

# Tribal Toolkit: Community Asset Mapping for Tribal Youth Well-being

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National  
Congress of  
American  
Indians



National Indian  
Health Board  


# First Kids 1st: Every Child is Sacred



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## FK1st History

- Began in 2007 with founding partners meeting to develop vision (NCAI, NICWA, NIHB, and NIEA)
- Together became the Native Children's Agenda
- Developed Native Children's Policy Portfolio in 2007
- In 2015 became the First Kids 1<sup>st</sup> – Every Child is Sacred Initiative
- Developed Native Children's Policy Agenda in 2015
- How can we promote the well-being of our children and youth so they can thrive?





## FK1st Vision

*The First Kids 1st – Every Child is Sacred Initiative is a national collaborative effort and is comprised of leading Native American organizations, allies, and partners from all backgrounds, focused on changing national, tribal, and state policy to create conditions in which American Indian and Alaska Native children can thrive. We are working to cultivate and nurture strategies and policies that build and strengthen equitable and local supports for vulnerable Native children and youth in their communities.*





## Collective Vision

**Healthy lifestyles.** Our children must have the resources they need to develop strong self-esteem and the life skills needed to usher them into adulthood. One of these resources is good health. Children who are physically and emotionally healthy are more able to play, learn, and work.

**Safe and supportive environments.** Children who have their basic needs met, including love, shelter, food, clothing, and play, are children who are more likely to go on to thrive, explore, learn, and dream. Our children must be protected from unsafe environments and supported by our communities.

**Successful students.** Children who are healthy, safe, and nurtured achieve to the best of their abilities. Our children need skilled teachers, sound curricula, and family involvement so they can gain the abilities they need for present and future fulfillment.

**Stable communities.** In order to invest in children and the community structures that support them, tribal governments must have options for economic development and flexibility to channel tribal and federal funds into programs that best support their members. The objective is to foster economically self-sufficient communities that can support community programs, which provide basic support for children and families.

# Theory of Change

- Native Youth well-being is shaped by a variety of factors in the community.
- To make long-lasting and sustainable changes the community and key stakeholders must be involved in the process of change.
- Youth must be effectively engaged in the community asset mapping process as key informants, decision makers, leaders, and implementers of activities to collect data, analyze and interpret data, develop recommendations, and carry out action planning.
- Others in the community have important roles too (tribal leaders, program providers, elders, advocates, etc.).  
Understanding each person or organization's role and how to effectively utilize their resources and strengths is critical to ensuring the community is invested and the results lead to the desired change.





**What is an asset that you provide to help youth in your community?**

# Community Asset Mapping

- **Purpose:** Gather information on, organize, and develop resources
- **Approach:** Strengths-based
- **Community participation:** individuals, families, and organizations
- **Process:** Identify, collect, and analyze assets





# Historical Background



[www.kstrom.net/isk/maps/mapmenu.html](http://www.kstrom.net/isk/maps/mapmenu.html)

# Historical and Intergenerational Trauma

- Tribal governments disrupted
- Traditional land and economies taken away
- Natural helping systems disrupted
- Children taken from families, placed outside their cultures

# Manifestations of Colonialism

- Limits on tribal jurisdiction
- Inequity of funding
- Superiority of thought
- White privilege/resentment
- Paternalistic policy making
- Disparities (structural risk factors)
- Imposed boundaries



# Community Development Asset Strategies

- **Control:** To increase the control of the asset through a variety of means
  - becoming more active in political and other decision making bodies
  - increasing the skills of tribal members to effectively control assets
- **Retain:** To create or establish internal controls within the community to retain assets.
- **Increase:** To expand and/or add value to an existing asset.
- **Utilize:** To build/strengthen the ability of the community to manage and make use of the asset.
- **Leverage:** To use the asset in such a way as to attract/generate additional resources to the asset pool.
- **Create:** To originate, or bring into being, a new asset.

-First Nations Development Institute, 2004



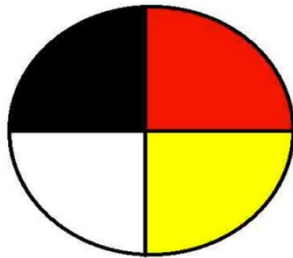
# Tribal Toolkit Purpose

- **Provide a guide for tribal nations in the community asset mapping process**
- **Support tribally-driven data collection**
- **Offer a culturally-adapted structure for community asset mapping using the Relational Worldview Model (RWV)**
- **Lay the groundwork for community development to support Native youth well-being**

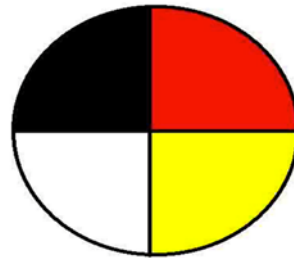




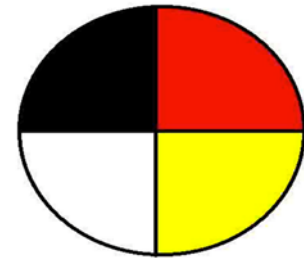
**Today**



**Creating a  
Vision**



**Development/  
Action Planning**



# Community Development

# What can the toolkit be used for?

## Tribal Governance Youth Councils



NCAI Youth Commission Members



# What can the toolkit be used for?

Tribal Social Services (Child Welfare, TANF, etc.)



# What can the toolkit be used for?

## Tribal Health Systems



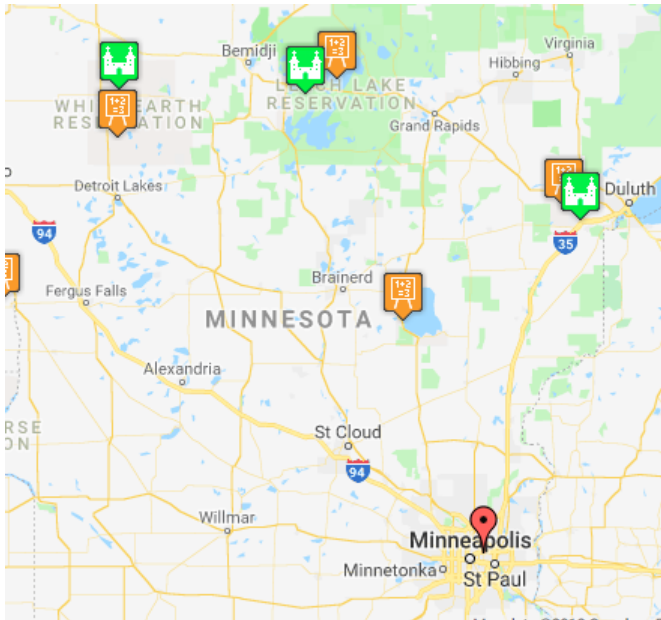
Dental Therapy Movement, Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians (CTCLUSI); (NIHB)








# What can the toolkit be used for?

## Tribal Education Systems

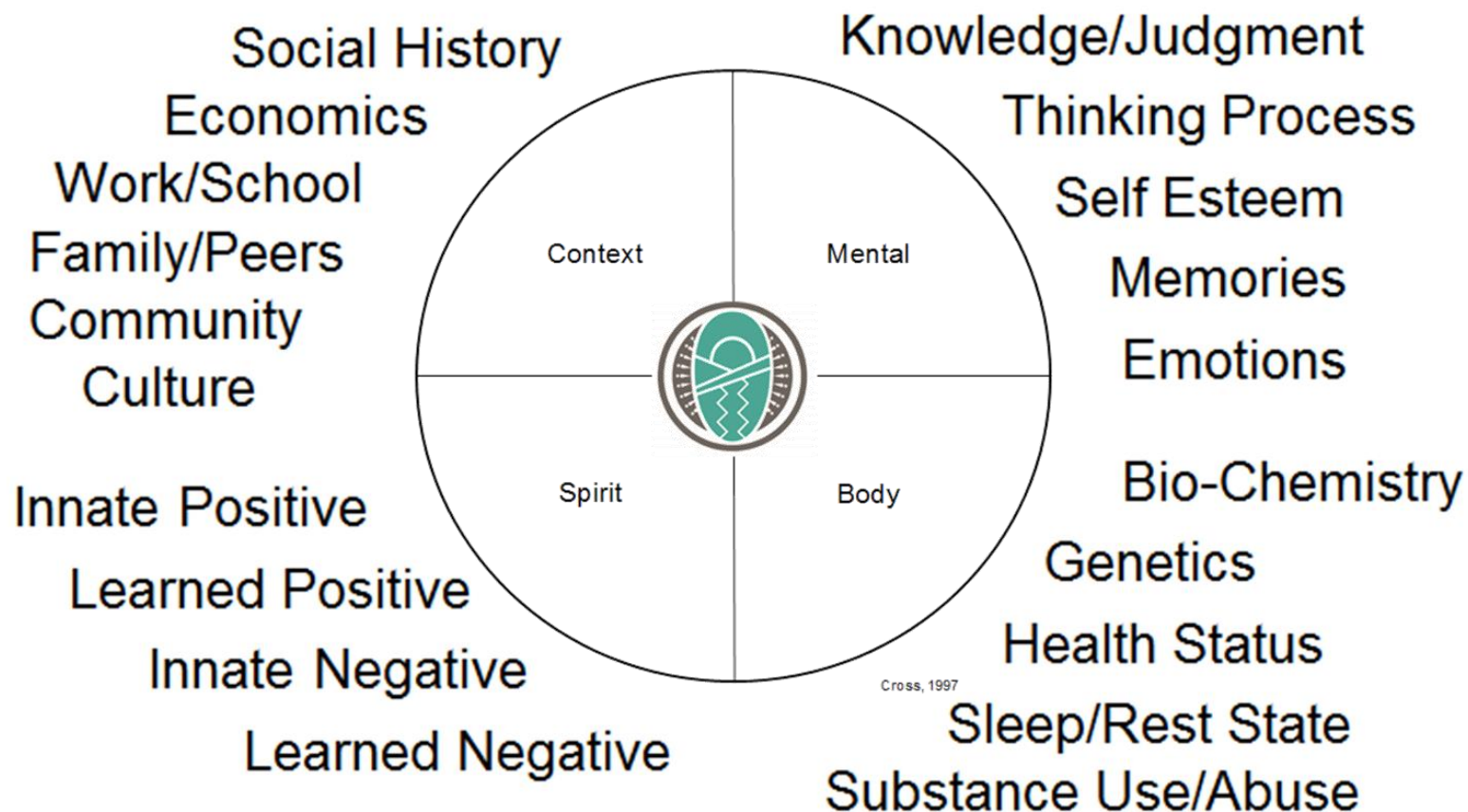


### Key:

-  State Indian Education Office
-  Tribal Colleges and Universities
-  BIE Schools

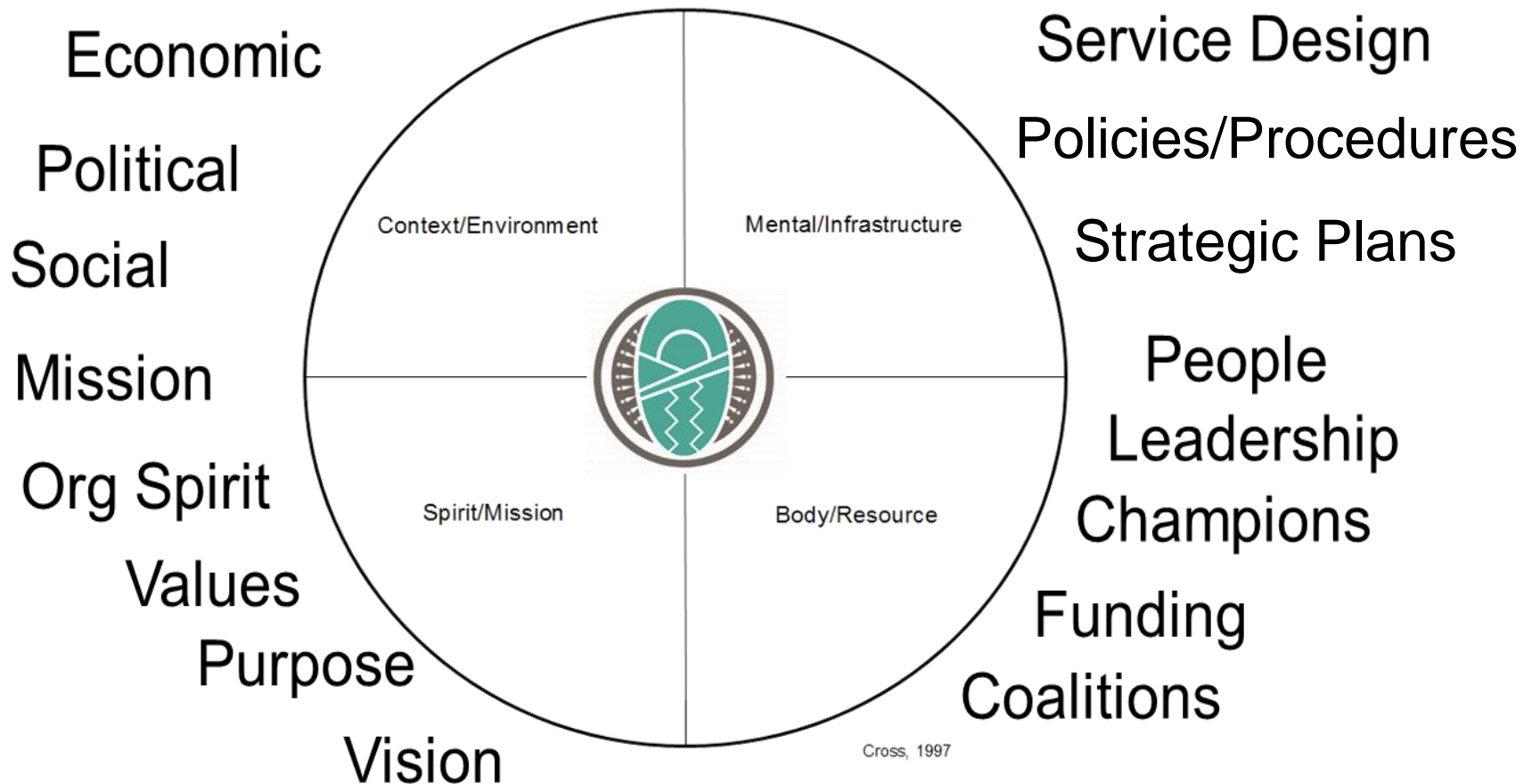


# Relational Worldview Model Individual/Family Level



# Relational Worldview Model

## Organizational/Community Level





# Relational Worldview Model as a Framework

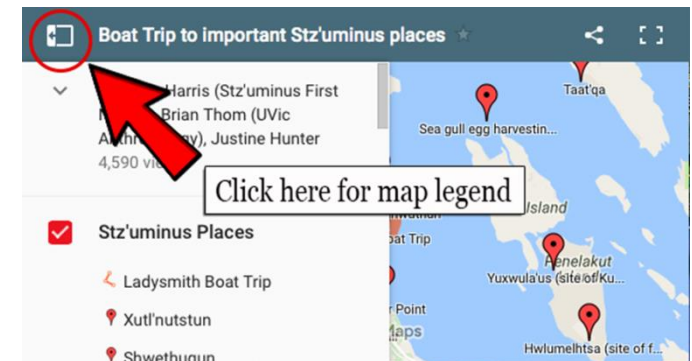


What contributes to the ability of Native youth to thrive?

What assets in your community support Native youth well-being?

# Community Asset Mapping Planning Process

- ❖ Identify and involve partners
- ❖ Define community boundaries
- ❖ Define a community asset and determine what types of community assets to include
- ❖ Determine the collection methods and tools
- ❖ Organize the assets on a map
- ❖ Action planning/community development



# Identifying and Involving Partners

- Community members, youth, organizations, leaders: (examples)
  - Tribal council members
  - Teachers
  - Elders
  - Social service and healthcare providers

*\*Diverse community and cultural knowledge*



# Defining Community Boundaries

How would you define your community's boundaries?



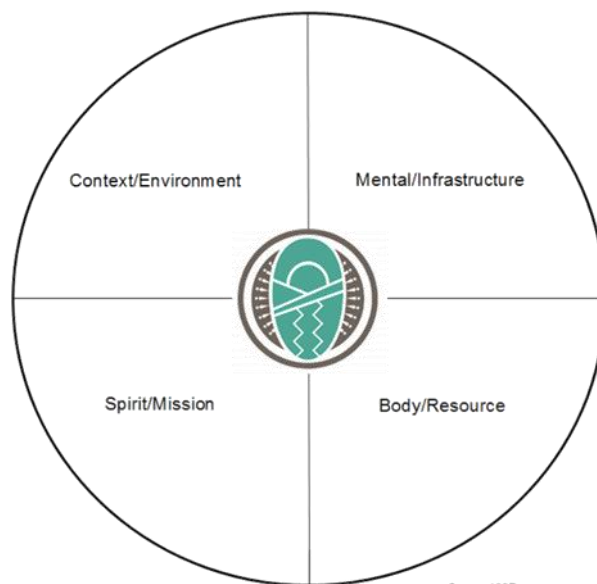
- Geographic markers: reservation, town, or city
- Consider: landmarks, streets, rivers, mountains, service delivery area, location of tribal members

# Defining a Community Asset

## Organizational/Community Assets

Environment: Physical (parks/monuments/tribal lands), Economic (tribal economy), Political (power relationships, influence, partnerships), Social (strength, attitudes, beliefs), Culture

Mission: Mandates, Organizational Spirit, Values, Purpose, Vision, Mission, Spiritual Centers/Sacred Sites, Churches, Ethics, Philosophy



Infrastructure: Policies/Procedures, Management Structures (personnel management, fiscal), Service Design, Strategic Plans, Tribal Laws, Government-to-government agreements

Resources: Human Beings (Staff/Board members), Artists, Musicians, Athletes, Activists, Leadership (Tribal Council/ Youth Council), “Champions” (leaders of a cause), Information, Funding, Coalitions, Advocacy Groups, Tribal Media



# Determine Collection Methods and Tools

## Methods

- Lists of organizations
- Lists of families and individuals
  - Surveys
  - Interviews or Focus Groups (structured/unstructured)
- Community Meetings
- Community Walks
- World café
- Bingo game



## Tools

- Mapping
  - Street Map
  - Online
- Worksheets



# Structured and Unstructured Interviews



Dolores Quintero (Miwok)



# Community Walks



Fond du Lac Tribal and Community College

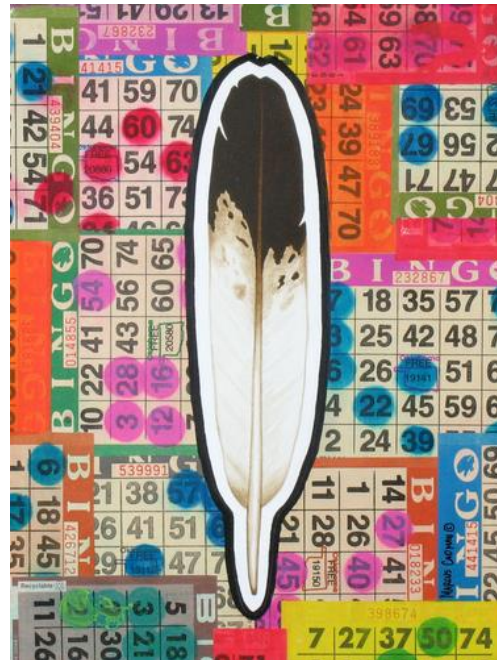


# World Café: Should we use it? How?



Artist: Amanda Fenton



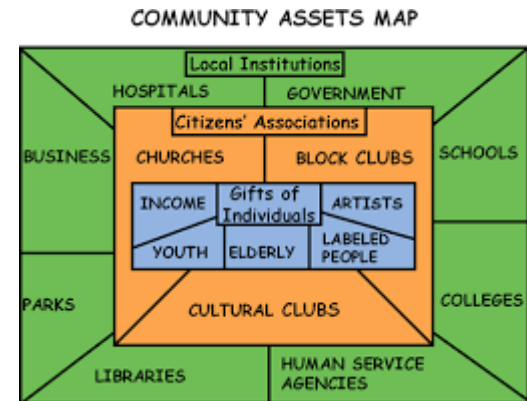


Artist: Marcus Cadman (Navajo/Kickapoo)

# BINGO!

# Presenting the Results

- Presentations
  - Tribal council
  - Community and organizational presentations
- Reports
  - Visual
  - Narrative/Story-telling
- Databases
  - Digital
  - Reference guide



# Community Example: Hul'q'umi'num' Coast Salish of Kuper Island and Vancouver Island

Two Houses Half-Buried in Sand Digital Map documentary research project provides a visual interface for 1,450 views

[SHARE](#)

Cultural/Sacred

- Hwtl'upnets
- shíshálh
- Leeyqsun
- Punaluxutth'
- ... 31 more

Fishing

- Hwts'usi'
- Sta'lo'
- Sta'lo'
- Hwts'usi'
- ... 10 more

Hunting





# Creating Your Action Plan

- What does your data tell you?
  - What are the greatest assets your community has? Are there things that can be done to further strengthen or expand those?
  - Are there gaps in your community assets? New assets needed or assets that need additional support.
  - What are next steps? How do we engage our community partners to create an action plan for community development (identify priorities and strategies).



Artist: Marcus Cadman (Navajo/Kickapoo)



# Resources Provided to Tribal Pilot Sites

- **Technical assistance from FK1st core partners (on-site, phone, and materials)**
- **Mini-grants (co-investment) for tribal pilot sites (\$12,000)**
- **Data collection and evaluation assistance**
- **Potential for assistance from Google Maps**
- **Opportunities for sharing your process and results with other tribes at FK1st Partner Conferences**





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# Questions and Comments

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