Our Kids... Their Future

Strengthening Pottstown’s children and families for a brighter future

Pottstown School District in collaboration with W.K. Kellogg Foundation

Report to the
Pottstown School District
by the
Penn Project for Civic Engagement

This project was funded by a planning grant from the
W.K. Kellogg Foundation
Our Children ... Their Future:
Strengthening Pottstown’s children and families for a brighter future

PART I: INTRODUCTION AND CONTEXT

The challenge
The Pottstown School District (PSD) faces challenges associated with meeting the needs of an urban at-risk community of low socio-economic status, transient population, one-parent families and a lack of upward mobility which all have an impact on children’s academic outcomes. The traditional way the school district approached family engagement was to assume that they knew what parents needed and wanted and how best to provide that information. Yet, low response rates and low participation in targeted programs and events suggest they might be missing something – in the substance and structure of the programs they run, in the way they reach out to potential participants, and more.

What we did to address that challenge
To address this challenge, the Penn Project for Civic Engagement (PPCE) worked with the Pottstown School District (PSD) and the Pottstown Early Action for Kindergarten Readiness (PEAK) project to design and implement, a constituency focused approach rather than the traditional top-down process. Together we designed and implemented a process to engage community stakeholders in discussions of their values and needs in supporting the growth and development of their children. We focused on two groups of stakeholders. The main groups we sought to engage were primarily parents and caretakers of children younger than 9 or 10 years of age (in 3rd grade). These are the people whose participation in PEAK and related programs is so crucial to children’s development. We also worked to engage relevant community groups, community agencies, and community leaders in the overall project in order to build their support for this project as well as the programs offered by PEAK and other groups dedicated to young children in Pottstown.

Structure
The project was a partnership between PEAK, led by Mary Rieck, and the Penn Project for Civic Engagement, led by its director Harris Sokoloff and project manager Linda Breitstein. In addition, the Kellogg planning grant enabled us to hire Jane Bennett to be director of outreach for the project. This leadership team worked closely to design and implement the planning grant, with Ms. Breitstein and Ms. Bennett focusing on outreach, and working to build the kinds of strong and diverse connections with agencies and individuals essential to engaging the stakeholders described above.

One of the first tasks of the leadership team was to create an advisory committee of informal and formal leaders to provide leadership in how we engage Pottstown’s families. The primary responsibility of advisory group members was to provide advice on implementing the planning grant, with a special focus on outreach, logistics and process. In addition, we hoped that
advisory group members would provide advice in developing strategies for the implementation phase of the project based on data created during the community forums.

We invited members of the advisory committee to nominate community members we might train as moderators for the community forums that were a key element in this project. Ultimately, 12 people participated in the moderator training session (held the evening of May 21, 2014). Roughly half of those participants were there to learn to be moderators. The other half were community residents who volunteered to be interpreters at the forums and, therefore, needed to be familiar with the process.

Outreach
The first of the two key components of the planning grant was outreach: reaching into the community to develop and strengthen relationships with parents, caretakers, informal and formal community leaders and community agencies. This was based on the belief that people will participate in programs and activities where they know people, where they feel welcomed and valued and where they feel comfortable.

Thus, Linda Breitstein, PPCE project manager, and Jane Bennett, project outreach coordinator worked to build on existing relationships – primarily with community agencies – and to develop new relationships with community organizations, community leaders and parents and caretakers. They met with leaders of community agencies: directors of more than 65 agencies and organizations, including churches, Head Start programs, foundations, learning centers, mental health associations, borough offices, early childhood providers and more. They met with community connectors, including early childhood teachers and staff, community members identified as “go to” people by agency leaders and other community connectors. And they met with parents at meetings, when they were dropping-off or picking-up their children. (See appendix 1 for a list of outreach activities and contacts.)

The forums
Community forums were the second key component of the project. We held four community forums between May 27, 2014 and May 29, 2014 as follows:

- May 27, 2014: Pottstown Middle School, 5:30 p. m. – 7:30 p.m., 26 participants
- May 28, 2014: Connections on High, 5:30 p. m. – 7:30 p.m., 24 participants
- May 29, 2014: First Baptist Church, 1:00 p.m. – 3:00 p.m., 27 participants
- May 29: 2014: Barth Elementary School, 5:30 p. m. – 7:30 p.m., 26 participants

More than 100 parents, caretakers and other stakeholders participated in these forums. The chart below provides some overall demographics for the forums:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Total number of participants</td>
<td>103</td>
</tr>
<tr>
<td>Male/Female</td>
<td>16/87</td>
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<tr>
<td>Caucasian</td>
<td>43</td>
</tr>
<tr>
<td>African American</td>
<td>30</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
</tr>
<tr>
<td>Middle Eastern</td>
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The numbers of participants and the demographic breakdown are interesting for several reasons. First, participation was almost equal across the four forums, which were each held in different parts of the school district. This suggests that location matters, an idea that was supported by conversations at the forums. Second, a significant percentage of the participants had not been active participants in PEAK or PSD programs in the past. And for many, this was their first program. Third, the percentage of Hispanic participants was higher than anticipated suggesting both that outreach to the Hispanic communities was successful and that the percentage of Hispanic parents might be higher than the 2010 census suggested.

Structure and process
Each of the four forums started with a welcome and introduction by a representative of the Pottstown School District, followed by a brief overview of the work of PEAK by Mary Rieck. After that, Harris Sokoloff gave an overview of the work for the evening, told participants what the end product of the evening’s work would be and how it would be used. He then went through some ground rules for the small group work and divided the participants into three smaller working groups.

Each small working group was led by a team of moderators—one or two trained community members with an equal number of PPCE moderators. The moderators also took notes on large flip-chart paper of the conversations. Those notes are the basis for the forum reports on which this report is based, and which were posted on the PPCE and PSD web sites. (Those small group reports are included as appendix 3 to this report.)

In some small groups a community member served as a Spanish translator/interpreter to ensure that those participants in need of translation would be able to participate fully in the forum. The small groups met for approximately 90 minutes with all participants coming back together for a short discussion of some of the key learning from their small group work. This provided an opportunity for participants to learn what happened in other groups, and to discuss similarities and differences across groups.

PART II: PROJECT FINDINGS
We report our findings from this planning grant in three main sections:
A. What we learned from our outreach work with the community
B. The values or what we call “values based principles” that emerged from the forums
C. What we learned from forum participants about parent education and programming interests and needs

A. What we learned from our outreach work with the community
As noted earlier, our outreach efforts were designed to strengthen existing relationships and build strong new relationships. In both cases, we worked from the top down and from the bottom up. (See appendix 2 for the list of community connectors that were part of our outreach efforts.)
PEAK and the PSD have good relationships with their partner agencies as well as with many community organizations. Our outreach there was aimed at both strengthening and broadening those relationships to create additional support for parents, parent education programs and for children. Many community agencies helped us with outreach -- distributing flyers in a variety of ways, sending out emails to their constituencies and inviting us to meetings to talk about our work. All of this built on the strong and long-standing collaborative relationships the school district and PEAK have with a large number and wide variety of community agencies and organizations.

Our outreach to community agencies and organizations also built stronger relationships and established new ones. This was true, for example, with Centro Cultural Latinos Unidos, Inc. (CCLU) in downtown Pottstown and with Acción Comunal Latino Americano de Montgomery County (ACLAMO) Family Centers. Strengthening relationships with each of these organizations helped the project build stronger relationships with the Spanish-speaking community leaders and parents and, we believe, is one reason we had a much higher than expected participation rate among Spanish-speaking parents.

Some of our outreach efforts took longer to take root than others. For example, it took some time before our outreach to the African-American clergy bore fruit and we were invited to collaborate with them on a new initiative to work with youth in the ethnic minority community with a focus on healthy living, education and spirituality. That work is starting to pay-off. Multiple efforts (ranging from conversations with HUD, reaching out through community connectors, going door-to-door) to build relationships with leadership and neighbors in the Bright Hope Community, a public housing community in Pottstown, were unsuccessful and we felt frustrated in our efforts to build trust and make connections there. Our persistence is starting to payoff and we have begun to develop relationships with key residents there. We believe strengthening these relationships will provide the knowledge and understanding essential for that community to participate in greater numbers in programs and activities.

Work at the grass-roots level was successful in several ways and we learned several important overall lessons about outreach to underserved, under-represented or under-participating communities. As Jane and Linda, joined by PPCE research assistant Tamika Barrow, distributed flyers at drop-off and pick-up time, parents said they appreciated the face-to-face invitations and promised to participate. Many took that opportunity to talk about their hopes and fears, about what programs they would like and what got in the way of their participation.

In some ways, individuals in those groups (as well as other groups) are waiting to be asked and included. In other ways, there are significant barriers to asking and including them. Much of what we learned will be covered by the “values-based principles” drawn from the four forums, including issues of communication (e.g., what’s communicated, how it’s communicated and when it’s communicated), community building (and being inclusive), and access to those we wish to include/serve.
Just as many of the community agencies and organizations supported the outreach efforts -- distributing flyers, sending email blasts, advertising in the newspaper and magazines, posting flyers in their offices and more -- parents were also willing to spread the word. Some promised to talk with neighbors, others volunteered their time to distribute flyers while others used social media to invite folks to the forums.

As the numbers of participants in the community forums indicates, there is still a significant way to go. Yet, our outreach efforts were successful in engaging a more diverse group of participants than has historically been the case in Pottstown. Moreover, many of those parents who did participate were residents who don’t usually participate in District or PEAK meetings. Yet, they said they enjoyed these programs and would participate in more programs in the future, and bring others with them.

Thus, we believe we have taken significant steps in building a better relationship between the school district and the community, steps that can be strengthened and built on in the next phases of the work.

B. The values or what we call “values based principles” that emerged from the forums

We have distilled more than eighteen hours (18) of small group conversation into five (5) broad values-based principles for decision-making and program development/implementation for parent education around pre-school through third grade child development and education. Before discussing those values-based principles several notes are important: First, they are presented as a set and in no particular order. That is, it is the set of principles that is important, and no one is any more important than any other. Second, while each principle is discussed separately, they are interconnected/intertwined. Indeed, efforts to do one without attending to the others is likely to reduce the effectiveness of whatever efforts are taken on the one.

With that brief introduction, here are the “Values-Based Principles”:

Help us be better

Participants – parent, grandparent and caretaker alike – want to be educated. They want to learn so many things, both academic and developmental. Academically they want to learn the mathematics and language arts skills their children are learning. And they want to learn how to help their children learn – how to help them with their homework, how to set up a good learning environment at home, how to support them in school. Developmentally, they want to learn about their child’s/children’s emotional, behavioral and social development. What behavior is and is not appropriate for a child of a given age? And how can they best support that development. Part of this is related to learning parenting skills: how to respond when their child does X, how best to discipline or encourage their child(ren), how to parent through frustrating moments, etc.

Build stronger community

It’s not just the substance of the program that matters, but the kinds of relationships that are encouraged and enhanced among participants. Programs should be designed in ways
that build connections among participants, whether they are parents/caretakers or professionals or children.

Parents/caretakers talked about how much they enjoyed the opportunities to make connections with other parents, talking with other parents/caretakers at these forums: about their children, about programs, about things they’ve tried that have and haven’t worked, to share ideas for resources and more. In some cases, they talked about how they advocated for their children and suggested ways other parents might do that. They also talked about how they might use these opportunities to mentor each other.\(^1\)

In addition, they talked about building stronger relationships between parents and professionals that serve them and their children – whether those professionals were teachers, administrators, caseworkers, or others in the school district, pre-school programs or social agencies.

**Address the needs of individual children**

Whether discussing programs to support parents or children, participants want to insure that the programs target the needs of each child, not just children in general or in a specific age or grade range. Parents want to learn how to support their child(ren) at the child(ren)’s level and how to help them move to the next level. This includes teaching them how to identify their child(ren)’s needs and providing them with information (or easy access to information) about how to support those needs.

At the programmatic level, they want programs that set high expectations appropriate for each child and that provide support for individual learning needs. This includes differentiating for learning, behavior, emotional and social needs. As possible, this can extend to a variety of curricular and co-curricular programs (including recreational activities) and a range of supports including tutoring and mentoring.

**“Talk” with us**

Participants look for clearer lines of communication with the school district, PEAK, community programs and service agencies. This includes what is communicated, the language used, the modes (print, email, text, phone, etc.) and the frequency of communication. A key component is that communication should be conversational and inviting, acknowledging that it’s about relationships and building partnerships to benefit children.

Yes, the substance is important, but so is the way that substance is communicated. Participants want to know about programs and events – what, when and where programs and events are offered. They want those communications to be understandable and

\(^1\) And, as will be clear later, this might involve creating opportunities for English speakers to learn Spanish and for Spanish speakers to learn English.
inviting: translated into the language they speak at home and jargon-free. Program titles and descriptions should be clear and direct. The title should draw you in so that you want to read the description, which should include how it will help you and your child. There have been moments of ambiguity where some parents attending a workshop thought they would be learning about summer reading loss and interventions that can be utilized in the home. Instead, the workshop ended up being more crafts-based. One parent reached out to a classroom teacher after the workshop because the workshop did not meet that family’s needs. She was able to receive additional resources to support summer literacy. Similarly, some parents professed that they did not attend Literacy Nights because they assumed it was to teach parents/caregivers how to read rather than to teach them strategies they could use when reading with their child(ren).

The medium used is important. Some people prefer hard copy – flyers (whether sent home with a child in a program or posted in key places), regular mail, etc. Others prefer email, while others prefer to access information via Facebook. Still others don’t have email or use social media but prefer text because it’s something that comes to them and they see it. The lesson: Use a variety of communication tools and keep it simple. And while sales experts say it takes 5-7 contacts to get a message across, there’s an issue of message overload. Giving participants too much information (or too frequently) can be as problematic as too little. So, talk, don’t nag.

Include us
Participants in the forums want to be included in and contribute to their children’s growth and development, which means accessibility is a key issue. While the Pottstown School District and PEAK do that, a variety of things that increase accessibility – e.g., providing age appropriate childcare at meetings, offering free books and other incentives (such as raffles and prizes – several key factors were noted that need more attention. Identified key factors include times, locations, translation (or lack thereof), frequency and cost.

Times: Participants thanked us for holding the forums at different times of day. Some people said they could only come in the afternoon (because of work hours, responsibilities at home, etc.)

Locations: While Pottstown is a walking community, people also thanked us for holding programs in places they find comfortable and close to home. These tend to be places with which they are familiar and feel welcome. In addition, parents without cars find it difficult to travel distances with the entire family. We were also told that people don’t feel safe walking home after dark.

Languages: Translation/interpretation services are essential if the school district and other agencies want non-English proficient parents to participate in the substance of the meeting. Indeed, Spanish-speaking parents discussed feeling frustrated (and, some said, insulted) to come to a meeting only to discover that the entire program was in English, a

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2 An example: Participants in the “Love and Logic” program found it valuable in learning how to help their children develop social skills and empathy. But most participants didn’t know about the program and didn’t think the program title was clear.
language many in the Latino community don’t understand or don’t feel comfortable communicating in. Both native English speakers and English language learners discussed the need for the district to be more inclusive. Participants realized that there are additional barriers when written materials are not translated, or when interpreters are not made available in meetings. They noted that all parents are vested in their children’s education, but do not feel welcomed or included if the district and other agencies do not actively include them in these ways.

**Frequency:** Participants talked about the frustration of wanting to participate in a program, but having scheduling conflicts. Some conflicts are cultural: some mothers in Hispanic households prefer daytime meetings, because they have a commitment to the home that includes caring for their children and their spouses which makes meetings difficult to attend for them. Other conflicts are work related: not being able to get off from work to participate in programs or in school activities (e.g., parent teacher conferences or Breakfast with Kids, Fantastic Fun Fridays). Still other conflicts are substantive: parents with multiple children can’t participate in more than one program at Literacy Nights. Current structure is that all grade-level workshops run concurrently and build upon previous workshops. Parents expressed reluctance to attend subsequent workshops if they felt they were missing content from previous sessions. In addition, parents with children in different grades were unable to gain information for every child as workshops all met at the same time. Finally, although childcare that was provided was described as a benefit, parents with non-school aged children were unable to attend due to childcare constraints. Having multiple opportunities to participate in a specific program can alleviate some of these issues.

**Costs:** Participants noted that the costs for some programs exclude them from participating. While all district-based programs are free, other programs are not (including non-district sponsored summer enrichment activities and some non-district run after-school programs), and that makes it difficult or impossible for many to take advantage of those programs.

C. **What we learned from forum participants about parent education and programming based on interests and needs**

As noted in the values-based principles above, we learned that participants enjoyed talking and learning with each other. They enjoyed the relationships they formed with other parents, and enjoyed the start of a new kind of relationship with the school district. We are left with a strong sense that providing more opportunities for parents to form and strengthen those relationships should be at the heart of all next steps that emerge from this planning grant.

Participants in the four forums expressed deep interest in both parent/caretaker education programs and in more programs for their children. Even those parents/caretakers who have not participated in any programs in the past were interested in learning more about what is being offered (and what might be offered in the future) and in participating in programs as their lives and schedules permitted.
Participants were able to identify a range of elements they like in current programs, want to see in future programs and barriers to their participation in those programs. Some of these elements are discussed in the values-based principles above and should drive decision-making about program modification/improvement and development.

During the forums, participants discussed current programs offered by the Pottstown School District, PEAK or a range of community agencies. Participants discussed the pros and cons of programs in which they had participated, as well as those things that were barriers to their participation. Those ideas are integrated into the values-based principles discussed above.

PART III: SPECIFIC ACTION RECOMMENDATIONS (BASED ON THE VALUES-BASED PRINCIPLES AND THE DISCUSSION OF SPECIFIC PROGRAMS)

What to do now, with current resources

- Translate all district materials into Spanish and other languages spoken in community households. Having all project materials – flyers, program materials, etc. – in English and Spanish (double-sided copies), made a huge difference. Spanish speakers said this made it easier for them to know what was being offered, and made them feel they were truly invited and welcome.
- Utilize community resources including volunteers who are willing to translate/interpret. This may require formalizing these relationships with community volunteers through community liaisons, CCLU, ACLAMO, etc.,
- Expand outreach efforts by using multiple means to reach each parent – print, text, website, robo-call, and others.
- Continue to connect with staff (office and direct service staff) at organizations that are close to the community including Maternity Care Coalition, CCLU, ACLAMO, Head Start, and Pre-K Counts.
- Continue relationships with the long list of community connectors developed by project staff. (See appendix 2 for this list.)

What to design/expand:

- Create a “Parent Advisory Committee” to work with PEAK and the PSD to expand the relationships that were started during this planning grant.
- Adapt the project advisory committee to focus on connections with community leaders, agencies and organizations (e.g., African-American Ministers, ACLAMO, CCLU, Maternity Care Coalition) in order to maintain the connections and momentum developed in the planning grant.
- Continue community forums such as these on a regular basis in order to strengthen the community-building started by these forums. These could be structured to support ongoing parent education with a different focus at meeting (e.g., homework help co-presented by parent leaders and educators).
• Create ways to make popular programs (e.g., Parent Literacy Night) accessible to more parents, for example by offering each session multiple times or creating additional programs to teach parents how to support their children’s literacy development.
• Create a “math literacy” program to teach parents how to support their child’s numeracy development.
• NOTE: programs such as Parent Literacy Night and a “math literacy program” do not have to be structured based on grade level. As one parent noted, her child is already a voracious reader. She has already learned all of the kindergarten skills that were discussed. Literacy is a continuum. Workshops can be structured based on this continuum where parents select what range to focus on based on their child(ren)’s reading abilities. This supports parents’ desires for support and programs that focus on the individual child’s needs rather than an arbitrary grade level (e.g., I will attend a “5th grade” (other level label) reading workshop because my kindergarten child is reading on a 5th grade level)
• Create a program to help parents learn how to support their (child)ren’s social, emotional and behavioral development. This could be comparable to the Love and Logic workshop, but with a title that is more accurately descriptive for parents.
• Build on participants’ willingness to volunteer, which speaks volumes about their commitment to the education of children in the school district. This may include seeking funding to create a volunteer program with a community-based volunteer coordinator. Assessing and then aligning parent/community member skills with student and district needs can provide additional resources to the district.
• Create a “central hub” for parents/caretakers to get access to information on all ECE programs as well as program eligibility.
• Continue to provide resources for families to take home to continue learning in the home. This also addresses the desire for incentives.
• Parents talked about the need for more assistants/aides/adults in classroom, in part as additional “eyes” in the school to support appropriate student behavior, and to support small group and one-on-one instruction. The district, PEAK and other agencies might develop a “parent volunteer” training initiative to enable parents to fill some of these roles either as volunteers or as “aides” subsidized with outside funding.

**Other action recommendations**
Some of what we learned was not about this project, but about broader district concerns (e.g., bullying, language and translation, openness of staff to minority and poverty communities, etc.).

What follows are a few recommendations to address some of those concerns:
• PSD and PEAK staff review this report and the reports from each of the small groups and discuss how to use those ideas to improve community connections and programs.
• Provide staff and parents with workshops on bullying.
• Provide parent workshops on addressing special needs (for those who have been assessed as well as those who may exhibit some spectrum behaviors).
• Provide networking and other kinds of support for parents whose children have special needs, including connecting them to other parents whose children have similar needs.

Participants discussed some ways to offset costs for participating in programs
• Allow parents to “trade” or “barter” volunteering in schools for access to resources/programs.
• Streamline the process for parents to volunteer in schools (e.g. not having to pay for clearance).
Appendices

Appendix 1 – Outreach activities
Appendix 2 – Community connectors
Appendix 3 – Forum reports – Please go to:
http://www.gse.upenn.edu/pcel/programs/ppce/our_kids_their_future
to find links to individual moderator reports.
APPENDIX 1: Outreach Activities

Below is a partial list of outreach activities by

- Jane Bennett, outreach coordinator, Kellogg planning grant;
- Linda Breitstein, project manager, Penn Project for Civic Engagement
- Tamika Barrow, research assistant, Penn Project for Civic Engagement
- The final section lists commitment of the planning grant advisory group

- Attended/participated in meetings of community agencies and organizations:
  - Staff meetings of all of Pottstown’s early childhood programs
  - Parents’ monthly meetings at both Head Start locations- The Annex and Ricketts Recreation Center
  - Monthly Early Head Start playgroups with parents and children at Maternity Care Coalition where a Spanish interpreter was available
  - Strong Kids in Pottstown (SKIP) network meetings - with representatives from 10 agencies
  - PEAK managing partner meetings

- Individual contacts
  - Met/called agency and organization heads, community connectors, parents, others
  - Conducted home visits at Bright Hope Apartments with Family Services of Montgomery County parent advocate
  - Door to door outreach at Bright Hope Apartments
  - Met with parents at pickup and drop-off times at elementary schools, Pre-K Counts, Early Head Start and Head Start programs
  - Met individually with directors of organizations
  - Met with African-American and Latino clergy – Spanish flyers were distributed at church; church congregation addressed
  - Regularly met with mothers who attended Kellogg lunch
  - Met with elementary schools PTO members

- Events attended to talk with participants, disseminate flyers, etc.
  - Held “ice pop social” at Bright Hope Community apartments
  - Olivett Boys and Girl Club Health Fair
  - Barth Elementary School Mother’s Day event
  - Informal gatherings of parents at Latino Center at First Baptist Church with interpretation
  - Acción Comunal Latino Americano de Montgomery County (ACLAMO), a Spanish language social service agency, parent programs
“Family Fest” a community-wide evening event sponsored by the Pottstown School District

PEAK Annual Event, Month of the Young Child held at the YMCA.

Teen mom class at Pottstown Senior High School facilitated by a Family Services Parent Advocate

- Flyers posted:
  - Laundromats, restaurants, library, local stores, food pantry, health centers, community agencies and buses
  - Smartboard of every classroom in Barth Elementary School for Mother’s Day event and other times

- Advisory Group of 20 people - each person committed to a particular outreach effort:
  - Give flyers out at Little League practice
  - Give flyers out at Latino church
  - Interview young moms for local teen magazine
  - Connect project with the African-American clergy in Pottstown
  - Give flyers to parents in their classroom
  - Phone friends
  - Post flyers at local stores
  - Give flyers out at pickup and drop-off at schools
  - Give flyers out at hospital kid safety fair
  - Post on social media
  - Text friends, groups
## APPENDIX 2: Community Connectors

### AGENCIES AND ORGANIZATIONS CONTACTED AS PART OF OUTREACH ACTIVITIES

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<th>Organization/ Affiliation</th>
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<td>First Baptist Church</td>
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<tr>
<td>ACLAMO:: Accion Comunal Latino Americano de Montgomery County</td>
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<tr>
<td>Advisory Group</td>
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<td>ArtFusion19464</td>
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<td>Borough of Pottstown, Assistant Borough Manager</td>
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<tr>
<td>Bright Hope residents, Tenants’ Association Chair, Tenants’ Association, Administrative Assistant</td>
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<tr>
<td>Community Development Institute (CDI) Head Start sites—Pottstown Annex and Ricketts, staff/parents</td>
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<td>Centro Cultural Latinos Unidos(CCLU)-First Baptist Church</td>
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<td>Community Connections Montgomery County</td>
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<td>Community Health &amp; Dental Care</td>
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<td>Connections on High</td>
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<td>County of Montgomery Health Department</td>
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<td>Crossfit Pottstown Karate Club Pottstown Athletic Club</td>
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<td>Early Head Start Maternity Care Coalition</td>
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<tr>
<td>Elementary School Principals, PTOs, parents</td>
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<td>First Presbyterian Church</td>
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<tr>
<td>Foster Care</td>
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<td>Foundation for Pottstown Education</td>
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<td>Freedom International Worship Center</td>
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<td>Grace Early Learning Center</td>
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<td>Heart of God Worship</td>
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<td>Health Department</td>
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<td>KenCrest Services</td>
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<td>Kingdom Life Church</td>
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<td>Mayor of Pottstown</td>
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<td>Montgomery County Mental Health Association</td>
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<td>Montgomery County Community College (MCCC) - West Campus Chief Administrative Officer, students</td>
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<td>Montgomery County Office of Children &amp; Youth</td>
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<td>MOSAIC Community Land Trust/Garden Manager</td>
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<td>North Penn United Way</td>
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<td>Olivet Boys &amp; Girls Club – Pottstown</td>
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<td>Operation Backpack</td>
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<tr>
<td>Former Executive Director of YWCA</td>
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<td>Pastors</td>
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<td>Pottstown Downtown Improvement District Authority (PDIDA)</td>
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<td>Pottstown Early Action for Kindergarten PEAK &amp; Pre-K Count Centers</td>
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<td>Philadelphia Freedom Valley YMCA</td>
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<td>Pottstown Memorial Medical Center (PMMC)</td>
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Pottstown Medical Specialists Inc. (PMSI) Comprehensive Healthcare, Corp. Communications Administrator
Positively Pottstown
Pottstown Area Health & Wellness Foundation
Pottstown Family Center/Family Services of Montgomery County
Pottstown Mercury
Pottstown Area P.A.L
Pottstown Parks & Recreation
Pottstown Area Senior Center
Pottstown Borough Council 3rd Ward
Pottstown Cluster of Religious Communities-Area Food Bank
Pottstown Regional Public Library
Pottstown School District (PSD)
PSD Director of Special Education & Student Services
PSD School Board
PSD Teen Parent Group
PSD, Supervisor of Virtual & Alternative Learning
Salvation Army/Shelter Director
Soroptimist International SSW
St Aloysius Hispanic Community
Tabernaculo Pentecostel El Shaddai
TriCounty Area Chamber of Commerce
TriCounty Area YWCA
TriCounty Community Network
United Church of Christ
Walnut St Community Seventh-day Adventist Church
Winds of Victory Church
Women’s Center Montgomery County