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I, Rhemecka Graham, hereby submit this original work as part of the requirements for the degree of Master of Arts in Educational Studies.

It is entitled:
Participatory asset mapping and community development: the case of educational leaders at John P. Parker Elementary

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Participatory asset mapping and community development:
the case of educational leaders at John P. Parker Elementary

A thesis submitted to the Division of Graduate Education
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Human Services, Criminal Justice and Information Technology

by

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B.A., West Texas A & M University, 2015

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Abstract

In this paper, I describe how an asset mapping process was combined with community-based participatory research (CBPR). This combination, called participatory asset mapping, was designed to offer an alternative to the commonly used needs assessment. Needs assessments neglect the identification of valuable assets including the knowledge and culture of many underrepresented community members. This is particularly important for an area undergoing redevelopment where low-income and minority families are too often displaced. This research highlights the experiences of educational leaders at John P. Parker Elementary, a predominantly African American school, in their gentrifying neighborhood of Madisonville. The completed asset map provided John P. Parker with a geographic representation of community-school support. Findings showed that 42% of their businesses and churches were willing to explore a partnership. Using CBPR techniques, the co-research team discussed and analyzed the asset map results. The analysis suggested that organizations not able to engage in partnership, were struggling with financial limitations, operating dying trades, or have burned out from previous community engagement efforts. Additionally, the experiences of educational leaders showed that negative perceptions have impacted the way development corporations support them. Lastly, we find that educational leaders hold a unique responsibility to advocate on behalf of their students in a changing community. The paper concludes with suggested next steps for educational leaders using the generated participatory asset map.

Keywords: Community-based participatory research, CBPR, asset mapping, participatory asset mapping, community development
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Introduction

As a neighborhood undergoes redevelopment, members of the community experience its changes differently. These differences increase as leaders in community development neglect their social equity responsibilities. According to the Code of Ethics developed by the American Institute of Certified Planners, community organizers have an ethical obligation to advocate planning practices for those who are systematically disadvantaged (AICP, 2016). For example, entities such as community development corporations (CDC) are commonly described as “nonprofit, community-based organizations focused on revitalizing the areas in which they are located, typically low-income, underserved neighborhoods that have experienced significant disinvestment” (Community Development Corporations, 2014, n.d.). CDCs were created to improve affordable housing, build community wealth, and draw in potential investors (Frisch & Servon, 2006). Simultaneously, CDCs have contributed to maintaining pockets of poverty by placing affordable housing in isolated areas causing segregation by class and race (Jean-Paul, 2008; Lowe & Shipp, 2014; Community Building Institute, 2017). While the nobility in renewing a distressed neighborhood is admirable, accountability to the disadvantaged is typically overlooked.

During the process of redevelopment, low-income and minority families are often displaced (Abrams & Gibbs, 2000; Jean-Paul, 2008; Stovall, 2013; Lowe & Shipp, 2014). The frequent occurrence of this displacement is referred to as gentrification, which implies an intentional effort to renovate housing for the upper middle to high-class families. To address this challenge, various techniques have been used. Within community planning, needs assessments are conducted by outside non-profits, redevelopment corporations, university researchers, and hospitals (Kretzmann & McKnight, 1993). Needs assessments map out the problem areas in a
neighborhood including crime, drug use, abandoned infrastructure, health disparities, poverty, etc. However, needs assessments neglect the identification of valuable assets including the knowledge and culture of many displaced families. This is problematic as displacement is too often a reality for low-income and minority groups. Therefore, it is necessary that community’s work together to find alternatives.

As a response, McKnight and Kretzmann (1996) pioneered an asset-based community development approach that recognizes the importance of using existing assets to start the community building process. Asset-based community development (ABCD) utilizes a mapping technique called asset mapping to identify present strengths of a community by plotting them on a physical or digital map of a geographic area. Asset mapping is the general process of surveying a community to identify resources; such as schools, churches, businesses, non-profits, social organizations, recreational centers, libraries, green spaces, sidewalks, and healthy food sources (McKnight & Kretzmann, 1996). In addition, asset maps can also identify non-physical assets; including, relationships, social networks, and individuals within a community (Albon, 2007; Wight & Killham 2014; Wight, n.d., Jake et al., 2015). It is a tool proven useful for developers, planners, community organizers, and health agencies (Kretzmann & McKnight, 1993). In educational research, asset mapping has been used with service learning initiatives, counselor-community development, and teacher-research (Brian & Henry, 2012; Garoutte & McCarthy-Gilmore, 2014). However, there is a gap in the available literature on educational administrations use of asset maps in community development (Brian & Henry, 2012; Garoutte & McCarthy-Gilmore, 2014).

Public schools have increasingly become hubs of resources for students and families. Some of these programs are known as community learning centers or full-service schools.
(Abrams & Gibbs, 2000; Bazzoli et al, 2003). Schools serving as resource hubs “usually offer health, afterschool, and family support services, and many also provide adult education, ESL, and other programs for parents and neighborhood residents” (Warren, 2005, p. 140).

Furthermore, Carr (2010) encourages educational leaders to take a stronger role in community development. He argues that transformative leaders in education should use their platforms to break through political and social barriers. Further studies support the desire for schools to become safe havens for mobilization efforts and building community initiatives (Abrams & Gibbs, 2000; Rodriguez, 2011). While school reformation is a common way for schools to enter community development spheres, other avenues are needed to learn how schools can engage in redevelopment efforts. As part of a larger project, this paper examined how an elementary school in Cincinnati, Ohio used asset mapping to prepare for revitalization. The study used components from community-based participatory research (CBPR) as an approach to asset mapping. The research question leading this project is: how can educational leaders at John P. Parker Elementary use participatory asset mapping to support community development?

**Literature Review**

Asset maps can take many forms, such as a physical or digital maps, interactive mobile applications, posters, and murals. Physical maps are traditional maps that require the manual placement of icons using thumbtacks or labels to identify assets. Printable versions can be found at local municipalities, planning departments, and community organizations. Digital platforms often use Google Maps and/or Geographic Information Systems (Burns, Paul, & Paz, 2012). *Participatory asset mapping* extends the effort of creating an asset map to community members, by working collaboratively, to document and classify information about their own community (Burns et al., 2012). This study used components of CBPR as an approach to asset mapping.
While participatory asset mapping only requires the involvement of participants, CBPR positions participants as co-researchers to form questions, select methods, collect data, then analyze and disseminate it together (Minkler & Wallerstein, 2008). Listed in Table 1, Israel et al. (2013, p. 12) summarizes the seven phases of conducting CBPR.

Table 1

*Phases of CBPR*

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<tr>
<th>Phase</th>
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<tr>
<td>1.</td>
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<td>Identify priority concerns and research question.</td>
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<td>4.</td>
<td>Designing and conducting etiologic, intervention, and/or policy research.</td>
</tr>
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<td>5.</td>
<td>Feeding back and interpreting the findings.</td>
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<td>6.</td>
<td>Disseminating and translating research findings.</td>
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<td>7.</td>
<td>Maintaining, sustaining, and evaluations the partnership.</td>
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The seven components of CBPR occur in iterative cycles and do not follow a linear pattern (Minkler & Wallerstein, 2008; Israel et al., 2013). Some phases are continuous throughout the process (i.e., sustaining partnership) while others are steps to be followed (i.e., disseminating findings). Thus, this paper draws on three main components of CBPR—forming a collaborative partnership, assessing community strengths and dynamics, and maintaining and sustaining the relationships. Positioning educational leaders as co-researchers in a participatory
asset mapping process elevates their school platform in community development efforts. A central tenet of CBPR is the increased awareness of the participants expertise (Minkler & Wallerstein, 2008; Israel et al., 2013). An educational leader’s willingness to take on social issues in their community illustrates ways neighborhood schools can support development. With these tools in the hands of underrepresented populations, leadership takes on a new face.

To understand the process of participatory asset mapping, I examine two case studies. In a 2010 study, Alliance for a Better Community (ABC) and Health City worked with California residents from East Los Angeles and Boyle Heights (Rodriguez, 2011). Asset mapping concepts were used in a community health assessment to understand how the physical environment influenced general health. ABC and Health City gathered 230 residents, including youth, to engage in an interactive community-mapping event. Participants identified locations of food resources and green spaces. After completing the map, participants discussed their isolation from healthy food sources and the issues with cemeteries occupying most of their green spaces (Rodriguez, 2011). The study showed how participatory asset mapping gave participants room to vocalize their concerns. It also provides an extensive overview of the community’s history to explain how environmental issues became a problem. For example, Boyle Heights and East Los Angeles were separated geographically by five major freeways causing pollution and displacement of residents (Rodriguez, 2011). This further suggests how “good CBPR practice therefore demands a recognition of historical or current relationships” (Minkler & Wallerstein, 2008. p.31).

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1 Alliance for Better Community is a Latino civic organization in California. Health City is a virtual mapping tool that organizes and collects data throughout California.
In a 2008 case study, participatory asset mapping was used to assess the relationship of two tribes around three micro-catchments located in the Lake Victoria Basin of Kenya (Martin, Peters, and Corbett, 2012). The Luo tribe occupied the downstream, the Kipsigi tribe occupied the upstream, and a mix of both tribes occupied the midstream. However, ethnic division contributed to tension between the tribes preventing important conversations about the catchment. For example, maize production in the midstream section required too much collected rainwater leaving the downstream area without. Therefore, World Neighborhoods—international nongovernment organization—put together two series of workshops that first introduced 13 farmers from the micro-catchments to Asset-Based Community Development (ABCD). While there isn’t a set guide for introducing ABCD, World Neighbors chose appreciative interviewing where farmers were asked structured questions that elicited positive discussion about their uses of the catchment (Martin et al., 2012). This was strategic as it positioned the farmers as experts and the researchers as genuine inquirers—unlike typical research that extracts information from its study population.

Next, participatory asset mapping was selected to assess the land use and relationship each tribe had to the catchment. In a second series of workshops, 20-25 residents from each micro-catchment took part in a participatory asset mapping exercise conducted in five steps over the course of one week with one full day allocated to the upstream, midstream, and downstream. In step 1, community participants listed their assets (i.e., natural resources) and categorized them into broader topics (i.e., water source, food source). In step 2, assistants taught participants how to use Google Earth software and then created an asset map using data from step 1. Step 3 gauged the utility of each asset on a scale of low, medium, high. In step 4, World Neighbors took the data to their regional office to further organize and verify it. Finally, in step 5, World
Neighbors held a 1-day training session to bridge the skill-gap concerning the Google Earth Software. Then they invited residents from all three parts of the catchment to discuss the generated asset map. Ultimately, the participatory asset mapping process allowed the different tribes to agree on a specialization for their section of the catchment. Though not in a school setting, this case provided an example of how participatory asset mapping created a fruitful space for discussion amongst conflicting groups.

The two case studies demonstrated the use of participatory asset mapping in health assessments, community-engaged mapping sessions, appreciative interviewing, and setting up constructive discussions (Abrams & Gibbs, 2000; Rodriguez, 2011; Burns at al., 2012; Martin, Peters, & Corbett, 2012).

**Theoretical Framework**

Through a concept called cultural humility, CBPR acknowledges the impossibility of fully comprehending a culture different from your own (Israel et al., 2013). Therefore, cross-cultural partnerships require a process of continued self-reflection by examining racial biases and work towards preventing power imbalances (Israel et al., 2013). To complement cultural humility, a critical race theory lens was selected to frame the present paper. Critical race theory argues “that dangers seen, unseen, and unforeseen can emerge for researchers when they do not pay careful attention to their own and others racialized and cultural systems of coming to know, knowing, and experiencing the world” (Milner, 2007, p. 388). According to Delgado and Stefancic (2012) the main components of CRT are:

1. CRT asserts that racism is deeply-rooted in the fabric of American society and therefore ingrained in different fields of work including education and community development.
2. Race benefits the interest of White elites and White working class. Therefore, the dominant group of society has little incentive to eradicate racism. Instead, racism is usually addressed out of self-interest rather than genuine will.

3. Race is a social phenomenon and is unrelated to innate biological features

4. It is necessary for persons of color to recount their experiences within literature, legal matters, philosophies, and activist work because the dominant White society often controls these narratives. Additionally, minority experiences bring a “presumed competence” when speaking about race and racism (pp. 7-11).

CRT is important to this paper because it acknowledges the unique experiences of minority groups. John P. Parker’s principal and resource coordinator, Dr. Kimberly Mack and Mrs. Knox respectively, are African American women who serve a predominantly African American school. Additionally, Kathy Garrison, a community leader positioned as a co-researcher, is an African American woman. Finally, my positionality as an African American woman in educational research provides a unique dynamic to this case study. CRT recognizes that our racial identities shape our understanding of the world which validates the experiences discussed later in this paper.

**Background**

**History of Madisonville**

The neighborhood of Madisonville was founded in 1809 and later annexed by Cincinnati in 1911. Madisonville’s population growth increased after industrialization brought in the housing boom of the 1930s (Powers, 2005). Companies like Cincinnati Milling Machine—a prominent tool manufacturer at the time—relocated to Madisonville’s northwestern part of town called Eastwood (Powers, 2005). Eastwood was initially home to first class residents. However,
to meet housing demand, cheap apartment complexes called Stratford Manor, later called Eastwood Village, were built inside Eastwood. It first attracted the White working-class population, but through the 1950’s-1960’s it brought in low-income and working-class African American families as well. Subsequently, increased concern grew as “apartment buildings were emerging as new threats to residential autonomy” (Powers, 2005, p. 12). Additionally, Madisonville’s business district declined heavily after the Kenwood Mall and Hyde Park Plaza became the go-to shopping places in 1956 (Buczynski, 1982).

The history of redevelopment in Madisonville started when Eastwood Village spiraled into a blighted area, which opened the door for urban renewal (Cincinnati Planning Commission, 1975). According to Chapter 725 of the Cincinnati Municipal Code, "urban renewal shall mean the redevelopment or the rehabilitation of deteriorated or blighted area or areas, or a combination thereof, by actions including but not limited to the acquisition of real estate (including air rights), and the demolition or removal of buildings, the installation of public improvements, and supporting facilities, and the disposition of such property to public or private agencies for redevelopment or rehabilitation in accordance with an urban renewal plan” (Cincinnati Code of Ordinances, 2011, § 725.01b). An urban renewal plan must be developed, presented, and accepted by the City of Cincinnati detailing the reasons why an area is blighted, the land use goals, and new objectives for the vicinity (Cincinnati Code of Ordinances, 2011). Notably, all urban renewal plans must also contain methods for relocating displaced peoples.

The responsibility of creating a plan/vision is generally left up to “a recognized community council, neighborhood business association, community development corporation or other neighborhood group, or a property owner or group of property owners” (Cincinnati Code of Ordinances, 2015, § 1703-8.10a). Before Madisonville created a plan, their first attempts to
address concerns were carried out by competing interest groups, the most stable being the 1962 Madisonville Coordinating Committee (MCC). This representative body was formed using a steering committee with elected officers leading those subcommittees. Between 1968-1978 MCC’s main concerns were the declining business district, education, public safety, housing, child care, and making social services to the community available (Buczynski, 1982). Then in 1975, the Eastwood Community Urban Redevelopment Corporation (ECURC) was formed to solidify concrete plans for the new Eastwood. ECURC worked with MCC to develop their first plan in 1975 called the Madisonville/Eastwood Community Plan. It addressed the influx of cheap apartment buildings, lack of public spaces for recreational use, and business district deterioration (Cincinnati Planning Commission, 1975). Six revised plans later, Eastwood was transformed into an industrial site bringing major firms including Coca-Cola Bottle Company which still operates today. However, the displacement of the residents living in the Eastwood Village apartment complex wasn’t documented (Buczynski, 1982). Afterward the revised plan, the focus shifted to the rest area, eventually changing ECURC to its current name Madisonville Community Urban Redevelopment Corporation (MCURC) (Buczynski, 1982).

MCURC now operates as a non-profit organization funded by the City of Cincinnati and other non-profit funders to make Madisonville a thriving community. In their 2012 Quality-of-Life Plan, MCURC focuses on “economic development, health and wellness, the built environment, community engagement, arts and culture, and education and youth” (Quality-of-Life Plan, 2012, p. 3). However, interest groups such as the 2017 Madisonville Business Alliance, have realized their need to express their ideas about revitalization.
Neighborhood Schools

Back in 1981, there was a debate for a community center that could provide social services. A suggested location was their neighborhood school called Madisonville Elementary, which struggled with physical improvement, discipline, and curriculum problems (Buczynski, 1982). Issues escalated drastically as an education subcommittee had to be formed by the MCC to delay closure of Madisonville Elementary by Cincinnati Public Schools. The community center was finally built at a rehabilitated school called St. Anthony’s. However, the MCC regretted spending so much time and energy into the community center rehabilitation than protecting Madisonville Elementary from closing (Buczynski, 1982). To create a new neighborhood school, Lyons Junior High was turned into an elementary school (later named John P. Parker Elementary).

Present Madisonville

Now, John P. Parker Elementary is a prekindergarten through sixth grade Cincinnati Public School located in Madisonville. John P. Parker is uniquely positioned atop a hill on the corner of Redbank Expressway and Madison Road—a major intersection and gateway branching from Cincinnati’s Interstate 71. John P. Parker is transitioning into a specialized Global Environmental Literacy (GEL) school. This specialization allows John P. Parker to strengthen their curriculum using five core components: 1) service learning, 2) health and wellness, 3) environmental literacy, 4) digital citizenship, 5) and global citizenship. Furthermore, Cincinnati Public Schools (CPS), including John P. Parker, have embraced an initiative called Thriving Learning Communities (TLC) that utilizes 24-character strengths (i.e., humility, honesty, bravery, etc.) to develop social and emotional intelligence as part of their advisory curriculum (Appendix A). “Character strengths can be defined as the positive traits reflected in thoughts, feelings, and
behaviors” (Park, Peterson, & Seligman, 2004, p. 603). Strong Cincinnati, a separate city-wide initiative seeking to expand the efforts of TLC into other Cincinnati neighborhoods, chose Madisonville as their pilot site after noticing John P. Parker’s robust use of character strengths. Starting in November 2016, Strong Cincinnati has been working to introduce the Madisonville community to character strengths by hosting workshops and community activities at John P. Parker to engage residents and ultimately create projects that utilized the strengths.

John P. Parker is comprised of 348 students of which over 82% are African American children, 9% are White, 5% multiracial, 2% Hispanic, and <2% Asian or Pacific Islander. Though John P. Parker is majority African American, the community it serves reflects a more diverse racial demographic. According to the Statistical Atlas 2015, the neighborhood of Madisonville is 51.9% African American, 42.8% White, 2.4% Asian, 1.6% mixed race, and 1.2% Hispanic/Latino. While the diversity of Madisonville adds to its distinctiveness, communities of color are often displaced during the process of redevelopment (Stovall, 2013). As neighborhoods change, so does the makeup of its public schools. Understanding this inspired Pamela Knox, John P. Parker’s resource coordinator, to use asset mapping to assess where community-school support exists in Madisonville. They are an ideal candidate as they prepare for the positive and negative changes that urban renewal brings with it.

**Method**

An action research study was selected to assess the community strengths and dynamics of Madisonville for educational administration at John P. Parker. Action research is a systematic process of inquiry for a practitioner to improve and study their own practices (Hendricks, 2009).

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2 Out of the field of positive psychology, religious scholars and moral philosophers took part in a 3-year study with scientist to identify 6 virtues and 24 strengths of character
Forms of action research include CBPR, which was used as an orientation to asset mapping. Participatory asset mapping and focus groups were used as a primary data collection tool. Field notes and community-engaged mapping were tools used to support the creation of the participatory asset map. Data collection occurred in two phases. The first phase allowed me to evaluate the willingness of 40 businesses and churches to support John P. Parker. Field notes were used to gather observations, comments, and thoughts from each participant. This was later used to inform the focus group analysis of the map. The second phase involved a community-engaged mapping event.

**Site Selection**

**CBPR Partnership Formed.** The current study separates itself from traditional research in that it places relationship building and community first. As a graduate assistant for the University of Cincinnati, I worked at John P. Parker and fell under the mentorship of Mrs. Knox. Through weekly meetings throughout the Spring and Summer of 2016, Mrs. Knox and I established a friendship. Through relationship building, the beginnings of a research project emerged. Mrs. Knox entrusted to me the opportunity to conduct an asset map of Madisonville. Eventually, it turned into co-researching process as she introduced me to key stakeholders. Madisonville became the site for assessment as John P. Parker prepared their school for a shifting environment.

**Participant Selection**

**Co-researchers.** Youth participatory action research (YPAR) introduced the idea of placing children, a vulnerable population, as co-researchers to amplify their voices during a study (Jacquez, Vaughn, & Wagner, 2013). YPAR acknowledges that youth can serve as experts regarding their personal experiences. Similarly, other populations whose voices are
underrepresented also deserve a role in the research. So, in alignment with CBPR principals that promote power-sharing, co-researchers were identified for the present paper (Israel et al., 2008). Participant selection occurred after Mrs. Knox introduced me to community leaders in Madisonville. The team included Mrs. Knox, resource coordinator at John P. Parker; Kathy Garrison, Madisonville Business Alliance (MBA) leader; Carly Rospert, program lead of Strong Cincinnati; and myself as the liaison between the University of Cincinnati and John P. Parker. The principal of John P. Parker, Dr. Kimberly Mack, was not considered a co-researcher since Mrs. Knox served as the educational leader. However, Dr. Mack was a key informant in the data analysis.

The role of each co-researcher played a critical part in the study. Mrs. Knox is as a respected educational administrator with expert knowledge about John P. Parker and her experiences. She introduced me to Ms. Rospert during the beginning of the Strong Cincinnati initiative. In doing so, we started a relationship that led to the idea of a character strengths asset map. While Strong Cincinnati is separate from the work in the paper, the connection allowed for Ms. Rospert to join our co-research team. Mrs. Garrison served as an active resident with local expertise about Madisonville’s business and church district. There were additional participants not identified as co-researchers—the 40 businesses and churches selected by Mrs. Knox and contacted during the phase one data collection.³

Maintaining, sustaining, and evaluating the partnership. The seventh component of CBPR requires a commitment to sustaining a positive co-research relationship. Throughout the data collection process, the co-research team decided to meet weekly to reflect on what I was learning and to stay up-to-date with community changes. I met with Mrs. Knox twice a week at

³ List of business and churches are found in Appendix D.
John P. Parker. I met with Mrs. Garrison once a week at her office in Madisonville. I met with Mrs. Rospert at least once a month for 1 hour and 30 minutes at local coffee shops in Madisonville. These sessions were comprised of reflection, intimate conversation, and commitment to understanding each other.

**Positionality**

I am a woman of color who identifies as African American from Fort Worth, Texas. I moved to Cincinnati, Ohio in January 2016 for graduate school at the University of Cincinnati. After starting my graduate assistantship at John P. Parker I immediately connected with Mrs. Knox and Dr. Mack. I was proud to see two women of color leading a successful school. I was honored to be working with Mrs. Garrison as she is a leader in the community. These women invited me into their lives and shared how race and racism shaped their experiences. It wasn’t long before I became an advocate for the students and faculty at John P. Parker myself. I worked closely with Mrs. Knox throughout the data collection process. Initially, I was worried that my lack of understanding of the Madisonville neighborhood would hinder my ability to carry out the research. However, Mrs. Knox saw my distance from the community as valuable. I worked as a consultant gathering information that affirmed their experiences. In the end, my unfamiliarity prevented any potential biases when contacting businesses and churches. This helped validate my research process.

Additionally, during the second phase of data collection I worked with Mrs. Rospert—a White woman—to create a community-engaged mapping event. My connection to Mrs. Rospert was different than my relationship to Mrs. Knox and Mrs. Garrison. As outsiders to the Madisonville neighborhood, we were both attempting to bring diverse community members together. Her position with Strong Cincinnati allowed her to hold weekly workshops, meet for
coffee dates, and one-on-ones with various individuals in Madisonville. This contributed to the success of their showcase event on April 21st. Conversely, I was limited due to my role as a graduate assistant while managing my classwork. When our May 6th mapping event came around and only four participants showed up, I was disappointed. Part of me felt that because of my shared identify with diverse members of the community, I could attract a larger audience. However, there are many factors that contribute to building racially diverse neighborhoods. Though race of leadership contributes to buy-in for diverse communities, it does not compensate for time investment and relationship building.

**Data Collection**

**Phase 1**

The co-researchers involved in phase one included Mrs. Knox, Mrs. Garrison, and myself. However, Dr. Mack played a significant role in the focus group analysis. From February 23rd to April 4th, I gauged Madisonville’s willingness to engage in partnership with John P. Parker using service learning as a reason for contact. From the National Service Learning Clearinghouse, service learning is described as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Bandy, 2017, p.1). Therefore, this tool served as a suitable gateway to connect John P. Parker to community. The City of Cincinnati provided a physical map to place colored pins on top of (Appendix B). A final digital version was later created with the help of a graphic designer Marc Governanti, using a Graphic Information System (GIS) base map with icons overlaid (Appendix C). Mrs. Knox provided me a list of 40 businesses and churches in Madisonville to contact (Appendix D). Entities outside of
businesses and churches (e.g. recreational centers non-profits, libraries, etc) were not assessed as
John P. Parker already had a secured relationship with them.

As part of the co-research team, I completed the ground work by contacting 40
businesses and churches through phone calls, emails, and walk-ins. I created a script that
discussed various service learning and general engagement opportunities at John P. Parker
(Appendix E). Each contacted participant was given the option to be identified on the map. Mrs.
Garrison, as a longtime Madisonville resident, provided a breakdown of the business and church
history involvement in the community. This allowed me to be prepared for different types of
responses. Responses included name, email, location, and field notes to later inform the asset
map analysis. Depending on the organization’s response, one of four colored pushpins
symbolizing the category/level of support was displayed: 1) green-willing to support, 2) red-not
willing to support, 3) blue-not yet reached, and 4) yellow-not capable or does not have capacity.
This map provided John P. Parker with a geographic representation of where community-school
support exists in Madisonville. Implications of why organizations responded the way they did
can be found in the focus group analysis and discussion.

Phase 2

The co-researchers involved in phase 2 included Mrs. Knox, Mrs. Rospert, and myself.
The second phase used a community-engaged mapping event as a method for social
investigation. This further allowed for the assessment of strengths and dynamics in alignment
with CBPR practices. Community-engaged mapping “involves community dialogue over maps
of a particular place or geographic area (such as a neighborhood) about community members’
experience with the physical environment of that place” (Burns et al., 2012, p. 10). The purpose
of the event was to create a character strengths asset map of Madisonville. Character strengths
require the use of positive language from participants to discuss parts of Madisonville they like and dislike. The community-engaged mapping session was to contain one focus group, later split into 4 break out groups to examine a printed-out map of Madisonville (Appendix F). The map was split into 4 quadrants that were enlarged and laid out on different tables. Next, the groups were to spread evenly around the quadrants. Character strengths were to be identified and labeled using stickers that correlated with a number on a worksheet (Appendix G). The worksheet asked participants what character strengths they see, what type of assets the character strengths represent, location, and why they chose it. The groups were to rotate every 10-20 minutes. Upon completion of the session, a sum of the total strengths would form the second participatory asset map.

Findings/Results

Phase 1

Figure 1 below illustrates the completed asset map in its digital version. *Green* icons represent entities that are willing to explore service learning opportunities with John P. Parker. Each time a participant was contacted, they were told they could support in a small or large way. Small ways of supporting ranged from allowing John P. Parker to donate children books and a bookshelf to a business’s lobby area for their customers. The shelf would have a John P. Parker logo on it to publicize the neighborhood school. Larger ways included a yearlong partnership with a classroom to teach curriculum led by an employee of a business or church. *Blue* icons represent a business or church that was not contacted during the study. This means a phone call or email was not returned after being contacted twice; or upon walk-in, no one was available to represent the organization for the asset map. *Yellow* icons represent organizations that do not have the capacity or capability of supporting or exploring service learning ideas. Specifically,
there is not enough staff to maintain a partnership and/or their staff is going through a transitional period. *Red* icons reflect those who were not willing to explore or support service learning opportunities with John P. Parker. This means that a representative chose not to accept the request to engage for reasons that will be explained in the analysis section.
Figure 1. Digital asset map of Madisonville illustrating asset mapping results
Figure 2 illustrates how results showed that 42% of those contacted were willing to explore service learning ideas with John P. Parker. Furthermore, 40% of all churches contacted were willing to support and 42% of all businesses were willing to support.

![Asset Map Results](image)

*Figure 2. Pie chart results from asset map*

Interestingly, 67% of stakeholders contacted through walk-ins agreed to engage in service learning (Figure 3). This signifies that the business district in Madisonville is more receptive when face-to-face interactions were used. 7% of the business district were not willing to support; of which, 100% of those participants were contacted through phone calls.

![Walk-Ins](image)

*Figure 3. Pie chart displaying how walk-ins elicited support*
Phase 2

The day of the event was May 6th from 10am-12pm at John P. Parker—only four participants showed up in addition to Mrs. Rospert and I who facilitated it. This was not enough to participate in a community-engaged mapping event as an effective group. The second effort to create an asset map turned into a discussion on what brings diverse members together. This will be discussed in the phase 2 analysis.

Map Analysis & Discussion

Phase 1

Assessing community strengths and dynamics. On April 6th, 2017, the co-research team discussed the completed business and church asset map. The analysis was conducted by Mrs. Knox, Mrs. Garrison, Dr. Mack, and myself. After a 1 hour and 19-minute focus group, I transcribed and categorized the conversation into three themes: 1) community capacity/willingness to support, 2) implications from each color category, and 3) establishing John P. Parker as an asset. Capacity refers to the community’s ability to support; whereas, willingness refers to acceptance to engage in service learning opportunities. The focus group analysis allowed us to understand community in terms of their relationship to the business/church district and the Madisonville Community Urban Redevelopment Corporation (MCURC). The findings from the analysis of the community-support asset map are detailed below.

Community capacity/willingness to support

Business/Church District. The participatory asset map gave us information about the state of the business and church district and its capacity to support John P. Parker. There are plenty of businesses in Madisonville that are thriving, but they are unknown to John P. Parker.
For example, Ilsco is a U.S. electrical connector manufacturer tucked away off Madison Road and Shawano Trail. They are leaders in the supply of electrical manufacturing with eight companies spread across three countries. They have been in operation for 123 years and have partnered with John P. Parker when it was named Anderson Place. Along with Ilsco, Keramida Environmental located at 5011 Kenwood Road, is a leading Environmental, Health & Safety, and Sustainability firm with experienced engineers, scientist, and planners. In alignment with John P. Parker’s GEL project, Keramida was delighted to explore service learning opportunities with them. While the asset map illustrated that majority of the businesses and churches are willing to support, the discussion centered on why support could not be obtained.

Most of the businesses are located on Madison Road while the others are tucked away in the outskirts. Businesses are having a hard time staying open; for example, Hi-Tech Graphics is a printing, computer repair, and laminating company that is located on the corner of Madison Road and Mathis Street. As the age of printing has turned digital, demand for their services have declined. To help with finances Hi-Tech Graphic rents a set of garages behind their business to another business called Neighborhood Lawnmowers—a small lawnmower repair shop. During the focus group, Mrs. Garrison expressed why Hi-Tech Graphic is too expensive for residents to afford.

Hi-Tech Graphic has a dying business. I mean their cost are so expensive in comparison to FedEx or other companies. He just, he can’t stay alive there.

-Mrs. Garrison.

Furthermore, Don Stephan is the owner of a woodworking shop—a trade no longer in high demand. The shop is located near Madison and Kenwood Road. While he doesn’t make a living in Madisonville, he continues to operate his shop as a personal choice. Similarly, churches
face the same experiences. Praise Temple, located at 5008 Whetsel Avenue, is pastored by a couple that expressed they are willing to support John P. Parker but they have their own issues regarding their aging congregation. Previously, Dr. Mack talked with Praise Temple and realized their desperate need for support seeps into conversations about collaborating. Praise Temple would like to provide computers for Internet access, share their clothing drive, and discuss opening a food pantry. Since financial constraints limit their operations, selling their building starts to become an appealing alternative. Mrs. Garrison revealed how MCURC’s interest in underused and vacant buildings for redevelopment come at an opportune time.

Is [MCURC] going to get Praise Temple’s building?
-Dr. Mack.

Probably, they are holding out, they want a certain dollar but I don’t know. They are after it.
-Mrs. Garrison.

Similarly, Eastminister Presbyterian, a church located on Erie and Roe Street, hosts an organization called Madisonville Education Assistance and Center (MEAC). Since 2015, MEAC has operated an early childhood program out of John P. Parker. Through their partnership, Eastminister Presbyterian can keep their building running. Like Praise Temple, their ability to partner as a church is limited due to their financial constraints. They are identified as blue on the asset map because the staff of the church is hard to contact as their hours of operation are fickle.

Madisonville Community Urban Redevelopment Corporation (MCURC). The focus group recognized that Madisonville’s businesses and churches have unmet needs. The vision of MCURC is to draw in new businesses which come with a promise of revitalizing the community. However, Mrs. Garrison continuously finds herself redirecting their Madisonville Business Alliance (MBA) meetings from the agenda that MCURC offers. She expressed the MCURC isn’t hearing the concerns of the business district.
[MCURC] had sent this note saying here is the proposal for the MBA dollars. We’re going to put these flying pigs in front of everybody’s business. That’s what we want to do with the $80,000-$90,000 coming in here this year. We want to do this. We think it’s a great thing—No we don’t. No we don’t! We’re not ready for that stuff. Y’all haven’t built anything out here. You know, all these businesses need support, with the work that they are doing around their business.

-Mrs. Garrison.

Additionally, with the history of redevelopment in Madisonville, MCURC’s publicity about the current Quality of Life Plan keeps residents and stakeholders anticipating what change will come. The asset map helps us recognize the businesses are trying to survive, which businesses are preparing for change, and which are slowly disappearing. For example, Mike Schloss Roofing, who declined the request to support John P. Parker’s service learning initiatives, is waiting to open his business until development progresses. During the focus group, Mrs. Garrison explains the dynamics of development and business with Mike Schloss Roofing.

Mike Schools, owns the building down on Whetzel, the yellow house passed the library. He is a single business and runs it out of the space and lives on the second floor. The first floor he has created a wine bar in there. But will not open it until development starts.

-Mrs. Garrison.

**Implications from each color category**

**Willing to support (green).** There is opportunity for every organization to become involved at John P. Parker. For instance, when I mentioned that Polar 3D would be willing to support, Dr. Mack knew exactly where to apply their help. Polar 3D, located on Madison Road, is a 3D printing company whose mission is to bring their technology into educational institutions. Each time a participant was contacted, they were told they could support in a small or large way. An example of a small idea was discussed with Holtmeier Plumbing, a plumbing
company located at 6310 Madison Road. The representative at Holtmeier stated they could send John P. Parker’s stickers or flyers in all their invoices to customers. Ways of supporting were only discussed if the representative thought of something at the time of contact. Further ideas were to be generated after gauging who is even willing to support John P. Parker.

**Not yet reached (blue).** Those who could not be contacted/reached did not come as a surprise to the co-research team. Some of Madisonville’s businesses and churches were difficult to reach due to unpredictable hours of operation, which stemmed from the lack of demand. For example, the Korean Madisonville United Methodist Church located near the corner of Madison Road and Mathis Street, was only open Sundays. Likewise, Manifest Drawing was only available Tuesday nights for classes which made them hard to contact. Similarly, Millie’s is a southern food restaurant located on the corner of Madison Road and Ward Street. The owner operates early in the morning catering meals to CPS. However, for the Madisonville community she is only open Fridays and Sundays.

**Does not have capacity/capability (yellow).** Many of the organizations identified on the asset map are attempting to stay afloat themselves. The co-research team agreed that there is genuine truth in the limited capacity of these organizations to support neighborhood schools. Meaning, an ulterior motive not to support John P. Parker isn’t the case. It was agreed that organizations identified as yellow cannot commit as an on-going partner, but could possibly be re-contacted for one-time events; such as, conducting a workshop or speaking to a class. For example, Ohio Alley Cat, a neutering company tucked away near Orlando Place and Stewart Avenue, is busy with staff change, but may be a resource later. During data collection, this was something I noticed and expressed at the time of the focus group.
**Not willing to support (red).** Only 7% of stakeholders contacted were not willing to explore service learning opportunities with John P. Parker. Two main reasons were ineffective meetings previously held at John P. Parker and the negative interactions they’ve experience with Madisonville. For example, Environmetrics, located at 6709 Madison Road, stated they already do enough for the community by “picking up the trash that is thrown in their lawn”. This revealed that their interactions within the neighborhood have been unpleasant. Finally, they mentioned that they are already working with students at the University of Cincinnati. They were identified as not willing to support based on their first response.

Mike Schloss Roofing declined the request to get involved with service learning as he too has already helped the community by getting rid of two crack houses in the neighborhood. The owner mentioned he used to attend meetings hosted at John P. Parker but stopped coming as he believed they were ineffective. Subsequently, he followed up stating that he is all about positive change and seeing Madisonville grow. However, Mike Schloss Roofing agreed to be identified as not willing to support.

**Establishing John P. Parker as an asset**

**Perceptions about John P. Parker.** Given that John P. Parker is a 100% free reduced lunch school, there are mixed perceptions in the community. This description often attracts partnerships and non-profits who are looking for participants to fit their grants seeking to address “disadvantaged” populations. John P. Parker receives attention that comes from a needs-based approach rather than a recognition of their existing assets. Consequently, John P. Parker must discern the intentions of potential partners. During the focus group, Dr. Mack shared an instance when a partnership from another school was desired based on John P. Parker’s poverty status.
For example, we are designated 100% free and reduced lunch. Not all of our kids are in poverty. But that is a designation that we’ve been given. A lady from Kilgore came over here to ask us if we wanted to be part of this program she was starting. Because she wanted to use, well she didn’t say she wanted to use us, but I saw right through it. She wanted to use our free and reduced lunch numbers to get money for the program she’s doing at Kilgore and as a byproduct, we’ll do something for you too. You know, I’m always on. I’m watching your behavior because what you do speaks louder than what you say.

-Dr. Mack.

Dr. Mack and Mrs. Knox have been working in Madisonville for years and understand that segregation in Cincinnati Public Schools is due to explicit and implicit bias exist. To turn a school around you need enrollment numbers to increase, academic performance to increase, and positive community-school support. However, being a school that serves predominantly African American children, they battle a stigma that is not reflective of what goes on inside John P. Parker’s classrooms. Dr. Mack refutes the misconception as she stated they are nothing less than a normal suburban school.

Part of the perception is a means of helping to provide resources for the kids. To be honest, that is not an accurate perception. If you walk these halls, this school looks very suburban. Our kids are very suburban. And they don’t realize that because in my opinion a lot of people are still looking at…

-Dr. Mack

...African American and poor. It is only because of the perception that you have, that you think we’re something different than from what we are.

-Mrs. Garrison

Mrs. Garrison finished Dr. Mack’s sentence and affirms that partnerships are hard to navigate because misguided perceptions must be constantly checked.

**Lack of Madisonville leadership support.** Cincinnati Public Schools do not require that residents attend their neighborhood school. They have access to any of the thirty-one elementary schools in Cincinnati. As John P. Parker is establishing a new presence in Madisonville,
incoming residents are in search for a school. Schools are competing for enrollment and advertising for each school is promoted through leadership in the community (i.e., community councils, development corporations), social media (i.e., Nextdoor Neighbor App), and word-of-mouth. 4 The co-research team works on a professional basis with leaders in Madisonville; however, they still must discern the intentions of those truly supporting John P. Parker. Dr. Mack explains her frustration with Madisonville leadership, specifically MCURC promoting other schools during the focus group.

There is a group of people in Madisonville who encourage other people to go to Sands. 5 A family was on Nextdoor saying I need a school—we just moved to the community. An [MCURC employee] told them to go to Sands. I clearly see your motivations and it’s not necessarily in support of John P. Parker. You didn’t have to say anything. You took it upon yourself to direct someone, you didn’t have to respond to someone on Nextdoor

-Dr. Mack.

Anticipating Change. Understanding that gentrification is a common result of urban renewal prompted Dr. Mack and Mrs. Knox to think ahead. Moreover, if the racial demographics of a community change so does the school makeup. During the analysis, Mrs. Garrison suggests Madisonville’s target population is geared toward White professionals.

If that’s the vision and that’s what we can anticipate coming into this community cause that is clearly what they are trying to do is change the demographics with young White professionals and run out the older African Americans. So you know when that demographic changes, are they going to look at a primarily African American school?

-Mrs. Garrison.

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4 Nextdoor Neighbor App is social media platform that connects neighbors to each other for easier communication.
5 Sands is a magnet school offering the Montessori teaching style serving PreK-6th grade located 7.1 miles outside of Madisonville
While John P. Parker is taking the appropriate steps to increase community-school relations, there are set boundaries they will not cross. For instance, altering the complexion of leadership is not a solution. Dr. Mack expressed how she continuously responded to the shifting needs of the community.

Because everything we can possibly do, all their complaints that they brought up have been addressed. You had a complaint about the academics, it’s been addressed. You had a complaint about how the culture of the school was, it’s been addressed. You had a complaint about the facility, it’s been addressed. You can’t say we’re not involved, because we’re in practically everything that they offer and we send out information multiple different ways to the community to let them know. So what more do you want? What is going to make you comfortable to bring your child here other than changing the race of the leadership of this building? What is going to make you comfortable? I have a doctorate degree. I am educated. I have a good reputation in the community. Mrs. Knox is out there in the community. What will make you comfortable to bring your children here other than a change in the race of the principal.

-Dr. Mack.

John P. Parker’s existence and growth continues to be challenged during redevelopment. Critical race theory allows us to hold the experiences expressed by the co-researchers in this paper as reliable knowledge.

**Phase 2**

Carly Rospert and I facilitated a discussion after four other participants showed up. Instead of conducting the originally planned community-engaged mapping event, we sat down for the allotted 2 hours to discuss what brings community together. The same day, John P. Parker was open to other events; including, Suzuki, a musical learning system that teaches students piano, viola, cello, and violin through repetition, listening, and rote learning. As we observed the students and parents that brought in their children for Suzuki, we noticed a diverse array of families. We agreed that music provides children an opportunity to learn a new talent and brings people together. It was agreed that participatory asset mapping could be a useful tool; however, a
neighborhood school may have an easier time reaching their target population through children-centered activities. Given the lack of participation in the planned event, no further results were documented.

**Limitations**

**Phase 1**

The first asset map only covers 30% of the entire Madisonville business and church district. The co-research team was limited to four members and I was solely responsible for the ground work. This prevented me from contacting each organization in the same way. Some were called, others were email, and some were visited. The decision to call, email, or visit was based on my capacity to drive into the Madisonville that day or work from home. Though, Mrs. Knox did prioritize some of the organizations I walked into based on her desire to understand their receptivity. For example, Penguin Painters—a painting business located in the northeast quadrant of Madisonville—was prioritized but I was not able to obtain a meeting. They were identified as blue on the asset map.

**Phase 2**

The second phase of the asset map turned into a discussion group due to the lack of participants. Strong Cincinnati, as a separate event from this paper, had their final meeting at John P. Parker on April 21st. This was two weeks before the scheduled community-engaged mapping event. Preparing for this event required much time and effort in the community. Strong Cincinnati needed this event to spread character strength awareness and I was counting on this event to collect more data for the project. The outreach efforts from Ms. Rospert or myself were very little. Additionally, CPS was in the middle of testing so staff and administration were busy. As a result, no data was collected from the second phase.
Implications

There are three major implications. First, the paper illustrates how service learning was an appropriate medium to use with participatory asset mapping as John P. Parker assesses the interest of businesses and churches. Indicated from the results, service learning was well received as it involves a process that benefits both the community and school. Service learning is particularly important as we acknowledge the race and racialized context of John P. Parker students and administration. Judging from the lack of enrollment, the community-school relationship needs improvement. Service learning allows students at John P. Parker to claim their own citizenship in their neighborhood, school, and city. Additionally, it sets a tone for giving and receiving through partnerships rather than only receiving. Though they are a predominantly an African American School with a 100% reduced free lunch status, they are not just a school “in need”.

Second, the analysis and discussion showed us:

- The business and church district are willing to support John P. Parker
- The ulterior motive of leadership from MCURC can be counterproductive to the efforts to engage community at John P. Parker
- There are many traditional businesses and aging congregations that do not have the capacity/capability to support. They have unmet needs and looking for ways to express their own concerns to MCURC.
- John P. Parker has a unique responsibility to anticipate change as they are an African American neighborhood school in a redeveloping community. The stigma of being an African American and 100% free reduced lunch school adds to their obligation.
- Changing the race of the students and educational administration is not an option.
Lastly, acknowledging that racism exists in our systems of education and community development through critical race theory allows us to think reflectively about the co-researcher’s experiences. Particularly, in the analysis, Dr. Mack recounts microaggressions from leadership in development and false perceptions when collaborating with external organizations or schools.

**Conclusion and Next Steps**

From the analysis, we conclude that asset mapping is a powerful tool in the hands of educational leaders. It is suggested that John P. Parker continue to position themselves as leaders in community development. While MCURC was not part of the paper, the asset map could be presented to them to explain different viewpoints of the community. This is mutually beneficial as the analysis could help with development efforts.

As educational leaders desire the support from the community, they must understand the community first. Equally, community development corporations need to understand the capacities and capabilities in their community if they seek to implement a vision that reflects it. Moving away from the traditional needs assessment, asset mapping brings forth the opportunity for two leaders in Madisonville to community-build together. It is suggested that John P. Parker use the 42% of supporters to create service learning projects geared toward rebuilding parts of their neighborhood. The purpose is to further position them as leader in community development.

In my next steps, I will continue to work with Mrs. Knox to solidify some of the businesses and churches who agreed to support. We will reach out again to generate some service learning ideas and obtain a formal agreement called a memorandum of understanding (MOU).
References


Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets.* Skokie, Il: ACTA Publications.


Appendices

APPENDIX A - Character Strengths
APPENDIX B- Map of Madisonville provided by City of Cincinnati
Asset mapping is the process of surveying a community to identify resources, such as schools, churches, businesses, non-profits, social organizations, recreational centers, libraries, green spaces, sidewalks, and healthy food sources.

While there are many different kinds of asset maps, the present map represents the responses of 40 Madisonville businesses and churches who were contacted to explore service learning opportunities with John P. Parker Elementary.
## APPENDIX D List of business and churches contacted

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Artsville Center</td>
<td>5021 Whetsel Av</td>
</tr>
<tr>
<td>2. Church of King Christ (used to be Eastern Hills Baptist)</td>
<td>5825 Islington Ave Cincinnati, OH 45227</td>
</tr>
<tr>
<td>3. Edward Jones</td>
<td>5207 Madison Rd, Cincinnati, OH 45227</td>
</tr>
<tr>
<td>4. French Rendezvous</td>
<td>6124 Madison Rd</td>
</tr>
<tr>
<td>5. Holtmeier Plumbing</td>
<td>6310 Madison Rd</td>
</tr>
<tr>
<td>6. I and Eye Productions</td>
<td>5545 Madison Road</td>
</tr>
<tr>
<td>7. Iisco Corporation</td>
<td>4730 Madison Road</td>
</tr>
<tr>
<td>8. Keramida Environmental</td>
<td>5011 Kenwood Rd</td>
</tr>
<tr>
<td>9. Lala's Blissful Bites</td>
<td>5912 Madison Rd</td>
</tr>
<tr>
<td>10. Madison Print Shoppe</td>
<td>3182 Madison Rd</td>
</tr>
<tr>
<td>11. Overbeck Auto</td>
<td>6403 Madison Rd</td>
</tr>
<tr>
<td>12. Oxford Physical Therapy</td>
<td>5207 Madison Road</td>
</tr>
<tr>
<td>13. Polar 3D</td>
<td>6102 Madison Rd</td>
</tr>
<tr>
<td>14. Ron D's BBQ</td>
<td>6105 Madison Rd</td>
</tr>
<tr>
<td>15. St. Anthony Church</td>
<td>6104 Desmond</td>
</tr>
<tr>
<td>16. Stephan Woodworking</td>
<td>6406 Madison Rd</td>
</tr>
<tr>
<td>17. Praise Temple</td>
<td>5008 Whetsel Ave</td>
</tr>
<tr>
<td>18. Wetzel Flooring</td>
<td>6407 Warrick St, Cincinnati, OH 45227</td>
</tr>
<tr>
<td>19. Dave Orrs Autobody</td>
<td>6226 Madison Rd, Cincinnati, OH 45227</td>
</tr>
<tr>
<td>20. Dovetail Solar and Wind</td>
<td>5011 Kenwood Rd</td>
</tr>
<tr>
<td>21. Eurauto Inc</td>
<td>5904 Bramble Ave</td>
</tr>
<tr>
<td>22. Hi Tech Graphics</td>
<td>6105 Madison Rd</td>
</tr>
<tr>
<td>23. Neighborhood Lawnmower</td>
<td>6105 Madison Rd</td>
</tr>
<tr>
<td>24. Ohio Alley Cat</td>
<td>5619 Orlando Pl</td>
</tr>
<tr>
<td>25. Environmetrics</td>
<td>6709 Madison Rd</td>
</tr>
<tr>
<td>26. Mike F. Schloss Roofing</td>
<td>5812 Roe Street</td>
</tr>
<tr>
<td>27. Re-Bath</td>
<td>6211 Madison Rd</td>
</tr>
<tr>
<td>29. Burnams Beauty Shop</td>
<td>6118 Madison Rd</td>
</tr>
<tr>
<td>30. Eastminster Presbyterian</td>
<td>4600 Erie Ave</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>31.</td>
<td>Eurie Realty</td>
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<td>32.</td>
<td>James Billiter</td>
</tr>
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<td>33.</td>
<td>Korean madisonville united methodist church</td>
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<tr>
<td>34.</td>
<td>Manifeset Drawing Center</td>
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<td>35.</td>
<td>Mazunte</td>
</tr>
<tr>
<td>36.</td>
<td>Millie's Place</td>
</tr>
<tr>
<td>37.</td>
<td>Morsco Flexopress</td>
</tr>
<tr>
<td>38.</td>
<td>Penguin Painters</td>
</tr>
<tr>
<td>39.</td>
<td>Regina Parker</td>
</tr>
<tr>
<td>40.</td>
<td>Roosevelt Barnes (+2)</td>
</tr>
</tbody>
</table>
APPENDIX E Example Script used to reach out to Ilsco

It was a pleasure talking to you earlier this morning. Again, I am a graduate student at the University of Cincinnati finishing my master thesis at Parker. We are creating an asset map. Parker is strengthening their curriculum to a Global Environmental Literacy (GEL) school focus. GEL will incorporate community connections through service learning to explore nature and the environment that widens into a global perspective. Parker has over 50 partnerships to help in service learning. The asset map will further identify what part of the community can help with service learning projects. We are reaching out to Ilsco to see if you are willing to explore service learning ideas with us? Please use the information below to gain some ideas about small and large scale ideas. Additionally, below is more info about a Strong Cincinnati event held at Parker.

- Our kindergartens have partnered with St. Paul Village to collect personal care products for the seniors.
- Our 6th graders have collaborated with 500 chickens and will incubate eggs and donate chicks to Madisonville.
- In preparation for international travel, 4-6th graders and their parents participated in a workshop for securing a passport hosted by Aftab Pureval from the Hamilton County Clerk of Courts.

Our latest partnership has been with Strong Cincinnati. This is a city-wide initiative utilizing 24 character strengths (i.e., humility, honesty, bravery, etc.) to foster strong, connected communities through the activation of strengths. Characters strengths are the positive parts of your personality that describe you at your best. Parker is hosting a community Pitch Night where Madisonville stakeholders will pitch project ideas that incorporate character strengths. You, as the community, will vote on the projects you like, and the most voted projects will get funded by Strong Cincinnati. **Join us April 21st 6-9pm at John P. Parker Elementary!**
APPENDIX F Community-engaged mapping event map
### Asset Mapping Worksheet

#### Where do character strengths lie in Madisonville?

<table>
<thead>
<tr>
<th>Number</th>
<th>What type of asset is it?</th>
<th>Where is it located?</th>
<th>What character strength(s) do you see?</th>
<th>Why did you choose this (these) character strength(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>1</td>
<td>place for socializing</td>
<td>555 Madison Rd or Across from LaLa's Bakery</td>
<td>humility</td>
</tr>
</tbody>
</table>

| | | | | |
| | | | | |
| | | | | |

45