Community Engagement/Partner Worksheet-Farm to ECE

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| **SECTOR**  Name of Community/Population or organization | **STAKE**  Why might this community or organization want to be involved? What stake do they have in the issue? | **RESOURCES**  Why is their involvement important to the success of KKG!’s work? | **ROLES**  What role would you like them to play? How would their participation impact KKG!’s work? | **BARRIERS**  What barriers might this community or group face in engagement? How can we support their engagement? | **POWER DYNAMICS**  What are the roles this partner plays in shaping visible, hidden, and invisible power? | **STRATEGY**  Which engagement strategies would work best for engaging this group? |
| BIPOC parents |  |  |  | Typical meetings during the weekday. Look at other options like a virtual meeting space like Philadelphia Food Policy Council used to get community input.  Might not have the language or familiarity with how to advocate for food access in their child’s childcare |  |  |
| Urban farmers | Outlet for their products/Knowledgeable and passionate so they can share that with new audiences | Connections to fresh, local food  Knowledge and experience related to gardening | Open their space for ECEs so kids/community understand where food comes from | Typical meetings during the weekday. Look at other options like a virtual meeting space like Philadelphia Food Policy Council used to get community input. |  | Relationship building/build trust/Talk to PA FArm to School Network partners about what state associations or organizations might already exist (PASA) |
| ECE providers/programs (also a business owner), | ECE programs: health of staff, families and kids is important to them as business owner  Professional development  Financial support |  |  | Time of meetings |  |  |
| food service providers (kitchen staff) | Food service providers-are the ones who have to actually implement and use products so they have a stake  Professional development  Financial support |  |  | Time of meetings |  |  |