



Village Movement

Dr. Brenda Manuel
LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Involvement, Development and Empowerment Unit



GOAL OF THE VILLAGE MOVEMENT

Provide students with the necessary skills that will enable them to be college-prepared and career-ready.



THE VILLAGE MOVEMENT

- A mentoring and role modeling program
- Exposes students to role models who have overcome their own challenges in order to be productive citizens
- Provides a venue for adults who want to volunteer



Join the Movement!





28 schools
420 students



7 villagers per school
196 villagers



1 village lead



monthly
seminars

THE STUDENTS

We want students to



feel
competent
and confident

feel
connected to
others

feel respected
and heard

feel in control
of their
learning

THE VILLAGERS



- Act as mentors and role models
- Must be flexible
- Are committed for one year
- Attend meetings regularly and on time
- Follow the directions of village lead
- Adhere to all LAUSD policies and mandates
- Communicate with the village lead
- Assist in recruiting other villagers



THE SCHOOLS

- 🏠 32ND/USC Performing Arts Magnet HS
- 🏠 Angelou Community Fine Arts HS
- 🏠 Banning HS
- 🏠 Carson HS
- 🏠 Crenshaw STEMM Magnet HS
- 🏠 Dorsey HS
- 🏠 Fairfax HS
- 🏠 Foshay Learning Center
- 🏠 Gardena HS
- 🏠 Hamilton HS
- 🏠 Hollywood HS
- 🏠 Jordan HS
- 🏠 King-Drew Medical Magnet
- 🏠 LACES Magnet

- 🏠 Los Angeles HS
- 🏠 Manual Arts
- 🏠 Narbonne HS
- 🏠 Taft Charter HS
- 🏠 University HS
- 🏠 Washington Prep
- 🏠 Westchester Enriched Sciences



-
- 🏠 Chatsworth
 - 🏠 Fremont
 - 🏠 Hawkins Rise
 - 🏠 Middle College HS
 - 🏠 Rancho Dominguez
 - 🏠 Venice HS
 - 🏠 Van Nuys HS

TESTIMONIAL

Hello Dr. Manuel,

This letter is to memorialize the conversation we had on June 8, 2015 regarding my experience in the Village Movement at Narbonne Senior High. My experience in LAUSD is primarily at the elementary level so going to a high school to participate in this program was something new and exciting for me. Also at the beginning of 2015-2016 school year, during the Superintendent's Opening meeting, I had received a name of a student that I was supposed to meet with. I had met with my student individually but there was no connection between the two of us and without any specific structure, our relationship ended with our first meeting. With six of my colleagues we embarked on our initial meeting with the students at Narbonne on February 26, 2015.

Our initial meeting with the students was conducted by a representative from ESC-South and school counselor Eric Magee was introduced to us as well. The ESC representative presented a PowerPoint that outlined the program and gave the students and adults some valuable information. This initial meeting would be the basis of how future sessions would be conducted. The group of adults decided that we would begin our meetings with the PowerPoint presentation then we would break up into smaller groups and discuss what we had learned. The freedom to connect with students was quite possibly one of the most important factors to the success of this program.

Another key factor to the success of my experience was having Mr. Magee, Narbonne counselor involved. He was the link that connected us with the students and Narbonne. Mr. Magee would inform the hand selected students when our sessions would occur. He also provided us with students' report cards so we could see how the students were performing academically. The students that I worked with were Mario and John (names have been changed to protect student privacy). Mario had been the student that I believe this movement was designed for, a student at risk of not graduating high school and furthering his education. John on the other hand was a middle to high performing student academically. I later found out that the participants were a mixed group of students, academically.

Mario was a student with very little direction and ambition. When I had asked him if he knew anyone that had graduated college he had said no. I also discovered that when I first met him, his dad who was not living with his mom and was incarcerated. Since I work with Beyond the Bell my question to Mario and John was what they did after school. Mario was thinking about joining the football team. Mario is about 6 feet tall and about 250 pounds. During the next few sessions Mario would explain his experiences in football and how it was difficult to do the exercises at first, but after some encouragement from his coach and teammates he was able to succeed. I could see the pride build up in his face as he described his experiences. During one of our last sessions I was able to see Mario's report card. He had raised all his grades from Cs and Ds to Bs and only one C that he said was already on its way to a B. I asked Mario why the change and he explained that he wanted to stay on the football team. I also asked him how he had made such dramatic changes in his grades. He further explained to me that now when he didn't understand something he would ask his teacher. He also said that some of his teachers would allow him to come after school for additional help and extra credit.

My experience with Mario and the Village program has rejuvenated my compassion to provide high quality programs for students like Mario. In closing, when we asked students what they would want more from the program or what they would change, the overwhelming response was to continue the program and start earlier.

Once again, thank you for this experience and please do not hesitate to contact me if I can be of further assistance to continue this movement.

Best regards

John Han

Village Program Supports At-Risk LAUSD Students

Movement focuses on young men of color at LAUSD campuses who are at risk of falling behind.

By John Cádiz Klemack

Volunteers with the Village Movement work to support young men of color on LAUSD campuses who are at risk of falling behind their peers. John Cádiz Klemack reports for the NBC4 News at 5 and 6 p.m. Wednesday, Jan. 21, 2015. (Published Wednesday, Jan 21, 2015)

Updated at 7:54 PM PST on Wednesday, Jan 21, 2015

They call it a movement, not a program.

Those who came up with the idea for the Village Movement to help empower young men of color within the Los Angeles Unified School District say it's a way to curb some of the poor statistics coming out of district research on graduation rates.

The novel program brings together volunteers and students of diverse backgrounds into campus "villages" to support and encourage young men who might otherwise slip behind their peers.

Those falling behind more than anyone else appear to be minority boys in some of the most economically challenged areas of Los Angeles.

"It's just something that we need to do," says LAUSD Student Unit Executive Director Dr. Brenda Manuel. "Our young men need help, they need assistance and we felt that's an area we want to focus in on."

The goals of the program are four-fold: to assist young men to graduate in the first place, be college-prepared and career-ready; to change the negative statistics for young men of color; to equip them to be strong men who are globally competitive, happy and healthy; and to work as a unified group of adults to change lives.

The schools that have access to the program are chosen based on need – whether a high number of minority students, a lower-performing school or by requests from the principal.

Students, on the other hand, are hand-picked by the staff at the school. Currently, there are 14 boys from 17 different schools within LAUSD involved in the program.

"First of all you've got to realize that our boys are brilliant boys," says Wes Hall, who works with LAUSD as an educational expert but as a volunteer with this program. "But a lot of them, they don't have the particulars, the strategies to win academically."

Hall says he likes to show the young boys how a man like himself was able to succeed in life. Hall is an author and national speaker.

"When you live in America, you see the American dream, you want the American dream, but you might not know how to get there," he says.

The Village is set to meet once a month – the volunteers and the students – with the hope that these kids will continue through to graduation, on the shoulders of a community simply fostering the growth.

"You can't save everybody," says Hall. "What you can do is plant the seeds for the future."

Manuel says the group's role is to help students study – but not study for them; to help them prepare – but not to prepare for them; and to help give them a roadmap to graduation – but not drive them to the finish line.

"I think we all need someone to mentor us," she says. "Someone to follow us, someone to help us with the roadmap, how to graduate, what do we do? That's what this Village is going to do."

Rowena Lagrosa is a Villager at Bernstein High School and says the students in her village vary as much as the volunteers.

"Students who can easily fall through the cracks, students who will make it but perhaps need that additional push and then other students who will make it on their own but can serve as a role model and example for their peers," she says of the diverse group.

Empowering the students to not only improve themselves, but share the wealth among those who are not part of the program is something the volunteers hope will catch on.

"We know that what we're starting is really a movement," Lagrosa says. "It isn't a program, or a canned program or a curriculum, what it is a commitment from the community to say that we are willing to give of ourselves."

For more information on the Village Movement, you can contact Dr. Brenda Manuel by email at Brenda.Manuel@lausd.net. All volunteers will have to submit to a background check and fingerprinting scan.

Find this article at:

<http://nbclosangeles.com/news/local/Village-Program-Supports-At-Risk-LAUSD-Students-289364751.html>

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