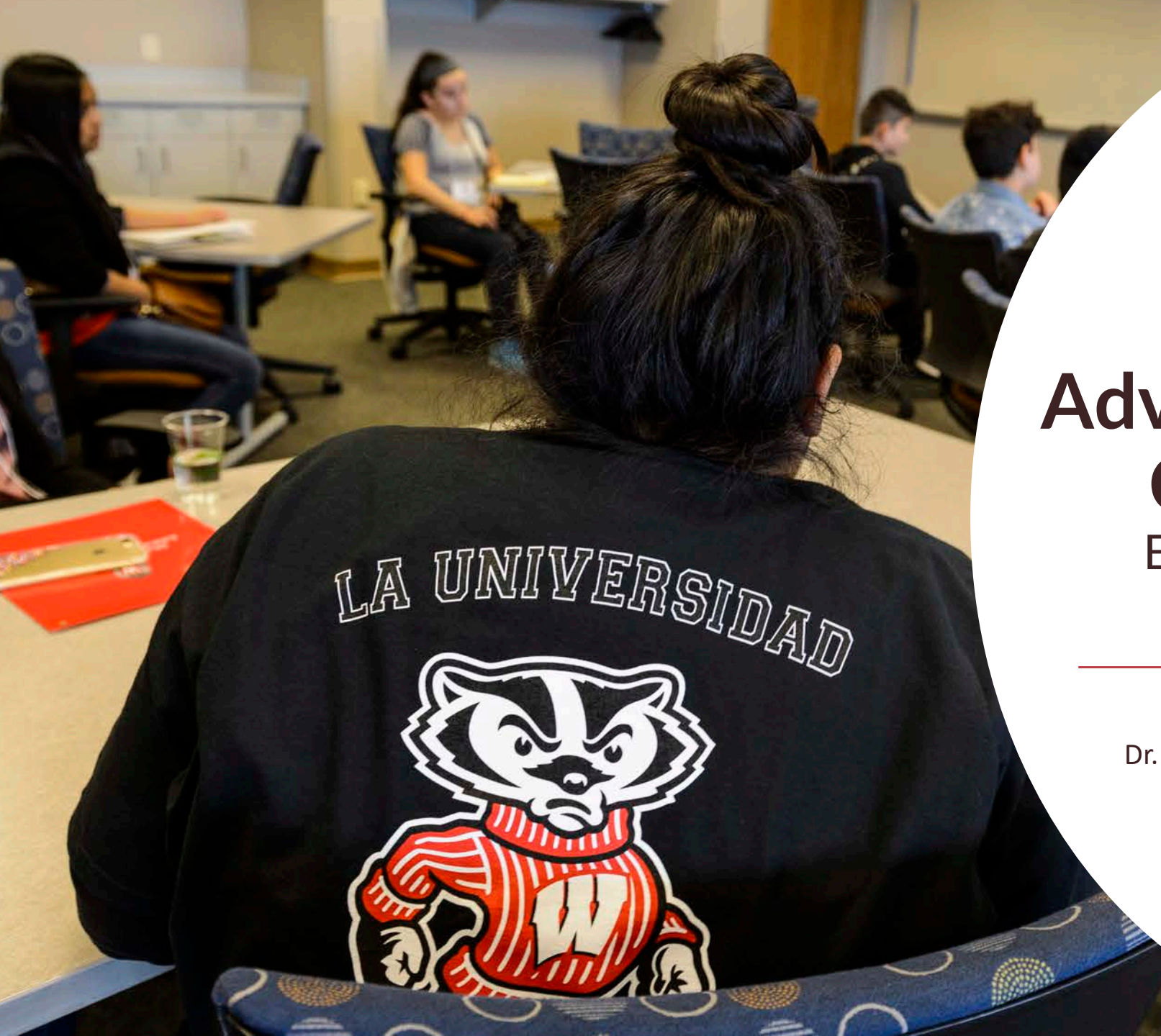


Chat Box Activity: Audience Engagement

- Introduction
 - Name
 - Institution or Company
 - Current Location
- Have you engaged in asset-based frameworks before?
 - If so, how have you utilized these frameworks?
 - If not, what are your expectations for this session?



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The Networks and
Cultural Assets Project



Advancing Community Cultural Wealth:

Engaging with Asset-Based
Frameworks

Dr. Trevor McCray The Networks and Cultural Assets
Project University of Wisconsin-Madison

CWT CENTER FOR RESEARCH ON
College-Workforce Transitions



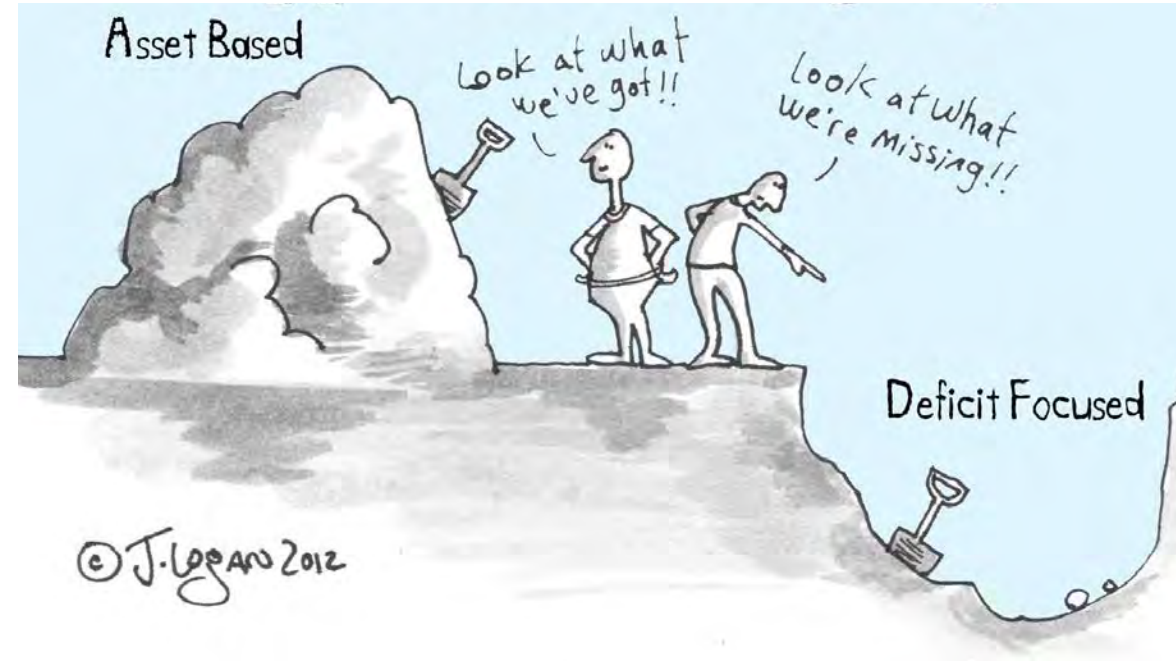
Learning Outcomes:

Audience will:

- **Enhance** their awareness and knowledge of asset-based frameworks and the purpose of the concept.
- **Engage** in a virtual community with colleagues to acknowledge the application of asset frameworks in hopes that these individuals' toolkits will be sharpened.
- **Learn** about research that has guided our Center's scholarship and how it can impact functional areas in Higher Education engaging with communities of color.

Historical Context

- Deficit thinking has existed for **centuries** in relations to communities of color. (Menchaca, 1997).
- Deficit thinking **holds students from historically oppressed populations responsible** for the challenges and inequalities that they face (Davis, 2019).
- Douglas Rushkoff states: *“Instead of focusing on what we still lack, we must take stock of what we already do have in terms of resources, abilities, and pure will.”*
- Particularly in education, an asset-based approach is key in achieving equity in classrooms across the country. In recent years, *while equity and access efforts shined a light on marginalized and underrepresented communities, some efforts treated schools and communities like they needed to be “saved.”* With an asset-based approach, every community is valuable; every community has strengths and potential.



Deficit-Based Approaches v. Asset-Based Approach:

Deficit Approach	Asset Approach
Focuses on "needs."	Focuses on "strengths."
Examines the "problems."	Examines "opportunities."
Observes from the "external" lens	Observes from an "internal" lens
Offers insight into what's "missing."	Offers insight into what's "present."

What are Asset-Based Frameworks?:

- In the simplest terms, an asset-based approach **focuses on strengths**. It views diversity in thought, culture, and traits as positive assets. Teachers and students are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack (NYU Steinhardt, 2022).
- The focus on the assets of communities- *rather than their needs, deficits, or problems*- represents an essential **shift in mindsets** and practices for people working with communities on important issues (Green & Haines, 2011, p. 7).

So, Why is this important:



1. It doesn't focus on communities of color inadequacies.
2. This framework offers insight into their talents, strengths, and potential.
3. The goal is to build relationships and understanding of these students while embracing their uniqueness and what they bring to the forefront.
4. Asset-framing doesn't ignore challenges. It's not about avoidance or substitution. *It's more accurate to introduce a young person by their aspirations and contributions before mentioning their challenges than it is to sum them up as an "at-risk youth."*

Audience Engagement: Thinking Activity

1. When working with your communities of color, how do you usually assess their work?
2. Do you find that your approach is more need-based or affirming?



Building Your Toolkit:

Different Forms of Asset-Based Frameworks:

- Funds of Knowledge- Luis Moll et al. (1992)
- Community Cultural Wealth - Tara Yosso (2005)
- Bourdieuan Analysis of Capital - Neri et al. (2021)
- Engineering Funds of Knowledge- Verdin et al. (2019)
- Anti-Deficit Achievement Framework- Harper (2010)

Additional Resources:

- Asset-Based Thinking Website: <https://cramerinstitute.com/>
- Center for Research on College-Workforce Transitions:
<https://ccwt.wisc.edu/>

Current Center's Research:



Banuelos, Jang-Tucci, & Benbow (2022): Hispanic/Latino Student Community Cultural Wealth, Social Networks, and Career Development at the University of Wisconsin-Whitewater:



Hora, Benbow, & Smolarek (2018): Re-thinking Soft Skills and Student Employability: A New Paradigm for Undergraduate Education



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The Community Cultural Wealth (CCW) Framework

describes the assets Communities of Color derive from their families, cultures, languages, and communities of origin. These assets help them navigate spaces that were not designed with them in mind.

The Community Cultural Wealth (CCW) Framework



Kiyama (2010) and other authors explain the value of “marginalized” social capital – including information students receive from family members.

Capital Breakdown

- ***Aspirational Capital***: the ability to ***maintain hope and dreams*** for the future; event in the face of real perceived barriers.
- ***Linguistic Capital***: the intellectual and social skills attained through ***communication*** experiences in more than one language and/or style (e.g., storytelling, art, music, etc.,).
- ***Familial Capital***: those cultural knowledges nurtured among kin that carry a sense of community ***history, memory, and cultural intuition***.
- ***Social Capital***: networks of people and community resources.
- ***Navigational Capital***: skills of ***maneuvering through social institutions*** often not created for communities of color in mind.
- ***Resistant Capital***: those knowledges and skills fostered through ***oppositional behavior*** that challenges inequality.
- ***Spiritual Capital***: resources or skills that are ***rooted in spiritual connections*** that's greater than oneself. (Perez-Huber, 2009 & Rendon, 2015)

Soft-Skills Paradigm v. Cultural Capital Paradigm

Soft-Skills Paradigm	Cultural Capital Paradigm
- Teaching culturally relevant pedagogy is overlooked.	- Skills are based on the assignment of values and context not on simple or difficult.
- Seen as elementary and simple; assuming that students will internalize these skills (classes or workshops).	- Promotes the idea that knowledge and aptitudes are acquired as young people are immersed in specific settings.
- Students are responsible for acquiring these short-term skills.	- Students interest are met through the intentional investment of affinity based social and cultural capital.

Application of Information:

Forming Questions:

- Instead of asking (Harper, 2010):
 - Why do so few students of color lack engagement with their career services department in college?
- Reframing to ask:
 - How were career aspirations cultivated amongst undergraduate students of color who are currently enrolled?

Programming & Advising:

- Instead of starting from a "need" based perspective
 - i.e., Focusing networking programs and tailoring the concept on European ways of networking.
- Reframing programming concepts of networking in a way that's an affinity-based approach that uplifts and affirms communities of color networks.

Accentuating Language around Communities of Color:

- Instead of stating "underrepresented students" in text or speeches
- Reframing to say, "rising scholars" or "champions."

Audience Practice:

- Cliche Higher Education Phrase: *"Meeting Students where they are."*
 - How do we truly know where students of color are?
 - Are we approaching this phrase from a deficit lens?
 - How could we acknowledge where students are without meeting them where they are?

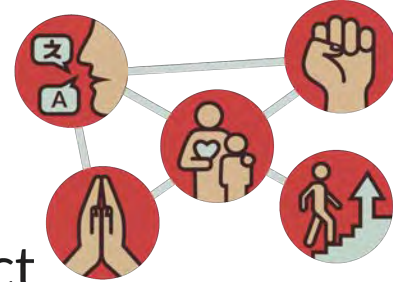


Wrap-Up & Takeaways:

- **Engage** with your communities of color to learn more about what they know and what they can do.
- **Offer** different learning platforms for your population of students.
- In addition, when **advising or coaching**, focus on what they did well and how their strengths can address their areas of growth.
- Utilizing Asset-Based Approaches **affirm underutilized and untapped talent**. At the same time, amplifying voices to dreams and allows communities of color to create in their own unique way. The goal should always be to enable communities of color to lead change through their strengths.

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THANK YOU

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