

NATIONAL BLACK AGENDA 2016



"Cultivating a sustainable coalition designed to implement a National Black Agenda."



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The National Black Agenda Consortium Chicago (NBACC)

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"If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and it never will."

— Frederick Douglass

ACKNOWLEDGEMENT

In order for Black people—people of African descent to move forward, we must understand the need for a collective purpose. We are unified as one body, one people, and one spirit. As we move forward, our collective consciousness, epistemology and will, must align itself in order to reconstruct our destiny. This Black Agenda is birthed out of the necessity of a powerful people to reclaim its freedom from the oppression of those who wish to do us harm. With one voice we say no more—as we move onward in the struggle, we are on the cusp of a great victory.

To those who have contributed to the authorship of this document, to our children, to our families, to future generations, the memory of our forebears, and the countless others who have died in the struggle, we say thank you. We acknowledge your sacrifices and applaud the great victories. We are resilient people, we are overcomers, we are committed to this work, and with the power of God—we will finish the course because this is our time.



The NBAC Chicago Board of Directors wishes to first acknowledge those that have come before us and developed a Black Agenda ; we build upon the work of those that stretch back to the first National Black events held in Cincinnati, Ohio in the 1820's and the first National Black Political Convention held in Philadelphia, Pennsylvania in 1830 (followed in 1832, 1833, 1835 and 1855).

At key junctures in American history, African American communities have hosted political conventions as a means to organize, focus on important issues, and demand effective action. Outstanding among them are conventions in 1840 in Albany, NY; 1875 in New Orleans, LA; 1905 in Niagara, NY; 1972 in Gary, IN; the 2004 National Black Agenda Conference held in Boston, Mass; and the 2012 National Black Agenda Convention – Virtual Conference in Chicago, Ill.

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PREFACE

*The word is about, there's something evolving,
Whatever may come, the world keeps revolving,
They say the next big thing is here,
That the revolution's near,
But to me it seems quite clear
That it's all just a little bit of history repeating.¹*

Feeling lost is easy in “African America” today. Many years have traversed since millions of blacks began to vote with their feet and left the Jim Crow south. Nevertheless, terrorism – the shapeshifter – has morphed into new forms and footing that continues to follow us wherever we go. We will, *only*, overcome this perpetual and ominous foe through solidarity. Laws, either for us or against us, will not deliver us. Our champions will live and die, yet they alone can't protect us. Discoveries and trends will favor or deflect us. Even miracles will manifest and then fade. Only, *we the people*, possessed with the power and enthralled by a resounding and relentless call to duty, can prevail against this formidable opposition.

A shard of light cut through the battlefield when America's Reconstruction Period, suddenly, brought a new norm for the black man that lasted nearly **fifty** years before the treacherous whiplash of the southern white's Jim Crow **terrorism**, that enslaved us to our former apartheid position of separate and unequal.

In the beginning, *our* Constitution made us three-fifths of a person and denied our right to vote so that whites could win elections and gain riches. One hundred years after the Civil War, The Civil Rights Act finally gave us that right, albeit, with some ongoing institutional irregularities.

An uneasy coalition of black and white Republicans passed significant civil rights legislation during that time. Courts and judicial procedures were enhanced, public school systems were structured and segregation relaxed. But white minorities clenched their teeth, and the de jure progress formalized in 1860 gradually ended under siege by their terrorist attacks in 1868.

Black Americans made a bold move when we left the plantation for the unknown. Our choices are simpler now. Yes, we know we are feared, hated, and envied. We know that we're indestructible, but not safe from life in this social structure. We perceive that when hate is in fashion it manifests itself in: the burning of churches; in stolen land, and in the murdering of innocent men women and children. When hate is shrouded in religion and politics it is observed buying a pastor's vote, calling in a loan, and closing a school in the inner city. The long road that we have travelled “up north” for freedom and economic opportunity has brought us full circle. Yet through our wanderings, we are proud to have reached the Centennial at all. Informed by the past, our assignment today is the same as it was for Ida, Frederick, Marcus, W.E.B. and Booker T – call on the Ancestors to understand and employ our power of self-determination to love when hated, to rise when beaten, to teach even while wondering, and to thrive.

¹ Alex Michael Gifford, “History Repeating,” The Propellerheads with Shirley Bassey, <https://www.youtube.com/watch?v=lsSyQlqVHs0>

For their sacrifice and in honor of their courage and persistence, stand up and speak out for what you know in your heart to be right and wrong. Embrace the laws of nature, which teach balance; and the laws of humanity, which teach that a crisis in kindness is linked to the collapse of civilizations. Assume, as St. Martin taught us, that we will all go up or down together. This is your greeting from a crossroad, where the flickering eclipse demands that you answer to all of us: will you take the next step?

In honoring our ancestors we also honor our children. We pass on our gratitude for black genius and courage. We share the life-giving spirit of the authors, officials, soldiers, abolitionists, other activists who, in spite of it all, refused to be crushed. We express kinship to our suffering brethren in plundered Africa today. We pay our debt to those whose bones carpet the Middle Passage – to all for the price paid for the flicker of light which was the high ground of 14 years of progress against repression - the Civil Rights Era, 1954-1968. For a life well-lived, we can follow a few simple rules of nature learned in biomimicry² – or a few simple rules of humanity learned in kindergarten³.

We have travelled upnorth in 100 years to find ourselves where we belong: always declaring a higher way forward for all. And while we may seem to be on our own, we carry a cross of righteousness, and our struggle against genocide is a lightning rod for cultivation of humanity. Our precious metal is purified in the fire, and we keep rising in the image of our Creator.⁴

AS STATED IN THE PREAMBLE TO THE MILLION MAN MARCH MANIFESTO, OCTOBER 16, 1995.

We Again Declare The Following Commitment:

“An Affirmation of Self-determination and Unified Commitment to Self-sufficiency through Economic and Human Development; Political Empowerment; and International Policy Development by African-Americans in the interest of people of African descent throughout the African World Community (Africans on the continent, Africans throughout the Diaspora; and African-Americans in North America), our youth and future generations.”

We cannot assume responsibility for the raising, socialization, education and economic development of our community without engaging in continuous acts of collaboration. This obviously involves working with those within and outside our group to achieve our goals; however the primary impetus must be to first pool our resources towards the creation of community re-investment funding and development. Our greatest challenge is learning to work together; using our own “cultural” context, to coalesce around our collective interest.

We stand on the presumptions embedded in *The Universal Declaration of Human Rights and the UNESCO World Education 2000 Report* issued in Dakar, Senegal which affirm, “Education is a fundamental human right” and “an indispensable means for effective participation in the societies and economies of the twenty-first century.” Also, the United Nations Convention on the Rights of the Child, Article 30, states: “In those States in which ethnic, religious or linguistic minorities or persons of

² <http://biomimicry.org/what-is-biomimicry/#.VjOSOberQdU>

³ All I Really Need To Know I Learned In Kindergarten <http://www.charlottesvilleweddingblog.com/wp-content/uploads/2012/09/All-I-Really-Need-To-Know.jpg>

⁴ “He will sit as a smelter and purifier of silver, and He will purify the sons of Levi and refine them like gold and silver, so that they may present to the Lord offerings in righteousness. <http://biblehub.com/malachi/3-3.htm>

indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language,” and choose his or her own identity in the process of self-determination.

We stand in solidarity with the conveners of the National Black sovereignty and Economic Development Agenda who have declared that our charge, therefore, is: To advance a national movement that advocates education, economic development, political empowerment, social/environmental justice and health and wellness etc., as part of our collective human right on behalf of African American/Black families; to hold ourselves, these United States of America and all other countries that are signatories to the Universal Declaration of Human Rights accountable for guaranteeing that all Black people, wherever they are, have access to quality schools, sustainable economic development, social and environmental justice, health and wellness infrastructure and resources with-out discrimination, so that our children and families can be equipped for collective survival and group self-determination, as well as individual advance-ment, through personal responsibility, academic excellence and collective self-sufficiency.

COMMUNICATIONS / MEDIA / SOCIAL NETWORKS

CHICAGO 2016

Media and Communications play an enormous role in shaping local, national and international perspectives, conversations and agendas on economic, political, social, cultural and criminal justice policy and systems apparatus. Communication mediums shape public opinion—and ultimately helps decide what policy solutions are adopted.

To achieve parity in opportunity and outcomes in a hostile climate; the Black Community needs to broaden access as well as fortify communication mediums and content that engage, inform and frame relevant conversations. Black Communication mediums must engage in language and policy solutions that translate into smart, strategic and tactical, common-sense messages for our community, our representatives, our leadership and for campaigns of action.

Public Policy Recommendations

- Institutions in the communication business must be targets for substantive change. Media is an institution that shapes and reflects culture. It helps people form opinions about who is dangerous and who is not, what leadership is and who can be a leader and whether or not a policy being considered is likely to benefit particular groups and individuals. Traditional media reinforce and maintain the dominant culture. Thus, strategies that use the media to deliver different stories about people that challenge dominant assumptions are critically important.
- Advocate for and support net neutrality and privacy policies for telecommunications through federal government representatives and the Federal Communication Commission (FCC)

Community Strategy

- We must increase the number of mass Communication vehicles (television networks, radio stations, internet radio, thus controlling the (Black Community's) message.
- Identify, nurture and lend financial support for next generation communications specialists from our community, whom are focused on courageously telling our story. Experts who will frame historical and current events and issues from a Black perspective and within a context informed by our community through all forms of media.
- Embrace and leverage current, decentralized media opportunities by engaging and mentoring youth in media to tell our stories.
- Develop and or support local performing art production and distribution media content that accurately represents and celebrates our diversity and experiences.
- Promote, educate and facilitate an understanding of 'Justice Framing':

Justice framing, “is a methodology that exposes structural inequity, emphasizes social responsibility and corporate accountability, and highlights the role of government and policy. Justice framing uses news coverage, policy, entertainment media, and all forms of communications to educate, motivate and mobilize public conversations toward a collective vision of progressive structural change.”

What the Community Can Do

- Communicate the concept of ‘Implicit bias’s to our and the larger community as well as elected representatives in order to inform the development of policy, policy changes and the assessment of policy impact on Black People.
- Develop tools to share our stories at the national and local levels, and amongst our Community.
- Promote, educate and facilitate (within our community) the use of Social Media as a set of tools for communication, framing and reframing, movement building, organizing, and promote life affirming positive cultural perspective. The bottom line is we're no longer at the mercy of the mainstream media. When we want to tell our side of the story, we don't have to beg the New York Times to cover it. We can tell our stories, ourselves, and put it out into the world for everyone to see.
- Engage in and or support alternative media outlets i.e. focused on progressive issues that impact the black community.
- We must increase the number of public policy institutes focused on the Black Agenda and controlled by us. There should be at least one major Black public policy institute in every major city.

What Individuals Can Do

- Take ownership of what is being communicated to our children at schools (both public and private) and in other public institutions, in our churches and in our homes. We must create a sense of community within our community starting with our children understanding the richness of our history and the strength of our people.
- Start and or participate in community/town hall forums focused on community based solutions.
- Start and or support internet based radio/TV focused on PROVIDING urban dwellers information relevant to the community.
- Start a blog that focuses on issues and information our people have interest in.
- Willingly share information (political, social, environmental, performing art, health and wellness) etc., which can help others in the community.
- Retired media professionals lend your experience and skills to up and coming media entrepreneurs through mentoring and access to your rolodex/contacts.

What Leaders and Elected Officials Can Do

- Research, present and or support legislation that supports “net neutrality” and the privacy of the black community.
- Advocate for black media outlets in urban communities you represent.
- Create political information programming that educates the black community on the political process, proposed legislation and impact studies.
- Support media content that empowers black cultural perspective and actively repudiate content that disparages black people overtly or by subtle subliminal suggestions.

ECONOMIC EMPOWERMENT

Chicago 2016

We are determined and committed to Economic Development that will empower the masses of our people from the bottom up and not from the top down. Thus, we are committed to Parallel Development, i.e., development of the African continent and the rest of the rest of the African World Community parallel with the development of Black America. Radical Transformation of our socio-economic condition must be driven by Black American collective action (**Cooperative Economic Engagement**)! The current economic system is predicated on the backs and buying powers of the poor and middle class, especially the black community. Consumption is the key driver of American Capitalism but for the black community a radical paradigm shift into production is necessary, to transform our families and communities into thriving, solvent, self-sufficient communities.

The desire for self-employment and entrepreneurship looms large in our neighborhoods; however our lack of collective financial intelligence, access to investment capital, business development skills **and the absence of cooperative economic practice**, creates concrete barriers to **economic self-sufficiency** and **communal development**. In order to survive and ultimately thrive, the black community must begin to work together towards the goal of socio-economic self-sufficiency. We have sufficient income to increase our wealth simply by changing what we buy, when we buy, and how we buy it. We must circulate money within our own communities. The following are action items to pursue in laying the foundation for African American Community transformation.

Public Policy Recommendations

1. **Create/support legislative agenda that promote small business development and procurement by :**
 - Increasing tax incentives for small business development in Illinois
 - Streamlining regulatory requirements and reduce cost for small business development
 - Provide Capital investment opportunities for small business through policy
 - Protect and Promote small business development as a core component of an economic growth strategy for Illinois
2. **Advocate/Lobby for implementation of the Sheltered Market Program** (Source P.A. 88-597 eff. 8-28-94) a procurement procedure whereby certain contracts are elected and specifically set aside for business owned by minority, females and persons with disability on a competitive bid or negotiated basis.

Community Strategy

1. **Join, create** and or **empower organizations** that are directly or indirectly engaged in facilitating economic development i.e. (business and or organizational development, capacity building,

regulatory compliance, quality assurance, and wealth accumulation trainings/seminars, entrepreneurial training, micro financing, business technology integration and marketing cohesion) in our community. Pursue the participation of business give back to the community through corporate responsibility. As financial institutions merge into larger ones, it is important that their CRA (Community Reinvestment Act) reflect this evolution.

2. **Develop, coordinate, facilitate, join, and or donate to a;** cooperative economic capital investment fund to raise money from the community to invest in small business development in the community.
3. **Research established best economic practices/frameworks;** that can meet the needs of the black community.
4. **Develop an insular economic model** in order to pool our resources and develop sustainable education, research and development institutions, agro-businesses; with the capacity to guide, empower, nurture and sustain a black consciousness/movement towards economic activity inside the community.
5. **Create black financial institutions,** focused on capital investment for socio economic development in the black community.
6. **Encourage Community to demand their Churches,** deposit all contributions to black financial institutions for reinvestment in the black community
7. **Develop and Implement, Community Asset Mapping, CAM (a strategy to identify assets that are available from within the community, it's a process for connecting and engaging the community in order to unlock the talents of people, in solving the problems of and building a prosperous community)** to identify and use what we have to get what we need.
8. **Pursue international trade** with the African Diaspora on a global scale
9. **Develop, Support** and or guide local black chamber of commerce
10. **Pursue Environmental justice as a tool for economic development**
11. **Create a centralized full service economic development hub in each community;** to facilitate business growth and development inside the black community. The hub must include the following business development tools:
 - ❖ **Small Business Development and Incubation services**
 - ❖ **Full Service Marketing Department**
 - ❖ **Research and development Department**
 - ❖ **Grant writing Services**
 - ❖ **Microfinance**
12. **Develop 20 year Strategic public relations and education campaign;** promoting collective self-sufficiency through a cooperative engagement approach to capital and business development.
13. **Develop and or advocate** for strategic investment in microbusiness development as part of a long term economic growth strategy for our community, and to reduce unemployment and strengthen our collective self- sufficiency.

What the Community Can Do

1. Become entrepreneurs and/or acquire career making jobs. To build wealth, focus on savings, investing, and estate planning through stronger financial education and a commitment to long-term economic self-sufficiency.
2. We must demand that corporate America recognize that diversity and equal opportunity extends beyond jobs, but also into procurement opportunities for urban entrepreneurs and the boardroom.
3. Advocate for Black churches and other black institutions to bank with black-owned banking institutions.
4. Advocate for all businesses in the black community to bank with black-banking institutions to the extent they receive Black dollars. (i.e. If Home Deposit receives 20% of revenue from Blacks, then 20% of its deposits should be directed to Black banks.)

What Individuals Can Do

1. Open and maintain a savings account regardless of your income and encourage children to save.
2. Open accounts at Black-owned banking institutions.
3. Shop at Black-owned businesses.
4. Create neighborhood job and entrepreneurs clubs to share information about available jobs.
5. Participate in the Community Asset Mapping Project for your neighborhood.

What Leaders and Elected Officials Can Do

1. Invest in the Black Community through homeownership and entrepreneurship.
2. Monitor and prevent predatory lending.
3. Establish tax-free homeownership savings account.
4. Consistently provide Community Benefits Agreements.
5. Commit to national job training and career counseling effort for youth.
6. Guarantee unionization and benefits for all workers.
7. Support individual development accounts.
8. Expand earned income tax credits.
9. Increase minimum wage to a livable wage.
10. Provide funding for Community Asset Mapping Project in order to identify current community assets.

EDUCATION

Chicago 2016

True education gives us power to remove impediments in the pathway of our progress. Education for the black community must involve and be predicated on the development and transmission of applied knowledge. Knowledge, that allows our community to evolve into a highly productive social structure which supersedes our survival instincts and creates a framework for economic, political, social, environmental and spiritual growth and development.

Each member of the family, in particular children and their direct care providers must be given an opportunity to learn in a supportive, safe, and productive educational environment. Equality of EDUCATIONAL opportunity has to be driven from within our community. To deny our children and ourselves opportunities to achieve and acquire proper education is to deny ourselves and our community its collective human rights.

The American educational system and by extension, the black community is in crisis because we have failed to take collective responsibility for the education of our children and our community. Dependence on the “hostile majority,” to take responsibility while abdicating our responsibility to educate ourselves and our families; continues to perpetuate systematic underperformance and a measurable level of depravity in our neighborhoods. NBAC-C understands our collective neglect and is recommitting itself to reversing the trajectory of our communities by educating, motivating and mobilizing us towards the development of a self-sustaining education system that meets our community’s needs.

Public Policy Recommendations

1. Support or Implementation public policy focused on equitable public education for all Black People of African descent up to their highest attainable level with special federal support for higher and pre-college level education controlled by Black people at a level of at least 25 percent of the annual budgetary expenditures authorized in each relevant area of the country. (This recommendation is specifically aimed at public community colleges and state supported colleges and universities.)
2. Develop strategies for influencing and/or controlling the policies, administration, curriculum, and resources of schools that educate Black Children of African descent.
3. Develop strategies for supporting and establishing successful alternatives for educating children and their direct care providers, such as weekend schools offered in homes, churches and other community centers.
4. Support Implementation of African-Centered curriculum wherever our children attend school.
 - a. Develop Centers for African people’s history education encapsulated in our own historical and cultural context.
 - b. Affirm Africa as the birthplace of humanity and the cradle of civilization
 - c. Address the learning styles of African People
 - d. Teach the accomplishments and contributions of African people

- e. Re-establish and affirm the African Worldview based upon the Principles of MAAT (peace, truth, harmony, balance, order and reciprocity)
- f. Affirm and infuse the Arts as integral and a necessary component to an African- Centered Education
- 5. Increase federal and state funding for the education of children of African descent, including state lottery revenue in proportion to the amount of lottery wages made by Black People of African descent.
- 6. Support compensation of teachers commensurate with their role in society; support tax credit to teachers, which increases with seniority.
- 7. Establish and support an African-Centered Training Academy.
- 8. Support efforts to create a National Board of Education of Black people of African ancestry. This body should certify African-Centered teachers, institutions, and consultants.
- 9. Implement dress codes and/or school uniforms to counter the rampant materialism and sexism in the society at large.
- 10. Local Organizing Committees will challenge racial tracking in education.
- 11. Establish a national commission/foundation that addresses the education of Black People of African descent funded from our own resources. The commission/foundation's charge is to encourage and develop national and local research, planning and implementation of new models of education at all levels.
- 12. Develop educational programs that prevent the incarceration of Black Youths of African descent as well as assisting those who become involved in the criminal justice system.
- 13. Support funding for Historically Black Colleges and Universities (HBCU), where 30 percent of Black students receive their undergraduate degrees.

Community Strategy

- 1. **Advocate for** church and family involvement in education
- 2. **Support** Improvement of fundamental literacy rate among school children and adults by encouraging families and neighbors to start reading clubs led by youths and elders.
- 3. **Spearhead or support** activities that improve fundamental literacy rate among school children by encouraging families, businesses and civic organizations to adopt a school and provide reading materials (**The Perfect Score, children reading book**) and reading club for children and adults
- 4. **Establish and or support** Manhood and Womanhood Training
- 5. **Advocate for** the Elimination of all racial and cultural bias in standardized testing
- 6. **Support a policy** requirement for Internet access for all schools
- 7. **Advocate for the Provision of community Internet access** in all neighborhoods including homework centers (**churches can help with this because there is one on every corner**)
- 8. **Advocate for Core Curriculum** that includes reading comprehension, math, science and the arts for all students and the study of self-help and one's environments
- 9. **Advocate for and support basic economics (Financial Literacy) education** beginning at the earliest stages of development
- 10. **Actively participate in any grassroots support of** Equal distribution of resources and technology to schools

11. **Support** neighborhood schools where you live
12. **Encourage and participate in** parental involvement in the educational process and total life of the child
13. **Support community focus on** early intervention and pre-school programs
14. **Advocate for and support the prioritization of math and science in school curriculums** for all students
15. Study the impact of racial tracking in schools
16. **Support the inclusion of the values of love, respect, collective responsibility, problem solving and community-focused leadership** in schools and in the community
17. **Engage and support the call for** young college students to get involved with community centered education

What the Community Can Do

1. Begin conversations at churches or other civic organizations on what mechanisms can be developed in the community to help our children and adults learn to read and learn financial literacy
2. Engage each other to identify community members whom have a passion and solutions ideas for education and would like to work on solving our education problems from within
3. Partner with, start and or join civic organizations focused on education reform
4. Share information on the current system, challenges and opportunities (best education practices) that can lift our children and community into superseding current education standards consistently
5. Consciously seek out and rally around education ideas that we can agree on (what unites us)
6. Figure out how to help teaching students pass the state teaching test
7. Create internships in our local schools for teaching students
8. Support the hiring of qualified black educators in predominantly black schools
9. Encourage parents to support their children and the education institution they attend

What Individuals Can Do

1. Engage a child or children and help them learn their ABC'S and 1,2,3's (the earlier the better)
2. Encourage your neighbors and young parents to begin teaching their children their ABC'S and 1,2,3's
3. Volunteer to homeschool children or help with homework on your block if you are retired
4. Encourage your youth at home to volunteer their time to help others with homework and mentorship
5. Start your own afterschool homework group on your block or your neighborhood
6. Start a community education group at your church or civic organization
7. Contribute your time or resources to a local literacy group working to help our children and community become literate
8. Support local write in or call in campaigns to your elected officials regarding education improvements

9. Educate yourself and your family about education policies and its impact on our community
10. Join NBACC and volunteer your time and skills to educate, motivate and mobilize our community

The following is an overview by Ron Barker, Education Specialist that synthesizes the challenges our children face in the current education system as well as potential solutions that can be adopted to reverse the disparities.

Laser-beam Focus on the Main Problem:

The number one skill that black children need to have in order to be successful in school; and in life...is the ability to read 'with' comprehension. In doing a comprehensive analysis on the six major learning stages that a child goes through in America, what I call **Cribs To Careers**, I discovered that not only was America's educational system not teaching our black students strategies on how to develop the skills necessary to be able to read 'with' comprehension, but with its most vulnerable and impressionable age group, the three to five year olds – where children initially form their opinions and attitudes about school and education in general, it was literally sending them down, **"The Road of Lost Potential,"...OF WHICH MOST COULD NOT RECOVER!**

What I found...well first let me tell you my thought process: with all the talk of the **Common Core State Standards (CCSS)** to be implemented all across the country this past (2014-15) school year; I wanted to break down why everyone in education that wanted this change felt that Common Core was the way to go. So after reading every book, magazine and newspaper article that I could find on the standards, I got the sense that businesses had been pushing this change for quite some time because their recent college grad hires didn't have the necessary skill-sets needed to be successful in today's global marketplace.

All of my readings talked about how businesses felt that teachers needed to change the way they have taught in the past (through lectures and worksheets) to letting students actually do what it was that they were supposed to be learning, and to create a test that made it possible for students to have to prove what they'd learned by explaining how they came up with their conclusions...in other words, teaching through hands-on learning to better prepare students for what they would be expected to do in a real-world learning environment. Hence, the **Partnership for Assessment of Readiness for College and Careers (PARCC)** test was born.

And as I stated earlier, the one thing that all of the educational experts seemed to agree on was that every student needed to be able to read 'with' comprehension if they were going to be successful in school...and in life. So following the theme of hands-on learning, I created a comprehensive analysis on our entire educational system as it pertained to hands on reading...I call it, **The Cribs to Careers Hands-on Reading Chain Links**. It's a breakdown of all of our learning groups according to age brackets as it pertains to hands-on reading. There are six groups...or chain links. The groups are: newborns to age two...what I call Cribs; the 3 to 5 year olds (prek and kindergarteners); the 6 through 13 year olds (1st – 8th grades...elementary school; the 14 to 18 year olds (the high-schoolers); the 19 through 22 year olds (the college students) and the 23 year olds and up (Careers)...that's how I got the title, Cribs to Careers.

What Exactly Is Reading 'With' Comprehension?

The generally accepted definition by educational experts is:

Listening Comprehension + Word Recognition = Reading Comprehension.

I found this simple, yet accurate definition to have been what kept me focused on what was important to constantly look for as I analyzed each of the six learning stages of my comprehensive analysis.

And as previously mentioned, as I looked at each of the six groups as they pertained to hands-on reading, the only group that didn't use any hands-on reading was the 3 to 5 year old age bracket.

Allow me to explain: with the newborns though age two group, when a child is born, since there's only one of them, the mother puts the child in her lap when she reads – what is known as lap-reading. This allows the child to hear the story at the same time they are looking at the words and pictures and helping to turn the pages. This is why some children can actually teach themselves how to read due to their mothers' lap-reading exposing them to both halves of the reading 'with' comprehension equation; Listening Comprehension + Word Recognition.

But when the child is placed in the three-year old age group in preschool, since there are twenty, twenty-five or sometimes as many as thirty kids in a classroom, the children are made to fold their hands criss-cross applesauce (it used to be called 'Indian-style' until it was considered politically-incorrect) while the teacher reads them a story. Consequently, the children are just expected to sit there as nonparticipants as the teacher does everything. This is done every day on a reading rug for not only the three-year old age group, but continues with the four-year old age group...and the following year with the five-year olds in kindergarten. So the great work that the mothers did exposing their child to both halves of the reading 'with' comprehension equation and with teaching their small child that reading was a hands-on learning activity when they were first born through age two gets totally wiped out by their child just sitting there with their hands folded only being exposed to one half of the reading 'with' comprehension equation...listening comprehension for three full years - because their teachers are the only ones to have a book!

A Tragic Flaw in the System: What makes this three-year time span even more devastating to the children is that these three years are the child's formative years where they are forming their opinions and attitudes about school and learning in general.

And by the teachers doing all of the work when it comes to the one thing that all experts agree to being the number one thing that a child needs to being successful in school, it gives our young black children the misconception that there will always be someone there to do their work for them throughout their education...when we know that's not going to be the case. Therefore, the three years from age three to age five is what I've deemed, "The Road of Lost Potential."

Role-Models Are Important – Or Are They?

According to the U.S. labor statistics, there are only 2.7% of men that teach in preschool and kindergarten. That means the vast majority (97.3%) of preschool teachers are women. So when little boys...who are full of testosterone are asked to sit with their hands folded for long periods of time to listen to reading...they can't and won't do it. So they get into lots of trouble, which causes them to get

behind and not reach their potential. The girls on the other hand, who see their women teachers as role-models, happily fold their hands and sit quietly when they see that this makes their teachers happy. But with the constant mindset of pleasing their teachers, they begin to lose their ability to take risks and consequently not challenge themselves. As a result...they don't reach their potential either due to a severe lack of confidence.

And this lack of confidence really begins to show up later in girls' lives when they grow up and are afraid to take risks, especially when it comes to developing their ideas and going into their own businesses. All the research shows that the Achievement Gap is already there 'before' both the boys and the girls enter kindergarten. All this 'stuff' (mental anguish from not being adequately prepared to be successful in school) really begins to show itself in my next age group; the six through thirteen year olds...the elementary school-aged children.

In first grade, the students are finally given their own books, but they don't have the beautiful color-illustrations that made reading fun and entertaining like they had in preschool and in kindergarten. And in first grade is where they usually they give students the dreaded word lists...if not before.

The problem with word lists is that they don't do anything to help a child develop strategies for reading 'with' comprehension. That's because the words are all alone...they are not read in any context. Therefore, they just help children read almost as if they are reading a grocery list; butter, sugar, milk, eggs. They are reading the words, yes, but with no understanding. In the teaching profession that's what we call, "Word Calling." This ineffective way of teaching students how to read 'with' comprehension doesn't show up until they take their first standardized test in third grade. And the sad thing is when the teacher or parents whose children were only reading words and not reading 'with' comprehension get the results of their third grade reading test, and the teacher tells them that their child is reading on a kindergarten level, the parents wonder how could that be when their child had been reading since they were three or four years old. As we know all too well, black children's educational situation only gets worse from here because schoolwork is cumulative, meaning that what's to be learned in the third grade is the foundation of fourth grade work; what's to be learned in the fourth grade is the foundation of fifth grade work - and so on. It's like being behind on a mortgage; when January's amount doesn't get paid; when February comes both months' amounts are due. That's why it's nearly impossible for black children to catch up once they fall behind.

SOLUTION:

Armed with this new information, I decided to write a children's book that would make a 'real' difference in young children's lives, I called my business partner and fellow writer/musician, Tim Whalen. As we began to decide what our story was going to be about, we went back to what I'd learned from the top performing students at the school where I was the Reading Specialist: that if you wanted to motivate children to remember a story, it better not be boring...or predictable. So when it was time for us to choose the subject matter for our story, we didn't take any chances. We chose to incorporate the three things that we found that all young children seemed to love; animals, music and bright colors.

To ensure that our emergent readers would be intrigued and stayed engaged, we decided to mix things up a bit. Actually, we decided to mix things up a lot. Instead of using the same old zoo animals that young children were familiar with, we thought, what if we used zoo animals, but...changed all of their colors? And what if they could all play musical instruments? And could all sing and rap? And what if they formed a band called...now get this, the Zoo-premes! That's right, the ZOOPREMES!

So that's what we did. We created a blue lion, a pink and green-striped zebra, a chimpanzee that always wore a bright red tuxedo, and a purple elephant with solid gold tusks. We gave them all names and distinguished personalities, then further developed the plot by creating a story of how they all got together to form the band, The Zoopremes.

Doing this allowed us to make the story longer and more interesting so that we could divide it up into twelve short chapters. Breaking up the story into twelve short chapters would demand multiple sittings. These multiple sittings would emphasize "comprehension" by encouraging young children (for the first time) to remember what was previously read to them in order to make sense of the story.

After finalizing the story, we then commissioned an illustrator to draw all of the pictures and found a printer outside of the United States to agree to print the extra-long children's story. When the children's books finally arrived from the printer and we saw all of our brightly colored Zoopreme characters professionally laid-out over our rhyming text like a modern-day Dr. Seuss book; neatly separated into twelve short chapters, entitled, **Mr. Barker & The Zoopremes in *The Imaginary Zoo***, that's when we realized that we had created an entirely new genre of children's book; A FULLY-COLOR ILLUSTRATED CHAPTER BOOK! What we affectionately call a "picture-chapter book."

We couldn't help but to marvel at what this innovation would mean for America's educational system: We had just created a new genre of children's book that, if used correctly, could possibly be the crucial missing link that would bridge the gap between picture books and chapter books. But the operative word is 'correctly' because after we did market research at preschools to see if indeed they would use our new genre of children's book like a chapter book, we learned that the culture of reading much shorter picture books in just one sitting took precedent over even considering only reading a chapter or two at a time. This among other problems we found to be major hurdles as to why children were never given their own books to read to get exposure to the other half of the reading 'with' comprehension equation...Word Recognition:

- 1) Economics: picture books cost \$16.95 apiece and are read in one sitting. So to buy each student a book for each story would be the \$16.95 multiplied by the number of students in the classroom times the number of stories to be read...a small fortune!
- 2) Children have to be taught how to care for books: giving young children their own books means they would have to learn how to care for the books and how to turn the pages without tearing them.
- 3) Children have to be taught how to follow along as the teacher reads aloud: to maximize having their own books as the teacher reads aloud, the children must somehow be taught how to follow along.

- 4) Problems two and three would be the duties of the teacher's aides: The teacher's aides lack the time and the expertise to create ways for their students to follow along as they read aloud to them.

5)

These four huge huddles are the reasons why it has been so much easier to just maintain the status quo of doing the same thing (Criss-cross applesauce) decade after decade after decade of reinforcing that the number one skill that a child needs to have in order to be successful in preschool and kindergarten is not to know the Alphabet or how to count to ten or twenty, or to even be able to read, but to be able to sit quietly for long periods of time. When we visited the ten preschools to test our picture-chapter book, it was clear that the teachers and teacher's aides were more than willing to take on these challenges; their love for children was the reason why they were childcare providers in the first place. The problem was finding effective educational tools that were developmentally appropriate for their age group.

Template for How to Teach 3 to 5 Year Olds to Read In The 21st Century:

I have created a new genre of children's book, a fully color-illustrated picture-chapter book; an innovative way for the young students to follow along as their teachers read the story aloud to them called Three-Steps To Reading 'With' Comprehension, and a revolutionary Teacher's guide that lets educators ask their students questions in 'real-time' (meaning as they are reading the story) as opposed to not asking any questions or waiting until a chapter or entire story is over.

The Perfect Score Short Story:

Instead of trying to explain all of the components to my reading program, I have written a fictionalized short story, entitled, **The Perfect Score**, that demonstrates how everything works together to nurture young children's natural abilities. The beautiful thing about the Teacher's Guide is that it explains how to teach the children everything – so there's no training needed for the preschool teachers – OR FOR PARENTS! The problem is that I have to actually create it to be manufactured.

Expenses to work on it full time: I would need to have \$40,000 + \$10,000 to cover taxes to be able to quit my job and work on creating the Teacher's Guide full time.

EMERGENCY PREPAREDNESS AND COMMUNITY RESILIENCE

Chicago 2016

The Black Community is not prepared in the event of a major disaster. Thousands would be negatively impacted because of a lack of preparation (remember Katrina) and resource allocation. As a community, we must consistently pursue resources and local planning to safely mobilize our community, and recover successfully in the aftermath.

Emergency Preparedness education must be the first order of business in the African-American community. The community's ability to address issues, concerns, problems of disasters, health epidemics and public safety is critical. An increase of African-American professionals and policy makers within the emergency management industry is crucial to ensure the resiliency of the black community. To establish this goal, we must create a professional training institute for professionals, volunteers and community leadership funded by public and private entities. This institute would include an applied research unit to develop best practices, engage and collaborate with leadership and residents of the community in times of disasters, health epidemics, and public safety threats.

Public Policy Recommendations

1. Review, create, support legislation that addresses emergency preparedness, decision making and emergency management implementation and its impact on the Black community.
2. To advance additional African-American professionals and policy makers within the emergency management industry with a strong emphasis on community orientation.
3. Establish an Emergency Management Institute for professional emergency management training funded by public and private entities.
4. Advocate, organize and mobilize the African-American community around public policy issues of emergency preparedness, decision making and emergency management implementation.

Community Strategy

1. Establish a formal Black community emergency response network (individuals, organizations, and service providers who are responsible for community emergency preparedness).
2. Monitor government agencies who are involved with emergency management to assure their due diligence as it relates to the African-American community.
3. Advocate for community education training for disaster management, recovery and rehabilitation.
4. Develop quarterly community education and training for emergency preparedness and require annual community participation and training.

5. Develop and support an emergency professional training institute.
6. Create local disaster preparedness information network in strategic locations around community. i.e. (barber shop and hair salon, schools, hospitals).

What the Community Can Do

1. Block Clubs develop disaster preparedness plans to identify evacuation and safety zones etc.
2. Identify various community institutions, agencies, organizations and individuals as part of a collaborative team that creates, organize and disseminate disaster preparedness plans and train local communities for appropriate response.
3. Hold elected officials accountable for supporting local disaster preparedness plans.

What Individuals Can Do

1. Attend/support disaster preparedness sessions in your locality.
2. Create family disaster preparedness plan delineating communications, evacuation and survival processes.
3. Access local disaster preparedness plans for your community.
4. Test/practice the plan at regular intervals.
5. Seek out and engage disaster preparedness processes.

FAITH-BASED COMMUNITY AND ORGANIZATIONS

Chicago 2016

The Black Church and other faith-based institutions and organizations are supposed to be the vanguard of the Black community. Historically, the Black Church was the pillar and strength for oppressed African Americans since its inception within the United States of America. It was known for being a place of fellowship, safety, support, comfort, and worship—a place where individuals and families came together for a common cause. The Black Church was the “*Balm of Gilead*” during slavery, Reconstruction, and the Jim Crow era.

As a source of strength, the faith-based community and organizations must assist in the healing process and restoration of the Black community which has been devastated by willful and wanton neglect, social and political polarization, repression, institutionalized racism, racial hatred-white supremacy, disparaging and skyrocketing unemployment, decaying infrastructures, homelessness, chaos, Black-on-Black violence, and a myriad of other scathing elements and impediments. Thus, there must be a Black Agenda specifically targeted to the Black Faith-based community to help us navigate through the storms of life.

It is imperative that the faith-based community align itself with the National Black Agenda and its entities, in order to reaffirm and provide ancillary support—in the form of: cultural awareness, promoting Black-on-Black love, community engagement, reaffirmation with our relationship with God, and basic tenets of humanity and moral grounding. It must endeavor to reconnect, realign, and re-forge our connections with the African Diaspora and Africa as a centralized objective of being one body.

The faith-based entities must endeavor to support the Black family and community by its recommitment to the guiding principles of faith. Each organization must create strategic goals and objectives, specifically targeted to the goals and objectives of the Black Agenda and its mission—thus, promoting unity within the community.

Political and Social Issues:

Faith-based entities must be at the forefront in addressing the issues that directly and adversely impact the communities in which they serve.

Responsibilities:

- Develop comprehensive plans and strategies in concert with the Black Agenda to engage in political and social discourse with officials regarding relevant issues of the African American community
- Develop and/or support programs that help the community and provide outreach programs targeted to youth and families
- Develop and/or support prison and juvenile outreach and other such programs including:
 1. Mentoring
 2. Job readiness, workforce development training, and entrepreneurship training
 3. Collaboration with other organizations
 4. After school and daycare support programs
 5. Youth programs and safe havens
 6. Adopt a school or adopt a student
 7. Re-entry training for returning citizens
 8. Intergenerational support (senior citizens)
 9. Investment and financial literacy classes

10. Various forms of tutorials for youth and adults
11. Spiritual classes and counseling that focus on character development and leadership training
12. Parenting classes
13. Assistance with transitional housing
14. Bartering programs and cooperative economics
15. Green technology and community gardens
16. Provide a career/professional day—Black children need exposure to positive role models
17. Establish and support mini-businesses within the church, mosque, or other location
18. Support Black businesses

- Assess the needs of the community and support as possible
- Aggressively oppose all unrighteous and unjust laws against African Americans—dispel the myth that there is a separation between Church and State—Faith-based entities must establish a platform to contend with unrighteousness in all facets of government
- Seek to connect with other community stakeholders and businesses to help support your faith-based agenda
- Faith-based entities must pursue justice; utilizing their moral precedence of the faith
- Actively examine policies that are contrary and harmful to the Black community
- Become community advocates
- Support the Reparations Movement

What Individuals Can Do

- Support the Black Agenda
- Help support the efforts of the faith-based community
- Work with youth and become a role model
- Become a school volunteer, mentor or other such involvement
- Engage the youth within your community
- Each one –reach one
- Utilize your skills to make a difference in your community
- Establish a neighborhood watch and/or clean-up campaign
- Provide financial resources and human capital to the cause
- Galvanize and encourage your neighbors and friends to do the work—we must understand that this is a “grassroots effort:
- Never give up

It is the charge of the National Black Agenda Consortium-Chicago to educate, organize, and mobilize the community as co-facilitators of the agenda. The Black Agenda incorporates all structures and substructures in the process to help restore Black people to our original dignity and respect throughout the world.

Faith Based—Imani For Justice (IFJ)

IMANI FOR JUSTICE: THE BLACK FAITH COMMUNITIES UNITED FRONT FOR NATIONAL BLACK AGENDA CONSORTIUM-CHICAGO (IFJ)

First, heretofore conspicuous by its absence has been a clearly articulated National Black Agenda Consortium-Chicago (NBAC-C) plan for faith community development and inclusion. This absence ignores the need of seeking support of the key moral and spiritual institution essential for effectively promoting NBAC-C'S overall Black community agenda among the African American people City-wide, regionally and nationally. Second, IFJ seeks to address NBAC-C' S previous absence of a plan for Black religious inclusion by serving as an Africana faith communities united front and outreach project organized to advance the NBAC-C'S agenda inside and outside Black worship communities (via promoting Black religious "unity without uniformity" behind the NBAC-C project, Black religious "unity in diversity").

Third, the general aim of IFJ is to build a Black ecumenical and interfaith coalition for racial and social justice supportive of the overall thrust of NBAC-C. By ecumenical we mean advancing the already established tradition of Black ecumenism meaning both spontaneous and formal unity among Black Christian denominations, local congregations, and Black para-church organizations against White supremacy and racism as well as for racial and social justice. By interfaith we mean extending the historic Black Church united front practice to include the increasing number of Black adherents to diverse faith communities beyond established Black Church Christianity.

Forth, because the basic cause of IFJ is that of advancing NBAC-C'S agenda on the religious front, the Consortium borrows from, and further develops, the religious support model of Euro-American-led inter-faith coalitions lately spawned around the American labor movement's urban network of metropolitan central labor councils-of which the Chicago-based Interfaith for Worker Justice (IFWJ) is an important local example. More, a key inter-faith model of the Black context, adopted by IFJ, is the grassroots Black Community Clergy and Labor Alliance of Los Angeles (BCCLA) organized out of the African American Cultural Center/Us of Los Angeles-now in its 50th year of service, struggle, and institution building.

Finally, IFJ is best understood as a faith-based, Afrocentricity, united front. This said, IFJ is an advocate of the Pan African cultural holiday of Kwanzaa principles on the one hand and its companion Kawaïda cultural nationalist philosophy for racial and social justice on the other-both established and advanced by Dr. Maulana Karenga, Professor and Chair of Africana Studies, CAL State ULB-as a distinctive approach within the field of Afrocentricity. IFJ further understands Afrocentricity as a development out of the Africana Studies discipline itself a viable multicultural alternative to the mono-culturally imposed Eurocentricity in education and all media forms. More, IFJ seeks to help institutionally unite the Black Studies Academy and the Black community not only for the advancement of the National Black Agenda but to also contribute to developing an African World agenda as well as that of serving the general public good in the U.S. and internationally.

HEALTH & WELLNESS

Chicago 2016

The vitality of the Black community is ultimately driven by its health and well-being. Health is not the absence of disease, but the overall well-being of the greatest number of African people living in the United States and the African world. The necessity to address our communal mental, physical and spiritual health, is contingent upon taking control of our access to; healthy food production/distribution, community based human restorative development, and training modalities for “traditional and technologically driven healing practices and practitioners.

Our evolution into self- sufficiency requires our collective attention and commitment to developing healthcare practices that are conducive to our individual, familial and community well- being. The Black community has historically depended on a hostile system to provide what only black people can provide sustainably. The intent and mindset that drives this agenda, is the acknowledgment that only we can create, implement and sustain our collective well- being in our community and on this planet. Our current health and wellness challenge presents an economic opportunity for savvy entrepreneurs and those of us committed to meeting the needs of ourselves, our families and our community. The following strategic framework provides a path towards optimum health and wellness as long as we commit to the work required to thrive.

Public Policy Recommendations

1. Advocate for and or support the recruitment, promotion and advancement, of Black into allied healthcare programs i.e. (EMT, paramedic, nursing, LPN, nurse practitioners and physician assistant programs).
2. Advocate for and or support a mandate to establish first aid and CPR training in high schools and college because such skills save lives in the community.
3. Advocate for and or support the establishment of healthcare delivery training in high schools and healthcare services programming that exposes high school and elementary students to healthcare careers.
4. Establish and support, public first aid stations manned by community members with appropriate training from fire departments.
5. Advocate for and support legislation that reframes violence and crime in as a public health challenge. Engage community participation in problem solving through public and civic education.
6. Advocate for and or support legislation mandated funding for more African American accreditation/licensure to become social workers, counselors, substance abuse counselors and trauma specialists.

Community Strategy

1. Develop urban gardening clubs in every neighborhood that engages young and old to participate in growing fresh organic produce in available empty lots and teach canning techniques to residence.
2. Petition state government to allow gardening clubs to accept link as payment for fresh produce.
3. Civic organizations and churches develop healthy food events in partnerships with local chefs to demonstrate healthy cooking techniques in community, using produce from neighborhood gardens.
4. Advocate for healthy food preparation in local schools, using locally grown produce and meats.
5. Civic organizations must advocate for and support green space development in and for local communities.
6. Develop and or support coalition building to advocate for parity in healthcare practices and healthcare institutions that serves the Black community.
7. Civic organizations develop local sporting teams and events to foster discipline, civic engagement and healthy residence.

Organizational Strategy

1. Develop Wellness Campaign that promotes pride, self-esteem and identity in African American culture
2. Increase number of Social Workers, Counselors, and Psychologists in schools that are predominantly African American - focus on conflict resolution, coping skills and Post Traumatic Stress.
3. Increase access to health curriculums for school children focused on healthy lifestyle choices i.e. Diet and Exercise
4. Develop and or support afterschool programs' visits to local grocery stores-
 - Nutrition Meal Planning- Choose My Plate—
 - Organize Financial- Volunteer Support of local YMCA's/ Boys and Girls Club programs which teaches physical fitness in African American Communities
 - Afterschool Sports programs or teaching exercise- Organized Recess/Physical Education
 - Programming that teaches critical thinking and emotional intelligence k-12
 - Establish farmers markets and healthy food hubs in African American communities (highlight African American Farmers)

- Launch National Campaign that connects diet, lifestyle choices to disease development/prevention- Diabetes, Heart Disease, Cancer
 - Campaign brings awareness to stop smoking and overconsumption of alcohol especially malt liquor.
5. Educate, train, and recruit 20% more African American Healthcare Providers- Physicians, Nurses, Pharmacists, Dentists, Psychologists, Social Workers, Counselors
 - Expose School aged children to STEM curriculum and supplemental resources starting k-12
 - Establish Scholarship fund for African American High School students who major in healthcare careers that will support the students through post-secondary education
 - Develop/support Mentoring Programs that focus on exposing African American students to healthcare professions
 - Establish National Mentoring Program of African American Healthcare Professionals to mentor college and graduate students in their field of study
 6. Improve access to healthcare in predominantly African American communities.
 - Establish Additional Community Partnerships with existing Federally Qualified Health Centers and Hospitals in African American Communities
 - Increase the number of African American Healthcare Providers that provide volunteer services in the community. (Physicians, Nurses, Dentists, Pharmacists, Nurse Practitioners, Physician Assistants)
 - Create Human Restorative Development Centers in African American communities that focus on holistic traditional healing techniques through the 1115 Waiver of the Affordable Care Act, ACA.
 - Establish Advocacy Program that helps African Americans find Primary Care Providers and Pediatricians
 - Promote requirement of Cultural Competency for non-African Americans working in African American communities- Healthcare Providers, Police Officers,
 - Advocacy programs to promote health insurance coverage
 - Programming that focuses on improving access to palliative and long-term care

What Individuals Can Do

1. Make an effort to purchase fresh produce, meats and bakery products whenever possible.
2. Make an effort to prepare fresh meals for self and family.
3. Engage in regular exercise at every opportunity.

4. Support any civic organizations focused on providing and or ensuring parity in healthcare.
5. Support any endeavor to create and or provide healthy foods through local gardens, farmers markets and local grocery stores that sell fresh produce etc.
6. Engage in preventative health screenings and follow ups i.e. (dental, vision, and regular checkups)
7. Create and or participate in local peace circles and stress management forums

HOUSING

Since the implementation of the Gramm-Leach-Bliley Act, banking systems have targeted African American and Latino communities through reverse redlining, among other dilatory tactics. Not only does Gramm-Leach-Bliley negatively impacts mortgages, but also student loans and pensions. Particular mortgage backed trusts have been using forged and fraudulent mortgage assignments in foreclosure actions in Illinois, and throughout the United States. Certain Title Companies and their employees, particularly notaries have and continue to forge mortgage assignments as corporate officers.

Unfortunately, many homeowners are underserved, not as a result of funding, but systemically organizations are not ensuring public needs are met in accordance with their purpose for funding of public services as non-profits.

Although certain cities have established public land banks, managed by non-profit organizations, the interests of the community are not at the heart of sustainable communities, community wealth building and legacy homeownership, particularly in dilapidated communities, that have been victimized by disinvestment and gentrification. Many of the city and county land banks are recipients of the National Mortgage Foreclosure Settlement, 2012 homeowner money. The legislature has a responsibility to ensure funding is appropriately allocated and those organizations are serving their mission.

Public Policy Recommendations

1. Repeal of the [Gramm-Leach-Bliley](#) Law of 1999.
2. Support passage of [H.R.4963](#) - National Homeowners Bill of Rights Act of 2014, introduced in the 113th Congress (2013-2014) H.R.4963 ([Bill Status](#) .)

Community Strategy

3. Immediately Audit the following offices:
 - a. National Audit of the Register of Deeds
 - b. Recorder of Deeds Land Records Registries and
 - c. National Audit of the Permanent Index Numbers; Property Index Numbers; Tax Index Numbers and
 - d. City Clerk's Office
 - e. County Tax Assessors
 - f. City Treasurer's Office
4. Create a Standard Independent Auditing System:
 - a. Pooling and Servicing Agreements, involved with the transfers of homeowner loans through the Securities and Exchange Commission.

- b. REMIC Tax Credits Audit
- c. Audits of the Mortgage Origination documents
- d. Audits of Mortgage Assignments.

- 5. Establish federal regulatory oversight of the local land banks.
- 6. Establish Community Development Corporations (**CDC**)
- 7. Develop Funding sources for cooperative housing
- 8. Develop alternative financing programs for new homeowners
- 9. Oppose any efforts to reduce affordable and low-income housing or to eliminate

HUD

- 10. Consider a tax credit program to help the middle-class afford housing
- 11. Work with community and union groups to expand low and moderate-income housing
- 12. Retain land ownership within the family
- 13. Support the call by the Congressional Black Caucus for one million new homeowners
- 14. Offer family education on housing and homeownership for all members of the family
- 15. End rental insurance discrimination based on race, color and creed

What Individuals Can Do

- 1. Join a coalition and support the efforts of Human Rights Advocacy.
- 2. Sign the Petitions at www.citizenscoalitionforjustice.com.
- 3. Join the Housing Committee at www.nationalblackagendaconsortium.org.
- 4. Support the efforts of the Anti-Eviction Campaign.
- 5. Support volunteer efforts to restore dilapidated properties.
- 6. Review your land records with the local recorders office.
- 7. Attend a land records training online at www.citizenscoalitionforjustice.com

What Leaders and Elected Officials Can Do

- 1. Work with community leaders and stakeholders to re-establish local block clubs.
- 2. Support funding for workforce development education training programs to restore dilapidated properties to legacy community members.

References

1. [Gramm-Leach-Bliley](#) Law of 1999.
2. [H.R.4963](#) - National Homeowners Bill of Rights Act of 2014, introduced in the 113th Congress (2013-2014) H.R.4963 ([Bill Status](#) .)

Please reference the following links for additional background:

Previous Agenda:	2004 National Black Agenda and Gary 1972 Combined Section:
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INTERNATIONAL POLICY AND DEVELOPMENT

CHICAGO 2016

Traditionally, African Americans fought for inclusion to gain political leverage in order to survive, and to be recognized by the “Anglo-American” system as legitimate “Americans.” But “In the United States of America, the path to poverty, mis-education, and societal discriminations are preconditioned by birthrights.”ⁱ **“What we have seen happen to the African Americans is the most notorious of human rights crimes: the destruction of birthrights.”**

Our “abrogated birthright” requires a remedy which restores us to a position that would have been if not for the human rights violations. The basic remedy for human rights harms is restitution, rehabilitation, compensation and a guarantee of non-repetition. *Restorative justice theory* offers a conceptual framework of a human rights remedy that is used to reconcile crimes against humanity and the injuries for the victims and communities... Rights and privileges in an apartheid society of between the Anglo-American and the African Americans are highly regulated by a hostile majority...**We are confronted with what remedies are available to offset apartheid laws of the United States Congress that categorize the African Americans and assign them to an ‘inferior’ citizenship status” that deprives them of “their fundamental ‘God Given ‘rights, natural rights, customary law rights and their human rights of self-identity.”** This is the challenge of Restorative Justice in the United States. ⁱⁱ

The crime of mis-categorization started with the civil war Congress and the Supreme Courts interpretations of the 13th, 14th and 15th Amendment decisions which regulated the African Americans into a *simple minority*, with no native collective birthrights as a ‘people’. During this time African Americans remained a colonized people through Jim Crow laws, apartheid institutions and second class citizenship status.

In 1960, in response to independence movements worldwide, the United Nations re-convened at the request of these emerging nations and made a Declaration on the Granting of Independence to Colonial Countries and Peoples. Adopted by General Assembly resolution 1514 (XV).

In 1960 the United States was supposed to disseminate information to the African American on their rights and privileges as a colonized people and to allow them to make choices concerning their status.ⁱⁱⁱ The United Nations were very concerned about racial discrimination, *See Session XV 1636.*, and the economic condition of these peoples. **The United States of America of 1960 was clearly an apartheid state, with racial violence and economic exclusion, however the U.S.A. did not list the African Americans as a colonial people. This is a violation of Art. 73 of the aforesaid, Charter of the United Nations since African Americans were a created people birthed out of colonialization.**^{iv}

Art. 73 of the Charter of the United Nation mandates that countries that have captured or colonized people to list them and allow them the right to ‘Self-determination’. The right to “birthright self-determination” is a THRESHOLD human right issue that must be resolved in order to proceed to discuss which ‘rights’ and ‘privileges’ are available.

Self-determination is a positive right and a restorative, reparative remedy because, over time, it wipes away the effect of the illegal status and allows the African American people the ability to attain the

status necessary to attain cultural, political and economic healing, privileges and native rights. Logically and legally, peaceful, democratic, self-determination is the most comprehensive and appropriate solution to the harms caused by slavery and apartheid.

Presently, the imposition of this apartheid racial status has caused America to be the most virulently violent and racist countries in the world. The fact that these racial classifications have become legislation by the State constitutes State sponsored 'crimes against humanity'^v. Legislation that says that the Africans in America are Negro, if they possessed *1 drop of African blood*, or more than ¼th, 1/8th, or 1/16th African blood are illegal, apartheid, classifications by Congress and its courts that still support the customary notion of a white supremacist ideology called 'racial purity. **This inane notion of racial purity has directly, indirectly and continually causes racial killings, economic and political harms** in violation of the International Covenant on the Elimination of Racism and Racial Discrimination, the International Convention on Civil and Political Rights and the International Convention on the Suppression and Punishment of the Crime of Apartheid, Adopted by the General Assembly of the United Nations on 30 November 1973 and other crimes against humanity.

Consequently, an **"Indigenous Status Plebiscite"** is the most logical and procedurally fit restorative remedy to resolve these apartheid aberrations of 'who we are', because it is only the African Natives who can determine 'who they are'. In any case, consent to a status, or objections to that status, are political questions, rather than a simple judicial question that can be submitted to a court of the American government. Consent by the African American people can be obtained by a vote called a 'Plebiscite'. **A plebiscite vote is necessary because the majority Whites in the United State through their White Judges have reduced the African American to an 'unrecognized indigenous person', a "individual minority", with no birthrights.**

Social dominance theory tells us that societies are organized around the notion of dominant and subordinate groups with the dominant groups possessing a disproportionate amount of wealth, power, status, and so forth. The dominant group will naturally seek to maintain its dominance through instrumental and psychological means (Sidan-ius, 1993, Sidanius and Pratto, 1999, Sidanius, Singh, Hetts, and Federico, 2000).^{vi} **Category segregation by the dominant white group in the United States is a systematic and purposed form of apartheid practiced by a dominant white society that intends to maintain a racial and economic dominance over the African Native Indigenous People.**

"There are 43 million African Americans in the United States, 13.7 percent of the total population, and the second largest racial minority in the country. The median age is 32, and 47 percent are under 35 years of age." "The African Americans have a buying power of 1.2 Trillion dollars a year. This is calculated without their expanded land and cultural rights. Notwithstanding, this still places the African American people as the **12th wealthiest world economies.**"^{vii}

A successful plebiscite will establish a juridical and [legal] national identity that will allow African Americans the enormous ability to reverse the effects of slavery, and be a productive, healthy economic and social unit of the United States.

We as people on a path to self- determination will act as representatives of a nation, even though we are presently, UNRECOGNIZED. We have a right to be labeled INDEPENDENT...We have the Right to our IDENTITY and we will not give that up.

We see ourselves as a people with roots and links to our African homeland. We are an African people linked to all other African people within the African World Community. Our politics must reflect this reality and the reality that it has been American policy to destroy our understanding of these ties and any unity people of African descent have tried to inculcate amongst themselves. So we are clear U.S. domestic and foreign policy has never been in the best interest of people of African descent. We must fight for the interest of African People wherever they may be- in America, in Africa, the Caribbean, South America, Australia, India, etc.

Our politics must reflect an African Centered perspective which places African- Americans, Africa and Africans as a First Priority in international, as well as, domestic concerns.

Current U.S. Policy – Africa

The White House strategy toward sub-Saharan Africa, released in June 2012, has four objectives:

- **Strengthening democratic institutions;**
- **Spurring economic growth, trade, and investment;**
- **Advancing peace and security; (AFRICOM) and**
- **Promoting opportunity and development.**

The Obama administration's greater emphasis on trade and investment differed from the Bush administration's focus on humanitarian assistance.

The Obama administration has launched three major initiatives:

- a. **Power Africa:** A \$7 billion program to develop Africa's energy sector by providing technical assistance, financing, and investment support.
- b. **Trade Africa:** A program to bolster intra-regional and global trade. The U.S. works to expand trade agreements, reduce barriers, and increase competitiveness among many of Africa's leading economies.
- c. **The Young African Leaders Initiative (YALI):** Hailed as President Obama's flagship initiative in Africa, YALI builds the leadership skills of young Africans through exchanges in the U.S. The program seeks to nurture leaders who can propel economic growth and strengthen democratic institutions.⁵

Public Policy Recommendations - Africa

1. Advocate for the creation of black Policy institutions that reflect and represent the best interest of the Global African community.
2. Advocate for and support legislation which recognizes African Americans as a sovereign people
3. Create /support Legislation which addresses the growth and development of sub-Saharan Africa

⁵ Freedom House

4. Create /support legislation which addresses and ends sex slavery of African people
5. Create /Support legislation that restricts American foreign policy intervention in the democratic process of African Countries
6. Denouncing U.S. policy which sabotages democratically elected progressive leaders.
7. Supporting the Africanization of “democracy”, including the creation of Constitutions and internal systems that reflect the best interest of the people, their history, heritage etc.
8. Spur economic growth, trade and investment by creating/ supporting and restructuring all legislation and policy that impacts these areas:
 - **Africa Growth and Opportunity Act, (AGOA)** which provides duty-free status for certain African imports
 - Create/ support the **African Growth and Competitiveness Initiative (AGCI)**. Run by USAID, it creates “regional hubs for global competitiveness” and primarily focuses on support of programs that improve the environment for business, i.e. finance, infrastructure, and regulatory compliance, environment, and improve the knowledge and capacity of enterprises.^{viii}
 - Create /support legislative agenda for **Power Africa**, which provides technical assistance, financing and investment support for Africa’s energy sector, by developing an infrastructure in the African American community that can benefit from these opportunities.
 - Create/support legislative agenda for **Trade Africa**, a program to bolster intra-regional and global trade.
9. **Advocate for peace and security** through a continued reassessment of American Foreign Policy and its impact on black and brown people of the world
10. **Review, educate, advocate and participate in a two way “The Young African Leaders Initiative (YALI),”** which attracts the best young African minds to a program that shapes the next generation of African and African American leaders through partnering with private sector, host country governments, international and regional bodies, and civil society organizations.

Public Policy Recommendations

War on Drugs

1. Review, create, support legislation that addresses the devastating impact on those countries targeted by U.S. Foreign policy to “stem the tide of drugs in the United States.”
2. Advocate for a complete review of “the war on drugs” and its implications for the African American communities and the private prison pipeline.

North American Free Trade Agreement, NAFTA

1. Implemented January 1, 1994, continues to impact the manufacturing sector in the U.S.
2. Advocate for the development of a cohesive strategic response to NAFTA and its long term ramifications
3. Mobilize businesses to lobby CONGRESS and The Executive Branch for overhaul of NAFTA

Trans –Pacific Partnership (TPP)

1. Advocate review TPP and make recommendations to The Black Caucus.
2. Educate community on the content and proposed impact of TPP.
3. Mobilize businesses to lobby congress and the Executive Branch for transparency and accountability with TPP.

Community Strategy

1. Sponsor open forums to discuss international trade and foreign policies that impact the black community.
2. Educate, organize and mobilize community to understand and support positions related to the best interest of the Black Community.
3. There should be social, cultural, and educational exchange and joint ventures, such as scholars from Africa, the United States and the Caribbean taking sabbatical leave to teach in each other's countries.
4. The greatest obstacle to understanding... may be removed by visiting each other's countries, producing television shows and documentaries about each country, creating an annual forum for African people in the US and chartering low –fare trips to Africa and the Caribbean.^{ix}

What the Community Can Do

Sovereignty

1. The creation of an outreach campaign that makes Black people aware of what is needed to create true self –determination for the Black community in America, and to address the apartheid systems which continue to destroy our people and communities across America.

Building a relationship with the African Union

2. All African descended people should read and have a working knowledge of the AU's **Agenda 2063. The Africa we want.**
3. Creation of questions to the African Union which solicits what assistance they are in need of as it relates to US foreign policy. To include policies which are detrimental to the AU and need to be changed? Policies that is not written but needed?

African American/African Union Relationship

1. Support the African Unions call for the African Diaspora to unite and organize ourselves into a unified body.
2. Advocate for **AU's Diaspora Ambassador** in Washington DC. to visit each city where large African populations live and begin to build a working relationship with the people.
3. Create an **Pan African Council** in each state where all African, African-American, Caribbean and Afro-Latino people's live and where organizations can meet, to get to know each other and collaborate on projects that tie into the AU's Agenda 2063 goals.

Lobbying

1. Advocate for the creation of a Lobbying arm to address foreign policy issues favorable to Africa, the African Union, the Caribbean and Latin America and or leverage laws and policies already in place to meet the same goals.
2. Secure lobbying representation and support for African American business's participation in the African Growth and Competitiveness Initiative (AGCI), run by USAID which is primarily focused on providing support that improve the business environment, i.e. access to finance, meet regulatory requirement, increase production capacity."
4. Lobby ECOWAS for an African - African Indigenous Bank so that we can exchange goods and services between our people, since we have infrastructure, technology, and financing capability.

What individuals Can Do

1. Support African American sovereignty movement.
2. Learn more about your history and ancestors. Incorporate your history into your daily living experiences by creating spaces that acknowledge our ancestors and history. Pass on this knowledge to family members.
3. All African descended people should read and have a working knowledge of the African Union's *Agenda 2063. The Africa we want*.
4. Educate yourself on current and proposed policies related to black people and get involved

What Leaders and Elected Officials Can Do

1. Support the African Union's *Agenda 2063, The Africa we want*, to create "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena."^x
2. A Plebiscite vote is needed in the US so that Blacks can vote to have Sovereign status.
3. Monitor issues that impact Global African communities and prevent legislation that has negative outcomes.
4. Speak up on behalf of our community highlighting issues that have an adverse impact for us.
5. Support US foreign policy which are win/win for all countries involved and leave a positive legacy for Black people globally.

6. Provide funding for the Policy Institutes that can help elected officials become more knowledgeable.

POLITICAL EMPOWERMENT

Chicago 2016

African Americans involvement in the United States political system began with Mathias de Souza, first person of African ancestry elected to Colonial Maryland Legislature in 1641-1642. Despite the increase in black political representation, the socio-economic condition of black communities continues to see little improvement in general.

The objective of **this political agenda is to identify the best course of political actions our community needs to pursue, in order to reinstate and secure our God given sovereignty/birthright and human rights.** As a community “we” have a responsibility to future generations to secure a framework of freedom for self-determination, self –identity and sustainable development.

Dr. Ansari an International Esq. and Dean of the American Institute of Human Rights; describes the African American plight within the following parameters. **“In the United States the path to poverty, mis-education, and societal discriminations are preconditioned by birthrights.”** Slavery, **“the most notorious of human rights crimes was predicated on the destruction of African American’s birthrights”** and subsequent institutional marginalization (minority status) of an entire people by a **“hostile Anglo-American Majority.”** How then do we seek remedy for these human rights violations?

Article 73 of the Charter of the United Nation mandates that countries that have captured or colonized people to list them and allow them the right to ‘Self-determination’. The right to “birthright self-determination” is a THRESHOLD human right issue that must be resolved in order to proceed to discuss which ‘rights’ and ‘privileges’ are available.

Self-determination is a positive right and a restorative, reparative remedy because, over time, it wipes away the effect of the illegal status and allows the African American people the ability to attain the status necessary to attain cultural, political and economic healing, privileges and native rights. Logically and legally, peaceful, democratic, self-determination is the most comprehensive and appropriate solution to the harms caused by slavery and apartheid.

Public Policy Recommendations

Short Term Strategy

1. **Develop/support Citizen Academy** administered by the Coalition of Black Community Organization (CBCO training).
2. **Create/support local initiatives to educate public on issues that impact the black community,** similar to the MUNICIPAL CANDIDATE QUESTIONNAIRE orchestrated by CBCO in alliance with the National Black Agenda Consortium- Chicago, NBAC-C.
3. **Develop and coordinate** State representatives’ questionnaire, congressional candidate questionnaire and presidential candidate questionnaire.

4. **Create and Support** a National Black Agenda Political Action Committee (NBAPAC) to drive the political aspect of the black agenda and to raise money for black leadership development.
5. **Revisit the COVENANT** and the 10 areas it raised, in preparation for 2016.
6. **Develop/support a push for executive order to end all gerrymandering in the land.** Gerrymandering is used to destroy Black political power. It must be done away with.
7. **Develop/support the establishment of local control over the police, and residency requirements for all neighborhood police forces.**
8. **Develop/ support and or engage programs that organize Black youth** politically i.e. (human rights education, political leadership training, voter education and registration drive and the formation of a national Black political pressure and action group. (Black Youth-Chicago 2015)
9. **Develop/engage and or Support a *Constitutional Amendment* that guarantee the *Right to Vote*** as a permanent feature of American political life not subject to State variation or conditions.
10. **Militantly oppose the "*privatization*" and "*outsourcing*" of public services.** This includes privatization of Social Security, **City red light and parking metering**, Medicare, Water, prisons, Education, Utilities, Healthcare and Transportation infrastructure. Privatization strategies do not serve the interests of Black people, nor any low income people in America and only serves to transfer more public capital to the private sector.
11. **Convene forums to assess the effects of the War on Drugs in our community** in order to present a different framework/approach that reduces harm to our community.
12. **Develop/support "Report Cards" that grade the performance of ALL elected officials against the Community Agenda**, and widely circulate the results to the community for action and decision making. Skin color alone is not a sufficient determinant of accountability, thus candidates failing the Agenda test should be removed from office and replaced as inimical to the interests of the Black community.
13. **Develop *Political Education processes for Young Black Adults* that focuses on progressive organizing, building social movements, global youth civic participation and electoral politics**
14. **Vigorously pursue reinstitution of African Americans birthright** through Restorative Reparative Remedy.
15. **Build/support unity in the Pan-African World**, creating ties with other Black/African people in Africa and the African Diaspora (those areas outside of Africa in which Black/African people reside).
16. **Build an Independent Black/African Electoral Machine** with concentration on the local level. This machine's objectives are as follows:
 - Engaging in political education beginning at an early age.
 - Develop and run candidates.
 - Influence appointed positions.
 - Engage in voter registration with an emphasis on the Independent Black/African Agenda.
 - Hold politicians in our community accountable to the code of ethics listed below.
 - Encourage involvement in Citizens District Councils, Congressional Districts, business associations and faith institutions.

POLITICAL CODE OF ETHICS

- Leadership in our community will address on some level, advocate and adhere to the

Independent Black/African Agenda.

- Political positions will be utilized to benefit our community not for personal or career advancement.
- Integrity and honesty will be maintained.
- Regular community forums and hearings will be held to gauge community sentiment on important issues.

We the Black Community engage in activities to remove from office elected or appointed officials who violate this code of ethics.

LONG TERM STRATEGY

1. **Construct and or support** a Strategic Plan for the passage of Reparations legislation.
2. **Legally Challenge Federal racial classifications** to reestablish African American's right to self- identity and self-determination.
3. **Legally challenge the apartheid practice in the United States** because of the following:
 - (a) denial to a member or members of a racial group or groups of the right to life and liberty of person: (i) by murder of members of a racial group or groups; (ii) by the infliction upon the members of a racial group or groups of serious bodily or mental harm, by the infringement of their freedom or dignity, or by subjecting them to torture or to cruel, inhuman or degrading treatment or punishment; (iii) by arbitrary arrest and illegal imprisonment of the members of a racial group or groups;
 - (b) Deliberate imposition on a racial group or groups of living conditions calculated to cause its or their physical destruction in whole or in part;
 - (c) any legislative measures and other measures calculated to prevent a racial group or groups from participation in the political, social, economic and cultural life of the country and the deliberate creation of conditions preventing the full development of such a group or groups, in particular by denying to members of a racial group or groups basic human rights and freedoms, including the right to work, the right to form recognized trade unions, the right to education, the right to leave and to return to their country, the right to a nationality, the right to freedom of movement and residence, the right to freedom of opinion and expression, and the right to freedom of peaceful assembly and association..."
4. **Advocate and or support** a White House commissioned National Citizens' Redistricting Conference to inform the citizenry of the importance and long range implications of redistricting.

Community Strategy

1. Support Civic organizations that support the black political agenda and are implementing some aspect of community engagement.
2. Reach out to and partner (MOU) with other organizations that are working towards some aspect of the Black Political Agenda and community empowerment.
3. Share information and human resources collectively to move the agenda forward.

4. Provide technical and logistical support for organizations, churches and other civic entities engaged in moving our community toward self-sufficiency.
5. Work together to raise funding necessary for the work of collective political, social and economic development

What Individuals Can Do

1. Join and or support local civic/community organizations
2. Get involved by reading and asking questions related to the Black Political Agenda
3. Educate yourself on the issues and submit solution ideas to local organizers
4. Volunteer your time/skills to organizations involved in the work of community development
5. Encourage your children to volunteer in the community and to engage other youths
6. Engage your children in community centered conversations and ask for their ideas and concerns.
7. Engage the elderly for their advice and input on our current struggle for soci-economic and political empowerment.
8. Read, read, read; read everything available on those political issues that impact your life directly and find people that have ideas and solutions to discuss your findings with, even if it is your peers.
9. Donate to whatever you can afford i.e. (time, skill and or money) to organizing bodies in your community.
10. Identify your political leaders and study what they are doing in your name, get involved and “become the change you want to see” in your community and the world.

PUBLIC SAFETY AND JUSTICE

Chicago 2016

Discussion:

Justice is defined as the principle or ideal of moral rightness; equity; the upholding of what is right and lawful (Webster's New Collegiate Dictionary)

African Americans have been denied justice in all sectors of society within the United States and throughout the world. We have been stripped of human dignity and the right to live as human beings. As a people, our life chances have been greatly compromised and curtailed due to various dysfunctions to which we have succumbed.

As African Americans, we have decided to actively respond to our needs as a collective body having come to the conclusion that we must deliver ourselves from the onslaught of the oppressive constructs and systems of a hostile majority.

An enemy is defined as: one feeling or displaying hostility or malice toward another: a hostile force or power: something having destructive effects (Webster's New Collegiate Dictionary).

In order to initially address the myriad of issues relative to justice; we must confront and systematically dismantle all contrary and subversive policies, agendas and so forth that continue to adversely impact us as a people.

Public Policy Recommendations

African American males are disproportionately targeted and impacted by the criminal justice system—through unfair sentencing, policies, racial profiling, brutality and so forth. As a result, African American families and their communities have suffered adversely in every sector of the Human Index.

We propose the following in order to rectify and remediate the problem:

Criminal Justice Reform:

- An immediate end to Mass Incarceration
- Abolish mandatory minimum and “color blind” sentencing
- Dismantle the Prison Industrial Complex
- End racial profiling
 1. Propose and enact legislation to end the use of pretext stops (racial profiling) by law enforcement officials on highways
 2. Support the Traffic Stops Statistics Study Act
 3. Monitor racial profiling statewide, state by state
 4. Encourage U.S. Justice Department to take steps to end racial profiling in federally funded programs
 5. Require periodic racial sensitivity training for state and local highway police officers
 6. End racial profiling in airports, train stations, bus terminals, and all other transportation ports
- Create a comprehensive restructuring of the present prison system
- Utilize Restorative Justice Models

- Reform the Criminal Code
- Implement the Pathway to Citizenship Model—Randy Ryder
- Create fair pre-entry and re-entry guidelines: remove barriers to re-entry through holistic and comprehensive plans
- Establish a commission to address all unfair laws and policies that specifically target African Americans—identify policies that adversely impact inmates and returning citizens
- Implement “Ban the Box” and expungement of records nationwide
- Aggressively prosecute law enforcement personnel that lie to obtain a conviction—false imprisonment
- Construct privatized Black-owned prisons to rehabilitate inmates
- Reduce the length of time that a person can be held in jail without a fair and speedy trial (It is unacceptable for a person to remain in jail for several years without having a trial)

Juvenile Justice Reform

- Abolish the preschool to prison pipeline
- Eliminate juvenile prisons
- Provide meaningful educational and vocational training within institutions
- Address all barriers to success in schools and an educational system that target young Black boys for prison
- Develop a comprehensive intervention model to address the juvenile system to prison system
- Create legislative measures to ensure that juveniles are not placed in adult prisons
- Provide wraparound support for juvenile offenders
- Eliminate the zero tolerance policy
- Establish peer to peer courts

Police Reform

Justice is a broad topic—the American justice system has moving parts that simultaneously affect life, death, freedom, and justice; so, disrupting the operation of a single part may often yield no visible results. This is why we must attack the problem of injustice, as it pertains to Black Americans, from many different directions, using different tactics, in a united, yet non-uniform manner.

- Reinstate and maintain funding for the Torture Act Human Rights—775 IL CS 40/) Torture Inquiry Relief Act
- Eliminate all crime policies that disproportionately target African Americans
- Aggressively prosecute any law enforcement personnel involved in crime, corruption and cover-ups relative to African Americans
- Swiftly address all issues involving and/or alleging police misconduct or brutality, including wrongful deaths
- Establish a Civilian Police Accountability Council nationwide
- Eliminate the disparity of African Americans on the police force
- Provide enhanced cultural sensitivity training for law enforcement using best practices models
- Review records of police officers and provide ongoing psychological assessments of behavior patterns—stiffer and harsher penalties for police abuse and misconduct

Organizational Infrastructural needs

- Create a national legal defense fund, recruit cadre and law students to develop short and long range legal action strategies
- Develop research marketing to quantify victims of brutality and misconduct
- Create a technology team for communication and website plan strategies
- Develop a fund development team to assist in financing agenda
- Promote supportive diverse community collaborative efforts
- Develop transportation networks to facilitate a nation-wide activism plan
- Create an effective model for ongoing training for community activism

Community Strategy

- Utilize the National Black Agenda
- Work as a collaborative to monitor, agitate, educate, organize, and mobilize your constituents (go door-to-door)
- Actively challenge the system regarding injustices—injustice anywhere is a threat to justice everywhere—Dr. M.L. King
- Study previous successful models—(refer to NAACP and other websites)
- Stay current on all issues that impact African Americans
- Address the internal and external forces that cause crime
- Support the Reparations Agenda
- Address and confront the core of racism and white supremacy within the United States and abroad
- Develop strategic methods to push the Black Agenda
- Develop after care for incarcerated youth and returning citizens
- Link community resources for youth and other returning citizens prior to release
- Maintain data surrounding major Human Index—e.g. Housing, Education, Economics, etc.
- Utilize civic engagement
- Support legislation that will indirectly and indirectly impact African Americans
- Find ways to engage youth on all levels
- Address all issues surrounding police brutality
- Support Black organizations that are making a difference within the community
- Support the Civilian Police Accountability Council or other such entity
- Create education and entrepreneurship programs in order to employ our own
- Development pre-entry and re-entry programs that will support juveniles and returning citizens
- Create a Black business initiative
- Identify the community stakeholders and work with them as collaborative partners
- Review and investigate the Illinois Judicial Review Board and its stance relative to policies concerning prison reform
- Assist in providing residential/transitional housing, credentials and health oriented treatment for returning citizens

What individuals can do

- We must support each other—wherever we can—whenever we can
- We must be willing to do the work as grassroots’ participants—establish a level of commitment
- Encourage entrepreneurship---empowerment and economics
- Find ways to engage our youth

- Participate in community education
- Support the Pathway to Citizenship
- Support Reparations
- Support youth related programs such as The Black Star Project

What leaders and elected officials can do

- Support the Black Agenda
- Interact with the community stakeholders and constituents
- Reform current unjust laws regarding mandatory minimum sentencing
- Regularly update your constituents as to legislation and laws of importance
- Actively respond to concerns of violence, police misconduct and issues that impact your community
- Advocate for Restorative Justice
- Support Reparations agenda
- Support measures to help children maintain ties with parents in prison
- Advocate for Police and Prison reform
- Provide various types of assistance for returning citizens
- Support the Pathway to Citizenship for the Formerly Incarcerated—Mr. Randy Ryder

Appendices

Pathway to Citizenship for the Formerly Incarcerated

Mr. Randy Ryder: Keepin it Real Law Project

You are receiving this proposal and hopefully we can work collectively to make this a reality for the millions of Returning Citizens who are being denied opportunities based solely on their criminal background/record. The question of when we have completed our sentences needs to be answered and a National standard established. When has our debt to society been paid? Does anyone know? Some of our convictions are several years' even decades old and yet the formerly incarcerated still face discrimination; therefore the question of continued punishment by society needs to be answered by legislative and judiciary measures.

The Argument

I. This is a discrimination issue rather than a moral one.

In the past this issue has been addressed as a moral issue and those efforts have been unsuccessful. The root cause of the inability to successfully reintegrate back into society for Formerly Incarcerated citizens are the discriminatory administrative policies and statutory laws that either limit or deny participation in the areas of employment, housing, and most importantly, education.

Under the current system regardless of how long we were incarcerated it amounts to a life sentence of being a second class citizen. There is no uniform means to regain our citizenship or rid oneself of the stigma associated with being an ex-felon. The Formerly Incarcerated and the LGBT communities are the only Citizens in this Country whose citizenship rights vary from State to State. For instance most

Southern States either deny or limit the Formerly Incarcerated right to vote, in some States for life. In those States where this policy exists, the Formerly Incarcerated who are fortunate enough to find employment are being taxed without representation, which violates one of the key principles on which this nation was founded. It was a contributing factor in the Revolutionary War, now we as a national policy are imposing the same discriminatory policies on the Formerly Incarcerated population.

How does one prove rehabilitation? The Formerly Incarcerated ability to participate in American society depends on the benevolence of school administrators, employers and landlords etc. The Formerly Incarcerated do not have right of self-determination as other citizens do. It is the only population in the United States you can legally discriminate against.

Under the current system even if the Formerly Incarcerated, obeys all of societies' laws and becomes a productive member of society they are still discriminated against in the aforementioned areas because of their past convictions. You will be an ex-felon for the rest of your life and nothing you do will ever change that however, you shouldn't have to pay for something you did at 18yrs old for the rest of your life. The current system does not recognize or take into consideration growth, maturity or rehabilitation of the Formerly Incarcerated person, the only thing that matters is their criminal record.

The effect of these policies has created a permanently dependent class or a predatory one. Since Formerly Incarcerated citizens are not allowed to earn a living and support themselves they must prey upon those who do, either through entitlements or sponging off someone who is working. This is the root cause of the high recidivism rate here in Illinois and across the nation. The Formerly Incarcerated population is asked to do something no other class of citizen is required to do, live in a capitalist society without any legal means of earning capital.

The discriminatory policies created by administrators, legislators and employers amounts to a post incarceration sentence is a violation of the double jeopardy clause in the 5th Amend and the separation of powers, because only the judicial branch is empowered under the constitution to mete out and impose punishment. The judge did not sentence us to life!! The Formerly Incarcerated population is the only class of people it is legal to discriminate against in the United States.

Moreover if the United States government can consider providing a pathway to citizenship to an illegal immigrant population, who they do not know what crimes they may have committed in their country of origin. They should do no less for United States citizens.

Therefore I am proposing the following steps for the Formerly Incarcerated to regain their Citizenship:

1. Must complete parole/probation and special board orders such as drug treatment, anger management, life skill development etc.....
2. Must obtain a G.E.D. or have a High School Diploma
3. Must be employed, actively seeking employment, enrolled in vocational training, college or entrepreneurial/microfinance program
4. Not have had any felony conviction for a period of time commensurate with the conviction. (1, 3, 5, or 7 years)
5. If the above steps are successfully completed then the Formerly Incarcerated shall have his/her record forever sealed unless he/she re-offends

It is critical we address this issue both in legislature and in the Courts.

Benefits of this Proposal

What this proposal does is empower the Formerly Incarcerated Citizen with the ability to determine their destiny.

Gives the Formerly Incarcerated Citizen the opportunity to choose where they live, work and attend school.

Provides Formerly Incarcerated with the incentive to conform their behavior to society's standard while it reduces the recidivism rate and increase public safety.

The cost associated with implementation of this proposal is minimal as it is based on behavior, which is monitored by parole /probation officers already.

Allowing able bodied Formerly Incarcerated citizens to earn a living free from the stigma of their criminal background will generate tax revenue and reduce government dependency.

Lastly the story of my friend's father, Mr. Lee is proof positive of the absurdity of the current system. Mr. Lee a retired gentleman who had earned a pension from his former employer and decided to look for employment to pay his wife's exorbitant medical costs. He applied to a bus company and was denied employment because of conviction he had in the 50's for possession of a pocket knife. He was 72 years old at the time of this incident. We must address the question of when does the sentencing end.

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Appendices continued

(Please refer to any of the documents below)

A Plan for Activism police crimes

Contract Police and city.pdf

CPAC legislation summary

Every 28 hours .pdf

IPRA 2012 numbers

IPRA Ordinance.pdf

IPRA_AnnualReport2009-2010.pdf

Legislation-2.pdf

policecorruption.pdf

Racial bias report

Racial profiling bill

Racial profiling laws .pdf

Shocking ACLU Report One Life Without Parole Sentences For Nonviolent Crimes

Title 6 case.pdf

Use of force.pdf

Please find attached, Reports, Articles, Successful strategies of the past, Laws and Current strategies to combat INJUSTICE IN OUR JUSTICE SYSTEM.

- Every 28 hours is a report that outlines the frequency at which Black people in America are victims of extrajudicial killings
- A Plan For Activism is an outline of the strategy to combat injustice in our judicial system
- CPAC Legislation Summary and Legislation are a summary and full copy of the proposal for an Elected Civilian Police Accountability Council, a Chicago ordinance that would give civilians control over the actions and discipline of their police
- Police Corruption is a report, issued by the University of Chicago, which outlines the audacity of police corruption in Chicago
- Racial Bias Report is an article that outlines facts found in a report by the Sentencing Project, which clearly shows the disparity in sentencing between the races
- Title 6 Case outlines the successful fight that organizations in San Antonio waged against a brutal police force, filing department of justice complaints, and having the police force censured based on their violations of title 6 of the civil rights act
- Racial Profiling Bill is the actual bill passed by the 112th congress addressing racial profiling, on the books and underutilized
- IPRA 2012 numbers show the insulting rate at which the Independent Police Review Authority, the organization that is charged with investigating police misconduct, finds officers liable for the crimes they commit.
- Contract Police is a copy of an old contract between the city of Chicago and the police union. In this contract we find protections for police officers that make it hard and close to impossible to hold police accountable for wrongdoing, without the okay of the police union, which has a history of protecting "their own", at all costs

All of these documents will be compiled into a final agenda report that will be guided by the wants and needs of the community as they have been reported by the organizations on the ground, yet infused with proposed strategies, developed by the experience and research of those that have dedicated 1000s of hours toward finding a solution for these problems.

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REPARATIONS

Chicago 2016

Our Sisters and Brothers on the Continent of Africa, in Europe, in the Caribbean and South America (particularly Brazil and Columbia) are waging a global struggle for repair at this very moment. Blacks in America are out of step with our global family in this regards.

N'COBRA, the National Coalition of Blacks for Reparations in America has not let up in our righteous struggle for Blacks to be repaired in this country. In fact, it has been N'COBRA that has at various times led the international conversation that inspired our Brothers and Sisters globally to engage this battle. As they fight against the European powers, in addition to N'COBRA, the Black Is Back Coalition for Social Justice, Peace and Reparations, the North American Reparations Task Force, various social media forces, and the newly formed National African American Reparations Committee, Blacks in America are once more becoming engaged against the United States Government – one of the biggest players in this global criminal enterprise that is ongoing.

As we formulate a new Black Agenda - one that crafts strategy and policies to advance us from the state of injury to repair, from injury to wholeness, from injury to health, to avoid the causation of these injuries (the global crimes against African humanity by the United States government, corporations, institutions and prominent families) - would also be continuing the original crime.

Public Policy Recommendations

Thus, the National Black Agenda should have as the following goals:

1. Develop a resolution and push nationally and locally for all government parties to recognize, honor work fully to incorporate the International Decade of People of African Descent into public policy with the themes
 - a. Recognition
 - b. Justice
 - c. Development
2. Aid in enforcing the Durban Declaration and Program of Action which states
 - a. Slavery, the Trans-Atlantic slave trade, colonialism and apartheid (Jim Crow segregation) were crimes against humanity
 - b. That there was an economic basis to those crimes that enrich the racists and impoverished and injured the victims (which is still evident in the descendants of both groups)
 - c. There is an obligation on behalf of the criminal to repair the wrongs

What Community and Individuals Can Do

3. Sign on and support the Reparations Enforcement Movement, initiated by N'COBRA Chicago Chapter that utilizes the direct action model of activism to target corporations and institutions that criminally injured our ancestors and has led to the current self-destructive and alienated states within the African descendant community.
4. Sign on and support the call for a presidential executive order for the creation of the John Hope Franklin Initiative and Commission for Reparatory Justice for People of African Descent

(African Americans) is being called by the National African American Reparations Commission (NAARC).

5. Sign on and support the (NAARC) revised HR40 Bill being submitted to Congressman Conyers that will call for reparations proposals and not simply a study.

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- ⁱⁱ Dr. Mustafa Ansari, *An Identity Plebiscite is a Systematic Political, Economic and Social Solution*. 2015
- ⁱⁱⁱ Resolution adopted on the Reports of the fourth committee XV 1536, 1537,1538; 948 Plenary Session, Dec. 15,1960.
- ^{iv} Article 73 CHAPTER XI: DECLARATION REGARDING NON-SELF-GOVERNING TERRITORIES
- ^v “Crimes against humanity” include any of the following acts committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack: murder; extermination; or enslavement.
- ^{vi} BLACK CITIES/WHITE CITIES: Evaluating the Police Susan E. Howell, Huey L. Perry, and Matthew Vile
- ^{vii} “African-American’s Buying Power Projected to be \$1.1 Trillion By 2015.”
<http://www.blackenterprise.com/small-business/african-american-buying-power-projected-trillions>
See The Nielsen Company study entitled “African-American Consumers: Still Vital, Still Growing,” which was commissioned by the National Newspaper Publishers Association
- ^{viii} http://www.usaid.gov/locations/sub-saharan_africa/initiatives/agci.html
- ^{ix} Jackson, J.V and M.E. Cothran. (2003) “Black versus Black: The Relationships among African, African American, and African Caribbean.” Source: Journal of Black Studies, Vol. 33, No. 5 (May, 2003).
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GO TO 2040 Public Engagement Public participation has been a consistent emphasis of GO TO 2040, and at key intersections throughout the process, CMAP reached out to the public for input. Documentation includes CMAP's Public Participation Plan, the Regional Vision process, and the "Invent the Future" process related to GO TO 2040's preferred scenario.

See <http://www.cmap.illinois.gov/public-engagement>.

Forty-seven strategy papers on various topics were researched and produced during the development of the GO TO 2040 regional comprehensive plan. Documentation includes summaries, full interactive reports, PDF documents, and related information.

See <http://www.cmap.illinois.gov/go-to-2040-strategy-papers>.

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