

# USA VALUES-CDP

*Proposal for a Community  
To Give-It-Forward*

by Tom Wolfgram  
2005

# Give-It-Forward®

## Choice and Civility Development

Powered by:

USA VALUES - CDP

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Character Development Program

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(A 501 (c) (3) company)

The Give-it-Forward campaign uses a gift program to mobilize communities to read stories and reinforce the early reading, civility and positive choice messages. The belief is that a grassroots understanding of quality and continuous improvement starts with sending positive messages in and out of the local schools.

- Instructions for using the gifts are at <http://www.usavalues-character.org/>
- Outlines for giving the gift forward are included here.
- For the theory of “giving to make a real difference,” see the movie Pay-it-Forward by Warner Bros Pictures (<http://www.payitforward.com/>).
- Theory of the funding is: 1 = 3+1

Positives, confidently presented will always occupy the available space and supplant negatives. For this reason it is more difficult, important and rewarding to send positive messages. Do something positive right now! (At least make a “promise-if” commitment, **If the principal would insist on the use of the materials, I will pay for them.** – Only \$150.00 per year per classroom) PTAs, teachers, churches, businesses, police and fire departments can do this.

**USA VALUES-CDP has been formed as a non-profit organization to facilitate corporate contributions and business that will stretch community wide early language development (ready-to-read), and character development choices.** The Give-it-Forward Program uses messages based on the premise that there are basic societal values that transcend religious, political and cultural differences. The following samples present an outline of civility to be projected to children and citizens. See other messages to be sponsored on the website <http://www.usavalues-character.org/>

**Compassion-** We grow through sharing

**Courage-** Dare to be friendly

**Discipline-** Expectations require discipline

**Friendship-** I will always need friends

**Honesty-** I am right by being honest

**Loyalty-** I am trusted because I am loyal

**Persistence-** Try again-gain confidence and wisdom

**Respect-** My respect is necessary

**Responsibility-** Everyone accepts a responsible person

**Work-** It is smart to work for my choices

There are three sets of products available on the website that can be naturally sponsored by these funds.

1. Give-it-Forward K-3
2. Positive Expectations K-3
3. Age 3-6 Sticker boards

# The Give-it-Forward Program®, powered by USA VALUES®

**Principals, teachers and the community need effective tools that consistently send positive messages to children. A child needs to understand why character is the most direct method to achieving success and sharing. We know this is the future requirement of the schools driven by parents, community and government. Logic tells us to combine the first personal asset of being ready to read starting kindergarten to the list of character assets and attributes created in character education. We know it to be the key to choices.**

In short, the nation is at risk of being uncivil and unsafe, principals are being asked to cover for many shortages, when civility rules- trust and choices become available- the flow of positives supplant the negatives. When civility does not rule... lives (physical, emotional, financial) are not secure or safe. One issue is how do we pitch positive messaging as the foundation to public school continuous improvement. **This effort is designed for the grass roots around a public elementary school.**

Gary Heil, [www.garyheil.com](http://www.garyheil.com) noted author on leadership in changing environments, suggests we think about giving to start a giving movement. This logic is very appropriate- the leading customers must, without expecting payback, assert the requirement with this described gift. This will result in creating the long-standing stage for leadership, trust, early reading choices and civility for our children when based from the elementary school. Effective citizens come into the picture at a grass roots level, as a leading customer seeking a character and choice network in the local school community. The **Give-it-Forward Movement** focus is on effective citizens giving to principals, teachers and young adults the materials to deliver early reading and civility in the schools and pre-k community.

**Give-it-Forward is defined** as a donation; delivered with the expectation that it will not be paid back; but in turn will be reciprocated to three others under the same conditions. The gift explodes through the community by a factor of three. A classroom covers for its own materials in the second year. Business starts the giving and fills in shortages on the basis of 1=3+1 (defined below in the context of what it takes to cover the school community that has 200 children entering kindergarten each year, for two years). See exhibit 1.

		2 years of gifts For classrooms
Gift to start	\$150 dollars / 25 children	1
Toehold	\$450 dollars / 75 children	3
Foothold	(20%)* \$1,080dollars / 180 children	7
Both feet	(25%)* \$2,430 dollars / 405 children	16
Feet and head	(25%)* \$5,468 dollars / 911 children	35
Feet, head and body	\$9,578 dollars / 1,600 children	62

Targeted on K-3 grades, the above is a full plan to adequately cover 200 children per grade for two years. \*These gaps in the 1=3+1 funding effort were assumed. If there were no gaps, this effort would fund 3000 children and 121 classrooms.

**Classroom Tested** -- A summary of teacher evaluations indicated that the classroom material were relevant to 90 percent of the children. In addition, 90 percent of the teachers rated the K-3

Ultimate Materials "effective" or "very effective" in accomplishing the goal of communicating values.

**Program Development Staff** Bonnie Hermann, former regional director of training, KinderCare Learning Centers, developed the curriculum and programs. During the two-year pilot process, she worked with teachers, principals and curriculum specialists in schools, including those in the large districts of Minneapolis and St. Paul. Thomas D. Wolfgram, Executive Director, USA VALUES - Character Development Program, researched character development programs and assisted in organizing the materials around the messages. He has also been in executive and consultant positions with businesses over the last 25 years. The materials used in this program and the pinpoint targeting of customer requirements is a result of efforts since 1997 to effectively help public school principals and teachers with 100% of the children covering all walks of life. This focus has led us to pinpoint preschool age children and first things first thinking.

### **Brief on the Three Levels of Effort.**

**Level One Purpose is to expand the principal's collaborative capacity in the community and first create the emotional intelligence needed to execute the school change.**

- The school trust fund for this program most likely already exists (designated giving)
- Needed principal confirmation
- Needed business confirmation
- Needed kindergarten confirmation
- Needed PTA confirmation
- Needed List of teachers who need the materials for the classroom

Why See 100 words at <http://www.usavalues-character.org/aboutus.shtml>

Who The list of **who will give** is unlimited

- School and PTA could make this happen themselves.
- District employees and school employees could make this happen themselves.
- A suggestion is that a corporation could sponsor a school and run pitch-it at the corporation for the benefit of the school and community.
- A joint effort of the faith base could sponsor this pitch for civility.
- No limits!

What/How See at <http://www.usavalues-character.org/>

Where Schools need help managing the community delivery of ready to read children

When Now!! Communities led by principals (or vice-versa) must set up School Changes that take less than 4 years of effort; but last forever.

Goal Adopt the goal to reach the community to **Make 100% Certain** all at-risk children are ready-to-read going into kindergarten.

Cost \*\$10,000 covering two years of materials for K-3 schools totaling 200 children per grade.

**Level Two Purpose -- See the Early Reading School Change Program**

[http://www.usavalues-character.org/References/early\\_reading.pdf](http://www.usavalues-character.org/References/early_reading.pdf)

Create the local school capacity in the local, district, city and state to **Make 100% Certain** all at-risk children are ready to read going into kindergarten.

Cost "Two school changes" \*\$90,000 per school per year for 4 years- \$720,000

Funding Federal and state school change funds are available for this activity within Title I, II, III, IV, V and VI. Bonding with payback from the school and public savings is also an option. Long-term leadership is required!

Duration School receives 4 years of added resources to change; results in reorganization to continue the change forever.

\* Dollars are defined around 100 children entering kindergarten regardless of how many schools it takes to reach that level.

### **Level Three Purpose -- Be the Ultimate Character Network**

<http://ulticharnetwork.blogspot.com/>

Getting to this level of program is either the primary or secondary goal of level 1 and 2 efforts. This level delivers the ultimate gift that pays for the time and energy of teaching ready-to-read skills, one-on-one, to at-risk age 3-6 children. Teacher/mentor (educated adult to teach early reading skills) deliver this without the support of the classroom one-on-one as the ultimate gift of reading skills. The child is then expected to stay engaged in his/her future. 100% of the children are included in screening and the bottom half of the bottom half are intervened upon. Principals (with extra resources from level 1 and 2) are in-charge for their accountable authority and responsibility. Principals rely on the gift giving community to reach the most at-risk children before **these at-risk children fall behind**. Each situation is one-size-fits-one and could include the mentoring of the parent or guardian of the child.

Cost Size of effort being projected here is 200 children entering kindergarten; in front of that there are 400 children age 3.5 to 5.5 in pre-k status; 40% of the children (most- at-risk) require one-size-fits-one intervention at \$3,000 per child, or \$480,000 per year. A preschool solution, **not recommended here**, would cost 2 times this much and supply less than one-half the individual one-size-fit-one time/focus on this critical early reading skill building program. See exhibit 2.

Funding Local funding and available deliveries are the mountains to be climbed. There is a tendency to try to fund this as a part of school and government processes when in fact it is ultimately a one-on-one gift given one-size-fits-one to an individual not yet ready to learn in a classroom. **Monies from the tax base, supplemental education funds, gifts from business and individuals (Full Employment Act of 2004) and foundations will be required to change the world as we know it for at-risk children.** Even voluntary fully funded preschool in the government or school funding systems will not fully address the full 100% of at-risk children for the principal in the urban schools. Under all conditions some level of the population will require one-size-fits-one individual teacher/mentor efforts to be ready-to-read. The very most at-risk are exactly the targets in Pre-k education that should be funded first to insure the return on investment in the community. Logic tells you that many of the most at-risk children and parents are not good fits for classroom efforts at age 3.5 - 4.5. Yet they are excellent matches for individuals looking for a loving purpose in life. **Once communities decide to intervene for the good of the child (and community) there will be no argument about the need for this individual giving. Preschool solutions very likely will come up short of the effective citizen expectations in reaching the most at-risk.**

Duration Forever, but expect a +16% internal rate of return on this investment! It has a full payback within 10 years; and after that, expect the return to skyrocket as positive attitudes about opportunity replace negatives in the school and public sectors of society at-large.

Email Tom Wolfgram at [tdw.usavalues@comcast.net](mailto:tdw.usavalues@comcast.net) for the exhibits. Or find this document with the exhibits as a PDF at <http://www.usavalues-character.org/referencematerial.shtml>

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**Exhibit 1  
Give-it-Forward Fund Raising  
More than Adequate Performance  
to cover schools with 200 children starting in kindergarten**

2 year -- No Gap Performance

	Dollars Childrer Classrooms			
Intro	\$ 150	25	1	
level 1		\$ 450	75	3
level 2			\$ 1,350	225 9
level 3			\$ 4,050	675 27
level 4				\$ 12,150 2025 81
<b>Total</b>				<b>\$ 18,150 3025 121</b>

**Giving Pinpoint for  
Adequate Performance  
to cover schools with 200 children starting in kindergarten  
with a Gap Performance**

	Gap	Dollars Childrer Classrooms			
Intro		\$ 150	25	1	
level 1			\$ 450	75	3
level 2	20%		\$ 1,080	180	7
level 3	25%			\$ 2,430	\$ 405 \$ 16
level 4	25%				\$ 5,468 \$ 911 \$ 35
<b>Total</b>				<b>\$ 9,578</b>	<b>1600 62</b>
				Dollars	Childrer Classrooms

**Exhibit 2**  
**Comparative Hours of Pre-k and k**  
**One-on-One Direct Teaching and Mentoring**

Language Acquisition  
 During Sensitive Period

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	Ultimate Character Network for 2 years and Kindergarten for 1 year ***	Preschool solution that includes kindergarten  Montessori *	Public School Language Acquisition after the sensitive period i.e. 1,000 Days to Success K-2 break out for direct instruction ** ****
age of the child	3.5 to 6.5 *****	3.5 to 6.5 *****	5.5 to 7.5 *****
Days in year	312	180	180
Hours in a week/c	2***	40/8*	10/2**
Hours per year	100	1440	360
# of children	1	25	20
Per child per yea	100	57.6	18
pre-k	200	172.8	54
k	18		
3 years applicable to reading		50%	100%
age 3.5 to 80%	160		
age 5.5 to 100%	18		
age 3.5 to 6.5		86	
age 5.5 to 7.5			54
	178 ****	86 ****	54

\* 8 hours per day of presentations to children attending school either half day or full day is defined to be 5.5 hours from the directress and 1.5 hours of redirection and observation by both assistants. This method employes less direct time in the half day program but more time directly learning because of the materials in the enviroment.

\*\* Chapter 13 -- Every Child will Succeed -- No Excuses!-- The 1,000 Days to Success School Network, page 132. of **Preventing Early Learning Failure**, edited by Bob Sornson

\*\*\* The times with children are driven by a one-size-fits-one requirement. They are easier to arrange than new schools and classrooms.

\*\*\*\* Note that a good portion of the reasons for proposing that a 4 year degree in pre-k teaching is a requirement directly relates to the number of children in the classroom.

This this requirement is eliminated in a one-on-one, one-size-fits-one approach.

This is especially true when the evaluation process is simply kept to ready-to-read, count and vocabulary.

\*\*\*\*\* Actually getting parents and guardians to help in addition to the hours above, is more accountable in the one-on-one process.