Community Engagement/Partner Worksheet--Pre-service and Professional Development

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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? |
| School board coalitions | Increased awareness about school readiness. Children prepared from whole-health perspective to begin school. Early intervention. Focus on training, equity and advocacy. | Messengers to the value of ECE. Partner in training and advocacy. Power of voice. Access, affluence and influence to drive change. Bring greater understanding of impact of quality ECE. | Potential source of information, opportunities for PD and certification to K-12 system. | Time, basic understanding of ECE, use language that they listen to/understand.  Virtual meetings, go to them and begin building trust. |  | Investigate statewide group to work with (PA School Boards Association). Begin at local level to connect to leadership. Reach out via email or phone including the info identified here. |
| PA Parent and Family Alliance | Parent and caregiver advocate for children with mental health concerns/lived experience. Ability for workgroup to develop programming to meet their needs. | Ability to advocate for stronger support. Relevant programming leading to improved outcomes especially for those of greatest need. | Full membership. Strategic planning and implementation. Ambassador for KKG to others in the community. | Time, resources, accessibility to meetings ( language, TA, etc.)  Integrating parents as chairs and |  |  |
| Families and communities | Representation from those who are recipients of programming |  |  |  |  |  |
| OCDEL - Bureau of certification |  |  |  |  |  |  |