PROPOSAL FOR STATE AND LOCAL OFFICIALS

BIG C Statewide Rollout Proposal



Presented by Larry “Coop” D. Veal
Founder, Be More Positive Enterprises
Comedian, speaker, and program trainer

BIG C connects a comedy-based school assembly to focused small groups, preparation through the I Have Willpower curriculum, and weekly community-based mentoring. A parallel peer leadership pathway allows students to support others while receiving support themselves.

The requested next step

Convene a 30-minute planning meeting, designate a liaison, and help identify local partners for a limited pilot. Agree on scope, responsibilities, resources, and measures before implementation.

Audience: The Governor’s Office, incoming state leadership, education officials, juvenile justice leaders, and local community partners.

Proposal status: A plan for discussion. Pilot size, schedule, funding, participating agencies, and expansion remain subject to agreement. No government endorsement is implied.

PURPOSE AND FOUNDER

Why BIG C and why now

Children deserve a place in our priorities

Children may not have a vote today, but the decisions we make today shape their tomorrow. Believing in Georgia’s Children means helping young people feel seen, develop practical skills, and connect with adults who will support their future.

A mission shaped by experience

Larry “Coop” D. Veal describes BIG C as the next stage of his work through Be More Positive Enterprises. While working as a juvenile probation officer and performing comedy, he witnessed tragedies he believed could have been prevented. His own experience as a troubled teenager who connected with a mentor informed his desire to reach young people earlier.

In his account, school visits grew into conversations in which young people shared their own stories. Those conversations developed into focus groups and mentoring sessions. His experience in Gwinnett County became a foundation for the rollout he now proposes for other communities.

Comedy begins the relationship

The assembly uses humor and personal storytelling to make difficult topics approachable. Students identify challenges, explore choices, and learn where support is available. Continuing groups and mentoring turn that opening into a structured opportunity to practice new skills.

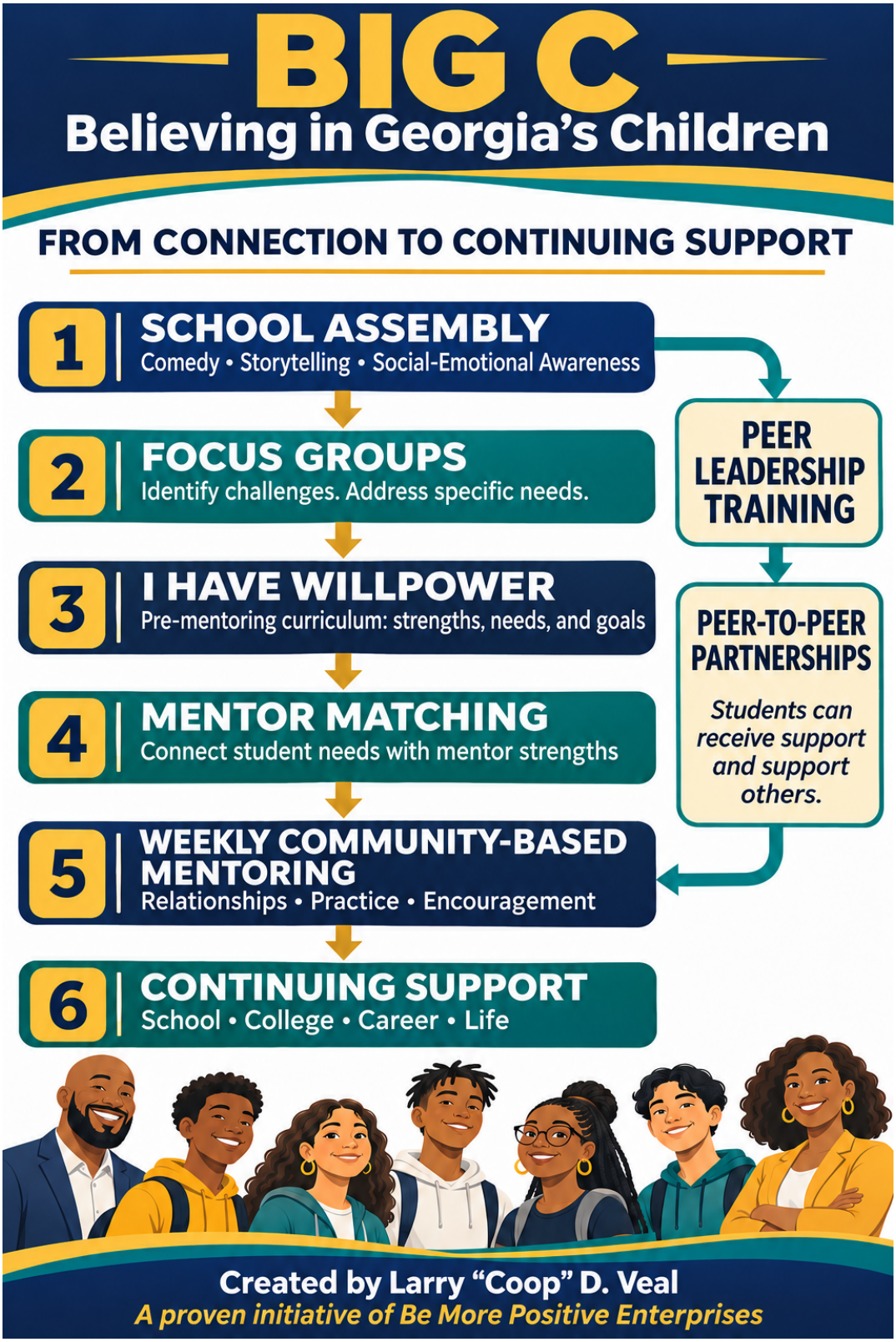
A model that local people can sustain

Veal’s proposed role is to present launch assemblies, train facilitators and mentors, and guide program quality. Local coordinators, schools, and community partners carry the ongoing groups and weekly mentoring forward.

Historical note: This narrative reflects the founder’s account. The dated media record and partnership documents should accompany historical claims. The origins of Gwinnett’s district mentoring program are documented in district reports and dated correspondence, which show that Larry D. Veal created the program and the district partnered with him.

VISUAL OVERVIEW

The BIG C pathway



HOW THE MODEL WORKS

From assembly to weekly mentoring

1 School assembly

Comedy, storytelling, and guided reflection help students recognize social-emotional challenges such as impulsive decisions, peer pressure, conflict, and low confidence. Students identify needs privately; public disclosure is not required.

2 Focus groups

Local facilitators organize small groups around identified needs. A student may need support in more than one area. Discussions and activities help clarify goals and guide the next stage.

3 I Have Willpower preparation

The curriculum serves as the pre-mentoring bridge. Achievers explore strengths, needs, and goals, and practice tools for decision-making, emotional awareness, and peer pressure. Shared concepts give mentors and students a starting point for their work together.

4 Mentor matching

A local coordinator considers student goals, interests, availability, and mentor strengths. Matching includes student input and a way to revisit a relationship that is not working.

5 Weekly community-based mentoring

Prepared mentors meet consistently with Achievers, reinforce curriculum concepts, practice skills, and help students pursue their goals. Local coordinators supervise delivery and support the mentors.

6 Continuing support

Partners plan appropriate handoffs through school transitions and toward college, training, employment, and adult life. Long-term support depends on available partners and sustained resources.

Peer pathway: Peer leadership training leads to peer-to-peer partnerships alongside adult mentoring. Students may participate in both pathways. Peer leaders encourage and connect classmates to adults; they do not take on counseling or crisis-response roles.

PROPOSED DEMONSTRATION

A manageable pilot before expansion

The following is a proposed planning framework, not an existing commitment. Begin with two or three willing school or community sites representing different local settings. Final participant numbers should reflect staffing, mentor capacity, and local needs.

Preparation before launch

Identify a lead organization and site coordinator; agree on student referral and family engagement; prepare facilitators and mentors; establish school support referrals; and finalize the curriculum schedule, meeting space, records, and budget.

A proposed 13 week launch sequence

Week 1: Launch assembly and confidential interest and needs identification.
Weeks 2-3: Focus groups, student goals, and peer leadership recruitment.
Weeks 4-6: I Have Willpower pre-mentoring preparation, with peer leadership training alongside it.
Week 7: Mentor matching and orientation.
Weeks 8-13: Weekly mentoring, peer partnerships, and a closing review.

This sequence is an implementation proposal, not a replacement for the full curriculum. Facilitators and partners must confirm adequate lesson time before launch. Weekly mentoring should continue beyond the introductory period under an agreed local plan.

Review before expanding

Review participation, student feedback, mentor consistency, skill development, delivery quality, and actual costs. Address weaknesses before inviting additional sites. A short pilot can demonstrate feasibility and early progress; it cannot by itself establish long-term impact.

What officials can help make possible

Identify a liaison, convene relevant partners, invite potential pilot sites, and help determine a suitable funding or sponsorship route. Participating organizations would approve their own commitments before implementation.

DELIVERY AND RESOURCES

Who does the work

Founder and training team

Larry “Coop” D. Veal introduces the model through assemblies and trains local teams to use the curriculum and engagement approach. Be More Positive Enterprises defines training, materials, support, and any licensing terms in the final agreement.

Local site coordinator and facilitators

A designated coordinator manages referrals, scheduling, family communication, mentor matching, and attendance. Trained facilitators lead focus groups and curriculum sessions and coordinate with school support staff.

Community mentors and peer leaders

Community mentors provide weekly relationship-based support. Peer leaders receive preparation and adult supervision for encouragement, inclusion, and appropriate referrals. Families contribute goals, feedback, and support for participation.

Participant care and program boundaries

Use appropriate mentor screening, supervision, family consent, student assent, and confidentiality practices. Agree on procedures for disclosures, urgent concerns, and referrals to qualified school or community professionals. BIG C is a mentoring and skill-development initiative; clinical needs require qualified support.

Budget categories to price with partners

Cost the launch assemblies; facilitator and mentor training; curriculum materials and licensing; local coordination and staff time; screening; meeting space and transportation where needed; evaluation; and ongoing technical support. Identify cash and in-kind contributions separately.

Funding request: No dollar amount is proposed in this version. Develop a written, itemized pilot budget after the sites, participant capacity, staffing, duration, and delivery responsibilities are agreed.

EVIDENCE AND ACCOUNTABILITY

Document the history and measure the pilot

Measures to agree before launch

Track enrollment and attendance at each stage; completion of pre-mentoring preparation; mentor matches and weekly contact; student goals and skill application; peer participation; and student, family, and mentor feedback. Collect a baseline and closing review, with a later follow-up where feasible.

Where authorized and appropriate, partners may examine changes in school attendance, discipline, or other relevant indicators. Report the participant count, time period, definitions, missing data, and limitations. Do not attribute changes to BIG C alone without an evaluation design that supports that conclusion.

Supporting material for the official record

1996 FOX Atlanta story: Founder-described footage of school outreach at McNair High School. Obtain the clip or verified link and confirm date and setting before attaching.

Gwinnett history: Assemble dated correspondence, contracts, executive summaries, and school testimony documenting the founder’s work and later partnerships. Identify disputed attribution separately.

New Directions experience: Obtain written confirmation from the District Attorney’s Office before publishing completion, charges-dropped, or recidivism figures, including participant counts and follow-up periods.

Curriculum and training: Supply current I Have Willpower materials and the facilitator training scope for partner review.

Included in this package: The BIG C logo, rollout poster, proposed implementation framework, and presentation talking points. Historical source documents and media clips are not attached.

Brand wording: The poster retains the founder’s requested phrase “A proven initiative of Be More Positive Enterprises.” This package does not present an independent evaluation of the proposed statewide BIG C model. Verified results and the experience supporting that wording should accompany any formal funding application.

MEETING GUIDE

A five minute presentation

Open with the children

“Our children may not vote yet, but what we do today will shape their tomorrow. BIG C means Believing in Georgia’s Children, and I want to help communities turn that belief into consistent support.”

Explain where the idea came from

“I am Larry ‘Coop’ D. Veal, a comedian and the founder of Be More Positive Enterprises. My experience as a juvenile probation officer and my own journey as a troubled teenager taught me the value of reaching young people early. Comedy helped me open conversations that grew into mentoring.”

Walk through the poster

“We begin with an assembly that helps students identify social-emotional challenges. We form focus groups around those needs. I Have Willpower prepares students for mentoring, and we connect their needs with mentors’ strengths. Weekly mentoring builds continuity. Students also have a pathway to become peer leaders and support one another.”

Make your role clear

“I will help launch the work and train the people who sustain it. Local teams will lead ongoing groups and mentoring, so communities develop the capacity to keep supporting their children.”

Close with the specific request

“I am asking for a planning meeting, a designated liaison, and help identifying a small number of willing pilot communities. Together, we can agree on the responsibilities, budget, and measures before launch, then use what we learn to guide expansion.”

Leave the meeting with: A named follow-up contact, a target planning date, candidate partners, and an agreed list of materials needed for the next discussion.

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