EVERY BODY’S IN is a locally initiated effort to engage all citizens—everybody—in the education and the development of youth. Schools as part of the community have a role in educating children and youth but the rest of the community has an even bigger role. What is the role of community educators?

The task for you as a conversation convener is to hold a conversation in your community that moves people to see themselves as community educators and to identify ways to individually and collectively accept and actualize their responsibility in the education of our youth. This work is from the heart as well as the mind. It is based on attitude, strengths, talents, gifts, and the power to make a difference.

Schools and communities must be inseparable. As citizen community members, we are teaching and modeling in front of youth all the time but are we mindful of what youth are learning from us? This toolkit includes elements to prepare and offer support as you hold these conversations of importance to youth and their communities.

Enjoy this exciting journey of expanding the network of citizen educators.

— Mary K. Boyd,
Every Body’s In Founder

INTRODUCTION

What is the role of a community educator? This topic was studied by educator/researcher Dr. Patricia Moore Harbour. Her qualitative and quantitative research entitled COMMUNITY EDUCATORS: A Resource for Educating and Developing Our Youth was published by the Kettering Foundation. The Kettering Foundation encourages and supports research around democracy and how it works in various facets of communities regarding education, health, housing, etc. How does a community organize its citizens around such issues?
2011
Mary K, Gevonee & Derek visit Kettering Foundation

2012
Community Educators published

2012
First Convening of Planning Team

OCTOBER 2013
“Every Body’s In: A Call for Responsibility & Action for Educating & Developing Our Youth” weekend of events
Presenters: Dr. Patricia Moore Harbour & Dr. JuanCarlos Arauz

DECEMBER 2013
Community Convening at Wilder

2014
Created Ambassador Toolkit

2016
Community Benefits Report Published

2017
Strategic Planning with Gray Hall

2018
Community Conversations at Rondo Library

OCTOBER 2015
“Every Body’s In: Highlighting the Voices of Youth” community event
Minnesota Department of Education
Presenters: Irreducible Grace Foundation

OCTOBER 2014
“Every Body’s In: A Call for the Responsibility & Action for Educating & Developing Our Youth” community event
High School for Recording Arts
Presenters: Dr. JuanCarlos Arauz & Check Yo’ Self Crew

2013
Minnesota Department of Education
Presenters: Irreducible Grace Foundation

THE MOVEMENT
Timeline of Key Activities
STATEMENT OF PURPOSE

Strengthen community-wide civic action and participation based on everybody claiming a stake in the education and development of our youth. We encourage everybody to recognize the connection between school education and education in the community and to strengthen the connections with the goal of preparing youth to become responsible, civic-minded thriving adults.
Everybody will understand and accept the connections between democracy, community, and education. We uphold and challenge one another to view education in the schools and community as a continuum of learning. We act on our responsibility to individually and collectively be the educators who connect community learning to classroom learning in order to ensure the success of our youth.
Everybody’s self-awareness and commitment as community educators increases.

Every Body’s In becomes a community-based network taking action to improve the education and well-being of our children.

Our community collectively explores new ways of learning, growing, partnering and collaborating.

Everybody shares their skills and gifts to support our children as active, engaged and thriving learners.

Everybody increases their understanding of issues and barriers in schools and the community.

Civic responsibility and engagement grows in the community.
The Conversation Format is how the convener prepares the group for the discussion (e.g., The number of people participating and how they are situated—in a circle, at a table, in a living room, etc.—in the room).

**Toolkit Agendas** and **Conversation Questions** are used to help guide, motivate, and engage conversations with all members in the group. There are questions provided that will help to begin the conversation, for example, “*What comes to mind when you hear the term “community educators?”*” There are questions for the middle part of the conversation, such as, “*What is the relationship among democracy, education, and citizens of our community?*” and questions that will help to end the conversation, “*What can I do to expand relationships and/or partnerships with other community educators?*” After discussing the last question, ask group members to write their commitment statement on the personal commitment form.

**Commitment Sheets** are handed out at the end of an Ambassador Toolkit gathering; they are used for people to write out their personal commitment statements.

**Evaluation Questions** helps the convener to receive positive/negative feedback, reflections, etc., that may be helpful to future Ambassador Toolkit conversations.
AGENDA 1 - GATHERING OF ADULT COMMUNITY EDUCATORS

Welcome and Introductions

1. Connect people and open conversation
   What comes to mind when you hear the term “community educators”?
   What would it take for you to see yourself and act as a COMMUNITY EDUCATOR?

2. Deepen the conversation
   How do we envision our community as a resource for developing and educating youth?
   What is the relationship between democracy, education, and citizens of our community?

3. Invite people to share the ways they could use their talents
   How am I/how are we responsible for educating and developing our youth?
   What am I currently doing to share/teach youth using my talents or skills?

4. Invite people to identify a commitment
   Invite people to identify a commitment. What can I do to expand relationships and/or partnerships with other community educators?
   With whom do I need to work to ensure that all youth are successful?
   Write your idea down on the commitment form.
Welcome and Introductions

1 Connect people and open conversation
What comes to mind when you hear the term “community educators”? Who in your life has served as a COMMUNITY EDUCATOR to you?

2 Deepen the conversation
How do you think youth and the community would benefit from community educators? How do we build bridges between citizens, communities and schools?

3 Invite people to share the ways they could use their talents:
What am I currently doing to share/teach youth using my talents or skills?

4 Invite people to identify a commitment
With whom do I need to work to ensure that all youth are successful? What can I commit to doing to share my talents, gifts and ideas with other youth and my community? Write your idea down on the commitment form.
Please tell us about you!

Your Gender Identity: ________________________________

Your Ethnicity: ________________________________

What is your past experience in facilitating group discussions?

How did you find out about community educators research?

How did you find out about Every Body’s In?

What else would you like to share about your experience that could help others to use the Ambassador Toolkit?
What type of impact did your community educators conversation have on participants? (Please share one or two brief stories or examples of the impact)

How many Every Body’s In Commitment Forms were completed? __________

Were the activities and tools provided in the Toolkit useful? (Circle One)

Not useful Somewhat useful Useful Very Useful

What, if anything, could make the activities and tools more useful?

Did you hold a debrief session or meeting with any of the participants or co-planners? Yes No

Please describe any highlights from your session (e.g. did any themes emerge from the discussion?)

What, if anything, changed for you and/or participants in your session about the difference that community educators can have or do have on developing youth in our community?

Please describe the setting or environment you used when hosting or facilitating your community educators discussion (location, length of session, space set up, feel of the space)

Please describe the group of participants you hosted (number of people, age range, ethnicity, number of professional educators, number of community educators, how did you recruit/ engage participants?)

Harbour, Patricia Moore. *Community Educators: A Resource for Educating and Developing Our Youth*, 2012. [A]sserts that the relationships between education, community, and democracy are inseparable and illustrates that education is broader than just schooling. Harbour challenges current thinking about education and reveals how the public participates in the education and development of youth.

Harwood, Richard C. *The Work of Hope: How Individuals & Organizations Can Authentically Do Good*, 2012. Based on deep conversations with Americans about the kind of country they want, The Work of Hope show that fixing politics or even the economy won’t fix what is broken in the country.

Kettering Foundation. *Helping Students Succeed: Communities Confront the Achievement Gap*, 2010. *Report available at http://kettering.org/publications/helping-students-succeed/ These and other findings are the subjects of this Kettering Foundation report. In the end, the people who participated in forums realized that schools cannot shoulder the entire task of educating the next generation that the equality of education cannot be measured by test scores alone, and that success for all our children.


Mathews, David. *For Communities to Work*, 2002 [A] broad framework intended as background for civic organizations that want to look at the state of the public in their communities intended as background for civic organizations that want to look at the state of the public in their communities.

Mathews, David. *Reclaiming Public Education by Reclaiming Our Democracy*, 2006. Reclaiming Public Education by Reclaiming Our Democracy is about what citizens and educators alike want from public education and how they might come closer to getting it. It is also about the obstacles that block them, beginning with significant differences in the ways that citizens see problems in the schools and the ways that professional educators and policymakers talk about them.

McGee, Rose and Ann Fosco. *Story Circle Stories*, 2015. The stories captured in a Story Circle Stories remind us of what it means to be part of the human community. Rose and Ann do us a great service by collecting and sharing these diverse voices from the field and weaving them together with respect and clarity.

Miller, Craig Kenneth. *TeamWorks: Connecting With Your Community*, 2016 Neighborhoods are in constant change and churches that are able to connect with newcomers are best positioned for growth and vitality. This study is designed to create engaging conversations with leaders in your church about the opportunities they have to create ministries that connect to new people. This guidebook includes presentation slides for two seminars.

What if we had better tools for educators to identify student skills and improve academic achievement? We do. Welcome to E3.

A numbers of studies have shown the declining number of people involved in their communities. Some speculate that this is correlated to a growing sense of isolation and unhappiness in the United States. Living a small lifestyle promotes community involvement and offers a variety of solutions to the land of dissatisfied American consumers. How can a small and/or minimalist lifestyle be a solution to this problem?

Youthprise is the only youth-centered philanthropic organization in Minnesota.
What are things I can do with our youth?

Understand the “Community Educator” concept and assist others in understanding their power and identity as Community Educators

Build positive relationships with youth by spending quality one-on-one time, and sharing your gifts and skills

Volunteer by being active in home, school and community events

Create conversations that help transform education

Promote learning best practices

Assist in reducing barriers that prohibit youth from learning

Assist in creating a community-based system that will provide a continuum of support

Seek and seize opportunities for connections, partnerships and collaborations

Facilitate community meetings, give presentations, encourage others to be active and much, much more

Actively align and execute community educator principles in your work and seek out opportunities to integrate those principles in all aspect of it.
EVERY BODY HAS A PLACE IN THE LIFE OF A CHILD!

REFLECTIONS

How are we all responsible for developing and educating our youth?
How do we envision our community as a resource?
How do we build bridges between parents, communities, and schools?

QUESTIONS FOR EXPLORATION AND ACTION!

Question 1: How am I responsible for educating and developing youth (personally and/or professionally) and what am I currently doing?

Question 2: What can I do to acknowledge and validate the talents, gifts and brilliance of youth and what difference would this make?

Question 3: What can I do to expand my relationships and/or partnerships with other community educators?

Question 4: With whom do I need to work to ensure that all youth are successful?

YES, I'M IN!

Statement of Commitment

What I am committing to do... My timeline for doing this...

[Please print]

First/Last Name ____________________________________________________________

Email ________________________________________________________________

Phone _____________________________ (Indicate work, home, or cell)

Company/Organization ________________________________________________

Street Address _________________________________________________________

City/State __________________________ Zip ____________________
PARTNERS & SPONSORS

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Camphor Memorial United Methodist Church
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Gray-Hall
Greater Twin Cities United Way
High School for the Recording Arts
Irreducible Grace Foundation
Kettering Foundation
Macalester College
Mentoring Young Adults
Minnesota Department of Education

Minnesota Humanities Center
Minnesota Literacy Council
MKB & Associates, Inc.
Network for the Development of Children of African Descent
Search Institute
Sprockets
St. Paul Federation of Teachers
St. Paul Foundation
St. Paul Promise Neighborhood
St. Paul Public Schools
St. Paul Public Library
Ujamaa Place
Walker-West Music Academy
Women’s Advocates
Youthprise

MORE INFORMATION

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