

# NYC and Me



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## Supporting Student Success through Community Asset Mapping



A NYS TESOL E-BOOK PROJECT



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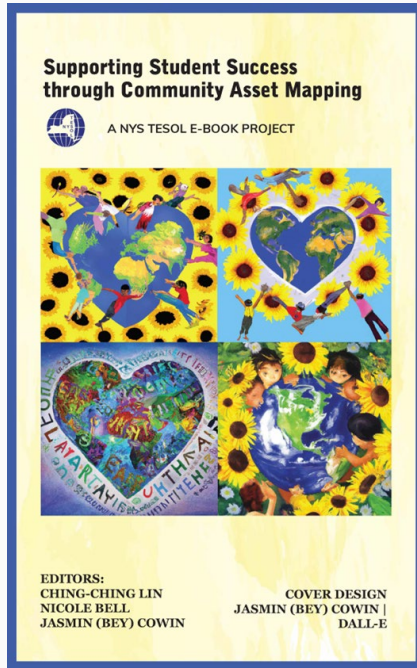
# My Journey with Touro University TESOL Teacher Candidate John Zurschmiede

**How can educators better support linguistically diverse students and their families was a question hotly debated in the Touro University bilingual and multicultural education discussion boards by Touro University TESOL teacher candidates. The discussion boards focused on English to Speakers of Other Languages (ESOL) teacher praxis', highlighting targeted inclusion of asset-based approaches.**

As a professor leading the discussions, the topic sparked deep reflection and a goal crystallized: to create and implement an impactful hands-on project for future teacher program fieldwork assignments.



# Community Asset Mapping and Linguistically Diverse Learners Book Chapter



The project defined assets as relationships to be discovered and connected and asset mapping as self-realization and leadership development for MLs. In this chapter, we present findings from our action research project CAM, Across Boundaries: Community Asset Mapping and Linguistically Diverse Learners.

Art by Dr. Jasmin (Bey) Cowin|DallE

# Initial Concept and Modification

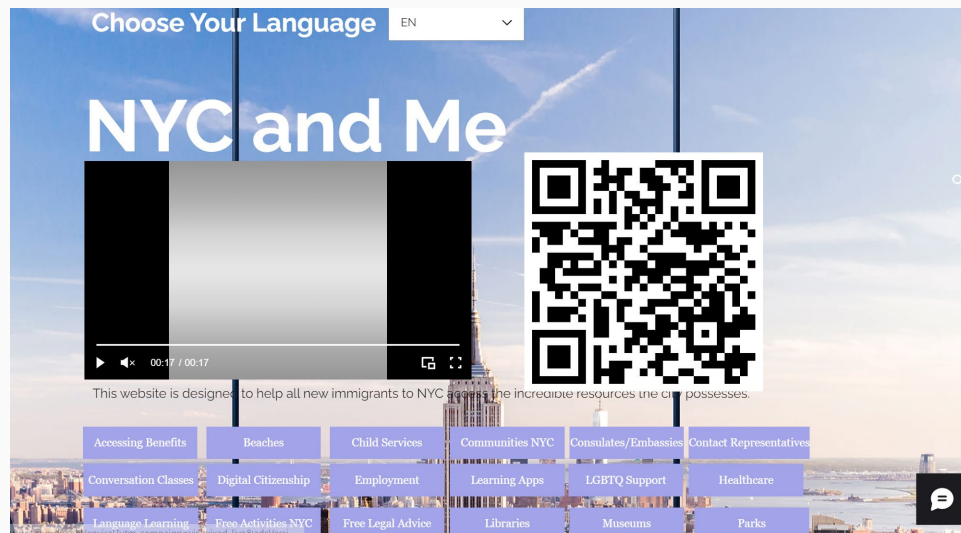
Have students within a particular community identify assets and create an asset map

The students I taught come from various communities and may not even live within the city

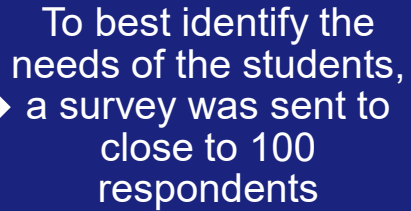
Rather than identify assets within a particular community in New York, expand the Asset Map to all of New York via a website

# Deficit Narratives and Linguistically Diverse Learners

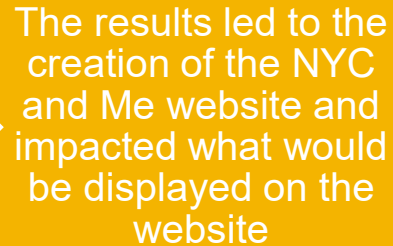
After several discussions with Prof. Cowin, we decided to hold conversations with ML students at ASA College, my place of work, to explore, respond to, and present resources based on students' recommendations and needs. During my own teaching career in multiple states and Professor Cowin's teaching career in New York City we have both received student inquiries about services such as pro bono legal services, free online digital games, city services, and much more.



# The Survey



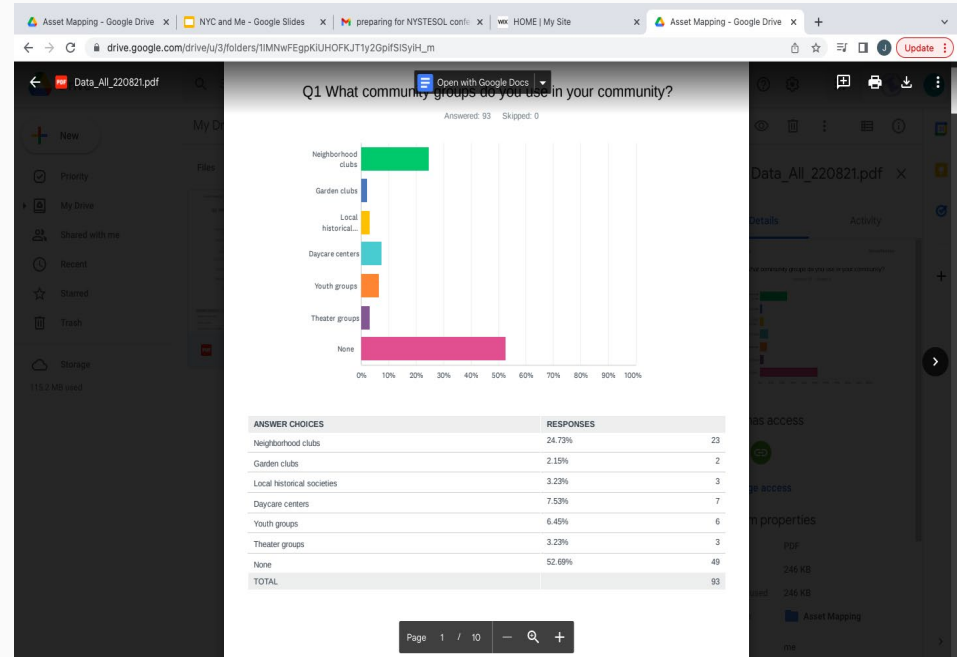
To best identify the needs of the students, a survey was sent to close to 100 respondents



The results led to the creation of the NYC and Me website and impacted what would be displayed on the website

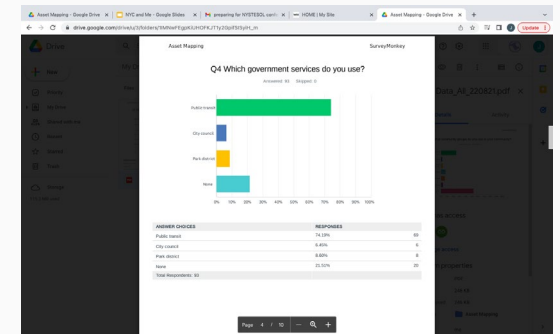
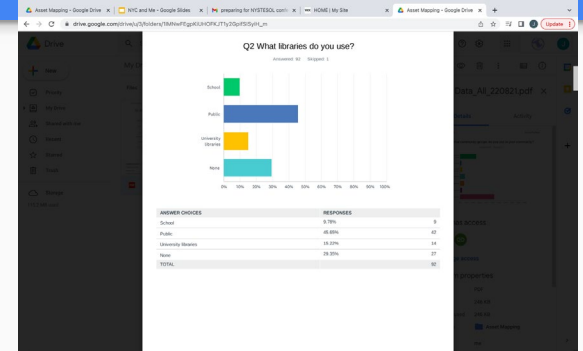
# Data

More than 50 % of the respondents did not access community resources



# More Data Analysis

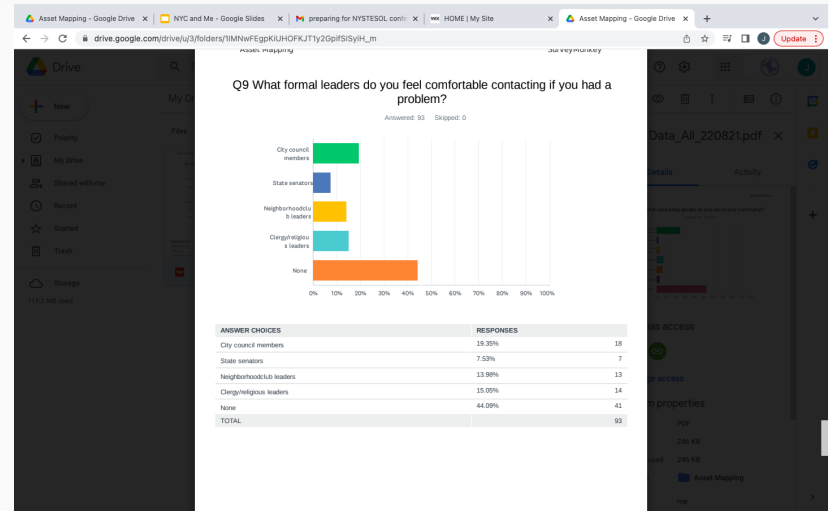
- Close to 30% of respondents did not visit libraries
- Only 6.4% of respondents had reached out to their city council





# Interesting Data

More than 40 % of respondents did not feel comfortable contacting community leaders



# NYC and Me Website



Based on identified needs via the survey and discussions with students over years of instructing classes throughout New York, the NYC and Me website was created.



The website includes access to 19 resources in 11 languages



# Website Resources include



# Blog

- The blog has been used and continues to be used to share interesting and useful information, such as..
- A GoFundMe page for Bangladeshi students who lost everything in a New York fire
- Events and activities in and around New York



# Insights



Students are genuinely interested in the resources offered



Events have been very useful in facilitating engagement



The website may need to be simplified because it almost provides too much information



To achieve better engagement, there may need to be a social media link which enables users to share information live

# Website Launch



**NYC and Me**

# Little Island Featured on the Blog



# Little Island Featured on the BLog





# Little Island (Student's Poem)



## Sunflowers and Sunshine

Sunflowers are yellow  
like New York in the summer.  
The sunshine in the small things  
make me feel happy  
and remember my country  
where the sun never stops  
and makes the people dance Samba  
and enjoy life in the summer.  
Mariane, ML and ASA student

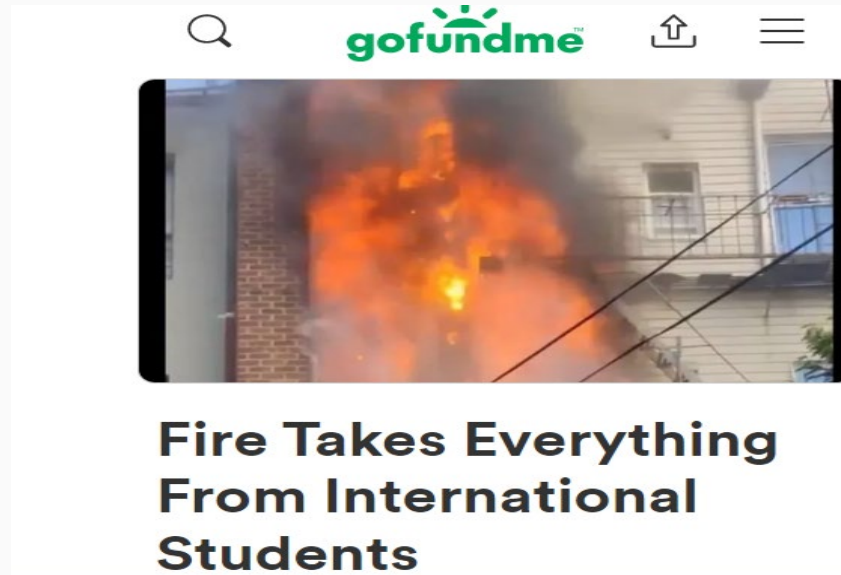
# Roosevelt Island Featured on the Blog



# Bryant Park Featured on the Blog



# GoFundMe Featured on the Blog



# DOE Parents 10/29/22





# Reflection

Given the dynamic contribution of those assisting with the site, we became more cognizant of the collaborative process of learning and achieving shared outcomes. Specifically, the asset-based approach focusing on strengths of our students required a rethinking of our roles from teacher to listener, from faculty to explorer guides by viewing and embracing diversity in thought, culture, and traits as positive assets



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