

## Model Village

- Village Leader has been recruited, trained, and is running the Village.
  - The Village Leader is receiving reasonable compensation as resources permit.
  - Some Villages may need to operate mostly by volunteers due to limited resources.
  - Most Villages will have to launch with primarily volunteer support until National can raise sufficient funding to help start Chapters.
  - The Village Leader is working approximately 20 hours per week, adjustable as needed and resources permit.
- The Village has been defined by boundaries.
  - Generally, each Village will organize by local elementary school boundaries.
  - However, the boundaries can be flexible to support the network of various existing community organizations.
- The Village has a website and social media FB page/group to foster communication among Village Movement Members. Members of a Village will also be members in the national Movement.
  - Members receive periodic email updates.
  - The website will have a calendar, forum, blogs, events, and list of local resources.
- The Village Leader has recruited and trained a parent council and youth council.
  - Both councils meet periodically as needed, but more often during startup to help build the Village.
- The Village has reached a critical mass in members which will vary by size and demographics.
  - The Village Leader will use various methods to build the Village and recruit members.
  - Social media and existing social network
  - Events
  - Flyers
  - The Parent and Youth Councils will play a large part through their networks.
  - We may provide recruitment stipends as resources permit.
  - Presentations at local churches.
- Most of the Black Students in the Village area are participating.
  - However, all students are welcome.
- The Village has recruited and trained enough Family Ambassadors to guide participating students and families. Approximately 10 students per Family Ambassador.
- The Village has one or more designated spaces for meetings and events.
- All members have gone through the orientation process.
  - All have watched the documentary video, The Children’s March, Birmingham 1963.
  - All have watched the orientation videos explaining the Movement and training.
  - Most have attended an orientation event.
- All participating students are training diligently.
  - Families encouraged weekly by their Family Ambassador.
  - Incentives provided as needed and resources availability.

- Annual celebration and recognition of successes of youth in each Village.
  - Ideally there will be a celebration in each Village, but key members will also participate in a Chapter-wide event.
- The Village will grow as resources permit to serve youth from womb to career, providing access to resources and mentoring.
  - The initial goal is to ensure all students achieve reading proficiency and are performing at grade level or above in school.

## **Interaction from the family and student perspective**

### **Parent**

- Learn about the Movement.
  - Social media.
  - Hear from a friend.
  - See a flyer.
  - Student mentions wanting to participate because they have friends in the Movement.
- Act based upon level of realized need, appeal of the Movement message, and/or level of influence of the messenger.
  - Some may not act initially. It may take multiple interactions and hearing the message from enough trusted sources to act.
  - Some may never join.
  - The Movement will continue to build the value proposition to attract as many families as possible.
- Join the Movement.
- Attend an orientation event.
- Review materials and watch videos.
- Begin participating.
  - Volunteer
  - Student(s) do training
    - Orientation for training
    - Introduced to Family Ambassador
    - Receive program login information
    - Begin training
    - Interact with Family Ambassador weekly
- Biggest challenge will be finding the time and perhaps the interest to participate.
  - Parents and students will not want to add another thing to their schedule.
  - The Movement must create a compelling value proposition to encourage families and students to want to participate and prioritize involvement.
- Some student(s) may be doing fine in school and the parent may not see the value in participating.
  - The Movement must convey a sufficient value proposition, so all families and students see the value of participating.
  - We need to develop an incentive and celebration process that motivates students to be part of achieving the vision of the Movement.

- The Movement will add enough activities to support students who don't need the reading or cognitive skill development programs.
- Non-Black families may hear about the Movement, wonder what it is, and those who have struggling students may want to participate because they are hearing about the successes.
  - All students are welcome.
  - The vision is for the Black Community to lead the way to solving the reading crisis for all students nationwide.

## **Student**

Two entry points: 1) Parent, or 2) Fellow student

Parent entry point:

- The parent(s) join and tell the student they want them to participate.
- Most students will initially resist because they are tired from school and homework and want to do something like play video games, watch TV or play with friends.
- If the student is struggling in school, the Family Ambassador will have to find a way to communicate the value of doing the program so that it removes the pain of the struggle.
- Some students will train with minimal supervision and encouragement.
- Most students will likely require regular supervision and encouragement.
- For many, the Movement will have to find ways to incent students to participate.
- The Village will add various activities throughout the year to support student growth and engage students.
- The challenge is to find ways to motivate students to participate.

Fellow student entry point:

- Students interact with one or more fellow students who are involved in the Movement.
- Because of peer influence, the student is excited about participating and asks their parents to help.
- If the parent agrees, the family would be assigned to a Family Ambassador and begin the program.

Key challenges (critical success factors):

1. Recruit the right people initially to build the infrastructure and systems.
2. Demonstrate a successful village model.
3. Raise sufficient funds.
4. Recruit enough families to participate.
5. Motivate students to train diligently.
6. Recruit enough volunteers.

## Steps to start a Village

1. Recruit and train Village Leader
2. Recruit and train first Family Ambassador(s)
  - a. The Village Leader can serve as the first Family Ambassador to get started
  - b. Otherwise recruit first Family Ambassador
3. Build the parent and youth councils
  - a. Can start with a few members
  - b. Their role is to help recruit Family Ambassadors and Families and to help build the Movement Spirit
  - c. They can also help with events and orientation training
  - d. They can also help with social media and the website
4. Recruit the first group of families and students
  - a. Complete orientation
    - i. Parents and students watch the Children's March and discuss
      1. Provide discussion guide
      2. Short video we prepare to put into perspective
    - ii. Watch orientation videos
      1. Welcome video
      2. Vision of the Movement
      3. Training
  - b. Set up training accounts
5. Report progress to the Chapter office weekly
6. Launch Village website and social media