

REMODEL EDUCATION

A Master Plan for Action on Education Reform

**Ready for school
Ready for life**

Contents

FOREWORD	3
EXECUTIVE SUMMARY	6
PROPOSAL FOR CHANGE	9
NEXT STEPS – DELIVERING THE VISION	16

FOREWORD

We can all agree that parents want their children to live healthy, happy and fulfilling lives – to be equipped to handle life’s challenges, to continue to grow and learn throughout their lives, and to be valued and supported by their community.

By the time a child starts school, the skills that will help them throughout their lives are already taking shape. At this formative stage of their development, we must take this opportunity to help shape their life for the better.

Research shows that a child’s most formative years are during early childhood, at the very beginning stages of their formal education, and even prior. The education and guidance children receive during these years have a profound effect on their academic success at every subsequent stage.

Unpreparedness in kindergarten permeates through the education pipeline, as these students are often the same ones who cannot read or do math at grade level, who drop out of high school, or who need remediation in college, if they even pursue a college degree. Today’s high school students need more innovative delivery models, such as early college or high-tech career and technical schools. They are likely the same students who, in early grades, require extended learning hours to achieve literacy. In later years, these students can benefit from experiential college opportunities such as cooperative education or internships in order to transition to successful careers.

The State of Louisiana frames this subject well in stating: “Improving education is not just about minimum workplace competencies, but about preserving our republic by ensuring that every child’s education helps form him or her into a contributing member of society. In a seminal article, Nobel Prize-winning economist Milton Friedman discussed the role and funding of education in our democratic republic. “A stable and democratic society is impossible without widespread acceptance of some common set of values and without a minimum degree of literacy and knowledge on the part of most citizens,” he wrote in his introduction. “Education contributes to both. In consequence, the gain from the education of a child accrues not only to the child or to his parents but to other members of the society...” Because of America’s unique form of government—self-government under the law—every citizen benefits from having educated peers, and educating everyone helps cultivate leaders. This is why education justifies government subsidies at all, Friedman wrote. The societal benefits of universal education “do not justify subsidizing purely vocational education which increases the economic productivity of the student but does not train him for either citizenship or leadership. [However,] it is clearly extremely difficult to draw a sharp line between these two types of education.”

Obviously, teaching a child to read will benefit him his entire life, both in the marketplace and at home. Its immense personal benefits incorporate societal benefits, just as a public education that appropriately prioritizes citizenship will also have great personal and economic benefits. A young person prepared to think and lead in social affairs is also well-equipped to think and lead in his or her business and personal lives.

Every human deserves to choose his or her own destiny, and to choose it freely. To make a truly free choice, children need to be able to consider the consequences of their actions, and join the great human conversation about actions and consequences, right and wrong, practical and impractical. Their minds must be well informed so they can make wise decisions as adults (both for themselves and their fellow citizens when they vote), search for and engage in meaningful work, and begin a family. The classic disciplines of mathematics, literature, history, science, and the arts have for centuries proven their ability to help cultivate citizens like this.

With all of the school shootings, violence, and bullying that have gone on, the focus has unfortunately been elsewhere (gun control and so forth) – working to treat a symptom, when poor education and mental health is the disease.

This Education Reform Plan is focused on Pre-School to High School and calls for curriculum frameworks and learning standards for all students in all core academic subjects. A natural part of any plan is finding the highest caliber teachers and mandating top level requirements for certification, as well as the development of a system of performance metrics however for the purposes of this Plan, our focus is on the curriculum itself as paramount, independent of the timing of other aspects of education reform.

Education is how we change the world for the better.

When children can handle life and themselves, at least better than they do today, and with confidence, like anyone, they will do better by each other.

This plan is a plan to facilitate a curriculum that will do that.

Acknowledgements

This plan was developed by piecing together other education reform plans, along with original plans. A major contributor to format and certain verbiage is the *Education State Early Childhood Reform Plan* done by the Australian government. However, in concept and approach, this plan is significantly different.

EXECUTIVE SUMMARY

This *Education Reform Plan* outlines a vision for youth education, and the reforms we will need to undertake to create a higher quality, more equitable and inclusive education system.

We seek to undertake these reforms because the evidence is overwhelming – the early years matter. They matter because the right education experience will set the course for successful lifelong learning. And they matter because every child – no matter where they live, no matter what their circumstances – will thrive in a safe and supportive environment.

These reforms will lift outcomes for all children, and will make an especially big difference to those children and families who need extra support. More hours of higher quality services together with more supportive home environments and better relationships with parents will support all children to learn and grow, so they are ready for school and ready for happy and successful lives. They will in turn make an enormous contribution to our community, to our economy and to the future of our country, and the world.

With this Plan, we are responding to societal ills with the actions needed to deliver a high-quality and inclusive system for all Americans, transform the lives of thousands of young children, and create a generational change that will shape the future of our country.

The intent is for the government to take on a greater leadership role, and work in close partnership with local governments, the private sector, and community partners to deliver the reforms under the following four key directions:

- Leveraging technology to facilitate a customized, personalized learning experience
- Providing real world skills courses
- Mental Training for children to handle their emotional and physical development and build emotional intelligence

Reform Directions	Leveraging technology to facilitate a customized, personalized learning experience without sacrificing in person social development	Providing real world skills courses	Mental training for children to handle their emotional and physical development and build emotional intelligence
The vision	Each child, learning at their pace, in their own unique way, fully engaged in the process. No more grades (first grade, second grade, etc.), instead operating in terms of ranks. Moreover, utilizing technology to secure schools protects our kids.	Every child will learn and know basic real world survival skills that are in common demand. This is inclusive of mental and physical self defense strategies, should a school come under siege.	All children, developing an understanding of their instincts, their drive, their energy so as to ensure mental wellbeing is as developed as intelligence. This is inclusive of mental and physical self defense strategies, should a school come under siege.
Key Reform Actions	<p>A focus on technology stations at each desk Each child utilizes software that adapts to them. This is or specific learning/modules and augments the child's existing in person instruction, whether by subject matter or social development.</p> <p>Through these stations, each student has access to thousands of teachers to choose from who will teach one-by-one or in groups that have reached the same technical expertise, with a teacher onhand for local guidance This decreases student to teacher ratios and increases support provided</p>	<p>Education based on real world scenarios Rigorous role playing and scenario practice in real world adult scenarios including managing finances, home economics, business, and career experiences, along with creative arts, to provide both a sampler for future endeavors and the ability to handle different situations.</p> <p>Supporting those with a disability Focus spent on educating those with disabilities to contribute to society without much impendence from the disability</p>	<p>Facilitating a partnership with local behavioral health programs Engagement, child to psychologist to work together in order to facilitate a mentally balanced, positively reinforced world view, with coping skills, that does not rely on pharmaceuticals but instead relies on consistency.</p> <p>Make it easier to access services Psychologists will be on hand at schools and mandated monthly therapy sessions will be a part of a standard curriculum.</p> <p>Defending privacy All interactions with psychologists will be held in the strictest of privacy and in no way hinder nor in any negative way affect a child's life chances or opportunities.</p>

	<p>to teachers to improve the quality of the teaching.</p> <p>This use of technology provides for reporting & communicating with parents</p> <p>Providing parents the information necessary to understand what their kids are learning so they can be a partner in the educational process.</p>	<p>Exposure to mentorship</p> <p>Connect child to child and child to older mentor to facilitate engagement where each learns from the other.</p>	
--	--	---	--

THE CASE FOR CHANGE

For America to be the Number One in Education, significant and strategic effort to improve our education system is required.

In recent years, there have been a slew of school shootings, bullying (in person or cyber bullying), abuse, and violence, in and around our schools. Our schools went from being community landmarks, to places of danger and volatility. Recent efforts have focused on the symptoms but not the underlying problem.

It is clear that we need to do more and better to ensure that all children have the chance to succeed.

Early childhood matters for every child

What happens in early childhood matters for life.

Young children do not spend their days in a classroom, but they are still always learning – as they explore their world, as they interact with adults and other children, and as they play.

The foundations for a child’s long-term development are laid in early childhood. In these years, children develop crucial cognitive and emotional skills such as reasoning, problem solving, and how to get along with others.

The prime time for the development of vision, emotional control and language is before the age of three, and the prime time for the development of social skills with peers is before the age of six.¹

We do not have a measurement of how well our young children are developing, as such one needs to be developed. Not by means of standardized testing to see how much a child has retained but

by means of real world exposure, to see how much logic a child has developed to figure things out for themselves instead of just going through the motions or regurgitating information.

It goes without saying that quality early childhood services can help children. We also know that parents have an early and lasting effect on their child's development, and that regardless of their circumstances, children experiencing supportive parenting have better outcomes. This is most achievable when a parent knows enough to get effectively engaged in their child's education.

And high-quality, play-based learning, such as that in a high-quality school, can have a strong positive impact on child development.

Long-term benefits to society

In addition to the benefits to individual children, early childhood investment provides benefits for everyone.

Children who have positive early childhood experiences grow up to contribute to a harmonious, healthy and prosperous society.

The number of jobs requiring a combination of both social and cognitive skills is likely to grow.² These and other important skills such as creativity, resilience and communication are enhanced through participation in high-quality early childhood education.

Conversely, children who have adverse early childhood experiences can struggle over their whole life. There are strong links between poor development in the early years, and poor outcomes in adult life, which increase the economic burden across a society's health care, criminal justice, and social welfare systems.³

Early childhood presents an opportunity to invest early and reap the long-term dividend from this investment, as well as avoiding significant long-term costs to society.

Economist and Nobel Laureate James Heckman has shown that early childhood investment is generally less costly than later interventions during school or early adulthood, and more effective in improving the social and economic participation of citizens.⁴

The initiatives outlined in this Plan represent a plan for initial steps to address this challenge, and will mean that our children will be ready for school and ready for life.

Leveraging technology to facilitate a customized, personalized learning experience

The vision

Each child, learning at their pace, in their own unique way, fully engaged in the process.

A high-quality school experience is the gateway to a life full of learning. Early schooling builds on the societal and cultural foundations of our country and the philosophies laid at home and in other early learning services, and helps children to take the next step along their education journey. It sets children up to be ready for school, and ready for life.

We understand that not all children have the same experience. Today, even the best teachers and educators do not typically have the resources at hand to help children learn, let alone to catch up. That is why this proposal assigns students to ranks in terms of progress instead of rigid class designations such as first grade, second grade, and so on. Or if we kept with class designations then it be so that the students educational progress remains individualized and there be flexibility given so that, for example, if they achieve all of the metrics of a third grader, except a grasp of math, that they be permitted to be promoted to the next grade level however math as a subject becomes a greater focus for resolution prior to future promotions.

Only a high-quality early childhood system, which recognises that children need different levels and different kinds of support to learn and develop, will truly give every child the opportunity to thrive. This is achieved through technology, leveraging the thousands of teachers available whose backgrounds may apply more directly to the given child's situation.

The quality of instructional support that children get from their teachers and educators makes all the difference to building the skills they need to succeed at school and in their lives ahead. Educators who interact with children during play and day to day routines, and use every activity as a teachable moment, make the biggest difference to children's learning. This is where a local, present teacher comes into play.

Every child comes to school with a different story. They come from different home and life experiences, with different family and cultural backgrounds, and at different stages of learning and development. Our schools need to be better supported to work with every child at their level, and according to their needs.

To ensure that every child starts school ready to learn means recognising that some children need additional support to reach the same level as their peers. The way we plan and fund our schools needs to reflect this.

Every child needs access to a quality schooling, irrespective of where they live or how much their parents can afford to pay.

Utilizing technology to secure school sites is critical to this plan. Technology is utilized, through a single managing source so as to keep costs low for all beneficiaries, and involves secure electronic locks to doors (with manual bypasses if necessary), video tracking of school visitors, electronic security systems both for occupancy and for immediate pressing upon in order to alert toward danger – whether clear and present or otherwise, and also and not limited to having schools built to allow for lock down should there be a school shooter, for example. That way the shooter can be trapped in a certain area or the kids can be locked away so as to not be accessible by such an assailant.

This is why we are looking to change the way we help schools improve the quality of their teaching, with funding on resources that have long term benefit and streamlining or removing costs that pose no practical value for the objectives we outline here.

Initiatives

Technology stations at each desk

Each child utilizes software that adapts to them. Through these technology stations, they can learn at their pace.

Through these stations, each student has access to thousands of teachers to choose from who will teach one-by-one or in groups that have reached the same technical expertise, with a teacher onhand for local guidance

This decreases student to teacher ratios and increases support provided to teachers to improve the quality of the teaching

This use of technology provides for the delivery of reporting and communication with parents

Providing parents the information necessary to understand what their kids are learning so they can be a partner in the educational process.

The use of technology to secure schools in terms of surveillance, infrastructure, and monitoring

We must protect our kids, that is the entire point of education.

The State of Louisiana put together an Education Reform plan that summarizes this well: If school choice personalizes school choices, digital learning personalizes student choices. Online learning can redefine not only where and when learning takes place, but also the pace, content, and method of instruction. For example, Rocketship Education, a charter organization, uses apps and software to figure out which content each student has mastered. If it discovers Peter hasn't mastered triangles but John is struggling with fractions, the teacher can focus specifically where each child needs help, rather than spending time with the whole class going over the same content, or re-teaching the course.

Technology also gives teachers more flexibility to use different teaching methods with different children in the same classroom. One group of students could play an individualized math game on a computer while the teacher gives intensive instruction to a small group. It also allows schools to hasten or slow teaching to match the pace of a child's learning. Instead of keeping the entire class on the same content when some students have already mastered it, teachers can advance students to new content or slow them down to go over a tricky topic again. Students remain more engaged when they are not relearning content they already know or feeling overwhelmed by content they do not.

States should authorize online charter schools and course providers, while removing legal impediments that block traditional schools from using technology. For example, online schools do not have school buildings; school-specific building codes and square-footage requirements should not apply. In addition, an online course can serve more students at the same time, suggesting that states should waive or modify the mandatory student-teacher ratios for these types of courses and reexamine them in general.

However, it cannot be understated that the need for pupil to pupil interaction is critical to a child's social and cognitive development. Live personal engagement with teachers and their pupils is key to facilitate and practice the concepts espoused in this plan, including respect.

While technology plays a key role, lunch time and live in person instruction remains important to the overall curriculum.

Starting school is a major transition for children and their families. Providing for regular automatic, objective updates makes it easier for families to access what is going on and provides children with a more stable transition between home and school.

It is important that all parents have easy access to reliable, evidence-based information whenever they need it. This provides that.

Providing real world skills courses

The vision

Every child will learn and know basic real world survival skills that are in common demand.

An accessible and inclusive early childhood system will help all children to reach their full potential.

For us to build the best early childhood system we need to recognise that some children need different kinds of support and at different paces.

Initiatives

Education based on real world scenarios

Rigorous role playing and scenario practice in real world adult scenarios including managing finances, home economics, and career experiences, to provide both a sampler for future endeavors and the ability to handle different situations.

Supporting those with a disability

Focus spent on educating those with disabilities to contribute to society without much impendence from the disability. Some children simply cannot attend school without additional support. An inclusion support program will allow children with a range of disabilities, including severe disabilities, to experience and benefit from kindergarten the same as other children their own age. It would support the attendance of children who would not be able to attend school without additional support, and also ensures that when children do attend, they are able to fully benefit from the education program.

Exposure to mentorship

Connect child to child and child to older mentor to facilitate engagement where each learns from the other.

Proposed Curriculum

Elementary School

Reading, Writing, Arithmetic and Introduction to Arts & Science

Introduction to different careers

High School

Math up to and including Geometry. Math above and beyond Geometry is an elective.

English up to Advance Placement

History including (1) course on US History, (1) course on World History, (1) course on government/civics

Science includes (2) courses covering basic chemistry, biology, physics. Anything beyond these is an elective.

Economics including home economics, micro and macro economics.

Technology includes (2) courses on technical and engineering specialties

Arts include (1) broad creative arts introductory course

Legal Studies include courses in how parents are responsible for minors (those under 18), the legal and financial repercussions of violence and bullying, and the structural framework for decision making to act within the law, as it currently stands.

Electives include (2-4) courses out of a selection of Psychology, Philosophy, Religion, Anthropology, Sociology, including the above listed electives (math, etc)

There is NO foreign language requirement. Foreign language is an elective.

Studies have shown that people do not typically use the language they study.

PE: Basic PE involves basic aerobic exercise. Sports are an elective. Martial Arts are an elective.

The key part of the curriculum is Adult Sciences/"Home Economics": how to pay bills and other key technical training to handle life (job searching, writing resumes, wood shop, etc)

Introduction & engagement in different jobs/careers

Mentorship & Psychiatry visit (1) per month

Electives may be handled online or by third party schools in order to ensure there is enough coverage. If one school doesn't have anyone sign up for Psychology, then it goes to the 3rd party school which will have students from multiple schools, whether through online distance learning or otherwise, to populate the class.

College and University would follow similar measures, specifically a change to degree breadth requirements to be of real world skills application for the first two years with a heavy focus on internships and real world business experience as ways to earn course credits.

In summary,

Math up to Algebra. Anything beyond is an elective.

English

History including a course on US History, one on World History, and one on government/civics

Science includes 2 basic courses. Anything beyond is an elective.

Economics including home economics.

Technology includes 2 courses on technology/engineering

Arts include 1 creative arts intro course

Electives include 2-4 courses out of a selection of Psychology, Philosophy, Religion, Anthropology, Sociology

There is NO foreign language requirement. This is an elective.

PE: Basic PE involves basic aerobic exercise. Sports & Martial Arts are an elective.

The key part of the curriculum is Adult Sciences: how to pay bills and other key technical training to handle life (job searching, writing resumes, wood shop, etc)

Electives may be handled online or by third party private schools in order to ensure there is enough coverage.

And, through mentorship each child can learn from each other and from mentors. This philosophy gives children an extended period of structured, intentional teaching that helps them to build the foundations of a holistic education.

Mental training for children to handle their emotional and physical development and build emotional intelligence

The vision

All children, developing an understanding of their instincts, their drive, their energy so as to ensure mental wellbeing is as developed as intelligence

Initiatives

Mental Health begins with respect for the self and each other.

Engaging children in morals, virtues and character building that are cross cultural is key for them to build respect for themselves and for others. This is inclusive of self defense courses to teach physical and mental safety.

Facilitating a partnership with local behavioral health programs

Engagement, child to psychologist to work together in order to facilitate a mentally balanced, positively reinforced world view, and coping skills, that does not rely on pharmaceuticals but instead relies on consistency.

Make it easier to access services

Psychologists will be on hand at schools and mandated monthly therapy sessions will be a part of a standard curriculum.

Defending privacy

All interactions with psychologists will be held in the strictest of privacy and in no way hinder nor in any negative way affect a child's life chances or opportunities.

Today, children are not taught cross cultural morals, virtues and character-building skills. This was once taught in schools but was abandoned around the 1960's. Content related to accountability and respect were sacrificed for an educational model that promote remembering facts, versus understanding reason and perspectives. Many manners are cross cultural and for those that are not, as an American educational system one indisputable fact is please, thank you, a firm hand shake and respect for each other go a long way. That is, respect for the individual and their role in a greater society. For those morals and virtues that another might consider subjective, it is indisputable that morals and virtues that teach respect for the self and the other person are the same that bring people from different walks of life, political orientations, ethnic, racial, and other groups together, versus apart. That, is how we solve societal issues--- a discussion, with mutual respect, versus an argument.

A critical reform that is proposed is for each student to make a mandatory monthly visit to a school Psychologist. This is largely to assist in the emotional development of a child into someone who grasps their emotional states instead of someone who lashes out without reason or respect. A key rationale is to mitigate the conditions that have led to school violence/shootings. As today's

parents are ever so busy, this provides an opportunity for counselling and mentorship by an adult as a bridge between the parents and the student.

The logic is that if people feel & and are able to understand their emotional selves, they will be less prone to violence, not be victims of abuse, & they will think long term in their decisions. This means people who get along and no school shootings.

NEXT STEPS – DELIVERING THE VISION

This Plan outlines a long-term vision to transform America’s education system into a higher quality, more equitable and inclusive system, to ensure all children are ready for school, and ready to lead healthy, happy and fulfilling lives.

This plan sets forth significant reforms. The plan is to begin immediately. While it will take time to establish a world-class early childhood system, it is important we start.

Measuring our achievements will be important. In the future, we will develop measures that track our progress towards improving outcomes for America’s children and families.

In delivering this vision, we will work closely with all of government, the private sector and community partners.

Together, we will transform the lives of generations of young Americans.

¹ Nelson CA (2000), 'The neurobiological bases of early intervention' in Shonkoff, J & Meisels, S (eds), Handbook of Early Childhood Intervention.

² Deming, D (2015), The growing importance of social skills in the labour market.

³ Caspi, A, Houts, RM, Belsky, DW, Harrington, H, Hogan, S, Ramrakha, S, Poulton, R & Moffitt, TE (2016), Childhood forecasting of a small segment of the population with large economic burden.

⁴ Heckman, JJ (2008), 'The case for investing in disadvantaged young children' in First Focus, Big ideas for children: Investing in our nation's future.

IMPLEMENTATION PLAN OR BUSINESS PLAN: FACILITATING EDUCATION REFORM

Purpose

To initiate a scalable and cost-effective education reform program, focusing on leveraging technology, real-world skills training, and mental health services within a \$1 billion budget. The pilot program will prioritize impact while testing feasibility for nationwide expansion.

Executive Summary

This plan outlines a focused approach to education reform, targeting the most critical components:

1. **Technology Integration:** Implement adaptive learning tools in select classrooms.
2. **Curriculum Innovation:** Introduce basic real-world skills modules.
3. **Mental Health Services:** Integrate monthly mental health check-ins and mentorship programs.

The program will be piloted in 5 states with a focus on underserved communities, ensuring maximum impact within a limited budget.

Key Objectives

1. **Implement Scalable Technology Solutions:**
 - Focus on a small number of schools with high-impact tools like adaptive learning software.
 2. **Introduce Practical Curriculum Updates:**
 - Roll out basic financial literacy and career-readiness modules in pilot schools.
 3. **Expand Mental Health Support:**
 - Pilot monthly therapy sessions and mentorship programs to address emotional intelligence and mental well-being.
-

Anticipated Costs

1. Technology Integration

- **Classroom Technology (Pilot Program):** Install adaptive learning software and basic hardware in 500 classrooms (100 schools).
 - **Cost Estimate:** \$15,000 per classroom × 500 = **\$7.5 million.**
- **Basic School Security Systems:** Install basic security cameras and lockdown mechanisms in pilot schools.
 - **Cost Estimate:** \$30,000 per school × 100 = **\$3 million.**

2. Curriculum Development

- **Basic Real-World Skills Curriculum:** Develop and distribute financial literacy, home economics, and career readiness modules.
 - **Cost Estimate:** **\$10 million.**

-
- **Teacher Training for Curriculum Updates:**
 - **Cost Estimate:** \$5,000 per teacher for 2,000 teachers = **\$10 million.**

3. Mental Health Services

- **School Psychologists (Pilot):** Hire 1 psychologist per 500 students for 50,000 students.
 - **Cost Estimate:** \$75,000 per psychologist × 100 psychologists = **\$7.5 million.**
- **Mental Health Curriculum and Monthly Sessions:** Develop materials and train counselors.
 - **Cost Estimate:** **\$2 million.**

4. Pilot Program Management

- **Implementation Oversight and Evaluation:** Track outcomes and adjust strategy.
 - **Cost Estimate:** **\$5 million.**
-

Cost Summary

Category	Cost Estimate
Technology Integration	\$10.5 million
Curriculum Development	\$20 million
Mental Health Services	\$9.5 million
Pilot Program Management	\$5 million
Contingency (10%)	\$5 million
Total Estimated Cost	\$50 million

Funding Allocation

Assuming a \$1 billion investment, this plan dedicates \$50 million to the pilot phase, scaling as additional funds become available.

Revenue and Fundraising Sources

1. **Government Support:**
 - Apply for grants under federal education reform initiatives.
 - Partner with state governments to co-fund pilot projects.
2. **Private Sector and Philanthropy:**
 - Collaborate with tech companies for hardware/software donations.
 - Seek donations from education-focused philanthropies.

-
3. **Corporate Sponsorship:**
 - Partner with industries that benefit from a skilled workforce (e.g., tech, finance).
 4. **Community Crowdfunding:**
 - Launch campaigns to engage local communities and highlight pilot schools' progress.
 5. **Social Impact Bonds:**
 - Attract impact investors by tying returns to program success metrics.
-

Pilot Implementation Plan

1. **Year 1:**
 - Select 5 states with diverse demographics.
 - Equip 100 schools with technology and pilot real-world skills curricula.
 - Deploy psychologists and mentorship programs.
 2. **Year 2:**
 - Evaluate pilot results based on KPIs (e.g., literacy rates, student/parent satisfaction, mental health outcomes).
 - Refine programs based on data and scale to additional schools.
-

Key Performance Indicators (KPIs)

1. Improved student engagement (survey results).
 2. Increase in core academic proficiency (reading/math scores).
 3. Enhanced emotional well-being (feedback from psychologists and mentors).
-

Scaling Plan

If the pilot demonstrates success, the remaining budget (~\$950 million) will be allocated to scaling the initiative nationally, prioritizing underserved areas and expanding technology integration, curriculum enhancements, and mental health support.

Conclusion

This revised plan ensures maximum impact within a \$1 billion budget. By focusing on scalable pilot programs, leveraging partnerships, and prioritizing cost-effective solutions, we aim to transform education and lay the groundwork for long-term reform.

CURRICULUMS

-
- KINDERGARDEN
 - GRADES 1-5
 - GRADES 6-8
 - GRADES 9-12
 - COLLEGE
-

KINDERGARTEN

Kindergarten Curriculum: Emotional Intelligence & Real-World Survival Skills

- This curriculum is designed to help kindergarten students develop emotional intelligence (EQ) and essential real-world survival skills through engaging, age-appropriate activities. It combines social-emotional learning (SEL) with practical life skills to foster well-rounded, resilient children.

Curriculum Outline

1. Emotional Intelligence (EQ) Development

- **Goal:** Help children recognize, understand, and manage emotions while fostering empathy, communication, and self-regulation.

Topics & Activities

- **Identifying Emotions**
 - Use emoji flashcards, picture books, and role-playing games to help children label emotions (happy, sad, angry, scared, excited, etc.).
 - **Book Recommendation:** *The Color Monster: A Story About Emotions* by Anna Llenas
- **Managing Big Feelings**
 - Teach "Calm Down" techniques (deep breathing, counting to ten, squeezing a stress ball).
 - Introduce a "calm-down corner" where children can self-regulate.
 - **Book Recommendation:** *When Sophie Gets Angry—Really, Really Angry...* by Molly Bang
- **Empathy & Kindness**
 - Practice recognizing others' feelings through storytelling and puppetry.
 - Encourage kindness with a "Kindness Jar" – every time a child does something kind, add a note to the jar.
 - **Book Recommendation:** *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud
- **Conflict Resolution**
 - Teach "I feel" statements: "I feel ___ when you ___. Can we ___ instead?"
 - Use puppets or role-play to act out common conflicts and solutions.
 - **Book Recommendation:** *Hands Are Not for Hitting* by Martine Agassi
- **Building Confidence & Resilience**
 - Teach growth mindset: "Mistakes help us learn."
 - Celebrate small wins and encourage positive self-talk.
 - **Book Recommendation:** *Giraffes Can't Dance* by Giles Andreae

2. Real-World Survival Skills

- **Goal:** Equip children with fundamental skills to navigate daily life safely and independently.

Topics & Activities

- **Basic Safety Awareness**
 - Teach children their full name, parents' names, and a trusted adult's phone number.
 - Role-play "stranger danger" scenarios and teach safe vs. unsafe adults.
 - **Book Recommendation:** *Never Talk to Strangers* by Irma Joyce
- **Street & Traffic Safety**
 - Teach "Stop, Look, and Listen" before crossing streets.
 - Use a toy car mat to practice pedestrian safety rules.
 - **Book Recommendation:** *Look Left, Look Right, Look Left Again* by Ginger Pate
- **Emergency Preparedness**
 - Teach children how to dial 911 and practice what to say.
 - Create an emergency drill for fire, earthquakes, or severe weather.
 - **Book Recommendation:** *I Can Be Safe: A First Look at Safety* by Pat Thomas
- **Personal Hygiene & Health**
 - Teach handwashing techniques with fun songs.
 - Practice brushing teeth on a model mouth.
 - **Book Recommendation:** *Germs Are Not for Sharing* by Elizabeth Verdick
- **Basic Problem-Solving & Independence**
 - Encourage problem-solving skills with "What would you do?" scenarios.
 - Teach simple tasks like tying shoes, zipping coats, and packing a small backpack.
 - **Book Recommendation:** *I Just Forgot* by Mercer Mayer
- **Food & Nutrition Basics**
 - Teach kids to recognize healthy vs. unhealthy foods.
 - Let them practice making simple snacks (spreading peanut butter, pouring a drink).
 - **Book Recommendation:** *The Berenstain Bears and Too Much Junk Food* by Stan & Jan Berenstain
- **Respect for Money & Resources**
 - Use play money to teach basic counting and "earning" through chores.
 - Teach the concept of saving vs. spending with a simple piggy bank.
 - **Book Recommendation:** *Bunny Money* by Rosemary Wells
- **Outdoor Awareness & Nature Skills**
 - Teach kids to recognize safe vs. dangerous plants and animals.
 - Go on a nature walk and introduce concepts like "Leave No Trace."
 - **Book Recommendation:** *We're Going on a Bear Hunt* by Michael Rosen

Suggested Teaching Structure

- **Morning Circle Time (15 min)** – Discuss emotions, read an EQ-focused book.
 - **Hands-On Activity (20 min)** – Practice emotional regulation through games, role-play, or arts and crafts.
 - **Outdoor Play (30 min)** – Incorporate survival skills like nature safety or road safety.
 - **Storytime (15 min)** – Read a book reinforcing daily lessons.
 - **Real-Life Practice (15 min)** – Teach practical skills (hygiene, tying shoes, safety drills).
-

Additional Recommended Books

- *Listening to My Body* by Gabi Garcia
 - *Breathe Like a Bear* by Kira Willey
 - *What Should Danny Do?* by Ganit & Adir Levy
 - *Llama Llama Time to Share* by Anna Dewdney
 - *Be Kind* by Pat Zietlow Miller
-

GRADES 1-5

Curriculum for Emotional Intelligence & Real-World Survival Skills (Grades 1-5)

This curriculum is designed to help middle school students (Grades 1-5) develop emotional intelligence (EQ) alongside real-world survival skills. It includes structured lessons, hands-on activities, and recommended books at each grade level.

Grade 1: Foundations of Emotions & Basic Safety

Emotional Intelligence

- **Understanding Emotions** – Identifying basic emotions (happy, sad, angry, scared, excited).
- **Self-Regulation** – Learning simple techniques to calm down (deep breathing, counting to 10).
- **Empathy Basics** – Recognizing emotions in others and learning kindness.
- **Communication** – Expressing feelings using words instead of actions.
- **Gratitude & Positive Thinking** – Introduction to the benefits of being grateful.

Real-World Survival Skills

- **Basic Personal Safety** – Knowing their full name, parents' names, phone numbers, and address.
- **Emergency Preparedness** – How to call 911, fire safety, and stranger danger.
- **Basic Hygiene & Health** – Importance of handwashing, brushing teeth, and nutrition.
- **Following Instructions** – Listening skills and why following directions is important.

Recommended Books

-
1. *The Way I Feel* – Janan Cain
 2. *When Sophie Gets Angry—Really, Really Angry...* – Molly Bang
 3. *Officer Buckle and Gloria* – Peggy Rathmann
 4. *A Little Spot of Emotion* – Diane Alber
-

Grade 2: Managing Feelings & Personal Responsibility

Emotional Intelligence

- **Understanding More Complex Emotions** – Frustration, jealousy, nervousness, embarrassment.
- **Self-Control Strategies** – Learning to delay gratification and manage impulsivity.
- **Empathy & Compassion** – Understanding how actions impact others.
- **Conflict Resolution** – Using words instead of aggression.
- **Growth Mindset** – Learning that mistakes help us grow.

Real-World Survival Skills

- **Basic First Aid** – How to treat a scrape, minor burns, and bruises.
- **Home & Fire Safety** – What to do in case of fire or earthquake.
- **Stranger Awareness** – Recognizing safe and unsafe situations.
- **Money Basics** – Introduction to coins, bills, and simple saving habits.

Recommended Books

1. *Listening to My Body* – Gabi Garcia
 2. *Have You Filled a Bucket Today?* – Carol McCloud
 3. *What Should Danny Do?* – Adir Levy
 4. *The Magic School Bus Inside the Human Body* – Joanna Cole
-

Grade 3: Emotional Resilience & Critical Thinking

Emotional Intelligence

- **Handling Disappointment & Rejection** – Coping strategies for when things don't go their way.
- **Identifying Strengths & Weaknesses** – Learning self-awareness.
- **Friendship Skills** – Recognizing healthy vs. unhealthy relationships.
- **Respect & Inclusion** – Learning to appreciate differences.
- **Setting Personal Goals** – Introduction to goal setting.

Real-World Survival Skills

- **Basic Cooking & Nutrition** – Learning to make simple meals (sandwiches, fruit prep).
- **Personal Finance** – Saving money and understanding needs vs. wants.
- **Time Management** – Balancing schoolwork, play, and responsibilities.
- **How to Read a Map & Directions** – Understanding basic navigation.

Recommended Books

-
1. *Mindset: A Book for Kids* – Carol Dweck
 2. *Wilma Jean the Worry Machine* – Julia Cook
 3. *What Do You Do With a Problem?* – Kobi Yamada
 4. *How to Make a Cherry Pie and See the U.S.A.* – Marjorie Priceman
-

Grade 4: Emotional Maturity & Independence

Emotional Intelligence

- **Managing Stress & Anxiety** – Deep breathing, visualization, and journaling.
- **Healthy Boundaries** – Learning to say no and respect personal space.
- **Understanding Bullying & Cyberbullying** – How to handle conflicts online and offline.
- **Decision-Making Skills** – Thinking before acting, weighing pros and cons.
- **Developing Leadership & Teamwork** – How to work well with others.

Real-World Survival Skills

- **Basic Household Skills** – Doing laundry, making a grocery list.
- **Digital Safety** – Online privacy, safe internet use, and social media awareness.
- **Problem-Solving in Real-Life Situations** – What to do if lost, minor injuries, etc.
- **Budgeting Basics** – Planning a simple budget for allowance or gifts.

Recommended Books

1. *The 7 Habits of Happy Kids* – Sean Covey
 2. *I Just Don't Like the Sound of No!* – Julia Cook
 3. *Guts* – Raina Telgemeier
 4. *How to Be a Person: 65 Hugely Useful, Super-Important Life Skills* – Catherine Newman
-

Grade 5: Emotional Intelligence for Life & Practical Skills

Emotional Intelligence

- **Understanding & Controlling Reactions** – Learning emotional self-discipline.
- **Building Confidence & Self-Worth** – How to handle peer pressure.
- **Advanced Conflict Resolution** – How to negotiate and compromise.
- **Social Awareness & Responsibility** – Understanding fairness, equality, and ethics.
- **Resilience & Growth Mindset** – Overcoming failure, persistence, and adaptability.

Real-World Survival Skills

- **Basic Cooking Skills** – Making simple meals (scrambled eggs, pasta, toast).
- **First Aid & CPR Basics** – Understanding how to help in minor emergencies.
- **Self-Defense Basics** – Awareness, assertiveness, and basic physical strategies.
- **Public Speaking & Persuasion** – How to express ideas confidently.
- **Understanding Money & Banking** – How banks work, saving for goals.

Recommended Books

1. *Big Life Journal for Kids* – Alexandra Eidsens

-
2. *You Are a Badass (Young Reader's Edition)* – Jen Sincero
 3. *Survival Skills Handbook* – DK Publishing
 4. *Be Prepared* – Gary Paulsen
-

Implementation & Teaching Strategies

- **Interactive Discussions** – Use real-life scenarios to discuss emotions and choices.
 - **Role-Playing & Situational Practice** – Simulating real-world challenges.
 - **Hands-on Activities** – Cooking, budgeting, navigation, and basic first aid.
 - **Journaling & Reflection** – Encouraging self-awareness and emotional growth.
 - **Community Involvement** – Volunteering and group projects to foster empathy.
-

GRADES 6-8

Middle School Curriculum: Emotional Intelligence & Real-World Survival Skills (Grades 6-8)

This curriculum is designed to equip students with **emotional intelligence (EQ)** and **real-world survival skills**, preparing them for personal and professional success. Each grade builds upon foundational concepts, incorporating **interactive lessons, real-life applications, and essential reading materials**.

Grade 6: Foundations of Emotional Intelligence & Basic Life Skills

Theme: Self-awareness, self-regulation, and basic real-world survival skills

Core Topics:

- 1. Self-Awareness & Emotional Regulation**
 - Understanding emotions
 - Identifying emotional triggers
 - Growth mindset vs. fixed mindset
- 2. Communication Skills**
 - Active listening
 - Expressing feelings clearly
 - Conflict resolution basics
- 3. Decision-Making & Critical Thinking**
 - Evaluating consequences
 - Problem-solving strategies
 - Understanding peer pressure
- 4. Basic Financial Literacy**
 - Saving vs. spending
 - Introduction to budgeting
 - Understanding money value
- 5. Personal Safety & Basic First Aid**
 - Recognizing emergencies
 - Basic first aid (CPR introduction, wound care)
 - Stranger awareness and online safety

Recommended Books:

- *The 7 Habits of Highly Effective Teens* – Sean Covey
- *What to Do When You Worry Too Much* – Dawn Huebner
- *Grit for Kids* – Lee David Daniels
- *The Survival Handbook for Kids* – J. Wayne Fears

Grade 7: Social Awareness, Advanced EQ, & Practical Independence

Theme: Understanding relationships, deeper self-regulation, and essential life management

Core Topics:

1. **Social Awareness & Relationship Building**
 - Understanding different perspectives
 - Empathy in friendships & family dynamics
 - Digital communication and online etiquette
2. **Managing Stress & Anxiety**
 - Recognizing stressors
 - Healthy coping strategies (meditation, exercise)
 - The impact of social media on mental health
3. **Conflict Resolution & Negotiation**
 - Dealing with difficult people
 - Constructive criticism vs. personal attacks
 - How to de-escalate situations
4. **Money Management & Entrepreneurship Basics**
 - Understanding bank accounts & credit
 - Budgeting for needs vs. wants
 - Earning money as a teen (side hustles, work ethic)
5. **Basic Cooking & Home Management**
 - Cooking simple meals
 - Laundry, cleaning, and time management
 - Grocery shopping and price comparison

Recommended Books:

- *How to Win Friends and Influence People for Teen Girls/Boys* – Donna Dale Carnegie
- *Mindset: The New Psychology of Success* – Carol S. Dweck
- *The Teen's Guide to World Domination* – Josh Shipp
- *The Complete Cookbook for Young Chefs* – America's Test Kitchen Kids
- *Rich Dad Poor Dad for Teens* – Robert Kiyosaki

Grade 8: Mastering Emotional Intelligence & Real-World Survival

Theme: Preparing for independence, leadership, and real-world responsibility

Core Topics:

1. **Leadership & Influence**
 - How to be a good leader
 - Standing up for yourself & others
 - Influence vs. manipulation
2. **Personal Resilience & Emotional Strength**
 - Dealing with failure & setbacks

-
- Managing criticism & rejection
 - The power of gratitude

3. Public Speaking & Persuasion

- Overcoming fear of speaking
- Organizing thoughts clearly
- Persuasive writing & debating

4. Advanced Financial Literacy

- Investing basics (stocks, real estate introduction)
- Avoiding debt traps & bad financial habits
- Taxes, credit scores, and financial planning

5. Survival Skills for the Real World

- Car maintenance (changing a tire, checking oil)
- Self-defense basics
- Preparing for emergencies (natural disasters, power outages)

Recommended Books:

- *Atomic Habits* – James Clear
- *The 6 Most Important Decisions You'll Ever Make* – Sean Covey
- *The Teen Money Manual* – Kara McGuire
- *The First-Time Manager* – Loren B. Belker
- *The Boys'/Girls' Guide to Conquering Middle School* – Erica & Jonathan Catherman

Additional Resources (Interactive & Practical Learning)

- **TED Talks & YouTube Channels:**
 - *Simon Sinek on Leadership*
 - *Mel Robbins on Confidence*
 - *Dave Ramsey on Financial Literacy for Teens*
- **Apps & Tools:**
 - Headspace (meditation & stress relief)
 - Khan Academy (finance & life skills courses)
 - Duolingo (language & communication skills)
- **Hands-on Projects:**
 - Budget a mock monthly allowance
 - Cook a meal for the family
 - Create a vision board for future goals

Final Thoughts

This **3-year curriculum** will help students **develop emotional intelligence, personal responsibility, and critical life skills** that schools often neglect. By incorporating **interactive learning, real-world**

scenarios, and recommended reading, students will enter high school prepared for both personal and professional success.

High School Curriculum: Emotional Intelligence & Real-World Survival Skills

This curriculum is designed to equip students with emotional intelligence (EQ) and practical survival skills necessary for navigating adulthood successfully. It spans four years (grades 9-12), with a progressive approach that builds self-awareness, interpersonal effectiveness, financial literacy, and real-world problem-solving skills.

Year 1: Foundations of Emotional Intelligence & Self-Management

Topics Covered:

- Introduction to Emotional Intelligence (EQ)
- Self-Awareness: Understanding Your Emotions
- Self-Regulation: Managing Stress & Impulses
- Growth Mindset & Resilience
- Effective Decision-Making
- Handling Criticism & Failure

Recommended Books:

- *Emotional Intelligence 2.0* – Travis Bradberry & Jean Greaves
- *Mindset: The New Psychology of Success* – Carol S. Dweck
- *The 7 Habits of Highly Effective Teens* – Sean Covey

Real-World Survival Skills:

- Basic First Aid & Emergency Response
 - Time Management & Organization
 - Personal Hygiene & Self-Care
 - How to Set & Achieve Goals
-

Year 2: Social Intelligence & Communication Skills

Topics Covered:

- Social Awareness: Reading People & Situations
- Active Listening & Empathy
- Conflict Resolution & De-escalation Skills
- Public Speaking & Persuasion
- Emotional Boundaries & Saying No

Recommended Books:

- *How to Win Friends & Influence People* – Dale Carnegie
- *Never Split the Difference: Negotiating As If Your Life Depended On It* – Chris Voss
- *The Charisma Myth: How Anyone Can Master the Art & Science of Personal Magnetism* – Olivia Fox Cabane

Real-World Survival Skills:

-
- Basic Cooking & Meal Preparation
 - Grocery Shopping & Budgeting for Food
 - Maintaining a Clean & Organized Living Space
 - How to Write Professional Emails & Make Calls
-

Year 3: Financial & Professional Intelligence

Topics Covered:

- Personal Finance 101: Budgeting, Saving, & Investing
- Understanding Credit & Debt
- Job Interview Skills & Workplace Etiquette
- Entrepreneurship & Business Basics
- Handling Financial Emergencies

Recommended Books:

- *Rich Dad Poor Dad* – Robert Kiyosaki
- *The Psychology of Money* – Morgan Housel
- *Your Money or Your Life* – Vicki Robin

Real-World Survival Skills:

- How to Open a Bank Account & Read Statements
 - Understanding Taxes & How to File
 - How to Rent an Apartment & Read a Lease
 - Car Maintenance Basics (Changing a Tire, Checking Oil, etc.)
-

Year 4: Leadership, Relationships, & Real-World Readiness

Topics Covered:

- Leadership & Influence
- Handling Breakups & Difficult Relationships
- Building a Strong Personal & Professional Network
- Mental Health Awareness & Seeking Help
- Life Planning & Decision-Making for the Future

Recommended Books:

- *The Subtle Art of Not Giving a Fck** – Mark Manson
- *Daring Greatly* – Brené Brown
- *Atomic Habits* – James Clear

Real-World Survival Skills:

- How to Read & Negotiate Contracts
- Understanding Insurance (Health, Car, Renters)
- Basic Self-Defense Techniques
- Traveling Smart: Booking Flights, Staying Safe, & Packing Right

Capstone Project (Final Year):

Students will apply their knowledge in a **“Real-Life Simulation Project”** where they must create a budget, handle job interviews, negotiate a lease, and manage real-world conflicts in a controlled environment.

Supplementary Activities:

- Guest speakers (entrepreneurs, financial experts, psychologists)
 - Field trips (courthouse visits, self-defense workshops, job fairs)
 - Monthly “Real-World Challenge” (e.g., meal prep on a budget, negotiating a deal)
 - Journaling & Reflection on Emotional Growth
-

This curriculum ensures that students leave high school not only academically competent but emotionally intelligent and prepared for the realities of adult life.

Undergraduate Curriculum: Emotional Intelligence & Real-World Survival Skills

This course is designed to equip students with **emotional intelligence (EQ)** and **practical life skills** essential for personal and professional success. It integrates psychological insights, communication strategies, financial literacy, and self-leadership techniques.

Course Title: *Emotional Intelligence & Real-World Survival Skills*

Course Code: PSY/SOC 220

Credit Hours: 3

Prerequisites: None

Instructor: TBD

Course Objectives:

By the end of this course, students will:

1. Develop **self-awareness** and **self-regulation** skills to manage emotions effectively.
 2. Improve **social skills, empathy, and conflict resolution** in personal and professional settings.
 3. Learn **financial literacy**, including budgeting, credit management, and investments.
 4. Master **decision-making, resilience, and adaptability** in an unpredictable world.
 5. Strengthen **critical thinking and negotiation skills** for real-world challenges.
 6. Gain **practical life skills** such as networking, time management, and self-discipline.
-

Course Structure & Weekly Topics

Module 1: Foundations of Emotional Intelligence (Weeks 1–4)

- **Week 1:** Introduction to Emotional Intelligence (Daniel Goleman’s EQ Model)
- **Week 2:** Self-Awareness & Emotional Regulation Techniques
- **Week 3:** Stress Management & Building Resilience
- **Week 4:** Empathy, Active Listening, and Relationship Management

Module 2: Social & Professional Communication (Weeks 5–8)

- **Week 5:** Conflict Resolution & Negotiation Strategies
- **Week 6:** The Power of Persuasion & Influence (Ethical Leadership)
- **Week 7:** Networking & Building Meaningful Relationships
- **Week 8:** Nonverbal Communication & Body Language

Module 3: Decision-Making & Real-World Problem-Solving (Weeks 9–12)

- **Week 9:** Critical Thinking & Problem-Solving Under Pressure
- **Week 10:** Adaptability & Thriving in an Uncertain World
- **Week 11:** Risk Management & Decision-Making Strategies
- **Week 12:** Overcoming Failure & Learning from Mistakes

Module 4: Practical Survival Skills (Weeks 13–16)

- **Week 13:** Financial Literacy – Budgeting, Credit Scores, and Investments
- **Week 14:** Professionalism – Job Interviews, Resumes, and Career Growth

-
- **Week 15:** Time Management & Productivity Hacks
 - **Week 16:** Life Planning – Building a Long-Term Success Roadmap
-

Recommended Books & Readings

Emotional Intelligence & Self-Mastery:

1. *Emotional Intelligence 2.0* – Travis Bradberry & Jean Greaves
2. *The 7 Habits of Highly Effective People* – Stephen R. Covey
3. *Dare to Lead* – Brené Brown
4. *The Power of Now* – Eckhart Tolle
5. *Atomic Habits* – James Clear

Communication & Leadership:

6. *How to Win Friends & Influence People* – Dale Carnegie
7. *Never Split the Difference* – Chris Voss
8. *The Charisma Myth* – Olivia Fox Cabane
9. *Crucial Conversations: Tools for Talking When Stakes Are High* – Patterson, Grenny, McMillan, Switzler

Critical Thinking & Decision-Making:

10. *Thinking, Fast and Slow* – Daniel Kahneman
11. *The Art of Thinking Clearly* – Rolf Dobelli
12. *The Paradox of Choice: Why More Is Less* – Barry Schwartz

Financial Literacy & Life Skills:

13. *The Psychology of Money* – Morgan Housel
14. *Rich Dad Poor Dad* – Robert Kiyosaki
15. *I Will Teach You to Be Rich* – Ramit Sethi
16. *Your Money or Your Life* – Vicki Robin & Joe Dominguez

Resilience & Mental Toughness:

17. *Grit: The Power of Passion and Perseverance* – Angela Duckworth
 18. *The Obstacle Is the Way* – Ryan Holiday
 19. *Can't Hurt Me* – David Goggins
 20. *The Subtle Art of Not Giving a Fck** – Mark Manson
-

Assessment & Grading:

- **Participation & Class Discussions:** 20%
 - **Personal Development Journal:** 20%
 - **Case Study & Problem-Solving Assignments:** 20%
 - **Final Project (Personal Survival Strategy & Growth Plan):** 40%
-

Course Outcome:

Students will walk away with **sharpened emotional intelligence, practical real-world skills**, and a **strategic plan** for success in both personal and professional life. This curriculum bridges the gap between academic knowledge and real-world survival, empowering students to navigate life with confidence.