

Uncertain Promise Zones have Potential

This email will explain a new approach to federal money helping the city create “promise zones” in connection with the citizens, city and school districts. Please, there is an important change in the structure of the money right from the start as it aligns with outcomes.

Laws to deliver readiness are considerable. The money from the federal government is structured as a gift per the following discussion. <http://www.usa-positive-expectations.com/support-files/ryanletter.pdf> This structure is ultimately important as we explain.

jon tevlins report of city management questions and concerns in any creation of a promise zone are used here. Importantly the community has to make ready to read happen for itself. And everything will look different. But to advance the economics to cash flow fast we suggest a current reality tree and a desired future reality tree be studied. These trees are part of The Theory of Constraints recorded here <http://www.usavaluescoupons.com/goal-and-theory-of-constraints-for-education/>.

Grassroots people (those without the money power) should start reading the theory of constraints and putting the following cause-effect-cause thinking in place...

Background from the site of Future Readers

<http://www.futurereaders.org/did-you-know/>

Did You Know?

- A student who cannot read by 3rd grade is four times less likely to graduate by age 19 than a child who reads proficiently by 3rd grade?
- 90% of welfare recipients are high school dropouts.
- 85% of juveniles who end up in the juvenile court system are functionally illiterate.
- Limited literacy skills are the strongest predictor of a person’s health status.

General Social Effects of Illiteracy

- A student who can’t read at grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. (Sparks, 2011)
- Between 18 and 24 months, children from lower socioeconomic status (SES) learned 30% less words than their higher SES counterparts. (Carey, 2013)
- 90% of welfare recipients are high school dropouts. (Begin to Read)
- 2/3 of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare. (Begin to Read)
- 33% of 4th grade public school students are at or below the “Basic” level on the 2009 National Assessment of Educational Progress (NAEP) reading tests.(Reading is Fundamental)
- 50% of the unemployed between the ages of 16 and 21 cannot read well enough to be considered functionally literate. (Literacy Project Foundation)

Crime and Incarceration

- 85% of all juveniles who interface with the juvenile court system are functionally illiterate. (Begin to Read)

- Over 70% of inmates in America’s prisons cannot read above a 4th grade level. (Begin to Read)
- More than 60% of all prison inmates are functionally illiterate. (Begin to Read)
- The cost per inmate per year for incarceration averages \$31,286. (Henrichson & Delaney, 2012)
- Penal institution records show that inmates have a 16% chance of returning to prison if they receive literacy help, as opposed to 70% who receive no help. (Begin to Read)

After School and Summer

- During the summer break, low-income students lose more than two months of reading achievement. (Reading is Fundamental)
- About 2/3 of the 9th grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities during the elementary school years. As a result, low-income youth are less likely to graduate from high school or enter college. (Reading is Fundamental)
- More than 15 million school-age children (26 percent) are on their own after school. Among them, more than 1 million are in grades K-5. (Afterschool Alliance, 2013)
- High quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students. (Afterschool Alliance, 2013)

Health and Health Care Costs

- Limited literacy skills are the strongest predictor of a person’s health status—above age, income, education, employment status, and racial or ethnic group. (Ad Hoc Committee on Health and Literacy for the Council on Scientific Affairs, American Medical Association, 1999)
- Low literacy costs \$73 million or more a year in terms of direct health care costs . (Begin to Read)

Sources for the above.

- Ad Hoc Committee on Health and Literacy for the Council on Scientific Affairs, American Medical Association. (1999). Health Literacy: Report of the Council on Scientific Affairs. *Journal of the American Medical Association* , 552-557
- Afterschool Alliance. (2013). The Afterschool Hours in America. Retrieved November 11, 2013, from www.afterschoolalliance.org: http://www.afterschoolalliance.org/Essentials_and_Polling_2013_032713.pdf
- Begin to Read. (n.d.). Literacy Statistics. Retrieved November 11, 2013, from [begintoread.com](http://www.begintoread.com): <http://www.begintoread.com/research/literacystatistics.html>
- Carey, B. (2013, September 25). Language Gap Between Rich and Poor Children Begins in Infancy, Stanford Psychologists Find. Retrieved November 11, 2013, from [new.stanford.edu](http://news.stanford.edu): <http://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html>
- Henrichson, C., & Delaney, R. (2012, January). The Price of Prisons: What Incarceration Costs Taxpayers. New York, New York, United States of America.
- Literacy Project Foundation. (n.d.). Staggering Illiteracy Statistics. Retrieved November 11, 2013, from literacyprojectfoundation.org: <http://literacyprojectfoundation.org/community/statistics/>
- Reading is Fundamental. (n.d.). Literacy Facts and Stats . Retrieved November 11, 2013, from www.rif.org: <http://www.rif.org/us/about/literacy-facts-and-stats.htm>
- Sparks, S. D. (2011, April 8). Study: Third Grade Reading Predicts Later High School Graduation. Retrieved November 11, 2013, from [education week](http://blogs.edweek.org): http://blogs.edweek.org/edweek/inside-school-research/2011/04/the_disquieting_side_effect_of.html

USA VALUES, LLC presentation to school districts - Must act first things first

- The early reading skills delivery capacity exists or does not exist but does not deliver 100% of the children ready to read starting kindergarten
- Large percentage of students not ready for kindergarten has high avoidable cost that is well known in the community
- District spends \$\$\$\$ to fix the problem as the students progress through grade levels and / but are not successful with 100%

Cities, School Districts and Effective Citizens and Parents are very uncertain to act because many efforts have not worked in the past

The cities finding budget money for disparities efforts have serious concerns for not wasting the money and effort because if not successful the greater community might just give up. How to avoid broken promises; How to be different from the promise zones that are not closing the gaps; How to consider (join or not join) being a part of a collective impact effort like Strive or GenNext; How to join the city and school district equity efforts; To do what with money going to whom; Can we keep the promise and for how long; How much money; Will it be as required -Year after year; How will it create jobs; Let's do our jobs; There really are no new positions to fill; See Tangelo Park; Yes we can use the buzz words of layering and collective impact and then staff at the cities and districts; The Mayor has real skin in these thoughts; How will this move people to the middle class using Wall Street and Silicon Valley; Is this a totally local effort; Do we want it to be a totally local effort; Nothing happened in 18 years and in a short 5 the proof will be 100% proficient; A big something, but what is it; Can the Theory of Constraints be used to get together to change the outcomes, to move the ball, and make something happen; The Theory of Constraints is too complicated for use in the cities! How about the 3 Laws of Performance! They do add to each other!

Businesses are very uncertain to act in spite of the following truths because progress is not defined in first things first order building on the base of success

Here is a partial list of why business has a primary interest in positive expectations for growth in the economic, education, emotions and ethical localities. Additional brain synaptic closings are possible in the development of the early human brain when very early presentations of language and order are completed with adult time and attention on task. This is especially valuable TO EVERYONE. When designing our attention to the most at risk children and moms we are first investing and then we are operating to maximize the present value of the positive expectation. This is a one two punch. Only business is in a position to insist, create, and install the new delivery industry based on a contract and a guarantee. Chambers and economic developers should be all over this very specific positive expectation.

- The science of early brain development needs to be implemented like any other innovation in the private economy.
- Social private leadership of the effective 80% is needed. RU it?

- Win-win economics, education, emotions, and ethics. Government and Schools are okay with present silos of spending but sooner than later business cannot be okay if outcomes cannot be aligned.
- Local market visibility and viability is created for private sector work at home and local businesses. Understanding best practice benchmarks for education drives everything.
- Monetization of the expected financial present value of positive expectations already existing today in the upper three quarters and especially the upper half of the upper half of our communities.
- Enlightened business understands the first step is a PSM so that the energy to reach 100% readiness comes from the grassroots aided by a one size fits one positive expectations contract.
- The guarantee is the measure of quality and only business can introduce its use with the public schools. Specific leadership? Now!

All of the above issues hang as cause effect cause of distrusting our future. This distrust of the ability to make progress is an undesirable expectations within the current reality tree of urban education and community development in the 21st century. These issues could be positives but they are not if they cannot be predictably part of the positive expectation.

Please see the draft of a city's Current Reality Tree and its Future Reality Tree

Concluding with -- The Future Reality tree is possible if the leaders and participants in the urban community can strike the correct cause--effect-- cause changes by asking and answering the following Socratic questions along the lines of -- if this is true, then this is also true, or what else is true, and of course -- no that is not true.

What to change

What to change to

How to cause the change

The issues listed in the next letter could become desirable expectations subject to true cause – effect – cause changes and Socratic Thinking.