

Sensing the Theory of Constraints page 1-35

The following status quo is in the way of progress.

The truth, get the USA VALUES, LLC Facebook act together to at least promote the delivery of true readiness for the most at risk parents and children before kindergarten.

If the suburban preschool structure is teaching this –

<http://www.usa-positive-expectations.com/support-files/suburbanteaching.pdf>

Why are the urban structures not! Common sense would tell you the difference is the gap and your efforts are doing almost nothing to actually close it, for the money structured as entitlement .

Under what you are doing the gap will not close within 5 years; or 20 years, because the design is not delivering the real first things first requirement to the urban school districts.

The whole concept of QRIS or Parent Aware does not deal with outcomes from pre-k that align with world class inputs in kindergarten. If outcomes cannot be created right the first time the money does not exist to engage the community to find and deliver each and every child with best practice.

Pushing ECIPS around on the education plate without requiring they be best worldwide practice and engaged by the communities of color and then exercised using their space, not ours is a white privilege status quo problem. Besides wasting money in an effort of good practice verses best, your ECIPS never get to the first things first solution. Your design and effort will never close the gap. Mom's positive expectation is first things first and you are status quo, white privilege allowing the most important disparity for the child to remain unaddressed.

The \$5,000 scholarship or voucher is not adequate to do what you design (not good enough) for the most at risk. What are you thinking? How do you ever get this right? There are people counting on you to close the gap with the money and how is not even in your published picture. In total your end in mind is way underfunded, it has not been aggressively marketed because it won't work. Moms of the most at risk may not see it as important because it is just another program of white majority inadequately getting to the real issue.

The design of Parent Aware refused to follow up on culturally important listening posts so it could be presented to the legislature in 2011; after it failed - it was saved by the governor looking for ways to do white privilege for the underserved. In this limited roll out, positive expectations are not created first with mother and child before kindergarten starts. In fact, Mom needs positive expectations in front of the application to qualify for a program that is good but not best, misses the culture and will not close the gap by comparison to the best.

"It is not clear how big a priority it will be during the next legislative session". "The governor will not revealed until after the holiday his priority to make high quality affordable early education programs

available to every 3 and 4 year old in the state by 2018". Every 3 and 4 year old? 2018? The governor has no footing toward affordable and counts good verse best as high quality. What will be done is part of the white privilege to serve the underserved so it will become political.

This top down push for early education will not close the gap; those in poverty and the minorities represented by the legislative councils will not be able to use this as real equity building blocks for success of their children who critically have an 85 year arc of expectation.

Instead something is needed to be presented as a gifted chance of a lifetime to culturally square up to the requirements to be ready to read, count and understand positive expectations before starting kindergarten. This is where the 21st century requirement needs to drive something new. We suggest developers start here and here.

<http://www.usa-positive-expectations.com/support-files/maria.pdf>

<http://www.usa-positive-expectations.com/Theory-of-Constraints.html>

Hard to believe, the state has already passed all the laws required to force the school districts to demand readiness and provide proficiency. One must ask the question what is in the way to doing what the law requires. We are prepared to explain why we think these laws hold the potential of finding and achieving 100% ready deliveries coordinated with the local school districts.

120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.

124D.15 SCHOOL READINESS PROGRAMS.

119A.50 HEAD START PROGRAM.

125A.259 CITATION; INTERAGENCY EARLY CHILDHOOD INTERVENTION SYSTEM.

125A.50 ALTERNATIVE DELIVERY OF SPECIALIZED INSTRUCTIONAL SERVICES. And Related

123B.04 SITE DECISION MAKING; INDIVIDUALIZED LEARNING AGREEMENT;

OTHER AGREEMENTS.

124D.129 EDUCATE PARENTS PARTNERSHIP.

124D.165 EARLY LEARNING SCHOLARSHIPS.

Others including rewards and penalties for progress.