

2.j. Who, What, When, Where, Why and How of First Things First

First Things First – Really, Are We Up To It.

“This is designed to first things first eliminate and redefine the education gap as it is observed at the end of 3rd grade. A whole system of dependent events for (birth to age 8-9) parents, communities, preschools / child care and the school district will redefine itself via literacy by meeting 100% of the defined requirements in the community / school process.” Tom Wolfram

A. How, When, What, Where, Why and Who About First Things First

1. We know mom’s attitude is critical.
2. Communication with mom via twitter from the base operating reading room is critical and modern.
3. There is revenue in the process of communicating.
4. This is a desired effort in Minnesota of the four Minority Interest Councils and the Minority Education Partnership. Plus the state’s representation for the at risk white population.
5. Funded mentor, mom, and child specific outcomes
6. Funded training and education supplies per child
7. Advertising revenue is a value added
8. Value added products and services such as ...
9. Train all year round and start any month of the year. Startup by school district location could happen as soon as September 2014. On the strength of First things First and the state laws.
10. ERSD-RA modeled for discussion purposes to be the language domain of Montessori; Lynne Lawrence Montessori Read and Write copyright 1998 has digested the domain into a parents-mentor guide to literacy (early reading skills) for children.
11. Any semi private space for three for presentation and learning at \$12.50 per hour. Perfect opportunity for local college students and high school seniors. (Lead to minority teachers)
12. Approached from the basis of Love is needed. Must be delivered nonpartisan.
13. The USA has a patchwork of early childhood learning and education. It is part of the status quo, even as it strives to become universal. This is to be impacted later. The pre-k juggernaut needs redirection by a culture sensitive to age 0-6 minority effort. Pour on the ready to read effort, one size fits one, for those mothers who think they need help. Without excess testing.
14. Books to read are from “home” Book supply is needed. A Reading Room is needed. Library may be considered part of the status quo of policies to be impacted later.
15. Justification

- a. To catch up, we need year by year equal or better delivery-carried outcomes starting kindergarten.
- b. The effort pays for itself if managed to do so.
- c. No choice, sooner at the highest quality is the only way to overtake the gap.
- d. In Minnesota, it already ties to the World Best Work Force Act. Regardless, the act is simply Socratic and could be non-partisan.
- e. The upper middle and upper classes are moving the top bar of the gap as we speak. Examples are common.
- f. The point of a spear should guide with a point and push it through the fabric of the culture. The blunt end of the spear (96 plus indicators of progress) makes sense when and after the spear actually displaces the friction. Did you catch the written observation of the indicators of progress being too much and too confusing for providers. Please take special note of this report starting on page 40, but you must read page 50-60 to the end. http://www.usa-positive-expectations.com/support-files/dhs_qrisrecom.pdf
- g. Why are our at risk populations “still set up” to lose the sensitive period for learning language before they even start... First do you believe it? This cannot be justified, and warrant war like school effort to intrude for “literacy is freedom” and pain reduction.
- h. Public schools need readiness now given the attack on teachers, charters and vouchers that waste time and money as it relates to 100% access, deliver, and retention of high quality.
- i. It is better to do first things first directly with children. This can be measured as an outcome by demonstration without testing. The guarantee process only strengthens the district confidence.
- j. Balanced budget is needed now. PVofPE-Prek = \$500,000 is not part of that projection of the benefits to creating more expected value. It is not real enough to be considered. This blocking of consideration contradicts common sense if and when there is a massive move to early expected value per child.

B. Economics of PVofPE-Prek is \$500,000 each

1. Think arc of 45 years after kindergarten, actual is 80.
2. Read Chapter 1 and chapter 16 of the 4% Growth Solution published by the George W. Bush Institute. If we were growing GDP at 4% there would be no deficit projected.
 - a. Insert into chapter 16 100% ready to read children verses a purge and bettering of teacher quality that is very subjective to measure and achieve.
 - b. Think locally and nationally about the \$500,000 minimum present value arc of GDP value (over 45 years) for being ready to read starting kindergarten that puts the child on the path to graduations.

3. FTF for the child creates FTFRTFT for the district given no choice innovation and savings.
4. DO YOU UNDERSTAND THE POWER THIS GIVES YOU AND PUBLIC EDUCATION?
5. Black Africa and Latin America are huge overseas growth targets for the USA. The Fortune 1000 is already leading the way to USA local growth based on export and foreign operations but is running out of the “gas” of literacy is freedom at home. (These corporations are finding it abroad at a loss to the community). The heritage and culture most helpful to spreading English in contract, methods, rules and assumed behavior would allow projection beyond that discussed in the 4% Growth Solution, if it existed . Our major corporations will be the first to see this extra growth opportunity and add jobs locally.
6. Diversity and love driven change without constraint around the value of compassion is a demonstration of growth. Few other nations can present this opportunity in diversity in spite of the disparities and race considerations.
7. Extending the value of compassion and tough love, literacy is freedom because of the bill of rights and our declaration of individual rights to life, liberty and happiness (property). The next step might be 100% literacy to duplicate the level of literacy at the time of the revolution (it was high). This time our growth in the world is in play, back then freedom was in play.

C. Push Back

1. Expect there may be several districts just waiting for the community to make a commitment to deliver 100% of the children ready to read, count and understand positive direction. Many of the larger districts have been introduced to the concept, without excessive follow up on the part of USA VALUES, LLC. This would be a positive expectation tied directly to laws already passed. The approach should be to expect their willingness. However, ...
2. Expect serious push back and leave it on the table reaction.
 - a. Allow room for the pre-k industry, teachers and changing attitudes of the Minority cultures and parents.
 - b. How do we make it their idea. Ask them - it is most important! (Vollmer)
 - c. School districts access the \$5,000 per year for 2 years and the extra early special education.
 - d. School districts make it fly by reactivating the ECFE engine for mentor leaders for the most at risk, as just one option.
 - e. School districts form with the parent the pact of readiness and all else that comes as a result of readiness. (School change)
3. Expect others sooner verses later to push back if the equal or better outcome before kindergarten proves to be real equity in personal assets and attributes within families that need the tip of the spear services. Success in removing the gap will change everything and changing everything will cause the push back.

D. Courage

The education and poverty gap will not close without courageous action to impact the love/compassion for the age 0-6 at risk children.

1. Specifically calling for this courage and love (chapter 28 of the Absorbent Mind).
2. The courage to call for this common sense is specific on page 14 of the same book.
3. The book is older than the war on poverty.

We are challenging the weaknesses of the present system of parents, teachers, unions, administrators of K-12 when we go around it to strengthen the child early in life before kindergarten and use that strength in change management of the systems for the 21st century.

1. In all respects, the power of the status quo is to be respected to create the end results needed.
2. In fact we are presently a non-partisan private or public solution to the public schools, teachers, and unions to first avoid the gap instead of impossibly trying to climb out of the gap.
3. This should be welcomed by all. Courage meets push back.

What is missing cannot be socratically denied. The present systems for the most at risk do not close the gap and will not close the gap. It is an intrusive statement to courageously say the status quo and its development will not work.

1. But the solution is much more simple than not.
2. Many times proven and visual but not accepted as proof.
3. I can show you in a half an hour review.
4. You are right. We don't need to dwell on the negative.
5. But, we do need to go around the negative as fast as possible to cause continuous positive change for all.
6. If you don't see this as first things first study the Montgomery County Baldrige Application to see how they redefined the system so they could improve it.

Ask! Why be willing to take the functional heat for pointing out the miss within the status quo and how you can lean on USA VALUES, LLC to stay and remain positive. The goal 15 years ago was to help the public schools with what the public could be effective at. You can walk in more clarity with us now.

1. Start with character education?
 - a. We found it to be not first things first
2. Ready to read as first asset and attribute
 - a. We found it to be not funded as such, but socratically it should be...
3. Ready to read, as first things first, could be separated from preschool or seen as a part of it.
4. Ready to read could be funded because the ROI expectation outcome is accountable and guaranteed and tied to real cash flow.
5. **Ready to read before kindergarten as first things first is really an age 0-6 effort that requires first the emotion and attitude of mother and family.**

6. **The most at risk importantly must know to capture the sensitive period for learning language at the only time, in the life of the child, that it exists. Risk is reduced just knowing this truth.**

Who will be the courageous leader?

E. Leadership of Local Dependent Event Systems

The science of change management in systems of dependent events calls for you to work on the most important capacity constraints - and if you don't - the real issue never goes away and waits until another leader sees it more clearly. What are the real and truthful dependent event systems.

1. Don't waste your leadership and the fact that you have the knowledge to direct resources to first things first ROI's.
2. That is what change for the minority population should be about. Disparities are huge total system and structure constraints that tie back directly to the status quo.
3. The cost of not doing first things first is double or triple and more.

More Graduations, fewer non- graduations and lower total cost and investments comprise the GOAL. Accept this in principle and the path to continuous improvement is written, tested, proven universal, resourced, educated and just waiting to be used in the pre-k to 12th grade local systems.