

## **Thank you, Lord, God and Father. I see it clearly now. Pray for Speculation.**

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God the Father wants all the children in the world to have effective worldly skills that are applied to his will. I get this understanding from His presence on earth and His desire to offer me eternal life regardless of me, if I just believe and do his will on earth. I understand this is His will on earth through what Jesus said and did on this earth. What he said and did is recorded in the bible and described to me in His person and His works and His Holy Spirit that took over the lives of His disciples to make them more powerful and present, so that even when humans and humanity do not fully understand they can be right with the full power of God the Father, Son and Holy Spirit. The USA, with its faults, and efforts that are not His will is His presence and is part of His redemption plan. When discussion turns to savings and asset accumulation plans, ERSD-RA in the normal course, the story of Joseph, Egypt, stores of grain, and those who have assets, speculate on the increase or decrease of value, comes into relevance.

The NewOldMoney can be raised via the Debit Bond discussed that pays for the ERSD-RA delivery of early reading skills one size fits one based on mom's choice to close the gap. This prayer is answered, the solution is in you and the use of the money class of the USA as it gives the gift of ERSD-RA on this earth. This is a work around the elite who have less risk in the future and is sold on Wall Street by appeal to self interest.

The source of the money is the Real FED via Monetary Policy funding growth education, economics, emotions and ethics (EEEE) in our society wherever mom is willing to be influential in the early (age 0-6) education of her children. The NewOldMoney for this process will come out of the funded Brain Gold Bug Movement founded on the unique brain that God has given us.

The Real FED will pay \$10,000 per child to make ERSD-RA the equalizer under the choices provided citizens under the Constitution of these United States. The money will be recorded into a debit bond of the private sector and growth with many options starts... Aggregated to 20 billion dollars per year for the kids atrisk and another set of optional transactions with and to parents for their children not atrisk. Parents can formally invest in their child who is generally not at risk to at least good delivery and must step up to the best outcome goals. This process has the parents, grandparents, guardians and churches paying the FED to put the child in the debit bond process and the FED paying back the parent with interest at 12.5% for two years. Net cost to the FED is interest paid. The program sunsets to something better in 30 years. Within this process 100% of the children without regard to risk will hasten the USA mom's desire to have her children really ready as defined by the private sector. Only the private sector can sell this to society because the public sector is not and cannot do best quality delivery.

The Real FED will also pay in the future per, as an example, an added \$5,000 to \$15,000 per child per contract for the early reading skills demonstrated by the child over and above "bond level demonstrated parent levels" at age 6 based on the "cold steel" observation of the child's skills at age 6 going into first grade. The Real FED will also pay in step 2 \$30,000 to \$120,000 (say 80% perform at a \$100,000 cost) per child per contract at age 22 on the basis of "cold steel" real graduation rates over and above "bond level demonstrated parent levels." This money is also available via monetary policy for growth economics, education, emotions and ethics.

The futures contract provides liquidity to the Brain Gold Bug Movement the same way the liquidity is created for the farmer or the gold miner, year after year, to grow the corn during the season. This futures contract creates the can-do attitude that uses a defined outcome as its propellant. So the FED promises a future payment based on "cold steel facts" and the speculation starts as the sellers of the future get cash from the Brain Gold Bug Market. Producers and Speculators as buyers and sellers play.

Eventually some of the sellers deliver the product or close out their short position at the end value described above just like the corn future contract expires and settles.

This money reward is paid by the FED to create incentives, commitment and bond defined partnerships based on outcomes. The Debit bond sold in the market place is denominated by 1,000 children's good, better or best early reading skills demonstrated at age 6-7, and then graduation rates demonstrated at age 21-22, 15 years later. If the gift is handled right, and enough churches participate it has the potential to put God back in the public schools using the same psychology as Tom Sawyer painting a fence and Joseph storing grain in Egypt and the God given first things first sunrise everyday on time and on location.

So the FED seeds the whole process with the \$10,000 per at risk child just like the farmer or miner seeds the whole process with their equity in productive assets. The \$5,000 to \$15,000 (more or less) per child incentive is future contract number 1 on bond number 1 and is sold short by a provider at market to provide liquidity to the providers who want it. Wide spread knowledge of the incentive to deliver 1,000 children at a specific level of ERSD-RA plus or minus is created by the money in speculation with settled long positions and delivery against short positions in the year the child is age 6-7. Providers are settled in cash from the FED, hopefully at a profit. The FED as a part of the private sector, with monetary policy money, provides the market stability and reward based on outcomes for the age 6-7 delivery.

The future contract speculator/investor bids the market price for incentives up or down based on a set unit of specific 1,000 children delivered to the private sector market at a rated good, better or best readiness skill designed to drive the reward. So, the FED commits to the reward specific and makes a market in delivering it in a method that includes speculation just like the grain elevator business and the futures market. Parents and providers earn the incentives paid for by the FED's contract number 1. Speculation is a zero sum game and provides needed money class knowledge and attention to activity of the 1,000 children making up the bond.

The same bond has a futures contract number 001 attached that is sold short as a future by providers to fund the incentive to deliver the same 1,000 children at a specific level of graduation. The speculator creates a futures market with real attention and interest of the money class. This settles in cash in the year the young adult is age 21-22. This is a bit more complicated than ERSD-RA as the graduation value is wider spread and includes preparation for STEM as a part of good, better and best. Expect this to give rise to a private sector consulting, check and balance accounting for the future outcomes making up the bond's value.

Providers, Investors/speculators earn the incentives paid for by future contract number 001 as the child graduates. The market is made by the private sector FED and uses monetary policy money to focus on the child's successful delivery to a highest quality requirement for society. The speculation, long and short, close out in 15 years (age 21-22) with the purpose of presenting a specific value each year to a funded positive expectation in the private sector marketplace of education designed to make future citizens better and best over and above that demonstrated by the parents.

Think about Tom Sawyer and the whitewashing of the fence. Society does not want to be left out of the money that can now be made by investing in the outcomes of the child denominated by the Debit Bond.

Tom Sawyer is the FED in our analogy. He is private sector. He does what is required to set up the private sector's painting of the white fence (fairness in investing in the outcome of the child). FED or he gets private sector money flowing because he sets it up that way and seeds the process (ERSD-RA and Graduation) without exception. FED has more money than lower case god. See interest paid on excess reserves. In summary.

1. Pays for at risk Mon's and Child's ERSD-RA. (Monetary policy money is used)

2. Offers an investment opportunity to parents seeking delivery of ERSD-RA above good quality for a 12.5% annual return. (Fiscal money for delivery, monetary policy money for interest)
3. Offers an investment opportunity to pension plans and the like at the 12.5% to fund delivery of ERSD-RA that substitutes for the FED's use of monetary policy money for the most at-risk. This is society filling in for 100% of the children in step 2 above.
4. Awareness of the money class is created as the FED creates the outcome specific reward for ERSD-RA and Post-Secondary Graduation for each bond and unit valuation. Markets are created for futures contracts that prompt providers and speculators to act out in self-interest. This self-interest looks the same in theory as the corn futures contracts providing private sector liquidity and speculation opportunity with the specific valuation of the outcome.
5. The FED has this private sector power over the public sector education industry because it chooses to exercise one of the FED'S FTF economy requirements of growth EEEE by reference to a primary universal rule of effectiveness and influence. The government is not needed to draw attention and action to this primary universal rule.
6. The FED will oversee the 10-20 years it will take for Really Ready to Read, Doing Early Math, and having a positive expectation to become defined as better and best above good quality that can be delivered in an age 3-6 preschool classroom. The above is not funding that preschool classroom unless it is funding individual child outcomes that build on the ability of the child to be more than good for the first-grade requirement.
7. Post-Secondary Graduation will not require more money as an input from the FED as in step 1 above but expects number 2 and 3 investments in the 16-year growth of the child. The FED would pay only minimal interest on these investments from monetary policy money in addition to paying the incentive earned making up the futures contract appreciation. The function of the futures contract might provide liquidity to providers and will draw private sector attention and influence to high quality outcomes. A futures contract that allows for the buy low and sell high function of education outcomes (where the present value is increasing each year as defined for 16 years) will find a place on Wall Street because the need is real. Will providers sell a contract short for liquidity to be settled by purchase back at a future date? There is no foreseen harm in this derivative activity.
8. There is a work sheet reflecting this investment program. It is not included in the early discussions of how this could rollout.

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