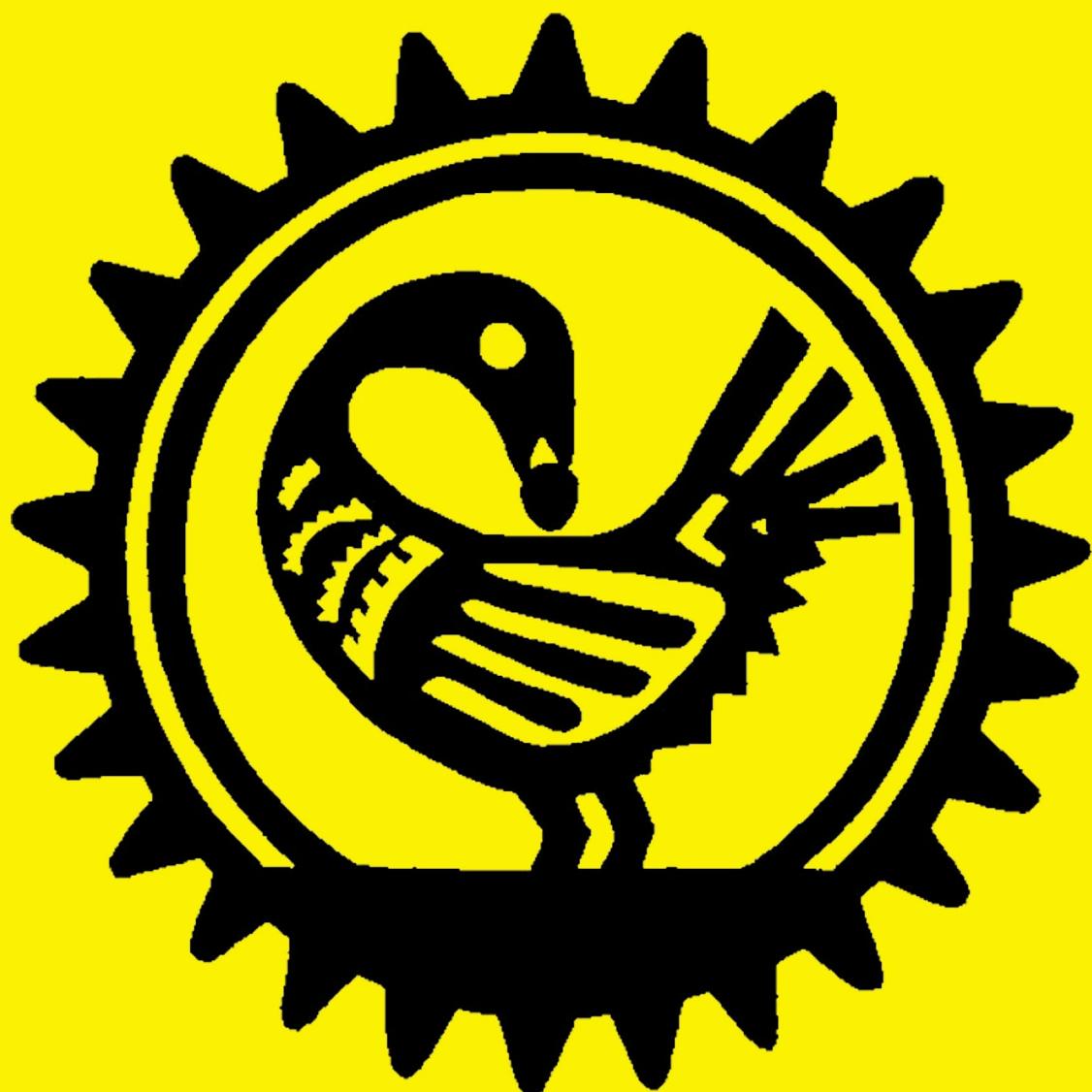




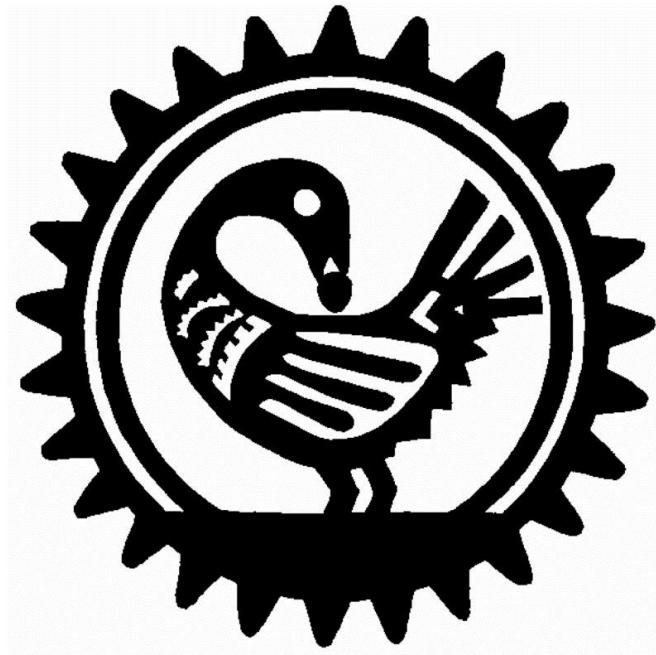
The Keys to Sustainability

THE SANKOFA INITIATIVE



PRESENTED BY THE KEMETIC EMPIRE

The SANKOFA Initiative



The word "**Sankofa**" can be translated to mean, "**Go back to the past and bring forward that which is useful.**" The bird is rendered as twisting its beak behind itself, in order to bring forth an egg from its back.

Connecting the past with the present allows us to be more effective agents in shaping our understanding of the forces that will have an impact on our collective future as citizens of the planet. We all share the responsibility for defining the terms by which we live. We honor those who have shown us the way and taught us the strategies for survival, endurance and growth.

By: The KEMETIC EMPIRE

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The Sankofa Initiative is one of substance that will curve violence, raise education, and create industry and jobs. Through this initiative we can control and shape the youth in the community and influence a larger number of youth by the sheer exemplary reflection displayed by the children. This is a measurable and sustainable concept that works for several other Nationalities around the country and globe. If we are to undue the social construct we have been in for over 150 years.

The communities where children live can have a significant impact on where they go and what they do in life. Children in high-poverty communities often experience harmful levels of stress from exposure to crime, frequent moves and lack of access to resources like: good schools, medical care, safe outdoor spaces which are essential to healthy development. They are also more likely to drop out of school and struggle financially as adults. Here's how we can improve our community:

1. High-quality early child care and education are key to healthy development but out of reach for too many kids.
2. Changes and innovative approaches to policies and practices in areas such as housing, economic and community development and financing can help revitalize disinvested communities.
3. The success of children and their parents is intertwined. Programs promoting children health and educational needs must go hand in hand with services for their parents and caregivers, such as job training and financial coaching
4. Low-income parents and other adult residents need convenient, ready access to training, education, financial counseling and other services that can help them get jobs to support their families and achieve financial stability.
5. Well-established local leadership and a broad range of public and private partners help sustain neighborhood improvements over time.
6. Transforming a neighborhood may involve rehabbing or building new housing on a scale that disrupts a community to ultimately establish safety and stability. Such projects should put people first, lessen the impact of relocation on residents and create a mixed-income community with affordable homes.
7. For many families, housing costs take a significant chunk out of an already meager paycheck, and being forced to move again and again is a reality. Their communities need more housing options that remain affordable for the long term.
8. Supplying jobs for residents and supporting development in surrounding disinvested neighborhoods.
9. Resident involvement and leadership can mean the difference between short-lived and lasting change in a community. They should be actively involved in shaping their neighborhood's future.

The **Sankofa Initiative** work focuses on strengthening families, building stronger communities and ensuring access to opportunity, because children need all three to succeed.

We must build a community or designate an area in our neighborhood that signify the outline for the initiative, which will the Northwest quadrant of MLK Blvd. across Myrtle Ave to Kings Rd to Canal St back to MLK. Blvd..

This area we will designate as **Sankofa**. By renaming and claiming our area this gives us the physical grounds and location to begin building industries one block at a time. In order to curve violence, raise education levels and create jobs, first we build an economic base to build every component hereafter from it. By applying group economics in this area the dollar can begin to rotate 8 to 10 times verses the current zero times.

98% of the community goes outside the area for work. The majority of the community goes to a non-black owned grocery store, medical facility to purchase medicine, water etc. Our community will begin to get into the **ownership and control of resources** that can generate wealth for the next generation and the entire community. By keeping the dollar within this small region we will be the example of a true economic structure the city can follow.

With group economics in play we then can begin to exercise our political power. It is only power when our votes are aggregated, like our efforts have been in “pockets” not unified. The **Sankofa** region can agree to say they will **vote in BLOCKS**, only for the candidate that agrees to give **Sankofa** the attention they desire. No matter what the candidate looks like. This exercise can lead to its own independent party if done correctly and together which gives leverage for political power. Ways we can accomplish group economics are:

1. Channeling African American resources to companies/organizations that support the Black community. Bringing them to the table and having them invest in the idea itself financially.
2. Building strong African American communities that influence the economy, encouraging our residents to spend here/save here within our community whenever possible.
3. Driving financial support to African American businesses that support one another. Develop a mass email/text for the community residence to keep them informed about what they have going on at their businesses (sales, promotions, classes, etc.). Hence, building a better relationship with the community, residents and business owners; all while supporting the idea of keeping the economics within our community.
4. Helping to change un-just laws that adversely affect the African American community. The development of a board that will monitor candidate pre and post elections who will report back to the people within the community, is necessary.
5. Financially driven through the support of grants, private investors, and sponsorships.

With our grassroots organization ready to mobilize, a pooled economic base connected to a team of qualified researchers who know how to strategize and win in this political atmosphere, We Can't Lose.

The need for a Cultural Center will act as serval entities. The center will serve as a place for intellect development, book store, training, shelter, etc. When most children are raised out of single family homes sometimes the time isn't there for the parent to cook, to help with homework, to guide the child as needed.

This Cultural Center will present all the attributes needed to build a strong human being. It will also be a neutral zone for all gang members (HANDS OFF POLICY). The Cultural Center will be state of the art. Filled with proven programs that empower and shifts the dynamics of an individual. The community, most important the youth, will have access to a facility built to protect, serve and empower them. Through education, life skills, Manhood training, Conversations with our Daughters, Cultivating Entrepreneurs who will be more than just "productive citizens" etc. our youth/community residence will be allowed opportunity to define their own reality. Key components of the Cultural Center are as followed:

- Fix the problems facing our juvenile justice and child welfare systems so that more children can remain safely in their communities and homes. Working along with the Juvenile Justice system and become a program that is optional to the detention of our youth.
- Reforming the Juvenile Justice System-We are working to create a system that locks up fewer youth and relies more on proven, family-focused interventions that create opportunities for positive youth development. Youth should remain at home and be supervised in the community rather than being separated from their families and placed into correctional institutions or other residential facilities when they do not pose a significant risk to public safety; hence the reason and purpose of the cultural center.
- Improving the outcomes of youth who become involved in the juvenile justice system by eliminating the inappropriate use of secure confinement and out-of-home placement.
- Transform disinvested neighborhoods into places with economic opportunities, quality education, safe housing and services for parents and children. Within the center offer homeownership classes as well trade classes in the subject of home improvement.
- Build the capacity of leaders to achieve better results for children and families and forge broad-based coalitions to advance child and family policies. Offer political forms which will give community residence an opportunity to know what's going on in their communities and get them more involved.
- Help parents connect to work and become financially stable to better care for their children. Development partnerships with specialist that will come in and do job trainings. Focusing on interviewing skills, resume writing, dress for success and communication skills (written and verbal).

Why this area? It is one of the most economically and socially challenged areas in the city of Jacksonville. It has what's called "competitive advantages" from our people when it comes to spending. Part of the area is the Historic Durkeeville, the other Grand Park both have great significance to the city of Jacksonville.

African Centered/Black Psychology is a dynamic manifestation of unifying African principles, values and traditions. It is the self-conscious "centering" of psychological analyses and applications in African realities, cultures, and epistemologies..



Sankofa Saturdays is a cultural program designed to give the African-American child the Identity in growth and development. This creates an encouraged Self-esteem, work ethic, entrepreneurial spirit and strong sense of identity and community.

There are several factors Urban-GeoPonics and its staff have taken into consideration when it comes to applicable and immediate solutions for African-American youth. We understand identity and the lack of strong African-American images in public schools system curriculum as well as the staff. 8 out 10 public schools 82% of the teachers are "White" women. 17% of The Nation's public school students are African-Americans while still only 11% of the U.S.population.

This has proven to be a huge culture clash between the two. When the majority of children in special education are African-American boys this equates to a ratio of 4:1 placement. The vast majorities of these instances is relatively behavioral and have absolutely nothing to do with their intellectual ability 17% of the population but 42% of Special Education

*"According to the U.S. Department of Education there where **8,166,353 Black children attending public school and 430,972 in private schools** in the United States during the 2009-2010 school year. Of those in public school **488,233 are enrolled in charter school** meaning there are now more African American children in charter schools than private schools.*

*Of the more than 8 million Black public school students, 76 percent attend schools inside urbanized areas which include both city and suburban districts. Fifteen percent are in Towns which are defined as built up areas outside of urbanized areas with populations of less than 50,000 and greater than 2,500. More than half (57%) of **Black public school children live in the South** which is only slightly higher than the percentage of African Americans in the south as a whole (55%)."*

Knowing this information and much, we have devised a setting perfect for the right brained child. We have a setting for the 66% of the children raised in a single parent home. We have created an atmosphere to replace the mis managed public classroom

When it comes to dealing with children with ADD, we realize that 40% of those children have a nutritional deficiency. A need for reduction of white sugars, to suffering from mineral and essential oil deficiencies. Our nutritional concepts which are strictly organic and non MGO will cure these issues. Or simply healthy snack provided by Urban-GeoPonics. Fresh fruits and vegetables.

Our Programming will last from 10am-2pm

*A pledge or affirmation to themselves and community

*Reading & Math packets designed to boost levels

*We have all African-American Cartoons

*African Story time

* Learning & Recite the principles of the Nguza Saba and Ma'at

*Conscious Movie Hour, Discussion, with Nutritious Snacks (for Parents and Kids)

*Cultural Sports (Handball, Soccer, Volleyball, Badminton, Rugby, Football, Squash, Hiking, Gardening and others)

*Arts (Graphic Design, Graffiti, Contemporary Art, Clothing Design, etc.)

*Music (Hip Hop, Poetry, Drumming, Jazz, Folk, Reggae, etc.)

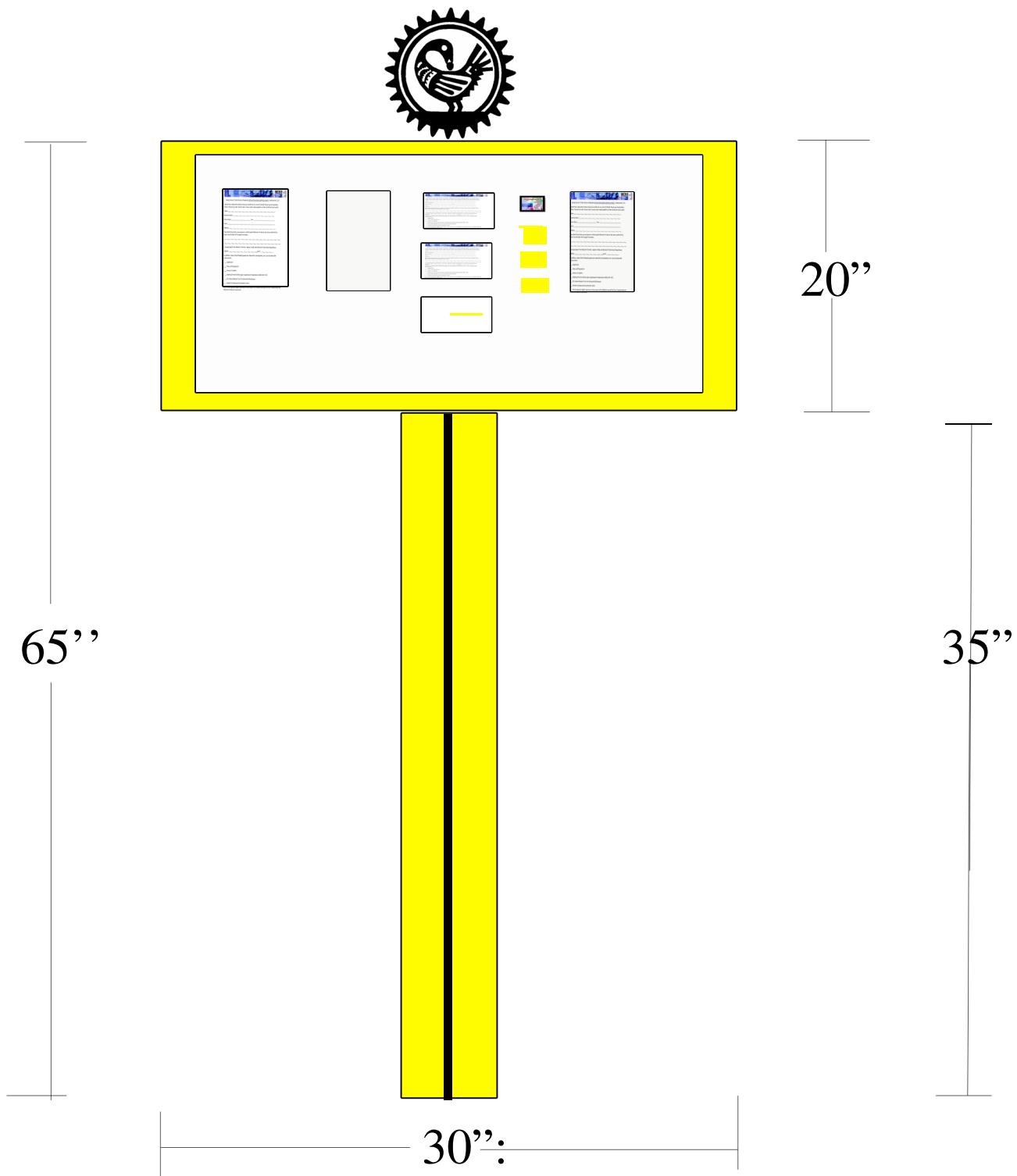
* Competitive Acts in academic area

*Field trips

* Did you know? Historical fact

One of the keys to the success is its being done by African-Americans who really love and care for the future of our children. We want them to be able to compete on an international level with the conscious of loyal to their community.

The Sankofa Resource BoardTM



Presented by Urban-GeoPonics a non profit organization



☆ 1st Annual ☆

MALCOLM X FESTIVAL & PARADE

Culture | Arts | Workshops | Live Entertainment | Community

SATURDAY | MAY 16TH | 2015

Simonds-Johnson Park
3730 Moncrief Rd. 32209



Vendors | Sponsors contact www.thekemicempire.com | 706.284.9808



MALCOLM X FESTIVAL & PARADE



Under the non profit Urban-GeoPonics The Malcolm X Festival will become the premier annual cultural and art festivals in Historic Durkeville, and we are asking for your support.

The festival serves as community outlet to showcase the dynamic talent within the rich African American culture of all genre of arts. The festival is a day series of live performances, forums, workshops and film screenings presented as a celebration of the diverse styles of art, music, writing and self-expression that have developed in black culture. The festival will be bursting at the seams with art, music, films and more, and feature artists from across the South. By cultivating a culture of creative self-expression, we have the power to enrich our communities by providing people with the information, ideas and tools necessary to effect positive change in themselves and their environment.

From the vision & dream, The Malcom X will provide several culture events throughout the weekend that will feature local and national talent from musicians, poets, artists, dancers, arts, and crafts, and closing concert. With a kickoff luncheon & workshop on Friday featuring speakers, workshops, and seminars.

During the Saturday festivities there are several special slated events which include health and wellness segments, performing artist, educational features for children, ethnic food cuisine showcases, African dancers, NanNkama Drummers, folklore story tellers, key note speakers, visual art & paintings, and much more excitement and entertainment. We will use Galfair and Myrtle to Myrtle and Kings road to host this epic event.

Our Goal.....

To have some competitive advantaged that will help implement vertical growth with businesses, producing more jobs, reducing crime and strengthening the community structure. To achieve this goal Sankofa will offer many programs are along with resources within the community.

What Is The Sankofa Initiative????

We are an activist Group representing District 8 and 9 of Jacksonville Fl. The Initiavite is one of substance that will curve violence in our community, and engage in empowerment through education, job readiness, and cultural awareness. This is a measurable and sustainable concept that works for several nationalities globally but escapes our black community in Jacksonville Florida.

We:

- Increase resident involvement and leadership
- Provide resources for the whole family
- Quench the thirst of our community's economic dessert
- Assist in community rehabilitation
- Provide education on Jacksonville's natural horticulture
- Change and innovate community investment
- Engage our youth and low income parents

Our Mission

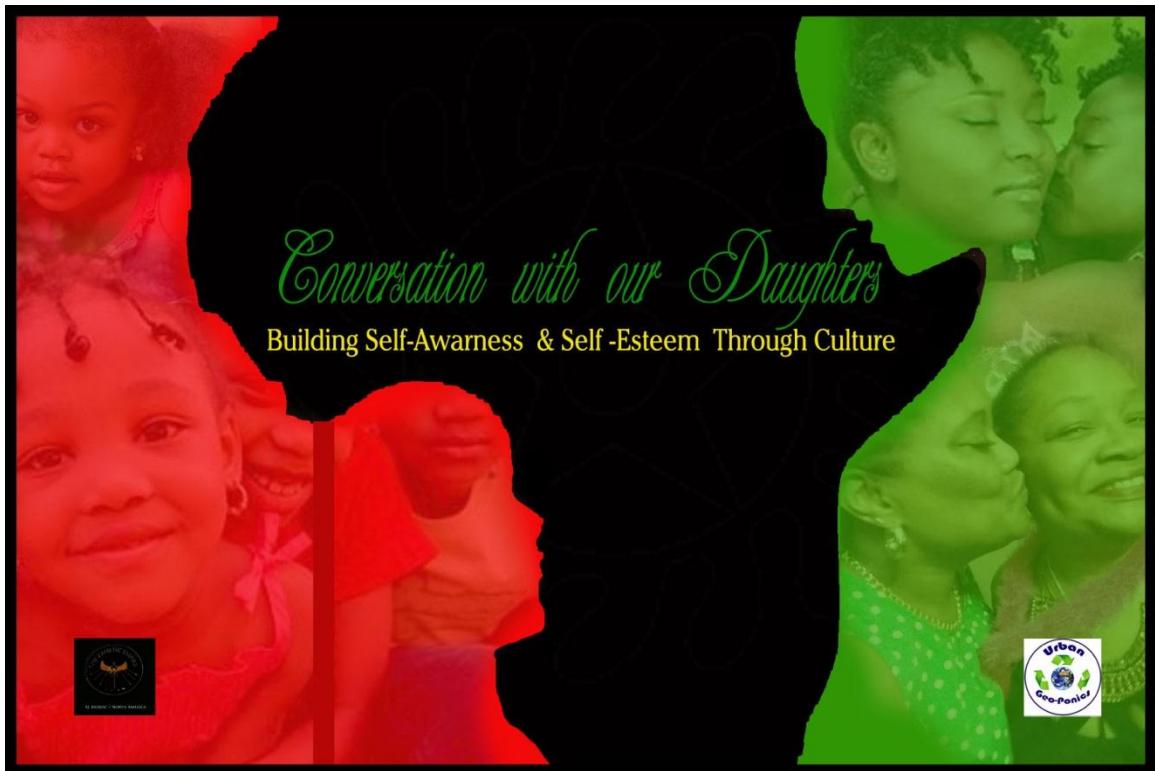
Is to recover, research, collect, preserve, interpret, teach and promote knowledge and appreciation of the rich, ancient and varied culture of African people with emphasis on African Americans. Through educational programs, communal and public dialog, collections, exhibitions and other initiatives, we engage and serve participants of varying ages, interests and walks of life. Moreover, our cultural project poses historical and current African paradigms as a framework and foundation for thought and practice directed toward addressing the critical issues of our time. Thus, undergirding our work is the interrelated African-centered invitation and challenge: to know the past and honor it; to engage the present and improve it; and to imagine a new kind of future and forge it in the most ethical, effective and expansive ways.



Building Self-Awareness & Self-Esteem Through Culture

Empowerment with our Daughters





Conversation with Our Daughters

Overview:

To teach African American youth the necessary principles, values, cultural history and discipline which will anchor them on their passage through Adolescence, Puberty, and into Adulthood. Conversations with our Daughters Programs will help African American Youth to identify with not only their cultural heritage but also with all of the contributions that their ancestors have made to help make America the great country that it is today.

Conversations with our Daughters will help young women connect to the cultural community as well as peers. The program covers topics such as sisterhood, self-esteem, values, history, self-sufficiency, entrepreneur, economics and careers.

Working toward these goals, we provide a safe space where youth can learn life skills and discuss topics important to them that are not covered in school. Members explore ideas of community, equality, and diversity, and build friendships in an environment that promotes their positive development as young women, sisters, and leaders. We encourage youth to embrace the power, passion, and possibility inherent within them, and to use their talent to benefit themselves and their communities.

Mission:

To provide a community-based, year-round, prevention program that service female's youth ages 8-14 years old within the 32209 area code. We plan to empower and encourage young girls with morals and values that will last a lifetime; while building character that will enable them to transition into successful women.

It is designed to address the cultural, career, academic and social needs of middle school African American female students within the 32209, 32011, 322018 zip code. It will mainly consist of bi-weekly Saturday sessions which will be held from 10a.m. to 4p.m. (brunch and lunch included). Program will start in October and end in May.

Goals:

To provide a minimum of 25-30 African American middle school female youth at age 8-14, a high quality self-educational program. Program will begin no later than September for the fall/winter and no later than January for the winter/spring session. Goals we plan to covers are:

- Become independent and resourceful
- Strive for one's highest personal potential
- Develop leadership skills and a sense of community responsibility
- Demonstrate knowledge of our curriculum issues and the world
- Build self-esteem, confidence, and self-respect
- Explore beyond their comfort zone and challenge themselves
- Embrace the ideals of sisterhood
- Discover one's individual, creative voice

Outcome Goals:

We plan on meeting these goals through doing workshops that will be focus on but not limited to: character building, self-discipline, ancestral history, community service, goal setting, etiquette, personal hygiene, leadership skills and higher education.

Using 9 rites to reduce risk and increase the following protective factors:

1. **Personal** — enhancing self-esteem, improving self-concept, and enhancing a young person's sense of self-worth.
2. **Spiritual** — exploring the concepts of unconditional love, friendship, courage, patience, joy, suffering, commitment, empathy, sympathy, and compassion.
3. **Economic** — teaching the purpose of money, how to make money, and how to manage it. Career exploration and entrepreneur training is an integral concept.
4. **Social** — developing skills of leadership such as public speaking, writing, supervising, motivating, decision making, concentration, and mediation skills.

5. ***Mental*** — enhancing the youth's appreciation of education and critical thinking.
6. ***Physical*** — focusing on developmental understanding of the physical self and how to care for it. Youth explore and develop an understanding of nutrition and the dangers of alcohol, tobacco, and substance abuse.
7. ***Historical*** — developing a sense of historical awareness, connection, vision, purpose, and appreciation of self and group.
8. ***Cultural*** — exposing youth to the ideas, values, principles, perceptions, art, music, literature, and social patterns of cultural groups.
9. ***Emotional*** — examining the development of and need to master the emotional self. Relationships, nonviolent conflict resolution, love, anger management, friendship, and family building are targeted.

Conversations with Our Daughters participants have certain requirements and guidelines that must be followed.

Guidelines

- Arrive for sessions on time.
- Be prepared with all given materials.
- Provide a monthly school progress report.
- Work toward a GPA of 2.5 or better.
- No profanity
- Show respect and consideration for peers and adults.
- Listen attentively and follow instructions.
- Maintain control of voice and actions at all times
- Exhibit a positive attitude toward learning and others.
- No personal belongings (i.e., iPod, cell phones, beauty items, gum, or candy).
- Contact the program coordinator when unable to attend monthly sessions.

Requirements

- Develop a portfolio during the Conversations with Our Daughters program.
- Develop an appreciation for reading and acquiring knowledge.
- Explore educational opportunities, including higher education.
- Develop an awareness of understanding and self.

- Develop leadership skills.
- Participate in a community service project.
- Volunteer services to the neighborhood and community
- Memorize CWOD (Conversation with Our Daughters) Pledge and Oath.
Pledge/ Oath

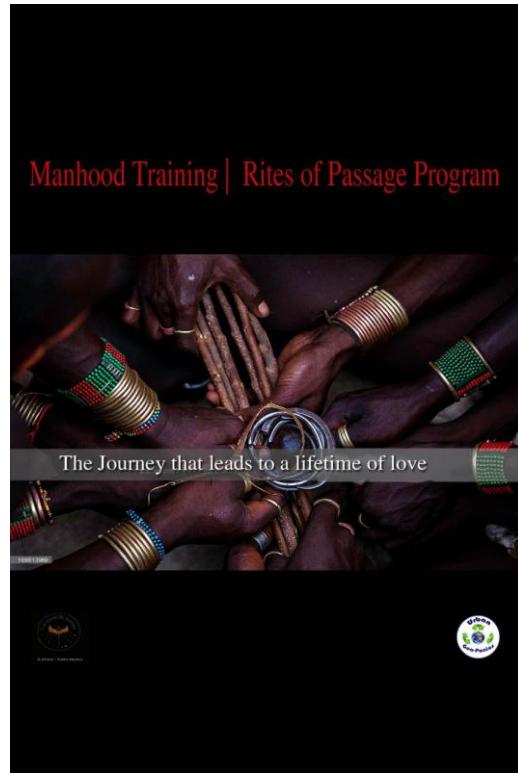
**“Because of Them,
I will honor the sacrifices of my ancestors.
I will believe in me.
I will pursue my dreams.
I will help others along the way.”**

This is a personal statement describing individual beliefs, goals, and the commitments she will strive to live by throughout life. Upon completing the Oath process, the youth take on greater leadership roles within their family/community.

Manhood Training | Rites of Passage Program

The Journey that leads to a lifetime of love





Year Round Manhood Training | Rites of Passage

Mission:

To empower and Educate boy of self and community

Goals:

Build and nurture strong relationships between African American men and African American male youth.

To encourage and empower middle and high school age African American males to be productive and responsible individuals for themselves, their families, and the community at large.

Establish a network of violence prevention programs for African American male youth throughout Duval County.

Objectives:

To recruit adult African American Male Kuongoza's to participant in the facilitation of the year round Call to Manhood Program activities.

Develop and implement a 12 month “Rites of Passage” program that will engage participants in life skills workshops that cover the following topics:

- Culture
- Physical & Mental Health
- Conflict Resolution
- Economic Empowerment
- Community Service
- Manhood & Fatherhood

Collaborate with schools, community organizations, and churches that provide programmatic services to African American male youth in an effort to provide quality programs to all participants.

Methods of Measurement:

Number of adult male participants.

Recorded measurable improvements in behavior and academic achievements.

Compilation of student, parent and youth evaluation of the program(s).

Quality of youth activities.

Evaluation of collaboration efforts between agencies, schools, community organizations, churches etc., that provide programmatic services to African American male youth in order to provide overall quality of program.

Technical Requirements:

Operational Specifications:

Organization must provide a curriculum that adheres to the following schedule:

- **Physical & Mental Health**

September

October

- **Conflict Resolution**

November

December

- **Economic Empowerment**

January

February

- **Community Service**

March

April

- **Manhood & Fatherhood**

May

June- Program Evaluation/Planning & Recruitment for next year

- Organization must meet with participants for at least three hours, twice a month in adherence to the above schedule.
- Organization must provide snacks/refreshments at each session.
- Organization must provide four field trips relevant to workshop topics.
- Organization must provide transportation as needed.
- Organization must participate in the planning and implementation of the Annual Call To Manhood Conference. Youth will be expected to participate in the annual program.
- Organization must require a criminal records check on each employee and volunteer working with the youth.
- Organization must have at least one staff member at the site that is certified in first aid, CPR and emergency evacuation training.
- Organization must submit a monthly report reflecting the curriculum and planned activities, speakers/workshop presenters, and program evaluation to the Office of Children and Youth indicating the number of students served, the type of activities conducted and the progress made by each program participant.
- Organization must select 30-40 youth ages of 6-17 to participate in the program and be willing to have youth sign a contract to follow all program rules.
- Organization must provide/collect permission forms for program/field trips and photography release.

5 Reason African Perspective is Necessary

Develops African Culture Consciousness

One effect of the enslavement of African people has been the distortion of their cultural consciousness. Preeminent educator and author Dr. Amos Wilson argues that when a people's culture is distorted, their capacity to appropriately organize, evaluate, and classify information to deal with reality is impaired.

He further argued that culture must be used as a conduit for solving problems and meeting the needs of the people.

African-centered scholars and educators argue that children of African descent must be taught their culture through a process of re-Africanization. This process begins with an African-centered education that entails studying, observing, and eventually fully practicing their culture that defines, creates, celebrates, sustains and develops them.

Creates African Self-Identity

During the transatlantic slave trade that took place between the Americas, Europe and the Caribbean, millions of African people were sold into slavery. Over the course of 400 years, African people's identity has been distorted as they were stripped of their original languages, original African names and spirituality. In addition, African people on the continent experienced a different kind of identity crisis through colonization, which divided Africa into colonies and imposed foreign languages and culture values.

African-centered scholars and educators attempt to provide a framework for the reconstruction of African cultures and identities around the best morals, values, and cultural practices that both traditional and contemporary African societies have to offer.

Produces African-Institution Builders

An institution is defined as "any structure or mechanism of social order governing the behavior of a set of individuals within a given community and are identified with a social purpose, transcending individuals and intentions by mediating the rules that govern living behavior."

In "*The State of African Education*," renowned educator and author Dr. Asa Hilliard writes: "A global system of power distribution has dictated and continues to dictate the nature of the education and socialization processes."

African-centered educators maintain that there can be no true African-centered education until people of African descent control the institutions within their community.

Institution building involves creating the necessary agencies that are designed to impart knowledge, skills, values and attitudes necessary to survive and progress.

Produces Black Nation Builders

Along with culture and identity, education must help restore the concept of nationhood, manhood and womanhood for African people, according to historian and educator Dr. John Henrik Clarke.

African-centered educators believe that wherever Blacks happen to be in the world, they constitute a nation or a nation that is within a nation, and that concept is called Black nationalism.

Dr. Kmt G. Shockley states in *Culture, Power, and Education: The Philosophies and Pedagogy of African Centered Educators*: "Black nationalism requires that Blacks develop a sense of agency toward fixing the problems within their own communities. Agency eventually leads toward nation building. Agency and

nation building involve the intentional and focused attempt to ‘develop African youth to be specifically trained to further develop and ‘administrate the state’ (that is, control the community).

“Blacks cannot learn to ‘administrate the state’ if they are not equipped with attitudes that teach them that they, in fact, should administer and be agents for Black upliftment.”

Empowers Black Students

Professor and author, Dr. Wade Nobles states in *Madhubuti & Madhubuti* that an “African-centered curriculum appropriately connects the Black experience to the African cultural world view and value system. This connection facilitates a healthy context from which African-Americans can learn about and understand themselves and the world.”

A 2012 study published in the journal *Child Development* found “racial pride to be the most powerful factor in protecting children from the sting of discriminatory behavior. It directly and positively related to three out of four academic outcomes—grade-point averages, educational aspirations, and cognitive engagement—and was also related to resilience in the face of discrimination.”