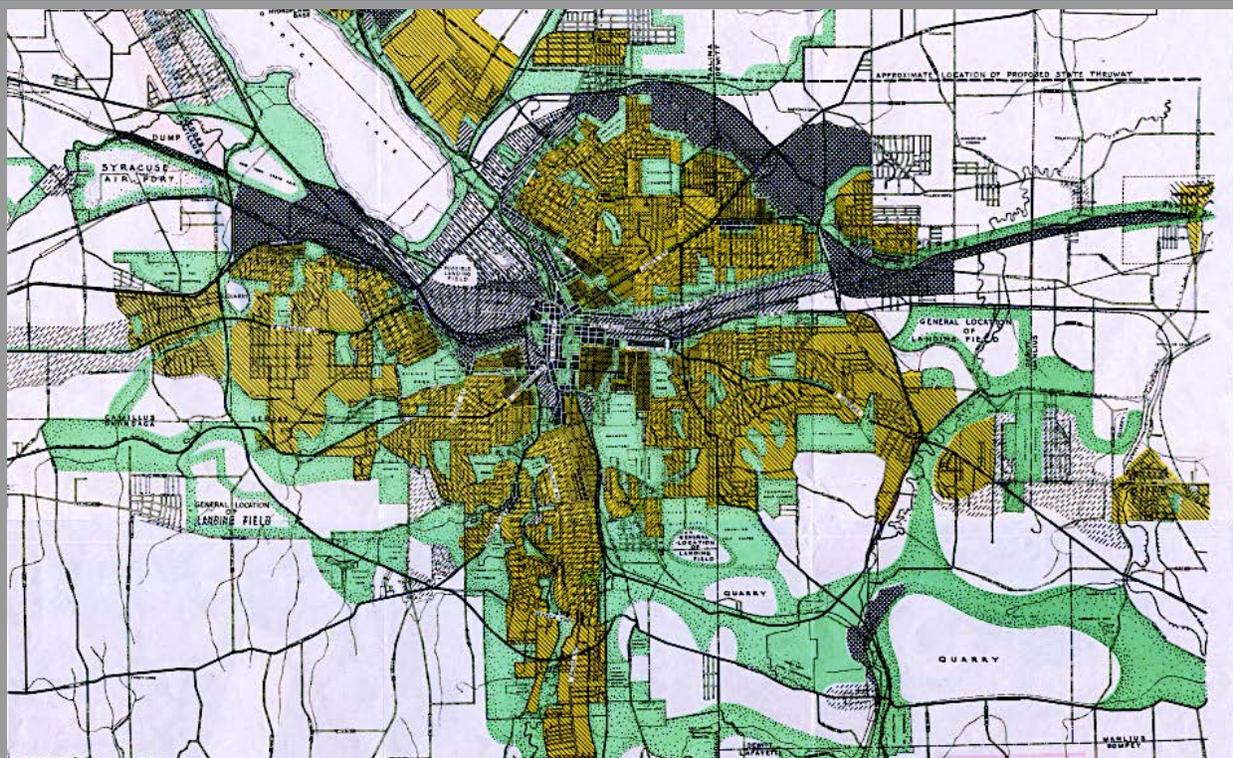




Asset Based Mapping Toolkit

A GUIDE AND TIPS FOR ASSET MAPPING

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Map of the Industrial Areas of Syracuse

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Introduction

What is Participatory Asset Mapping?

Participatory Mapping is the process of community members themselves collecting information – including location – about the people, places, and experiences that make up a community. The purpose of asset mapping is to explore, appreciate, and recognize existing value in communities in order to collectively expand community networks and relationships in the pursuit of the shared vision of a better future.

Why Use Participatory Asset Mapping?

- Develop shared understandings about existing assets and strengths within the community – often including assets which weren't previously recognized as assets
- Establish a base of knowledge owned by the community and adaptable to their needs
- Expand connections, partnerships, and networks within the community
- Articulate spatial knowledges to advocate for a needed policy
- Help manage resources, community development, and planning
- Identify assets which are missing (what residents leave the community for)
- Give communities more control over their neighborhood development
- Empower communities by building new capacities – skills, abilities, and knowledges
- Increase participation, inclusivity, cooperation, and trust within the community

Table 1: Asset Mapping Versus Needs-Based Mapping

Asset-based Mapping	Needs-based Mapping
Focus on <i>assets</i> (what's there)	Focus on <i>needs</i> (what's missing)
Builds <i>community connections and partnerships</i>	Assists <i>external service providers</i>
Requires <i>bottom-up</i> organizing	Requires <i>top-down</i> implementation
Treats people as <i>citizens</i>	Treats people as <i>consumers or clients</i>
Focus on community's existing <i>strengths</i>	Focus on community's <i>weaknesses</i>
Start with <i>questions</i> to discover what people care about, and coordinate solutions as a community	Start with <i>answers</i> and work to implement solutions on behalf of the community
<i>People</i> are the answer	<i>Programs</i> are the answer
Community is seen as <i>resourceful, resilient, and cohesive</i>	Community seen as <i>deficient and lacking</i>
Assets are broadly <i>understood, dynamic, and including intangibles</i> (e.g. relationships)	Needs are <i>narrowly defined, static, and often monetary</i>
Identifies <i>opportunities</i>	Responds to a <i>problem</i>
<i>Investment</i> orientation	<i>Charitable</i> orientation
Emphasis on <i>citizens</i> and <i>informal</i> associations (in addition to formal)	Emphasis on <i>formal</i> agencies and institutions
<i>Develops</i> potential in people and communities	<i>Maintains</i> communities and <i>fixes</i> problems

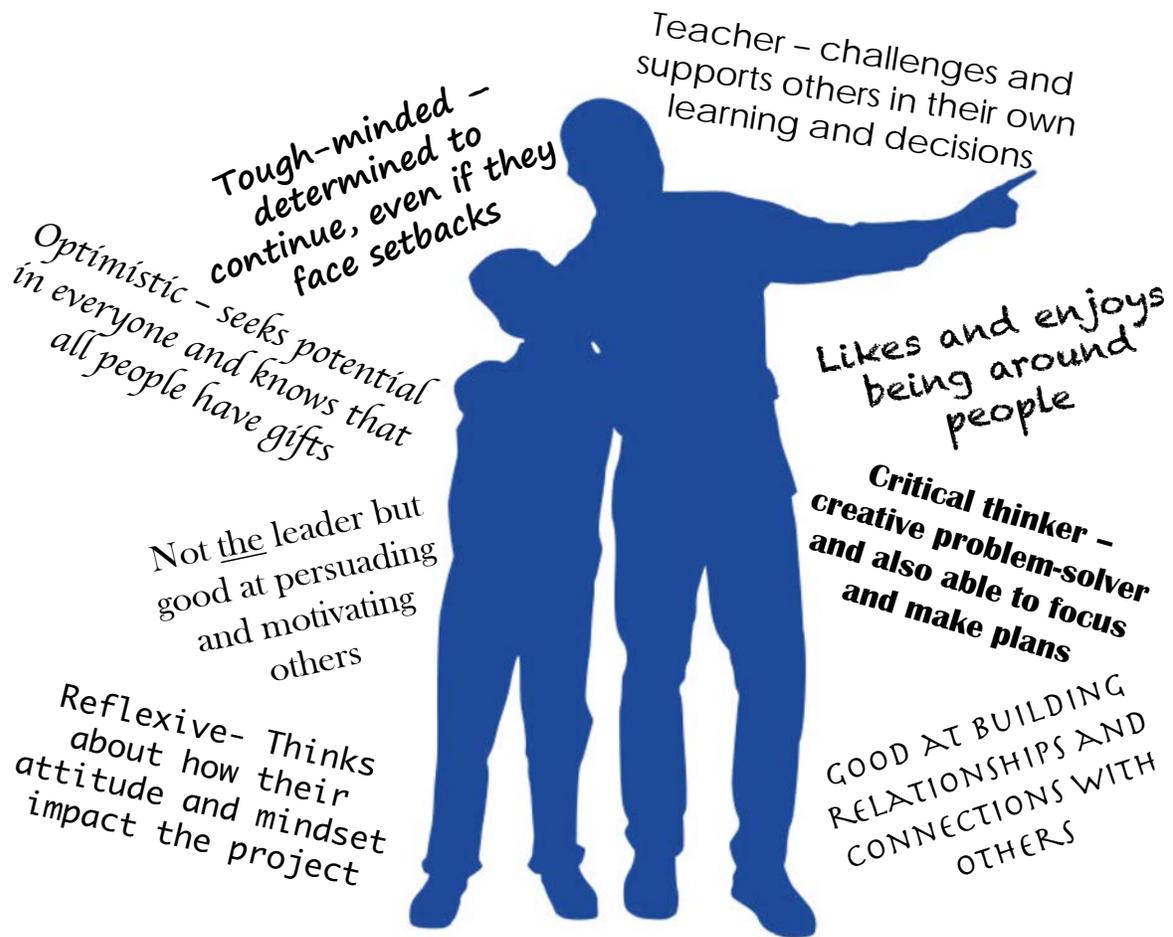


Figure 1: Qualities of an Effective Community Organizer

Considerations when Choosing Community Organizers

1. Think about what type of information you would like to collect. What is the theme of your project? What questions are driving your research? What type of data can be used to answer your questions (see “Different Forms of Data Collected” section for full discussion of different types of data).
2. Consider who your community collaborators might be and what identities or qualities might be beneficial for a community collaborator to possess.
 - Example: if you are trying to collect data about women’s health, it may be helpful to reach out to women who are interested in this topic or have connections to related organizations to serve as the community organizers for this asset map.
3. Reflect on the training or skills necessary to successfully complete the asset map or data collection necessary to answer your research questions.
 - Example: if you are interested in using computer technology to map out community assets, you may want to contact individuals who are familiar or are interested in learning more about computer programming to serve as the community organizer.

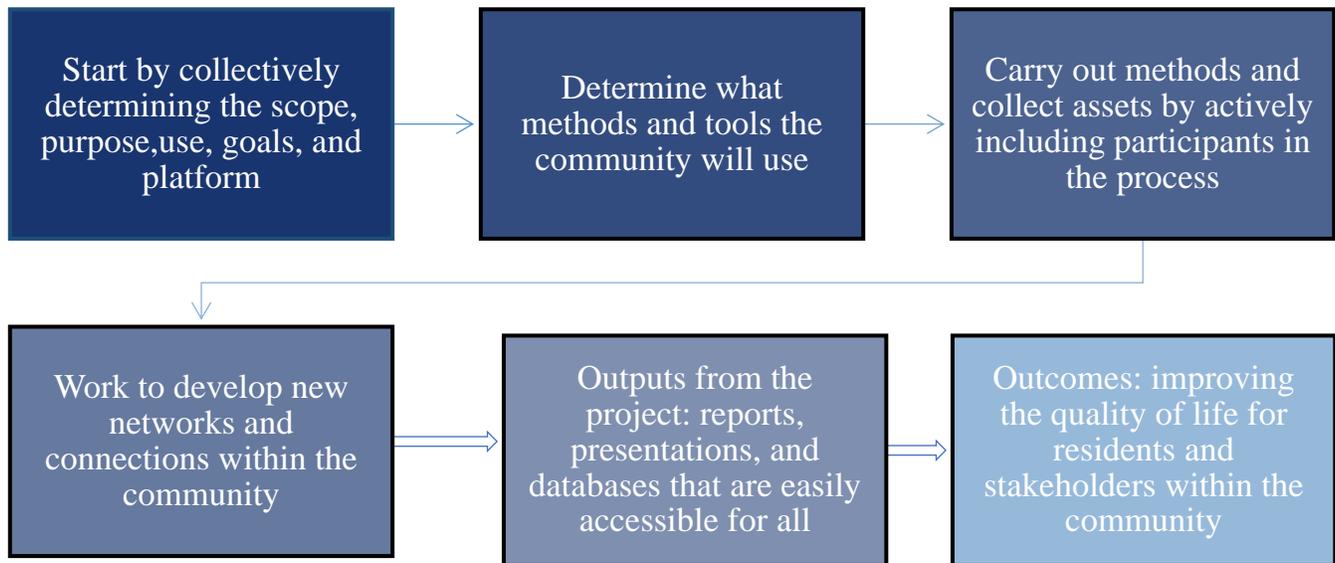


Figure 2: Overview of the Community Asset Mapping Steps

How to do Participatory Asset Mapping

1. Start by collectively determining the scope, purpose, use, and platform
 - Assets should be mapped for a purpose –not just to collect information but to inform action
 - Clear goals and outcomes can draw other people in and demonstrate relevance
2. Determine what methods and tools the community will use
 - Researchers use a variety of methods to collect information
 - Tools are the resources used to facilitate data collection
 - Research methods and tools should be flexible and context specific-adapted to the local environment
 - There is not one set way to explore a community-methods and tools can change
3. Carry out methods and collect assets
 - In addition to mapping locations, data can include descriptive information like quality and accessibility
 - Regardless of the method, focus on having informal conversations and building relationships-meet people where they are and listening to what they're willing to contribute. Do not try to force people to participate.
 - Community members shouldn't be treated as research subjects but as active participants in the research process
 - Note: what counts as an asset can change through the process
4. Work to develop new networks and connections within the community
 - Everyone has a gift to give, even if they are sometimes hidden by labels like 'homeless' or 'disabled'
 - Discover each person's capacities and gifts, then build networks that offer practical ways for community members to contribute these to the wider community
5. Outputs: reports, presentations, databases, events, meetings
6. Outcomes: Improving communities by properly directing energy and funding towards businesses, organizations, and spaces that benefit multiple stakeholders

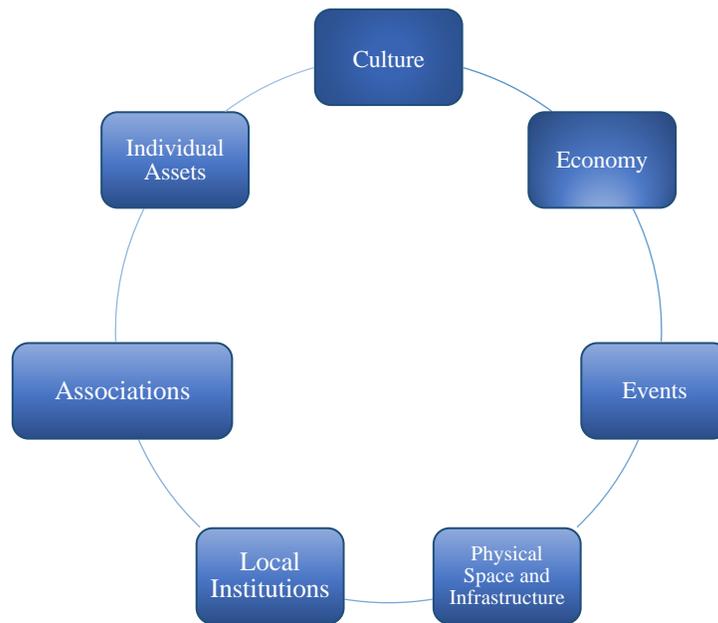


Figure 4: Interconnected Map of Assets

Table 2: Types of Assets

Asset type	Descriptions	Examples
Individuals	Talents, skills, abilities, characteristics, dreams, hopes, willingness to contribute	hair stylist, sewing, music, gardening, landscaping, painting, multi-lingual (translator/teacher)
Associations	Existing groups and networks, activities, and plans for the future	Activist organizations, artistic organizations, hobby groups, political groups, and more (see table below)
Institutions	physical space, equipment, knowledge, skills, expertise, resources, relationships with the community, budget	hospitals and clinics, schools, universities, libraries, community centers, neighborhood businesses, legal representation, counseling, child/adult care, healthcare and dental, banks and credit unions
Physical space and infrastructure	Recreation space, transportation, places to meet, venues for events	parks, housing, buildings, buses, bike and walking paths, green spaces, land (e.g. vacant lots)
Events	Brings communities together, often with food and drink, places to have fun and build networks	Block events/activities, recreation/sports, senior activities, youth activities, clean-ups
Economy	products that produce and consume in the community (formally and informally), how money flows in (and out) of the neighborhood, business development, and job opportunities	Finances often controlled by investors, lack of a grocery store means all grocery spending leaves the community
Culture	background, ethnicity, traditions, stories, memories, perspectives	Murals, festivals, family and community traditions, arts

Table 3: Types of Community Groups

Association Type	Examples
Activist Organizations	Black Lives Matter, tenants' rights organization, immigrant justice organization, Syracuse Peace Council, Worker Center at CNY
Artistic Associations	Musical bands/clubs, dance groups, theater/drama groups, arts & crafts fairs
Business Organizations	Chamber of Commerce, economic development council, restaurant associations
Charitable Groups	United Way, Red Cross, AIDS task force, cancer society, humane society
Community support group	Historic preservation society, neighborhood park advisory group, friends of the library
Education groups	School councils, book clubs, tutoring groups, Parent Teacher Association
Environmental Groups	Environmental organizations, garden clubs, nature conservancy
Health & Fitness	Biking clubs, workout groups, pick-up sports leagues, yoga clubs
Heritage Groups	Neighborhood historical society
Hobby groups	Gardening club, sewing/knitting club, writer's group, antique collectors' clubs, stamp & coin collectors, card playing groups, bowling leagues
Interest groups	The Syracuse Area Outdoor Adventure Club, The Syracuse Society of Geeks, The CNY Creative Writing Cafe
Informal support networks	Family networks, informal group of neighbors, friends
Mentoring Groups	Peer mentors, big brothers/sisters, after-school mentors
Mutual Support	Veterans group, parenting groups, senior clubs, domestic abuse support group, disease and addiction support groups
Neighborhood Groups	Neighborhood associations, block watch, neighborhood clean-up
Political Organizations	Democrats, Republicans, Greens, Working Families, League of Women Voters, Get Out The Vote Campaign
Professional Organizations	Unions (industrial and craft), Bar Association, Medical Society
Religious organizations	Churches, Mosques, Synagogues, Interfaith initiatives, bible study group, choir
Social Cause Groups	Anti-hunger group, housing task forces, mothers against drunk drivers (MADD)
Sports/Health Clubs	Sports leagues, runner's clubs
Youth Organizations	Boys and girls club, scouts, computer clubs

Note: This list is not exhaustive

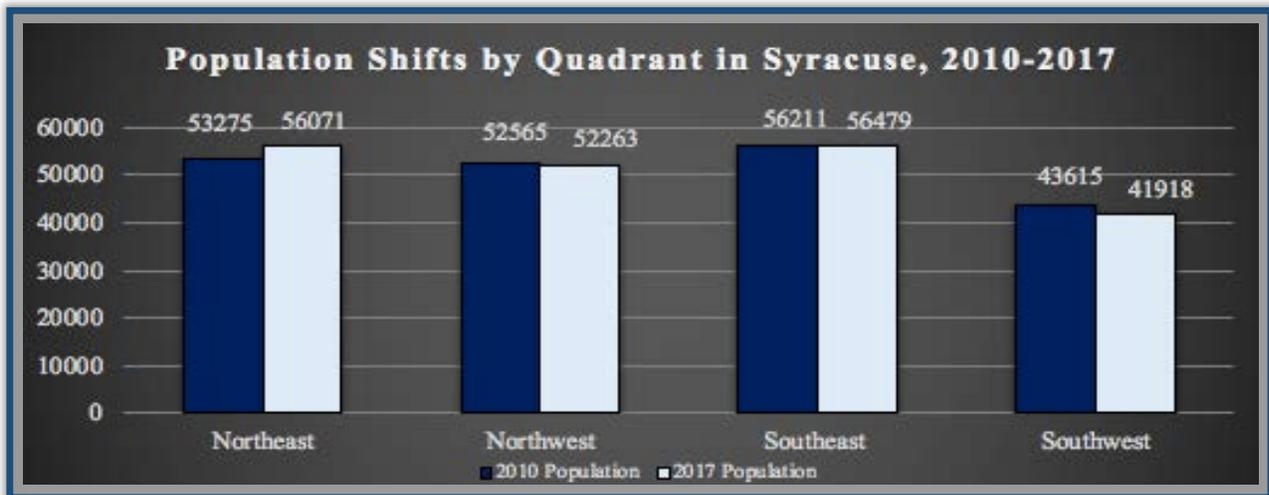


Figure 5: Bar Graph Using Quantitative Data

Different Forms of Data Collection

Quantitative Data

Includes all types of data that can be counted and verified using mathematical-based methodologies.

Examples of Quantitative Data- Population numbers collected during five and ten years census, number of occupied houses in an area, average household income.

Helpful Sources of Quantitative Data

- American Factfinder-Census Information
- Voter Records
- Membership Records
- Surveys

Ways of Integrating Quantitative Data into Community Asset Mapping

- Think of quantitative data as a foundation to identify potential sources of qualitative data. Knowledge of general racial, gender, and age demographics and languages frequently spoken in the area can help identify community coordinators with certain skill sets and identities that will lend themselves well to working with certain populations.
- Community coordinators and collaborators can use annual income, voter records, and average education levels to better understand the area that they would like to work in, existing community assets, and areas that can be further developed in the community.
- Can be used to identify ownership of buildings, spaces, and businesses that could be further developed with economic or community support.

Important Consideration when Working with Quantitative Data- Keep in mind that quantitative data is frequently collected, interpreted, and disseminated by those with power and privilege within a society. Researchers should critically evaluate quantitative data based on its origins, original uses, and potential to be misinterpreted or misused. Quantitative data should be used in conjunction with qualitative data, rather than instead of or privileged over these valuable datasets.

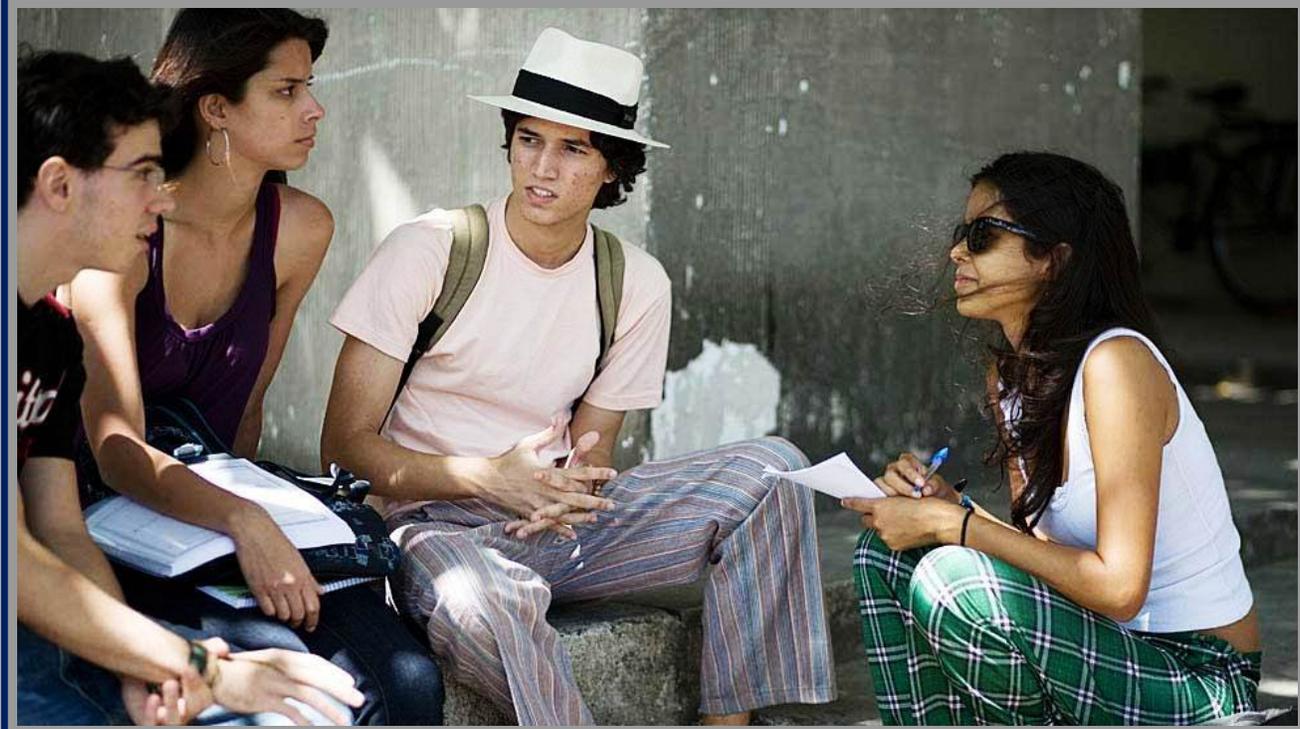


Figure 6: Interviewer Talking to People within Her Community

Qualitative Data

Includes experiences, perspectives, and information which is descriptive, rather than numeric or discrete data points.

Examples of Qualitative Data: Recollections collected in interviews, descriptions of how certain businesses benefit the community, Preferences of areas to bring children after school.

Ways of Interpreting Qualitative Data

- Read the data and note any common ideas or themes
- Create categories or major topic areas and reorganize the data into these categories
- Re-read each category looking for themes within to identify sub-categories
- Rank the order of each theme by how frequently they occur
- Summarize the themes that emerge
- Determine findings by highlighting key patterns or results

Important Considerations when Working with Qualitative Data- Like quantitative data, qualitative data is subject to the biases, prejudices, and preferences of the researcher and the responder. The researcher should consider how their positionality influences the questions that are asked throughout an interview or a questionnaire and if they are able to capture a diverse number or voices in their data collection or only a few.

Methods for Data Collection

- **Survey:** a set of questions which can be distributed in person, by telephone, or by e-mail whereby community members can respond to standardized questions
- **Interview:** one-on-one conversations prompted by open-ended questions where participants can speak freely about community assets
- **Focus Groups:** one or more interviewer creates a space where multiple individuals can contribute their experiences and learn from the experiences of others
- **Community Mapping:** a group of participants in dialogue around a map for the purpose of engaging community members in describing and discussing assets
- **Community Walk:** participants walk together through a neighborhood and point out resources to provide a first-hand view of the assets and their location. A small map can help with note-taking and pictures or videos can be used to capture visual information.

Tips for Creating and Disseminating Surveys

Community collaborators can use surveys as a way to collect a large number of relatively standardized responses relatively quickly. Surveys usually offer questions with a set number of responses and therefore lack the flexibility of interviews and other data collection methodologies. Nevertheless, they can be used to easily determine peoples' thoughts, opinions, or experiences in different spaces.

While there are many different types of questions that can be asked using a survey, effective survey questions frequently share certain attributes. For one, all successful survey questions can be read the same way by the reader with little room for alternative interpretation. Replacing vague language like "Do you visit this park *occasionally*" with "Have you visited this park *1-2 times in the last month*" will help you to obtain specific quantitative data that you can productively use.

Successful survey also share accessibility. Makes sure that the survey's questions are written using easily navigable language and ask for information that the respondent can easily and comfortably provide. Treat your respondents as experts in their life experiences and give them an opportunity to share their knowledge.

Example Questions: (For full example survey, see Appendix 3)

How frequently do you go out to eat with your family?

- A) Once a month
- B) Once every two weeks
- C) Once every week
- D) More than once a week

Tips for Creating Individual and Focus Group Interviews

Individual and focus group interviews can be a great way to collect information about community assets in a more freeform manner than simple survey. There are two major types of interviews:

Formal Interviews: usually involve a set of questions prepared by the interviewer (see Appendices). These interviews usually take a shorter period of time and can be used to acquire more standardized answers.

Informal Interviews: much more freeform than formal interviews. Usually involve an organic conversation during which the interviewer takes notes. The interviewer may want to prepare a list of topics to discuss throughout the course of the interview but can feel free to move away from these topics as the interview continues onward. The duration of these interviews depends on the type and breadth of information that the interviewee wishes to share and usually produces less structured data than formal interviews.

While interviewers can discuss a range of topics with every respondent, the interviewer may want to tailor these interviews to best collect data to answer the project's research questions and best highlight the expertise and knowledge of the respondent. Consider the different identities and connections the individual possesses and what topics the respondent can discuss comfortably and knowledgeably. Always begin the interview by reminding the respondent that they can choose not to answer any question that evokes discomfort or is upsetting and that they may withdraw their participation from the interview at any time.

These interviews can occur wherever the interviewer and the respondent feel most comfortable, including the respondent's home, a cafe, or a restaurant. As these interviews require the respondent's time and energy, you may consider providing them a service in return, such as a free meal or child care throughout interview processes. Make sure to thank your respondent at the conclusion of the interview.

Focus group interviews require an additional set of considerations. Make sure to provide name tags for all participants and give each participant the ability to introduce themselves. As with any group setting, there will likely be certain individuals who feel more at ease speaking than other people. The interviewer must make sure to create an environment where everyone feels as if they can productively contribute to these discussions and ensure that more quiet voices have the opportunity to be amplified throughout these processes.

One of the best ways to highlight the opinion and experiences of individuals who may not participate otherwise is to ask a question and allow each participant in the room to respond or by asking less active participants questions directly (i.e. "Janice, how frequently do you use the park?"). Make sure to also acknowledge participants ability to refuse to participate and try to avoid singling out any person in a way that makes them feel uncomfortable.

Different Types of Conversations

Association Leader Conversation

Introduce yourself and briefly describe your purpose.

Learn about...

- Basic information – name, address, contact information
- Primary purpose – What does their association do? Why do they do it?
- Meetings – time, date, place, who's welcome
- Leaders – Who are they? What do they do?
- Direction – What might their association do in the future? Why might they do it?
- Connections – What other associations are they connected with? Do they know any other people or associations you can also get to know?

Individual Conversation Example (adapted from Green 104)

Name, Date, Phone, E-mail

Occupation

How did you meet this contact?

1. Talents, capacities, & skills?
2. Do you have issues and concerns about your community?
3. What would you like to see change in the community?
4. Do you have relationships with individuals, associations, and institutions?
5. Is there anything that you could contribute to your community?
6. Do you know any other contacts to speak to?

Ask Yourself: What are people already *motivated* about? (“I will...” vs. “Somebody ought to...”)

- Concerns – what people don't want to happen
- Dreams – what people want to create
- Gifts – what people want to contribute

Exercise: How many associations are you connected to?

In a small group, list association connections for each person. 1) Identify all the associations that you or your loved ones are connected to. 2) Total the number of associations for all the people in your group. 3) Guess at the total number of individual members among all the associations on your group's list. Think about how a community can use these associations to mobilize action.

Imagine: A Group of 10 people might have connections with a total of about 50 associations which each have a membership of about 20 – that's 1000 people they could reach together!
(Adapted from Green 39)

Tips for Community Mapping

There are many ways to engage different members of the public using maps. Mental maps, which allow respondents to draw meaningful spaces from memory without any spatial guidance, and sketch maps, which allow respondents to contribute their knowledge and experiences to identified spaces, can be helpful in identifying assets within a community. Structured mapping and freeform posters can likewise provide a range of data to identify community assets.

Structured Mapping and Freeform Idea: Case Study

Objective: The following activity is designed to create a vehicle for community members to identify the assets that they currently use and would like to see in their neighborhood. Hung in a public and easily accessible space, these posters can be used by researchers to recognize businesses, parks, and social spaces that are regularly visited and utilized by community members and consider services that may be beneficial to the neighborhood. Once identified as assets, these businesses, organizations, and spaces can be further considered for funding and other development opportunities.

Materials:

- 3 Posters (Contact Syracuse Community Geography for Assistance)
 - Map of Area
 - Freeform Map-Identifying Existing Assets and Aspirational Assets
- Coding Labels or Other Round Stickers (Different Colors)
- Tacks or Sticky Putty for Hanging Posters
- Markers

Project Directions

Using ArcGIS technology and PowerPoint presentation, create one or more structured maps and one or more freeform posters to hang in publicly accessible areas. Label and place coding labels and markers for people to identify various existing or aspirational community assets on the map or freeform posters.

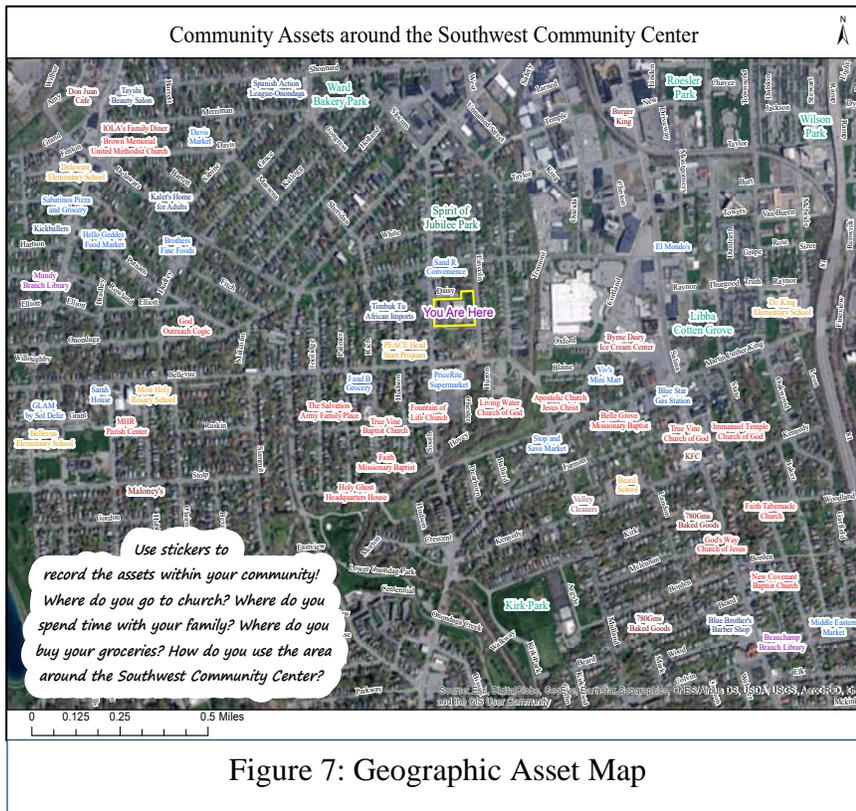
Considerations When Choosing Location to Hang Posters

1. Consider which individuals you would like to contribute to the asset map. What spaces do these individuals spend their time? Will they have time in these spaces to contribute to the asset map? Are these maps going to be located in a space where they will feel socially and physically comfortable contributing to these maps?
2. Reflect on the amount of space that you will need to hang these posters. What areas can you hang these posters with the least amount of burden to your community collaborators?
3. Think about the expected duration of your project. How long would you like or will you be able to hang these maps in your chosen space? How many responses would you like to collect from your asset map?
4. Begin a dialogue with the community collaborator that owns or operates the business or space that you would like to hang the poster early. Make sure that they understand when and how long you would like to feature the posters in their space.

Recommended Spaces for Hanging Posters

- Local Libraries (Long Term)
- Schools (Long Term)
- Community Coffee Shops and Restaurants (Long Term)
- Boys and Girls Club and Other Youth Oriented Organizations (Long Term)
- Parks and Other Public Venues (Short Term)
- Accessible Areas during Community Events (Short Term)

Considerations for Designing Geographic Asset Map



1. Begin by highlighting the building/space where the map is hung. This will allow participants to spatially orient themselves on the map. You may want to also include relevant streets and other notable landmarks.

2. Make sure that your map is zoomed out far enough to capture multiple businesses, parks, and other community spaces. You may want to label different businesses, parks, and spaces with different colors so that people can group different assets together.

3. Feature a set of directions on or near the map for your community collaborators. Make sure that these directions are written using accessible language and easy to read font.

4. Create a key for different sticker colors. Recommended categories include “Community Space, Outdoor Area, Kid-Friendly Space, and Regularly Frequented Business.”

5. Include map title, north arrow, and scale on poster.

Considerations for Designing Freeform Posters

Freeform posters are meant to complement the asset map posters in order to fill in gaps left out by the asset map, especially since the asset map is limited to a certain geographic scope.

1. Create a list of questions differentiated by categories of assets that you are trying to collect; try to make these broad and cover a wide range of assets.

2. Questions are meant to prompt its users and spark ideas without being overly suggestive and without guiding the users towards specific answers.

3. Another set of questions should be developed to understand which assets residents see as having the potential to be built upon, as well as what resources they need to travel outside of their neighborhood for.

Where do you go to eat?	What are some of your community assets? Write in some places that you frequent or find of value!	What outdoor areas do you go to? (gardens, parks, playgrounds)
Where do you go to shop?	What services do you use? (health, business, social, libraries)	Where do you go to hang out with friends?
What community groups do you belong to?	What other places do you go to?	Where do you go with your family?

Figure 8: Freeform Map for Existing Assets

Note: the above are just suggestions and can be altered depending on the objective and context of the poster mapping initiative

Two Mile Walk Around Southwest Community Center



Figure 9: Example of Community Walk Around Southwest Community Center

Tips for Community Walks

Community walks are an excellent opportunity to learn about people's experiences in different spaces while they are navigating through the physical environment. The researcher should begin with a set course through the neighborhood or larger community and allow people to point out buildings, businesses, and spaces that they see as significant. Walks also offer a way to identify vacant lots or abandoned buildings that could be developed into parks, gardens, or other communal spaces based on their proximity to schools, neighborhoods with children, and other interested individuals. Community connectors can also collect individual, family, and neighborhood histories throughout these walks as seeing different buildings and spaces may evoke memories of past experiences and uses.

Appendices

Appendix 1

Ten Commandments for Involving Young People in Our Communities

1. Always start with the gifts, talents, knowledge and skills of young people. Find out what they like to do and are good at doing.
2. Always look for the positive in the unique individual.
3. Every community is filled with useful work and service opportunities for young people. There is no community, institution or organization that cannot find a role for young people.
4. Always distinguish between real work and games or simulations, because young people can.
5. Fight age segregation. Youth today are one of the most isolated generations in our history, to everyone's detriment.
6. Avoid aggravating people, especially young people, by what they don't have. Too often, we group people by their deficiencies instead of letting those who can help those who can't.
7. Move beyond "youth advisory boards" or committees with only one young person on them – young people should be more involved.
8. Constantly cultivate opportunities for young people to teach and lead.
9. Constantly reward and celebrate creativity, energy, and effort – loudly and with spirit. Whenever possible, let young people decide how to celebrate.
10. We need young people – they are not the problem, they are our solution!

(Adapted from Green 136)

Appendix 2

Helpful Tutorials and Other Relevant Online Resources

It's All About the Approach: Asset Mapping, Deanna Lewis

<https://www.youtube.com/watch?v=vYiE7anpra4>

Participatory Community Asset Mapping: Meet the August Town Community Mapping Team

<https://www.youtube.com/watch?v=K33GFMLb9U8>

Sharing Knowledge and Donuts: Community Asset Mapping, Liz Hannum

<https://www.youtube.com/watch?v=wYP0U9Tj1Y8>

Sustainable Community Development: From What's Wrong to What's Strong, Cormac Russell

<https://www.youtube.com/watch?v=a5xR4QB1ADw>

Mike Green with Henry Moore & John O'Brien

2006 Asset Based Community Development: When People Care Enough To Act

2012 Participatory Asset Mapping: A Community Research Lab Toolkit

Sample Survey for Identifying Community Asset Use

Name:

Address:

Phone Number:

Email:

Occupation:

Basic Demographic Information

1. How long have you lived in the southwest area of Syracuse city?
 - A. Less than a year
 - B. 1 year
 - C. 2-5 years
 - D. 6-10 years
 - E. 10-15 years
 - F. More than 15 years

2. Which age range do you fall into?
 - A. Under 10 years
 - B. 10-18 years
 - C. 19-24 years
 - D. 24-35 years
 - E. 35-50 years
 - F. 50-65 years
 - G. Over 65 years

3. Which of the following genders do you identify?
 - A. Female
 - B. Male
 - C. Non-Binary
 - D. Agender
 - E. Rather Not Identify

4. Do you own or have regular access to a vehicle?
 - A. Yes
 - B. No

5. What mode of transportation do you most frequently use?
 - A. Walking
 - B. Personal Vehicle
 - C. Carpool
 - D. Car Share Program (Uber, Lyft)

- E. Bus
- F. Other

Use of Community Assets in Southwest Neighborhood

6. How frequently do you visit the Southwest Community Center?
 - A. I have never visited the Southwest Community Center
 - B. Once in the past year
 - C. Once in the past month
 - D. Once in the past two weeks
 - E. Once in the past week
 - F. More than once in the past week

7. Which of the following parks have you visited in the past month? (circle all that apply)
 - A. Kirk Park
 - B. Roesler Park
 - C. Wilson Park
 - D. Libba Cotton Grove
 - E. Spirit of Jubilee Park
 - F. Ward Bakery Park
 - G. I have not visited any of these parks in the past month

8. Where do you regularly purchase your groceries? (circle all that apply)
 - A. I purchase my groceries at local convenience stores in the southwest neighborhood (like S and R Groceries and Viv's Mini Mart)
 - B. I purchase my groceries at larger stores outside of the neighborhood (Wegmans, Walmart, Aldi)
 - C. I purchase my groceries at locally-operated farmers markets
 - D. I purchase my groceries online and have them delivered to my house
 - E. I purchase my groceries in a way not listed above

Use of Resources Outside of the Southwest Neighborhood and Aspiration Assets

9. Which of the following resources have you purchased outside of the southwest neighborhood in the past month? (circle all that apply)
 - A. Gas
 - B. Groceries
 - C. Clothing
 - D. Other Household Necessities
 - E. I have not purchased any of these resources outside of the neighborhood

10. Which aspiration community asset do you think would be **most** beneficial to the southwest community?
 - A. Gas Station
 - B. Larger Chain Grocery Stores (Walmart, Wegmans)
 - C. Movie Theater
 - D. Family-Friendly Clothing Store

Individual or Group Interview Notes

Name:

Address:

Phone Number:

Email:

Occupation:

1) What is your favorite personal quality? What talents, skills, or gifts do you possess?

2) In what ways do you currently contribute to your community? Are you currently involved in any activists' organizations or participate in any volunteer projects? What ways would you like to help your community more?

3) Who is your favorite person in your community? What do you enjoy doing with this person when you spend time with them?

4) How do you connect with different people in your community? How do you usually plan events? How do you know what events are occurring?

5) What individuals or businesses do you turn to when you need help? What services do these individuals or businesses provide? How do they make you feel about yourself and your community?

6) Consider community assets within your community. What areas of your community do you like to visit? Where do you spend time with your friends? What spaces would you consider kid-friendly?

7) What areas of your community do you think could be developed or improved? How might these improvements occur?

8) What businesses, community spaces, and other assets would you like to see in your community? What people do you think would benefit from the creation of these assets?

Interview Conducted by:

Date Conducted: