





# Cultivating Community Cultural Wealth in the Classroom

Community Cultural Wealth (CCW) is an asset-based framework to understand the richness of our students' lives and the communities they live in.

Originally created by Tara Yosso (2005), CCW emphasizes the values, knowledge, skills, abilities, strength, and experiences minoritized students bring to the classroom.

To cultivate community cultural wealth, educators can acknowledge cultural capital, which refers to non-financial assets people have and use to achieve goals or overcome barriers.

Engaging cultural capital empowers students and enhances the educational experience. So what are the forms of cultural capital that Yoso identified?







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Yosso, T. J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8(1), 69-91.











#### Aspirational Capital

Students have hopes and dreams for the future even when facing real or perceived barriers.

# Linguistic Capital

Students have communication skills attained through experiences in more than one language or one style. Examples can include being bilingual, storytelling through art, music, and poetry, code-switching, and regional dialects or community specific words and phrases.

# Familial Capital

Students have cultural knowledge from their families and kin that creates a family-community. Family includes chosen family in addition to traditional family.

# Social Capital

Students have networks of people and communities that provide resources and support. Examples can include school clubs, peer relationships, community organizations, and relationships based on shared identity and experiences.

#### Navigational capital

Students have hopes and dreams for the future even when facing real or perceived barriers.

#### Resistant capital

Skills and knowledge gained by historically marginalized students by challenging inequality through resistance.





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