



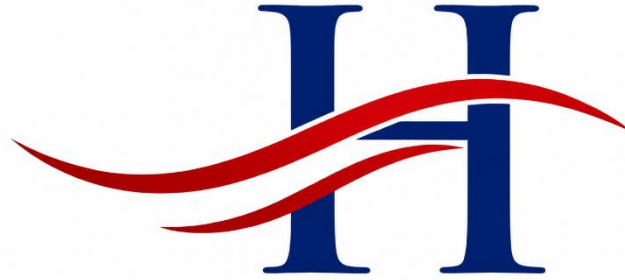
The
Hathaway Manifesto



**A National Vision
That Gives Agency To The People**



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A National Vision That Gives Agency To The People.*

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About The Author

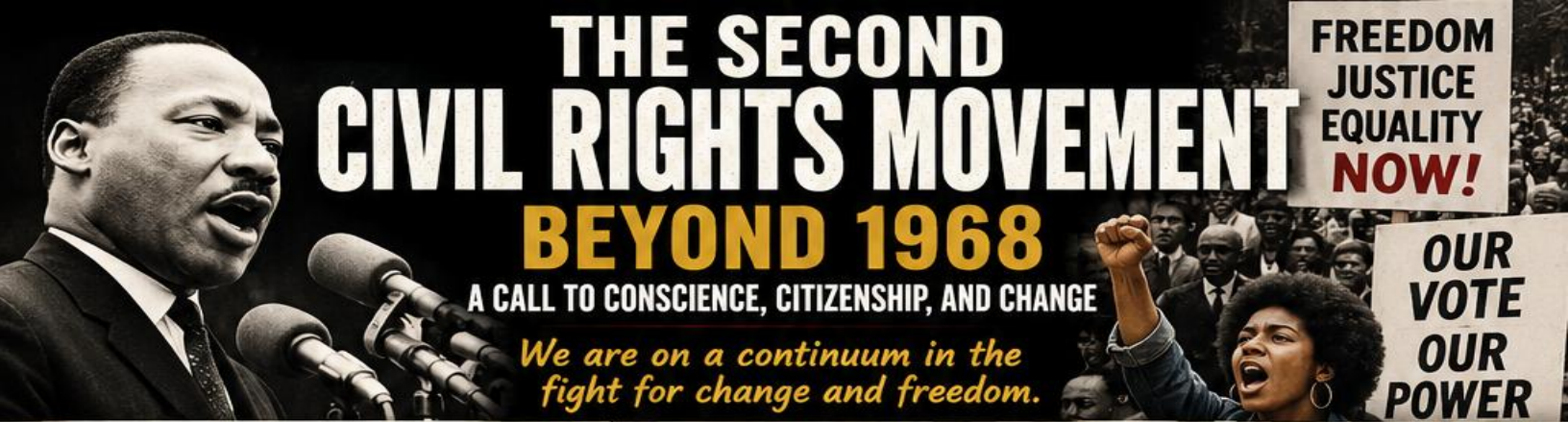
Dr. Quintessa Hathaway has spent the depth and breadth of her work as an entrepreneur, academician, author, civil rights marcher, and politician. She is highly active in southern regional and national politics. At age twenty-two (22), she was a Democratic Candidate for the 105th Tennessee General Assembly (2007-2009) in the House of Representatives to serve District 53 (parts of South Nashville and Antioch). She made history being among the youngest and an African American woman to ever seek the state legislative seat. Throughout her political career, she has personally conducted voter registration across three states, Tennessee, Georgia, and Arkansas. Also, Dr. Hathaway has volunteered on many campaigns in local, state, and federal races.

Dr. Hathaway was the 2022 Democratic Nominee for the 118th United States Congress (2023-2025) for Arkansas' Second District (AR-02). With the campaign slogan, "Let's Take Central Arkansas Onward, Forward, Upward, and Outward," she captured more votes than any other Democratic Nominee who ran in the four (4) congressional districts, as well as the largest percentage of votes compared to all Democratic candidates who ran statewide. Furthermore, in Winter 2025, she threw her name into the ring for Democratic National Committee (DNC) chairperson and campaigned heavily on a 21st century southern strategy and the expansion of voting rights.

In February 2023, Dr. Hathaway filed an [amicus brief supporting plaintiffs in Simpson et al. v. Thurston](#), a racial gerrymandering case against the "cracking" of Pulaski County in the Second Congressional District, in United States District Court for the Eastern District of Arkansas (Central Division). The case was appealed and decided in the United States Supreme Court during the 2023 term and remanded back to the lower court.

She combines her knowledge of public policy and educational acumen to shine a light on the most pressing issues of our time. She has dedicated her life to championing reform and giving voice to the voiceless. Dr. Hathaway has built a brand and a record which she proudly stands upon. Her goal in life is to continue to beat the drums of change.

Dr. Quintessa Hathaway holds a Bachelor of Arts (B.A.) in Political Science degree from The Jackson State University in Jackson, Mississippi; as well as a Master of Education (M.Ed.) in Curriculum and Instruction, Specialist in Education (Ed.S.) in Administration and Supervision, and Doctor of Education (Ed.D.) in Educational Leadership degrees from Tennessee State University in Nashville, Tennessee. Her groundbreaking dissertation, *The Common Core State Standards Initiative and the Achievement Gap*, was an educational analysis of all fifty (50) states plus the District of Columbia and United States territories. Her research is steeped in scholarship and supports better policymaking, practicum, and pedagogy in its approach to curriculum implementation and shrinking the racial achievement gap.



THE SECOND CIVIL RIGHTS MOVEMENT BEYOND 1968

FREEDOM JUSTICE EQUALITY NOW!

A CALL TO CONSCIENCE, CITIZENSHIP, AND CHANGE

We are on a continuum in the fight for change and freedom.

WE MUST

- We must vocalize to our elected, appointed, and rising political officials to be louder in demanding that we stop callous indifference to human suffering and beat back cynicism.
- We must articulate that the fight for freedom was not only won by taking licks from fists, swinging of clubs, or hung from a noose. It was also won while singing, sitting, and soaking up the sounds of social gospel sermons.
- We must spotlight the anxiety that power is being relinquished and some of our brothers and sisters are recalcitrant.
- We must acknowledge that if the ballot box opens for many (our ailing mothers and fathers, grandparents, the indigent and hospitalized, the incarcerated and felons) in the form of absentee and mail-in ballots that an authoritative voice will be given to a body who have been overlooked for how long, too long.
- We must mature our powerful mandate to gain access to the rights and privileges to a free and open society.
- We must overstate our truths and indicate our unreasonable impatience with disenfranchisement.
- We must know without a shadow or doubt there is strength in the vote.
- We must say to one another there is scintillating beauty seeing us rise to places of prominence.
- We must express with conviction and mounting optimism that the youth of this country will deliver political victories and a Blue Wave.
- We must declare that divinity, spirituality, religion, and faith make us larger, freer, and more loving.

TAKE UP THE CHARGE

Take up the charge for change.
 Take up the charge to march in step to the drumbeat of progress.
 Take up the charge to follow the path of Black America's shared mission and vision.
 Take up the charge to stretch out on the paved road to glory.
 Take up the charge and believe without fear and contradiction that every black, brown, red, yellow, and poor man, woman, and child's life matters and they are equal in status, capability, and have promise in their eyes as all human beings.
 Take up the charge to not be fretful of the grandchild of the former enslaved, for they (we) are living according to dictates of our own conscience and that of Dr. Martin Luther King's Dream.

IF "WE THE PEOPLE" DO NOT PAY CLOSER ATTENTION

If "We The People" do not pay closer attention; we can become programmed to dysfunction!
 If "We The People" do not pay closer attention, the laws can change and feel like Jim Crow and Jane Crow have been resurrected.
 If "We The People" do not pay closer attention, a nation can be redivided along racial, geographical, and economic lines.
 If "We The People" do not pay closer attention, current realities may be difficult to maintain, and advancement can be eroded and lost.



WE ARE ON A JOURNEY TOGETHER

It is one of edification, education, excellence, and expectation. These concepts start within the womb. They last for a lifetime and carry us to the hereafter. Along the way, we engage with humanity and see our own humanness.

EDIFICATION

We are edified by means of our socialization, our experiences. That edification wields power if we seek and demand it. We are involved in a chasm between the rich and the poor, minority and majority, conscious and unconscious, ancient and modern, and classic and contemporary.

EDUCATION

We are educated by our first teacher, our mother, and everything else flows from that fountain. We get what the elders call, "book learning" which allows us access and entry to great halls, academies, and opens doors to institutions, both real and imaginary.

EXCELLENCE

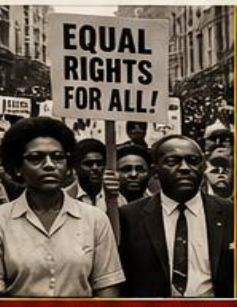
We have a requisite to grow and glow in excellence. We are called to give and let it overflow. We are emboldened to be the highest and best.

EXPECTATION

We are expected to reckon with and defy discrimination, racism, and poverty. We are expected to throw off the physical and psychological shackles of segregation, bigotry, and brokenness.

LET FREEDOM RING

- Let freedom ring, Georgia.
- Let freedom ring over the Mississippi Delta and on the red clay roads in Alabama.
- Let freedom ring in the Appalachian Mountains of East Tennessee and across the swamp lands of Louisiana.
- Let freedom ring through the Coastal Plains of North Carolina.
- Let freedom ring over the highways and byways of Southern California.
- Let freedom ring over the urban sprawl of the land.
- Let freedom ring in the roar of New York City.
- Let freedom ring in the corn fields of the Midwest.
- Let freedom ring over the ranches and piney woods of Texas.
- Let freedom ring over the rich prairies of the Arkansas Alluvial Plain.



OUR VISION

- ✓ Every person possesses equal worth, dignity, and promise.
- ✓ Diversity is a source of strength.
- ✓ Faith, spirituality, and moral conviction can enable our capacity for love and service.
- ✓ Young people can shape the future through civic engagement and leadership.
- ✓ Communities can be revitalized through collective action and shared responsibility.
- ✓ Democracy works best when every voice is heard.

ONE PEOPLE UNDER THE DIVINE WITH A SENSE OF LIBERTY AND JUSTICE FOR MOST.

THE WORK CONTINUES

The First Civil Rights Movement was an outgrowth of a long history of struggle. The Second Civil Rights Movement, whose time frame is "Beyond 1968," is different. It pushes us to grow, to transform, to overlap our lives for the good of all. According to Congressman John Lewis (GA-05), we are still "grappling with the challenges of conscience." We must latch arms, latch minds, and latch hearts to the idea that we are on a continuum in the fight for change and freedom.

THERE WILL BE BENCHMARKS AND MILESTONES ON THE LONG WALK TO FREEDOM.

Every generation is called to give the absolute best of themselves and to show the world its significant contribution toward liberation.

IT IS TIME TO REIGNITE THE NATION AND THE WORLD AROUND WHAT MATTERS.

AS CHANGE GOES OUTWARD

We must create and claim unique opportunities. We must expand perceptions, engage in conversations, set agendas, build consensus, resolve conflict, and make critical decisions to uplift truly our sisterhood and brotherhood. We must use every matrix and component to communicate, collaborate, and create problem-solving solutions across all spectrums of this country and abroad.

FORWARD. UPWARD. OUTWARD.

- ➔ Forward, a nation and globe can propel onward.
- ⬆️ Upward, a community and people can go forward and rise to their highest aspirations.
- ⤷ Outward, change can go outward to transform families, communities, institutions, and the world.

STANDING ON THE SHOULDERS OF GIANTS

JOHN LEWIS
"Good Trouble."

SHIRLEY CHISHOLM
"Bring your own folding chair."

W.E.B. DuBOIS
"Our Striving."

REV. JAMES LAWSON
"A social and political ecospace to contribute."

DR. FRANCES CRESS WELSING
"Hear the rhetoric and rhyme while leading a revolution."

THE HATHAWAY MANIFESTO

A NATIONAL VISION THAT GIVES AGENCY TO A PEOPLE

Because The Hathaway Manifesto is articulating a message which is connected to a movement on how a nation and globe can propel onward, a community can go forward, a people can look upward, and change can go outward.

ORGANIZE. EDUCATE. VOTE. SERVE. LOVE. ADVANCE FREEDOM.
 TOGETHER, WE CAN MAKE DEMOCRACY REAL, EQUITY POSSIBLE, AND JUSTICE A REALITY.



A Message From Dr. Quintessa Hathaway

The Hathaway Manifesto: A National Vision That Gives Agency To The People is a new chapter written in the story of America as a stirring reminder of the enduring power of our grand experiment with democracy. The broad set of policy positions and solutions address fundamental and abstract problems associated with living in this nation and responsibility of global citizenship; as well as cast a vision for the People.

With this faith and formula, we shall wake up to brighter mornings. It will drive every fiber of our being and points us on a path of greatness. Scripture states that faith is the substance of things hoped for and the evidence of the unseen. Our existence and endurance in this land are built on faith. With that faith, we can change our lowly circumstances, our communities, participate in empire sustainability.

Dr. Martin Luther King, Jr. exclaimed, “Faith is taking the first step even when you do not see the whole staircase.” There have been times in the lives of many Americans throughout the ages that faith was all they had to stand on. That faith caused them to choose a different path or relocate to a new place. Faith was activated when the staircase was creaking, broken, and missing a railing.

Faith and love are inextricably linked. Love is self-love. Both are symbolized and realized in more gainful opportunities. Both cause migrating back to one’s roots and place of origin. There, one can see the triumphs and challenges, but faith was sufficient enough to see the beauty in it all.

Servant leadership is the leg which transforms an entity, a society. Through that lens, we love, we capture the best that humanity has to offer. We pull everyone to the table; including dissenting voices. We become light everywhere we go. We illuminate so brightly that our presence is felt in our absence. We shine so great that it makes individuals and womankind and mankind glow and grow. We emit light rays that cultivate a community. America can alight with love and lead with passion again. Those things which are vested in us.

This country is inhabited by over three hundred forty million (340,000,000) people. For some it is a coming back home, and they seek to produce where their ancestry was originally planted. And if granted the full blessings of liberty and justice, we will see the results of their dedication and patriotism for posterity. We must seek to be the dream that our forefathers and foremothers wished for and procreate generations that are the definition of excellence.

Where we must go may be better understood as thresholds crossed, either linear or vertical, and produce orderly and progressive change. Each will have global significance. There will be circumstances of uncertainty and raise profound implications for ongoing viability and accessibility as we reach new places and set in motion new mandates.

The government has to play a key role in personal finance and national and international economies. With intention, we must manage financial risks and expand the social safety net simultaneously. A reliable and accessible financial system is essential for economic stability for the least of these. The American economy may be characterized by complexity, interdependencies, and one that is continuing to evolve. To the poverty stricken, it is a problem without a clear solution, but one for which any effective solution will surely require policy and behavioral change.

In closing, my hope is that this agenda raises questions and sparks discourse. It is up to policy makers, subject matter experts, and leaders to advance the cause of humanity and civility at all levels. Each has to work collaboratively to execute upon a transformational platform for the future. *The Hathaway Manifesto: A National Vision That Gives Agency To The People* highlights that this country stands at a threshold which will determine the future of our republic. This document is an intersection of leadership, racial and ethnic gaps, historically black college and university advocacy, voting rights, Southern political development, community uplift, civil rights mobilization and activation, and institution building. Together, we must keep urgency at the center of gravity, middle class opportunity at the head, and equity and power in underserved communities, (especially in the South) as the feet.

★ THE HATHAWAY MANIFESTO ★

A COMPREHENSIVE INVESTMENT IN PEOPLE, INFRASTRUCTURE & OUR FUTURE

ESTIMATED FEDERAL COST OF FULL NATIONAL IMPLEMENTATION

| POLICY AREA | | ANNUAL COST ESTIMATE |
|-------------|--|----------------------------|
| 1 | Universal Healthcare & Public Health | \$1.5–2.5 Trillion |
| 2 | Social Security, Medicare, Long-Term Care | \$450–700 Billion |
| 3 | Housing & Homelessness Initiatives | \$300–500 Billion |
| 4 | Education (Urban, Rural, Higher Education, Leadership Development) | \$250–450 Billion |
| 5 | Transportation & Infrastructure Modernization | \$600 Billion–1.2 Trillion |
| 6 | Climate, Energy & Environmental Programs | \$300–700 Billion |
| 7 | Rural Revitalization Programs | \$100–250 Billion |
| 8 | Criminal Justice & Reentry Reform | \$75–150 Billion |
| 9 | Civil Rights & Voting Rights Expansion | \$25–75 Billion |
| 10 | Women's Equity & Family Support Programs | \$150–300 Billion |
| 11 | Immigration Reform & Citizenship Expansion | \$40–100 Billion |
| 12 | International Development & Humanitarian Programs | \$100–300 Billion |
| 13 | Peace, Diplomacy & Human Rights Programs | \$50–150 Billion |
| 14 | Defense Reform, Veterans, Military Transformation | \$100–250 Billion |
| 15 | Public Safety, Violence Prevention & Community Programs | \$50–120 Billion |
| 16 | Research, Technology, AI & Innovation Investments | \$75–200 Billion |
| 17 | Other / Program Administration & Evaluation | Included in Above |

TOTAL ESTIMATED ANNUAL COST

LOW ESTIMATE
 \$4.1 TRILLION PER YEAR

MODERATE ESTIMATE
 \$5.8 TRILLION PER YEAR

HIGH ESTIMATE
 \$8.0 TRILLION PER YEAR

ONE-TIME OR MULTIYEAR CAPITAL COSTS

These would largely occur over a 5–20 year implementation period:

| | |
|-----------------------------------|--------------------------|
| National High-Speed Rail | \$1–2 Trillion |
| Transcontinental Rail System | \$500 Billion–1 Trillion |
| Grounding Power Lines | \$2–5 Trillion |
| Universal Broadband Buildout | \$100–250 Billion |
| 10 Million Housing Units | \$2–4 Trillion |
| Water & Wastewater Modernization | \$500 Billion–1 Trillion |
| National Drainage Improvements | \$200–500 Billion |
| Military Barracks Modernization | \$50–150 Billion |
| Rural School Reconstruction | \$100–250 Billion |
| Community Revitalization Programs | \$100–300 Billion |

TOTAL CAPITAL INVESTMENT REQUIREMENT

Approximately:

\$6.5–14.5 TRILLION
(OVER 10–20 YEARS)



COMBINED FEDERAL COMMITMENT



ANNUAL OPERATING COSTS
\$4.1–8.0 TRILLION PER YEAR

PLUS



CAPITAL INVESTMENTS
\$6.5–14.5 TRILLION
SPREAD OVER MULTIPLE DECADES



TOTAL LONG-TERM COMMITMENT
\$10.6–22.5 TRILLION+
OVER MULTIPLE DECADES

HISTORICAL COMPARISON

| Program | Inflation-Adjusted Cost |
|--------------------------------------|---|
| New Deal | ~\$1 Trillion |
| Interstate Highway System | ~\$600 Billion |
| Marshall Plan | ~\$170 Billion |
| CARES Act | ~\$2.2 Trillion |
| Infrastructure Investment & Jobs Act | ~\$1.2 Trillion |
| Hathaway Manifesto Framework | ~\$10.6–22.5 Trillion Total Long-Term Commitment |

★★★ BOTTOM LINE ★★★



If implemented at full scale, the collection of initiatives you've outlined would represent one of the largest domestic and international public investment programs in American history, requiring roughly \$4–8 trillion in annual federal expenditures and \$6.5–14.5 trillion in long-term capital investments, for a combined commitment that could exceed \$10–22 trillion over multiple decades, depending on implementation timelines, state participation, and program design.



INVESTING IN AMERICA. BUILDING A LEGACY. CREATING A BETTER FUTURE FOR ALL.

THE HATHAWAY MANIFESTO

A NATIONAL VISION THAT GIVES AGENCY TO THE PEOPLE

Illustrative macroeconomic projections based on full implementation of the Manifesto's education, infrastructure, healthcare, housing, voting rights, workforce, immigration, urban revitalization, clean energy, and economic development initiatives.

★ NATIONAL ECONOMIC IMPACT TIMELINE ★

| WHEN THE MANIFESTO IS FULLY IMPLEMENTED | NEW JOBS CREATED | ANNUAL GDP INCREASE | TOTAL ECONOMIC IMPACT (CUMULATIVE) | UNEMPLOYMENT RATE IMPACT (REDUCTION) | AVERAGE REAL WAGE GROWTH (ANNUAL) |
|---|-------------------------|---------------------|------------------------------------|--------------------------------------|-----------------------------------|
| YEAR 1 | 3.2 MILLION ★★★★★★ | +\$450 BILLION | \$700 BILLION | -1.2% | +1.3% |
| YEAR 3 | 7.8 MILLION ★★★★ | +\$1.15 TRILLION | \$1.8 TRILLION | -2.5% | +2.0% |
| YEAR 5 | 12.4 MILLION ★★★★★ | +\$2.10 TRILLION | \$3.2 TRILLION | -3.8% | +2.6% |
| YEAR 10 | 18.7 MILLION ★★★★★★★ | +\$4.30 TRILLION | \$6.7 TRILLION | -5.1% | +3.2% |
| YEAR 20 | 26.5 MILLION ★★★★★★★ | +\$8.40 TRILLION | \$12.9 TRILLION | -6.0% | +3.8% |

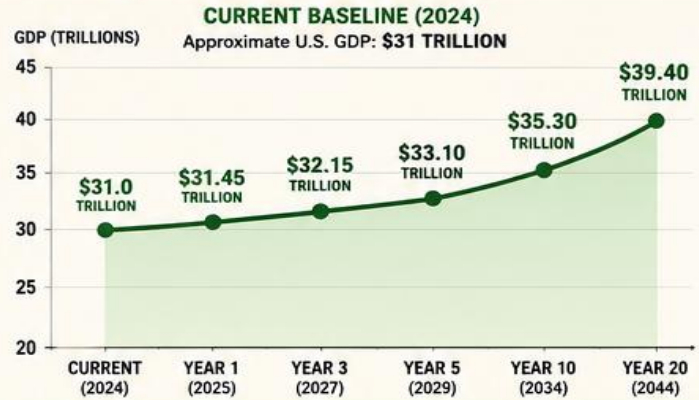
Total Economic Impact includes direct, indirect, and induced effects on GDP, business output, labor income, and tax revenue.

JOB CREATION BY SECTOR

PROJECTED JOBS CREATED

| MAJOR SECTORS DRIVING GROWTH | YEAR 1 | YEAR 5 | YEAR 20 |
|--|--------------------|---------------------|---------------------|
| INFRASTRUCTURE & TRANSPORTATION High-speed rail, roads, bridges, transit systems, water infrastructure, broadband, airports, and grid modernization. | 900,000 | 3.8 MILLION | 5.4 MILLION |
| CLEAN ENERGY & CLIMATE INDUSTRIES Renewable energy, energy efficiency, EV infrastructure, transmission, climate resilience, and green finance. | 450,000 | 1.9 MILLION | 4.1 MILLION |
| HOUSING & URBAN REVITALIZATION Affordable housing, neighborhood renewal, Main Street revitalization, CDBG programs, and commercial development. | 500,000 | 2.2 MILLION | 3.5 MILLION |
| EDUCATION & WORKFORCE DEVELOPMENT Universal education expansion, teacher training, career pathways, apprenticeships, and workforce programs. | 350,000 | 1.4 MILLION | 2.8 MILLION |
| HEALTHCARE EXPANSION Healthcare access, telehealth, hospitals, preventive care, rural health, and medical education & workforce. | 400,000 | 1.7 MILLION | 3.2 MILLION |
| TECHNOLOGY & INNOVATION AI, cybersecurity, advanced manufacturing, 3D printing, R&D, and digital infrastructure. | 300,000 | 1.4 MILLION | 3.7 MILLION |
| TOTAL JOBS CREATED | 3.2 MILLION | 12.4 MILLION | 26.5 MILLION |

GROSS DOMESTIC PRODUCT (GDP) PROJECTION



By Year 20, U.S. GDP expands by an estimated **\$8.4 TRILLION** annually, a 27% increase over the current baseline—driven by massive investments in people, infrastructure, innovation, and communities.

THE POWER OF INVESTMENT: MULTIPLIER EFFECTS

Estimated Economic Return For Every \$1.00 Invested

| | |
|--|-----------------|
| INFRASTRUCTURE Transportation, water, broadband, and grid projects | \$1.70 – \$2.30 |
| BROADBAND & DIGITAL ACCESS High-speed internet and digital equity | \$2.10 |
| HOUSING & COMMUNITY DEVELOPMENT Affordable housing and neighborhood revitalization | \$1.80 |
| EDUCATION & WORKFORCE DEVELOPMENT Early childhood, K-12, higher ed, and upskilling | \$2.40 |
| HEALTHCARE EXPANSION Access, prevention, and rural health systems | \$2.20 |
| CLEAN ENERGY & CLIMATE SOLUTIONS Renewables, efficiency, resilience, and EV infrastructure | \$2.00 |

These multiplier effects reflect increased economic activity, taxation revenue, productivity gains, and long-term societal benefits.

COMMUNITY IMPACT



POVERTY REDUCTION

- 18–25 million Americans lifted above poverty thresholds
- Significant reduction in persistent poverty counties
- Expansion of homeownership and wealth accumulation



SMALL BUSINESS GROWTH

- 2.5 million new small businesses
- Expanded minority-owned enterprises
- Increased access to capital and government contracts



LABOR FORCE PARTICIPATION

- Greater participation among women
- Increased workforce integration of immigrants
- Reduced youth (NEET) rates
- Expanded opportunities for formerly incarcerated citizens



RURAL & URBAN BALANCE

- Investment in rural infrastructure and broadband
- Urban centers revitalized
- Stronger regional economies and population retention

TWENTY-YEAR NATIONAL OUTCOME

BY FULL MATURITY OF THE HATHAWAY MANIFESTO



26.5 MILLION
JOBS CREATED



\$8.4 TRILLION
ANNUAL GDP EXPANSION



\$12.9 TRILLION
ANNUAL ECONOMIC ACTIVITY

HISTORIC INVESTMENTS IN:



EDUCATION



INFRASTRUCTURE



HEALTHCARE

HOUSING



TECHNOLOGY

CLEAN ENERGY



WORKFORCE DEVELOPMENT

URBAN & RURAL DEVELOPMENT

**A DOMESTIC INDUSTRIAL REVOLUTION
BUILT ON OPPORTUNITY, EQUITY,
AND SUSTAINABLE PROSPERITY.**



STRATEGIC VISION: The Manifesto's combined investments in infrastructure, education, healthcare, housing, clean energy, technology, immigration reform, and community revitalization create the conditions for what it describes as a new American "domestic industrial revolution" built upon broad-based economic growth and opportunity.

NOTE: These are scenario-based projections suitable for infographic and policy discussion. Actual outcomes would depend upon implementation speed, congressional appropriations, private-sector participation, Federal Reserve policy, demographic trends, global economic conditions, and technological change.

Prekindergarten Through Higher Education

This Manifesto explicitly connects household economics to educational attainment, increased political representation, and fair access to public and private institutions, capital, and intergenerational wealth.

American education is the most ethnically, nationally, and racially diversified in the world. It is inclusive and the students have ability levels that range from genius to intellectually disable who are all in one schoolhouse.

Our prekindergarten through higher educational system must be steeped in scholarship and solvency. Free college and university education are a privilege and a right. We must utilize it to reach greater heights and crack more sociopolitical and economic glass ceilings. We can continue to serve as a light to the feet of all that seek it wholeheartedly. We can continue to make bold strides courageously and with compassion.

Prekindergarten Through Secondary Education

School leaders and educational experts play a key role in improving schools and district outcomes. Their influence stretches through every progression. School leadership is a policy priority around the world; and as nations advance, the challenges will demand higher stakes. With increased school autonomy and a greater focus results, we must force this country and districts to reimagine the role of how we educate children. It has become essential for educational leaders to transform systems in a short tenure. It can be done and it must be done.

Because, we stand at the cusp of a new educational era. The future of our republic depends upon whether every pupil, regardless of race, income, geography, language, disability, or circumstance, has access to a world-class education that unlocks the fullness of human potential. Education is public service. It is the foundation of democracy, the engine of economic prosperity, the guardian of liberty, and the bridge to our renewal.

The Manifesto's vision for preK–12 education is rooted in the unwavering belief that every child in America possesses genius, promise, and purpose. We will build a system of education that is rigorous in expectation, equitable in opportunity, innovative in design, and innovative in impact. America must pursue academic excellence with moral urgency and strategic precision.

Our country must envision schools that cultivate critical thinking, creativity, scientific discovery, civic responsibility, entrepreneurship, technological fluency, and ethical leadership. We will prepare students for tests and for life; for employment and for citizenship; and for competition and for contribution to the common good.

This vision demands a renewed national commitment to educational excellence from early childhood through trade school and collegiate graduation. We will invest in universal literacy, advanced mathematics, science, technology, engineering and mathematics (STEM) innovation, the arts and humanities, career and technical education, digital infrastructure, and whole child supports that strengthen mental, emotional, and physical well-being. We will close long-standing achievement gaps by confronting inequities in school funding, access to advanced coursework, educator quality, technology, and opportunity.

Teachers will once again be elevated as nation builders and role models. We are mandated to recruit, support, compensate, and retain exceptional educators while restoring dignity, respect, and professional autonomy to the teaching profession. America's educators must be empowered to lead classrooms of excellence and innovation and administrators who are authentic instructional leaders.

We further envision schools as pillars of thriving communities which are safe, inclusive, intellectually vibrant institutions that strengthen families, neighborhoods, and the nation itself. Through strategic partnerships among government, families, businesses, faith communities, and civic organizations, we will create ecosystems of opportunity that ensure no child is left behind and no community is forgotten.

The 21st century demands courageous action. It demands that America lead the world in technological advancement and human development. Our children are an asset and the architects of the rest of the American century. We will not settle for an education system divided by zip code and circumstance. We will build one worthy of the dreams of every child and the promise of this nation. The task before us is school reform and national reformation. And history will remember whether we had the courage to educate a generation powerful enough to preserve democracy, expand justice, and shape a more excellent union for all.

Higher Education

Higher education must once again become the great catalyst of American progress, democratic leadership, scientific advancement, economic mobility, and global competitiveness. The strength of the United States in this century will be determined by whether our colleges and universities remain engines of discovery, innovation, civic engagement, and opportunity for all people.

Our vision for higher education is bold, expansive, and future-driven. We envision a nation where every student has access to affordable, high-quality world class postsecondary education that equips them to lead society and their industry.

Education starts in the mother's womb, and be reinforced in households. Education must be considered as the lifeblood of a people. It can light up the darkest most desolate places of our lives. Education is one of the most potent weapons that can be used against an oppressor. Education can pull one out of poverty and lead to economic prominence. Education can shape one's worldview and deconstruct ignorance. Education is able to create social justice and break down walls of bigotry. Education can fortify a family and cultivate a community. Education will employ political power if a people seek it wholeheartedly.

We must realize that the status of minority education is a 400-year long problem and there are no quick fixes or magic bullets. We must create awareness that post-secondary educational attainment is one of the best things that one may seek; and that youth cannot simply go to college but must graduate. We must increase consciousness that there is a linkage between educational advancement and socioeconomic mobility. We must state to our youth that we are engaged in a regional, national, and global competition. We must recognize that there are emotional pain and trauma attached to the plight of the undereducated.

American colleges and universities must remain the intellectual heartbeat of democracy. The institutions must confer degrees; be centers of research, truth-seeking, workforce preparation, cultural advancement, technological invention, and national problem-solving. We must strengthen their ability to prepare graduates capable of competing in a rapidly changing global economy while also cultivating informed citizens committed to freedom, justice, and public service.

This vision calls for unprecedented investment in academic excellence, cutting-edge research, and student success. We will advance innovation in science, medicine, artificial intelligence, engineering, cybersecurity, climate resilience, education, agriculture, business, and the humanities. We will ensure that America leads the world in economic power and in intellectual and moral leadership.

Affordability and access will stand at the center of this national educational mission. No student should be denied educational opportunity because of financial hardship. We will work with all diligence to reduce the burden of student debt, expand pathways to college completion, strengthen community colleges and technical institutions, and increase support for historically underserved institutions, including historically Black colleges and universities (HBCUs), tribal colleges and universities, Hispanic-serving institutions (HSIs), minority-serving institutions, and rural-serving campuses.

We envision higher education systems that align learning with the demands of the future workforce while preserving the enduring values of critical inquiry, ethical reasoning, and human understanding. The future economy will demand adaptable thinkers, entrepreneurs, creators, researchers, and leaders capable of navigating complexity and driving innovation across every sector of society.

Faculty, researchers, and academic professionals must be empowered as masterminds of national advancement. This *Manifesto* supports intellectual freedom, scholarly research, interdisciplinary collaboration, and institutional innovation that accelerates discovery and expands opportunity for generations to come.

Higher education must also become a force for rebuilding trust, teaching tolerance, strengthening civic culture, and uniting communities across lines of difference. Our universities should inspire dialogue, promote creative imagination, and shared advancement.

The nations that educate holistically will lead globally. The nations that fail to invest in human capital will fall behind. Therefore, we will build a higher education system worthy of the aspirations of our people and the demands of the future; a system that empowers every learner, strengthens every community, advances every area of endeavor, and elevates the promise of the United States of America for generations yet unborn.

- ✓ State governments, local school boards, and college boards offer and enroll students in gender studies and cultural studies courses at the elementary, secondary, and collegiate levels
- ✓ Continually reauthorize and fully fund the Elementary and Secondary Education Act (ESEA), the “nation’s education policy”

- ✓ Increase funding for Race to the Top (RTTT) recipients
- ✓ National base salary of sixty thousand dollars (\$60,000) for all prekindergarten through twelfth grade educators
- ✓ Continuance of the public service loan forgiveness program
- ✓ Grant teachers tenure or permanence after six (6) years of service
- ✓ Require educators to participate on the assessment creation and curriculum committees, serve on textbook adoption committees, present at conferences, and attend mandatory professional development which is linked to tenure
- ✓ End social promotion
- ✓ Universal prekindergarten at age three (3)
- ✓ Cap class size: Seventeen (17) pupils in elementary and twenty-five (25) pupils secondary
- ✓ Recreate the formula for annual yearly progress (AYP) and state and national report card grades
- ✓ Parent/guardian to complete a minimum of five (5) service hours per school year
- ✓ Meet the expectation of No Child Left Behind (NCLB), all students graduate at grade level reading/ national grade level reading initiative
- ✓ Mandate that students are proficient on state criterion-based assessments in order to graduate from high school
- ✓ National Board-Certified Teachers (NBCT) stipend of three thousand five hundred dollars (\$3,500) for six (6) years and states pay one thousand dollars (\$1,500) towards the total one thousand nine hundred dollar (\$1,900) fee
- ✓ Mandatory summer school for students that failed two or more classes (core or elective) if they did not recover credit during the regular academic year, and the re-taking of state and/or national assessment
- ✓ Students must be proficient on the U.S. Naturalization Test; which should be taken while in elementary school social studies and high school government or civics class
- ✓ All middle school and high schools are assessed on the Test of Adult Basic Education (TABE) as a graduation requirement
- ✓ One hundred percent (100%) of high school graduates take a college entrance examination
- ✓ Ninety-five percent (95%) of high school students graduate in four (4) years
- ✓ High school dropout reclamation program from age at point of separation to age twenty-one (21)
- ✓ National marketing campaign and thrust to promote adult education
- ✓ All state department of education employees that meet the criteria of an educator or paraprofessional to substitute at a local school each semester at a high performing school and an underperforming school
- ✓ All local, state, and federally elected officials substitute at a local school each semester at a high performing school and an underperforming school
- ✓ Take preventative measures that ensure students prekindergarten through secondary education are fully equipped to learn prior to reaching post-secondary education and training
- ✓ Address attitudes about higher education within our families and promote educational advancement
- ✓ All college and university students are to enroll and pass a course on minority or women's studies prior to graduation
- ✓ Create and/or sustain an initiative that is modeled after the AVID program at the higher education level

- ✓ Set goals and objectives that reflect the variability of the needs and abilities of remedial and developmental learners
- ✓ Require remedial and developmental learners to attend instructional labs
- ✓ Create and/or sustain a program with freshmen that are classified as “at-risk”
- ✓ Have college and university pair each student with a mentor/mentee
- ✓ Require students to complete verifiable community service hours (within a fifteen (15) mile radius of the institution) as a graduation requirement
- ✓ Mandate students to study abroad (non-vacation destination) for a minimum of seven (7) days; fee is a part of cost of attendance
- ✓ Students are to complete a verifiable minimum of twenty-five (25) community service hours each semester
- ✓ Mandate that all students enrolled in teacher preparation programs read and are assessed on the Coleman Report, A Nation at Risk, and Elementary and Secondary Education Act (ESEA) and the reauthorizations, as well as participate in a book study of selected education text
- ✓ Significantly increase PELL and Federal Supplemental Educational Opportunity (SEOG) grants funding
- ✓ Institutions offer grant year-round
- ✓ Full funding to public and private Historically Black Colleges and Universities (HBCU), tribal colleges and universities, Hispanic-serving institutions (HSIs), and minority-serving institutions (MSIs)
- ✓ Free higher education for the first (1st) four (4) years
- ✓ Student loan forgiveness for all separated from a higher educational institution
- ✓ Increase African American, Hispanic, and indigenous people’s enrollment in institutions of higher learning
- ✓ Set goal for national average four-year college graduation rate to 60% in five years
- ✓ Set goal for national average graduate school graduation rate to 50% in five years
- ✓ Each school district to offer accelerated learning program

1 TOTAL COST TO FULLY FUND PRE-K-12 AND HIGHER EDUCATION IN THE U.S.

PRE-K-12



**\$983.7
BILLION**

FY 2024
(just under \$1 trillion per year)

INCLUDES:

- Instruction
- Administration
- Transportation
- Facilities
- Support Services

Universal public pre-K expansion would add tens of billions more annually depending on the model used.

HIGHER EDUCATION



**\$700-800
BILLION
PER YEAR**

Annual spending on degree-granting colleges and universities (public + private) when combining:

- State appropriations
- Federal grants
- Tuition revenue
- Institutional spending
- Research spending

COMBINED ESTIMATE TO FULLY FUND EDUCATION



A reasonable estimate for fully funding:

- Universal pre-K
- K-12 public education
- Affordable public college / university access

**\$1.7-\$1.9
TRILLION
ANNUALLY**

ABOUT
6-7%
OF U.S. GDP

2 NUMBER AND PERCENTAGE OF STUDENTS READING BELOW GRADE LEVEL



Best national benchmark: National Assessment of Educational Progress (NAEP)



U.S. public + private K-12 enrollment
≈ **49-50 MILLION STUDENTS**

2024 READING PROFICIENCY (NAEP)



ESTIMATED STUDENT COUNTS



If ~67-70% are below proficient in reading:

33-35 MILLION STUDENTS
are reading below proficiency benchmarks nationally.

IMPORTANT NOTE: "Below proficient" on NAEP is not exactly the same as "below grade level," but it is the closest national measure available.

3 NUMBER AND PERCENTAGE OF NEW TEACHERS LEAVING WITHIN FIVE YEARS



National Center for Education Statistics data show:

Within first five years:
40-50%
of beginning teachers leave teaching or leave their original school placement.



More conservative estimates focused on leaving the profession entirely are lower (~17-20%), but mobility plus attrition together approach half.

ESTIMATED NUMBERS

The U.S. hires roughly
300,000-350,000
new teachers annually.



If ~45% leave within 5 years:



**ESTIMATED:
135,000-160,000**
new teachers per entering cohort exit within five years.

4 NUMBER AND PERCENTAGE OF QUALIFIED STUDENTS WHO DO NOT ATTEND COLLEGE BECAUSE THEY CANNOT AFFORD IT

SURVEY FINDINGS

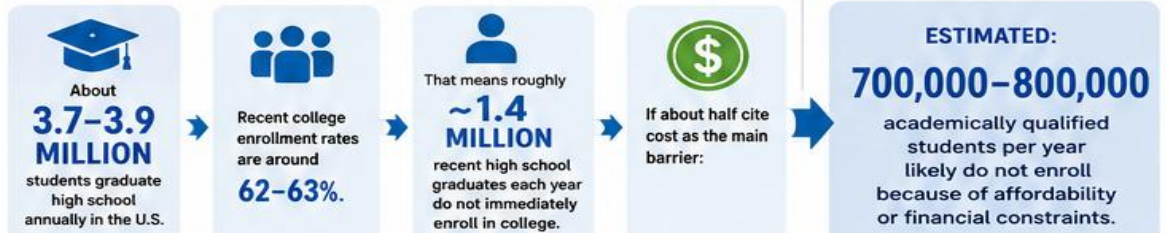


75% of Americans say cost is the primary reason people do not go to college.



55-56% of students who do not enroll report cost as the main factor.

PATHWAY TO NON-ENROLLMENT DUE TO COST



ESTIMATED IMPACT

**ESTIMATED:
700,000-800,000**
academically qualified students per year likely do not enroll because of affordability or financial constraints.



These numbers represent the most recent national estimates available from federal agencies and national surveys.
Sources: U.S. Census Bureau (2024), NCES, NAEP (2024), NORC, NASFAA

Our national educational system shall be centered on lifelong student academic excellence, community thriving, scholastic achievement, recruiting and maintaining a premier faculty, interdisciplinary teaching and learning, and sustaining a robust technological infrastructure that meets and exceeds goals around innovation, opportunity access, and equity.

The American educational landscape is transforming. We must utilize materials, lesson plans, guides, assessments, protocols, models, and excreta that support and supplant federal and state standards and frameworks. Our objective is to provide powerful, high yield strategies which enable educators, administrators, and the community to produce lasting outcomes.

Our effective and forward-thinking program of study shall reflect the philosophy, goals, objectives, learning experiences, and instructional resources that comprise a specific educational program. The national curriculum must meet and exceed the needs and current demands of the national economy and global citizenship.

The United States has to establish an interactive educational program and curriculum that expands its capacity to produce positive student learning. We must hone an effective professional learning culture that maintains a foundation of respect, trust, mutual interdependence, an active role by all educators, administrators, and consultants and shared belief that improved learning and academic strength must remain the ongoing goal for all professional experiences.

Academic Focus

The academic focus of America will be placed on a number of strategies that are: research-based, student-centered, instruction-centered, literacy-based, and multiculturally competent. Our multidisciplinary approach will be the bedrock of our progressive educational system, and interdisciplinary educational frameworks shall enhance the academic experience of learners. This approach to pedagogy enriches and strengthens the fabric of education overall. Interdisciplinary assessments will promote proficiency in mathematics, science, social studies, literacy, and the arts. A nationwide curriculum shall be a representation of liberal arts education, higher academia, and trade certification at the high school level. Multidisciplinary learning shall vary in difficulty which will be steeped in great expectations with an aim for students to meet the high bar and have the tools to thrive in the national and international communities.

Health And Immunization Policy

We believe healthy bodies and minds are the foundation of academic success. Regular visits with one's physicians and up-to-date immunization help protect students' health and readiness to learn. Students are required to stay current on all required immunizations or risk being removed from school.

We will verify every student's immunization compliance as part of enrollment and attendance. In order to prevent the spread of infectious diseases, all students must be fully immunized before entering school and before participating in school-based activities. Furthermore, if a student has additional health needs that must be addressed while at school, such as medication, asthma or allergies, please ensure all health forms are completed, and the school health personnel are aware of these health requirements.

The following seven (7) common childhood vaccines, Diphtheria, Pertussis, Tetanus (DTaP), Hepatitis B, Haemophilus influenzae type b (Hib), MMR, polio, varicella, and meningococcal (meningitis), are required for pupils to enroll in American schools. An acceptable proof of immunization for enrollment is mandatory. Among the different types of acceptable documentation are medical records, a health department or school form, information from the state's Immunization Information System (IIS), or a "certificate of immunization," which may be issued by, for example, a state health department or a physician's office. Documentation must include the type of immunization given, number of doses given for immunizations that require multiple doses, and dates immunizations were given.

Enrollment And Attendance Policies

As a part of the enrollment application, parent(s) or guardian(s) will enter information about the student enrolling and will need to upload the following documents:

Proof of Residency

Please submit the following acceptable documents:

- ✓ Utility service contract, bills or payment receipts (i.e., gas, water, or electricity)
- ✓ Property taxes, rental or lease agreement, current rental receipt with address of property on receipt
- ✓ Official government income documents (Social Security income statement)
- ✓ Current pay stub
- ✓ Voter registration

When school officials have reason to believe that the address provided by the parent and/or guardian is incorrect, or was falsely reported, a due diligence effort to obtain the correct information will be made and documented.

Proof of Age of Minor

Please submit the following acceptable documents:

- ✓ Birth certificate
- ✓ Baptismal certificate
- ✓ Passport
- ✓ Court order
- ✓ Health office/vital statistics record of birth certificate date

Parent/Guardian/ Educational Rights Holder/Caregiver Identification

Please submit one of the following acceptable documents:

- ✓ Student's birth certificate or baptismal certificate or court order establishing the parent/guardian relationship. and
- ✓ Adult's government-issued photo identification (Driver's license or DMV identification card)

Attendance Monitoring

We will ensure that student attendance is recorded daily, accurately, and in a timely manner for all students in all courses. Educators are required to submit and certify attendance in data management system within the first (1st) ten (10) minutes of each class.

Administration and attendance personnel shall require a satisfactory explanation from the parent and/or guardian of a student, either virtually, in-person, or by written note, whenever the student is absent for part or all of a school day, and if it delineates what types of absences may be excused by a person authorized to excuse absences. All absence verification and notes shall be maintained for five (5) years for audit purposes. Every effort shall be made by the school administration and staff to notify parents/ guardians of their child's uncleared absences, and the steps required to clear all absences.

School administration and attendance personnel will be responsible for identifying, flagging, processing, and documenting using all due diligence for no show students. We will process no show students at the end of the student's first expected instructional day. School shall exercise all due diligence efforts to locate no show students, and proper documentation shall be entered in the learning management system or other educational database.

The school will define chronic absentee as "a student who is absent on five percent (5%) or more of the school days in the school year when the total number of days a student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular day schools, exclusive of Saturdays and Sundays. Chronic absenteeism is an attendance rate of ninety-five percent (95%) or below. Once a student approaches this level, a meeting will be held to identify viable solutions to the barriers preventing regular school attendance.

Upon a student's initial classification as a truant, the school will immediately notify the student's parent and/or guardian. An initial notification of truancy (NOT) letter will be generated and mailed to their home address. If needed, a second (2nd) or third (3rd) notification of truancy (NOT) letter will be mailed in the event of additional truanancies. Administrators and attendance personnel are responsible for maintaining student enrollment, attendance, and withdrawal accounting records to ensure their availability for audits.

An absence is considered when it is supposed by appropriate documentation and falls under accepted reasonable, including:

- a. Personal illness (with doctor's note and parental confirmation)
- b. Medical appointment (with provider documentation)
- c. Bereavement
- d. Religious holidays
- e. Court appearances
- f. Authorized school-related activities

Students must submit documentation within three (3) days of returning to be considered or excused absence status. Repeated absences of either categorization may result in academic penalties or disciplinary actions. Furthermore, the district of residence will be notified of five or more (5+) absences, in instances of truancy, expulsion, transfer, and withdrawal.

An unexcused absence designation is those that do not meet the criteria above or lack appropriate documentation, including:

- a. Oversleeping
- b. Family vacation that overlap school hours
- c. Absence without parent(s) or guardian(s) notification

Furthermore, after the pupil has accumulated five (5) unexcused absences, and after given adequate time, as determined by the district and attendance designee, the pupil’s parent, guardian, or other person having control of she or he has failed to turn in documentation to excuse those absences, the institution may implement the truancy intervention requirements of the second tier of the progressive truancy plan.

Testing Policy

Formative and summative assessments shall be a central focus as we seek to understand school performance, academic success, and the pathway from early childhood to adult independence, and predictor of college and career readiness and success.

Academic assessment gives parents and guardians, the administration, faculty, and staff important information on student performance, as well as the effectiveness of instructional methods, and curriculum, providing the opportunity to adjust pedagogical methods for individual students.

Students will be required to take the state’s criterion-based assessment; as well as scheduled diagnostic, formative, and interim assessments throughout the academic year. Furthermore, high schoolers are to take the American College Test (ACT), Scholastic Aptitude Test/Scholastic Assessment Test (SAT), or other aptitude assessments as a graduation requirement.

Middle Grades Completion And Promotion Policy

The following course subjects must be mastered each academic year for promotion to the next grade.

| Courses | Credits |
|-----------------------|----------------|
| English Language Arts | 1.00 |
| Mathematics | 1.00 |
| Physical Education | 1.00 |
| Science | 1.00 |
| Social Studies | 1.00 |
| Electives | 2.00 |

Graduation Requirements Policy

High School

Students may complete the high school graduation requirements over three or more (3+) years, as stated in their individualized graduation plan signed and verified by their guidance counselor or registrar.

| Courses | Credits |
|--------------------------|----------------|
| Computer Science | 1.00 |
| Electives | 3.00 |
| English Language Arts | 4.00 |
| Fine And Performing Arts | 1.00 |
| Health And Wellness | 1.00 |
| Mathematics | 4.00 |

| | |
|--------------------|------|
| Personal Finance | 1.00 |
| Physical Education | 1.00 |
| Science | 4.00 |
| Social Studies | 4.00 |
| World Language | 2.00 |

Community Service Requirements

Community service refers to a person who performs tasks for the benefit of his or her local community. Students are encouraged to conduct duties which are aligned with their interests, expand their horizons, strengthen their sense of civic engagement and nationalism. broaden their educational, developmental, and social goals, and contribute to them becoming active global citizens.

Students are to complete a minimum of twenty-five (25) community service hours per academic year. Examples of non-approved community service activities include, but are not limited to, purchasing items or donating items for clothing or food drives; taking a universal academic, social, emotional, behavioral screeners, working for or volunteering at a motel, hotel, or the like, working for or volunteering at a for-profit small business; or volunteering for an organization that is not a registered as non-profit or does not hold a 501(c)(3) status.

Non-profit organizations may include, but are not limited to, religious entities, charitable organizations, civic organizations, or other nonprofit organizations that are otherwise created for scientific, literary, or educational purposes. Examples of non-profit organizations may include, but are not limited to, homeless shelters, boy scouts, girl scouts, food pantries, or humane organizations.

Student Records Retention Policy

Student records may exist in a number of formats, including paper, digital environment, microfilm or microfiche. These records retention guidelines apply to student records and data stored on any and all media.

Admissions Documents And Application Materials (Whether Accepted Or Rejected)

| Title | Description | Minimum Retention |
|---|--|---|
| Admission Letters | Notices of admission, waitlist, and denials | Three (3) years after application submission |
| Relevant Correspondences | Student's acceptance or rejection | Three (3) years after application submission |
| Waiver Of Rights Of Access (admissions) | Waiving right of access to admission letters of recommendation | Three (3) years after application submission |
| Application For Admission Or Readmission | Admissions application, achievement tests, home language survey, birth certificate, withdrawal(s), signature or parent(s) and guardian(s), future destination, and other information deemed appropriate by the Tennessee Department of Education. | Permanent |
| Medical Records | i.e., Immunization records | Five (5) years after first semester of enrollment |
| Letters Of Recommendation (admissions) | Letters of recommendation and interview questionnaires | Three (3) years after application submission |
| Test Scores | i.e., National and state assessments, ACT, SAT, and etc. | Permanent |
| Transcripts | Middle and high school transcripts | Permanent |
| Cumulative Record | If the student has transferred out of the school, a copy of the inactive cumulative record will be retained along with the student's withdrawal form as a permanent record. For students whose records are not transferred, the original is a permanent record. | Permanent |
| High School Diploma Certification and Roster of Graduates | List of graduating seniors and preparation of diplomas. | Permanent |
| Academic Advisement Records | i.e., sign-in sheets and correspondences | Seven (7) years after first (1 st) semester of enrollment |

| | | |
|---|--|-----------|
| Academic Warning, Suspension, And Dismissal | Notice of academic action related to academic and non-performance and deficiency | Permanent |
| Capstone Project | Service and internship project documentation | Permanent |

General Records Retention Schedules

| Title | Description | Minimum Retention |
|---|---|--|
| Annual Reports | Annual Statistical Reports concerning admissions activities, enrollment statistics, etc. | Permanent |
| Recruitment Materials | i.e., brochures, catalogues, etc., and dealing with admissions, programs, and scholarships | Permanent |
| Administrators And Educators Certificates | State Certificates | Permanent |
| Examinations (Final/Graded Coursework) | Examinations and graded assignments | Three (3) years after submission |
| Grade Appeal/Complaint | Student and/or parent(s) or guardian(s) final grade dispute | Three (3) years after submission |
| Faculty Grade Book And Grade Change Forms | Official record of student work completion | Five (5) years after each semester |
| Course Registration and Enrollment Records | i.e., student schedules, rosters, add/drop/withdrawal, | Until the administrative and staff need is satisfied |
| Email Data And Information | Emails and other electronic communication that authorize academic/enrollment actions and/or provide directory/non directory information about administration, faculty, staff, students, and parent(s) and guardian(s) | Until the administrative and staff need is satisfied |
| Course Catalogs | Published annually or bi-annually, record of courses, diplomas, and programs of study offered | Permanent |
| Race, Ethnicity, Nationality, Gender, And Sex Demographic Reporting | All reports of student enrollment, graduation, and other metrics by these demographics | Permanent |
| Federal, State, And Local Government Disclosure Records | i.e., cost of attendance, accreditation, textbook | Five (5) years from date of required disclosure |

| | | |
|--|--|--|
| | information, and security reports | |
| Student Financial Aid (SFA) Records | i.e., accrediting and licensing agency review, approvals, and reports, audit reports and school responses, records pertaining to financial responsibility and standards of administrative capability | Five (5) years from date of award |
| Fiscal Records And Requirements For Specific Aid | i.e., bank statements for accounts, fiscal program transactions, records of student accounts, and all other fiscal records/reports | Five (5) years from date of receipt and award |
| Employee Contracts | Contracts between school and all employees | Retain seven (7) years after termination of employment, then destroy, and/or based on statute of limitations for actions for breach of contract. |
| Census Data | Detailed count of all student records that are basis for state and/or federal funding. | Five (5) years after first semester of enrollment |

National Grading Scale

| | |
|---|----------|
| A-Excellent/Excellent Scholarship/Superior | 90%–100% |
| B-Above Average/Good Scholarship/Mastery/Proficient | 80%–89% |
| C-Average/Satisfactory Scholarship | 70%–79% |
| D-Below Average/Low Performance | 60%–69% |
| F-Failing/Poor Scholarship | 0%-59% |
| No Grade | NG |
| Satisfactory | S |
| Unsatisfactory | U |
| Withdrawn | W |

National Middle And High School Grade Point Average Scale (4.0)

Below is the standard scale utilized by the school.
Grade Point Average (GPA) Conversion To A 4.0 Scale:

| Letter Grade | Percent Grade | Points |
|--------------|---------------|--------|
| A+ | 97%-100% | 4.00 |
| A | 93%-96% | 4.00 |
| A- | 90%-92% | 4.00 |
| B+ | 87%-89% | 3.00 |
| B | 83%-86% | 3.00 |
| B- | 80%-82% | 3.00 |

| | | |
|----|---------|------|
| C+ | 77%-79% | 2.00 |
| C | 73%-76% | 2.00 |
| C- | 70%-72% | 2.00 |
| D+ | 66%-69% | 1.00 |
| D | 63%-65% | 1.00 |
| D- | 60%-62% | 1.00 |
| F | 0-59% | 0.00 |

Grading Weights

| | |
|--|-----|
| Discussion/Class Participation/Classwork | 20% |
| Midterm and Final Examination | 30% |
| Quizzes | 10% |
| Written Assignments/Performance Tasks/Projects | 40% |

Progress Report Policy

Evaluation and monitoring of student progress and achievement to all stakeholders are an important function of the school. Progress reports and report cards for each pupil will be used as one method of communication regarding student academic performance.

Educators will prepare progress reports according to the time schedule on the official school calendar. They are encouraged to report student progress to parent(s) and guardian(s) through the use of written communications, telephone conferences, and personal virtual conferences. Such communication should be emphasized in the case of satisfactory and unsatisfactory student progress and/or significant changes in student performance. The grade marked at the end of each semester is the final grade for each course and becomes a part of the permanent record. The grades at the end of the first (1st) and third (3rd) marking period of the school year are progress reports. are required to contact parents if a student is in danger of failing. A two-way communication, regardless of the method used, between the school and home should be of mutual concern to the student, parent(s) and guardian(s), teacher, and school administration.

Promotion And Retention Policy

A student who fails a course is mandated to retake it and have the failure evaluated and a determination made as to the reason for the failure. The student will be required to repeat the course during the following semester or during the summer. If a student fails two (2) or more courses, an academic probation conference shall be held with the student, parent(s) or guardian(s), educator(s), and guidance counselor and additional supports will be implemented to improve academic standing. If low academic performance continues, an enrollment redetermination conference will be conducted to state separation or remaining in the school.

Students who achieve levels deemed acceptable by local, state, and federal standards shall be promoted to the next grade level at the completion of each school year.

Retention of a student may be considered when faculty, staff, administration, parent(s) and guardian(s) feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The final decision shall be made by the district or designee.

Before And After School Tutoring Opportunities

Our educators understand the importance of offering support outside of the classroom. Students have the opportunity to seek additional support or guidance through tutoring before and after school by appointment only. Additional support to complement classroom instruction will exist by building organizational and study skills, fostering independence, self-reliance, self-advocacy, and scholastic confidence.

Gifted And Talented Evaluation

All districts will adopt procedures for the academic acceleration of gifted and talented students. The state will assess student's readiness and motivation for acceleration and match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

Student-Teacher Ratio And Class Size Information

The student counts used for this method will be official for each academic year on October 1, student counts based on the fall submission and enrollment in our internal recordkeeping. By using the October 1 data, we ensure that each student is only counted at one (1) school and one (1) district and consistent logic is used for determining grade level for the student for the year. This data is subject to all validations used for the administration reporting and specifically the October 1 counts. The October 1 date of census may not represent the overall number of students served during the year.

The staff full-time equivalent (FTE) data are pulled from the fall submission of the staff assignment data reported to the state and federal government, Educator Licensure Division that represents staffing on October 1. This data is subject to all validations used for the staff reporting system. Because the staff assignments are for all licensed professionals, we will only use assignment codes which the state has identified as representing a teaching assignment and only included those that represented teaching assignments in elementary, middle, and high school grades.

For assignments that represent multiple grade levels, multiple methods will be used to determine what fraction of the assignment full-time equivalent (FTE) would be assigned to each grade level. We will merge the staff data and enrollment data at the grade level. Then, we evenly split the full-time equivalent (FTE) for the assignment across the grades that had actual October 1 enrollment in them. If there was no enrollment data for the grades the assignment represented, we split the full-time equivalent (FTE) equally across all grades the assignment could represent at the schoolwide level.

Non-Discrimination Policy

Non-Discrimination Statement

It is the policy of the United States of America to prohibit unlawful discrimination, harassment and retaliation on the basis of any protected category by the Constitution of the United States, and any other state of association and establishment, and applicable federal, state or local laws or ordinances, including but not limited to Title VI of the Civil Rights Act of 1964 (Title VI), Title VII of the Civil Rights Act of 1964 (Title VII), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Education Amendments of 1972 (Title IX), the Americans with

Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), specifically, but not limited to, discrimination, harassment or retaliation on the basis of sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union-related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in the educational programs or activities the Hathaway Institute operates.

Concerns or inquiries regarding sex discrimination, harassment or retaliation can be made to the U.S. Department of Education Office for Civil Rights (OCR). The U.S. Department of Education Office for Civil Rights (OCR) contact information is <https://www.ed.gov/about/ed-offices/ocr>.

Employee Non-Discrimination Policy

America is an equal opportunity organization and does not discriminate based on an applicant's or employee's race, color, religion, sex, pregnancy, medical condition, sexual orientation, gender identity, national origin, ancestry, citizenship, age, physical or mental disability, or any other characteristic protected by state or federal law.

If an employee feels she or he have been subjected to any form of unlawful discrimination, including harassment, please notify administration and/or the U.S. Equal Employment Opportunity Office to immediately undertake an effective, thorough and objective investigation and attempt to resolve the situation. If either entity determines that unlawful discrimination or harassment has occurred, effective action will be taken to commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination.

Provision And Policy Explaining Requirement For Criminal History Record Checks

Our educational system is committed to running multiple, periodic background checks on all adults working and volunteering in our educational setting. Checking our administration, faculty, and staff members', vendor employees', and volunteers' backgrounds will guarantee that every adult consistently working with our school community is evaluated through a rigorous background check process.

As part of our background check process, these candidates must complete and submit an approved fingerprinting check.

Fingerprint Or SSN-Based Background Check Reports

Conduct fingerprint-based background checks to run searches against both Federal Bureau of Investigation (FBI), state and national sex offender registries, the Department of Health Abuse Registry, and state criminal databases to create a complete criminal profile of the prospective employee or applicant.

Employee Information
Job Descriptions And Assigned Duties

All Course Subject, General, And Special Educators

Instruct students in content areas at the secondary level designated according to state licensure, certification, and subject matter specifically assigned by the administration.

Essential Functions

- ✓ Establish and enforce rules for behavior and procedures for maintaining order among the students for whom responsible. Follow district policy and building procedures associated with student management; consistently demonstrate proficient classroom management skills.
- ✓ Maintain a cooperative relationship with other faculty and staff members.
- ✓ Demonstrate a high individual rate attendance (goal being ninety-five percent (95%) or above annually) in order to maximize student learning.
- ✓ Follow all building procedures regarding attendance and punctuality, keeping your administrators informed.
- ✓ Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- ✓ Prepare materials and classrooms for class activities.
- ✓ Adapt instructional methods and instructional materials to meet students' varying needs and interests.
- ✓ Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- ✓ Assign and grade class work and homework in a timely manner. Communicate student progress by through a variety of mediums.
- ✓ Enforce all school policies, administrative procedures, and rules governing students
- ✓ Plan and conduct activities for a balanced program of instruction using evidence-based, data-driven, and researched-based best practices.
- ✓ Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisor(s).
- ✓ Use technology to support instruction.
- ✓ Meet with parent(s) and/or guardian(s) to discuss our student's progress.
- ✓ Prepare objectives and comprehensive lesson plans following course syllabus, curriculum maps, and the state frameworks and standards.
- ✓ Attend and lead professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence.
- ✓ Collaborate with other teachers and administrators in the development, evaluation, and revision of secondary school programs.
- ✓ Develop, implement, update, and prepare reports on students and activities as required by administration.
- ✓ Select, store, order, issue, and inventory classroom equipment, materials, and supplies.
- ✓ Administer and proctor standardized ability and achievement tests according to state requirements and interpret results to determine students' strengths and areas of need.
- ✓ Attend faculty and staff meetings and serve on committees as required; as well as other duties assigned by administration.
- ✓ Maintain a valid state educator license with appropriate certification

Administrative Assistant

To ensure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of students can be realized.

Qualifications

1. Minimum of high school diploma or equivalent. Additional post-secondary education and/or training are highly preferred.
2. Two (2) years of successful working experience in the bookkeeping field or an associate's degree or higher in a business/accounting area.
3. Experience in computer operations of Microsoft Office suite products required.
4. Evidence of strong skills in meeting and dealing with district employees and the public in a manner that will promote a positive image of the school district.
5. Proficient in the use of a calculator and the ability to type sixty (60) words per minute with accuracy.
6. Ability to produce routine reports and correspondence as needed, including monthly financial reports.
7. Strong oral and written communications skills.
8. Must meet all set deadlines in a timely manner as set forth by the district and principal.
9. as well as expertise in accounting software and being able to proficiently pass bookkeeper's skills assessment.

Essential Functions

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Performs the usual office routines and practices associated with a busy, yet productive and smoothly run office.
2. Receives incoming telephone calls, assists visitors and vendors, and communicates general information concerning the program to our stakeholders.
3. Prepares all written reports, memorandums, and communications as required by the administration.
4. Maintains accurate records of attendance for all faculty, staff, and administration.
5. Prepares weekly payroll reports on teachers, substitutes, and custodial staff.
6. Checks with teachers for needed supplies and records, forms, etc.
7. Keeps daily record of attendance and total enrollment of students.
8. Notifies parent(s) and guardian(s) of any student who becomes ill during the day, etc.
9. Maintains all bookkeeping records and inventories of school property.
10. Registers all new students and assists with other tasks related to student enrollment.
11. Completes and submits required reports before and by deadlines.
12. Maintains confidentiality of material and information.
13. Assists in submitting work orders to keep the school maintained.
14. Performs other duties as assigned.

Criterion For Assistant Principals And Executive Principal

In addition to meeting minimum eligibility requirements established by the school district. Applicants for positions of assistant principal and principal must demonstrate their capacity to lead a school in which all students are on track to matriculate and graduate on time and/or at an accelerated timeframe from middle school and high school ready for college and careers, as measured by current state departments of education accountability structures. Furthermore, applicants for the position of assistant principal and principal must meet the following educational, managerial, administrative, and pedagogic experience qualifications:

Instructional Leadership

- ✓ Supporting implementation of rigorous, engaging and coherent curricula.
- ✓ Ensuring research-based, effective instruction that yields high-quality student work.
- ✓ Ensuring that assessment practices are aligned to curricula and inform instruction.

School Culture

- ✓ Establishing and maintaining structures for a positive learning environment, inclusive culture, and student success.
- ✓ Establishing and supporting a culture of learning that communicates high expectations for all stakeholders.

Structures for School Improvement

- ✓ Aligning resources to support school goals and meet student needs.
- ✓ Fostering support for a school-wide theory of action and goals across the school community. Supporting and evaluating teachers through a research-based, common teaching framework.
- ✓ Engaging teacher teams in collaborative practices using the inquiry approach to improve classroom practice.
- ✓ Regularly evaluate school level decisions with a focus on rigorous and engaging curriculum standards.

Prior Pedagogic Experience

- ✓ Principals must have evidence of success for at least six (six) years of prior full-time experience in pedagogic positions to be eligible for selection and appointment.
- ✓ Assistant Principals must have at least five years of prior full-time experience in a pedagogic position to be eligible for selection and appointment.

Mental Functions, Physical Requirements, and Working Conditions Of All Employees

While performing the duties of this job, the employee is regularly required to sit, stand, walk, go up and down stairs, operate foot and hand controls, use a telephone and write. Occasionally, the employee must lift and/or move up to twenty or more (20+) pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and/or objects, and providing oral information. Must have the ability to work for the duration of the daily contracted time period, and to be physically present and at assigned work, with only infrequent unexcused absences, during the contract year. Additional technical skills, knowledge, and abilities may be recommended by the immediate supervisor.

Code Of Ethics And Conduct

The Code of Ethics and Conduct define minimum standards of ethical conduct for all administrators, faculty, and staff.

Standard 1: Every administrator, faculty and staff member are to maintain a professional relationship with each student, both inside and outside the classroom and school setting.

Standard 2: Every administrator, faculty and staff member are expected to be competent regarding his or her professional practice, inclusive of professional and ethical behavior, skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3: Every administrator, faculty and staff member must honestly fulfill reporting obligations associated with professional practices, and a good steward of funding and property.

Standard 4: Every administrator, faculty and staff members are to practice integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using their position for personal gain.

Standard 5: Every administrator, faculty and staff members are to maintain the confidentiality of information about students and colleagues obtained in the course of their professional service that is protected under state and federal law and regulations, or the written policies of the Hathaway Institute, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 6: Every administrator, faculty and staff member are to keep in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures; as well as maintain the confidentiality of information about students and colleagues obtained in the course of their professional service that is protected under state and federal law and regulations, or the written policies of the Hathaway Institute, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 7: Every administrator, faculty and staff members are to refrain from the following while performing professional duties and activities associated with the school or district:

- ✓ using, possessing and/or being under the influence of alcohol or unauthorized drugs and substances, and/or possessing items prohibited by law, or
- ✓ possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or
- ✓ abusing and misusing prescription medications or other authorized substances as evidenced by impairment

Educator And Administrator Licensure Policy

The nation shall adopt policies governing the qualifications, requirements, and standards of, and provide the licenses and certificates for, all administrative assistance and support staff (when applicable), educators, principals, and assistant principals. Additionally, no person shall be employed as a principal, teacher, or supervisor of schools or receive any pay for such services without proper licensure. This policy sets the minimum standards and requirements for licensure to ensure that individuals who serve in our classrooms and school are prepared and equipped to serve the students.

Faculty And Staff

Teacher, Support Staff, And Administration Evaluations

Both formal and informal evaluations will be conducted throughout the academic year. Classroom walkthroughs and other types of observations will be employed. A minimum of two

- (2) formal evaluations will be held for all faculty, staff, and administrators annually during years one through six, and a minimum of one (1) evaluation in each subsequent year.

Curriculum Design

Educators and the instructional leadership shall collaborate on curriculum design. Each course in grades five through higher education will have a syllabus.

American Student Bill Of Rights

All students shall guarantee a high-quality education where learning is enriched, social development is cultivated, global citizenship is honed, words become deeds to meet the needs of one's community, and excellence in every aspect of humanity is the north star.

Students have a right to:

1. attend school and receive a high school diploma as provided by law;
2. be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior
3. receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship or immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs;
4. receive a written copy of the school and/or district handbook, policies, and procedures early in the academic year or upon admission to the school;
5. be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements;
6. be informed about required health, cognitive, and language screening examinations;
7. be informed about courses and programs that are available in the school and the opportunity to have input in the selection of elective courses;
8. receive professional instruction;
9. know the grading criteria for each subject area and/or course offered by the school and to receive grades for schoolwork completed based on established criteria;
10. be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
11. be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
12. be notified of the right of appeal regarding holdover or failing grades;
13. confidentiality in the handling of student records maintained by the school system;
14. request or by parental or guardian request to have their contact information withheld from institutions of higher learning and/or military recruiters; in order to protect the rights of students and parent(s) or guardian(s) to determine how student information is released to the military, schools that administer the Armed Services Vocational Aptitude Battery (ASVAB) will not release student scores to military recruiters unless both the parent(s) or guardian(s) and the student provide written consent.)
15. receive guidance, counseling, and advice for personal, social, educational, career, and vocational development.





NATIONAL BASE COURSE CATALOG

A rigorous foundation. Lifelong learning. Purposeful futures.



ELECTIVE COURSES

| Course Number | Course Title | Course Description |
|---------------|---------------------------------|---|
| ELE BAFI.100 | Banking And Financing | Scholars learn and engage in exercises on venture capital, private equity, IRAs, checking and savings accounts, credit scores, homeownership, and mortgage lending. |
| ELE BRSL.100 | Braille And Sign Language I | Scholars are trained in reading and writing contracted Unified English Braille and in basic American Sign Language and deaf culture. |
| ELE BRSL.200 | Braille And Sign Language II | An advanced course in Braille and American Sign Language that builds upon foundational skills and deepens understanding of deaf culture. |
| ELE CAPR.100 | Capstone Project (Ogdensburg) | Students design and implement a project of interest with advisor and mentor support, applying learning and exploring college and career readiness. |
| ELE BUMA.100 | Business Management | Covers ethics, public speaking, compensation management, data analysis, marketing, grants and contracts, and project management. |
| ELE ENTI.100 | Entrepreneurship And Innovation | Scholars build skills in finance, networking, feedback, strategic thinking, communication, problem-solving, negotiation, mindset, and launching ventures. |
| ELE FREN.100 | French I | Introduces French language and Francophone culture with emphasis on the four skills, communication, and real-life use. |
| ELE FREN.200 | French II | Advanced study of French language and culture with expanded skills and real-life application. |
| ELE MCHI.100 | Mandarin Chinese I | Introduces Mandarin language and culture through listening, speaking, reading, and writing with real-world practice. |
| ELE MCHI.200 | Mandarin Chinese II | Builds Mandarin proficiency with broader vocabulary, deeper grammar, and cultural exploration. |
| ELE MUAP.100 | Music And Art Appreciation | Examines music and art across eras and cultures with focus on terminology, analysis, and artistic critique. |
| ELE PEWE.100 | Physical Education And Wellness | Develops physical literacy, fitness, motor skills, health habits, and responsible personal and social behavior. |
| ELE SPAN.100 | Spanish I | Introduces Spanish language and Hispanic cultures with emphasis on communication and real-life application. |
| ELE SPAN.200 | Spanish II | Builds Spanish skills and cultural understanding for broader communication and real-life use. |

MATHEMATICS

| Course Number | Course Title | Course Description |
|----------------|--|---|
| MATH AALG.1010 | Advanced Algebra (Fall) | Studies patterns, relations, functions, and models to analyze quantitative relationships and change. |
| MATH AALG.1020 | Advanced Algebra (Spring) | Continues study of patterns, relations, functions, and algebraic models. |
| MATH ALGE.910 | Algebra I (Fall) | Introduces variables, expressions, equations, inequalities, and functions with real-world applications. |
| MATH ALGE.920 | Algebra I (Spring) | Continues study of algebra with emphasis on problem solving and graphing. |
| MATH CALC.1200 | Calculus | Covers limits, derivatives, integration, applications, and links to sciences and engineering. |
| MATH GEMA.710 | Integrated Mathematics I (Fall) | Builds skills in numbers, ratios, measurement, geometry, statistics, and algebra. |
| MATH GEMA.720 | Integrated Mathematics I (Spring) | Continues foundational math concepts and applications. |
| MATH GEMA.810 | Integrated Mathematics II (Fall) | Covers exponents, radicals, algebraic functions, equations, inequalities, and systems. |
| MATH GEMA.820 | Integrated Mathematics II (Spring) | Continues study of functions, systems, and probability. |
| MATH GEOM.1110 | Geometry (Fall) | Studies geometric concepts, proofs, triangles, polygons, trigonometry, and transformations. |
| MATH GEOM.1120 | Geometry (Spring) | Continues geometric concepts with applications and proofs. |
| MATH MRDM.1200 | Mathematic Reasoning For Decision Making | Applies spatial reasoning, measurement, and math skills to real-life problems. |
| MATH PRST.1200 | Probability And Statistics | Introduces probability, inference, regression, R software, and data analysis. |
| MATH TRIG.1200 | Trigonometry | Covers trigonometric functions, identities, vectors, polar coordinates, and complex numbers. |

SOCIAL STUDIES

| Course Number | Course Title | Course Description |
|----------------|---------------------------------------|---|
| SOST AAHI.110 | African American History (Fall) | Examines past and contemporary events and contributions of African Americans. |
| SOST AAHI.120 | African American History (Spring) | Continues study of African American history and culture. |
| SOST ECPF.1100 | Economics And Personal Finance | Explores economic principles and personal finance decision making. |
| SOST GSS.710 | Integrated Social Studies I (Fall) | Introduces civics, economics, geography, history, archeology, and anthropology. |
| SOST GSS.720 | Integrated Social Studies I (Spring) | Continues study of social studies and current events. |
| SOST GSS.810 | Integrated Social Studies II (Fall) | Builds knowledge of civics, government, history, and more. |
| SOST GSS.820 | Integrated Social Studies II (Spring) | Develops inquiry, solutions, and evidence-based claims with a project. |
| SOST GOPS.1100 | Government/Political Science | Studies U.S. government, constitutions, institutions, and political processes. |
| SOST PSYC.100 | Psychology | Introduces scientific study of behavior, cognition, and mental health. |
| SOST SOCI.100 | Sociology | Explores society, culture, institutions, and social change. |
| SOST USH.1010 | United States History (Fall) | Surveys U.S. history from founding to present with focus on themes of freedom and change. |
| SOST USH.1020 | United States History (Spring) | Continues U.S. history from founding to present. |
| SOST WMH.100 | Women's And Minority History | Examines stories of women and minorities in national and world history. |
| SOST WGHI.910 | World Geography And History (Fall) | Studies world regions, empires, religions, and historical movements. |
| SOST WGHI.920 | World Geography And History (Spring) | Continues study of global connections and historical impact. |

ENGLISH LANGUAGE ARTS

| Course Number | Course Title | Course Description |
|---------------|--|--|
| ENG ADLI.1200 | Advanced Literature And Composition | Explores language and writing through literature and analysis; develops advanced writing, critical thinking, and communication skills. |
| ENG AAAL.110 | African And African American Literature (Fall) | Examines African and African American literature from enslavement to present with cultural, historical, and social analysis. |
| ENG AAAL.120 | African And African American Literature (Spring) | Continues analysis of African and African American literature with emphasis on context and critical discussion. |
| ENG ALIT.1110 | American Literature (Fall) | Surveys American literature and cultural history with emphasis on political, intellectual, and social developments. |
| ENG ALIT.1120 | American Literature (Spring) | Continues survey of American literature and cultural history with analytical writing. |
| ENG AWLI.810 | Ancient And World Literature (Fall) | Traces literary genres and writing from antiquity through epics, poetry, and non-fiction narratives. |
| ENG AWLI.820 | Ancient And World Literature (Spring) | Continues study of world literature across empires, cultures, and generations. |
| ENG COVO.1200 | Contemporary Vocabulary | Expands vocabulary and comprehension through exercises in context, roots, parts of speech, and meaning. |
| ENG GLIT.710 | General Literacy (Fall) | Develops reading, writing, speaking, and listening skills across disciplines. |
| ENG GLIT.720 | General Literacy (Spring) | Continues development of literacy and communication skills across disciplines. |
| ENG GRCO.910 | Grammar And Composition (Fall) | Introduces fundamentals of language and writing through literature and written exercises. |
| ENG GRCO.920 | Grammar And Composition (Spring) | Continues study of grammar, vocabulary, and composition. |
| ENG GRCO.1010 | Grammar And Composition (Fall) | Advances language and writing skills with greater depth and application. |
| ENG GRCP.1020 | Grammar And Composition (Spring) | Continues advanced writing practice across genres and contexts. |
| ENG ORCO.100 | Oral Communications | Develops skills in public speaking, presentation, argument, ethics, and effective communication. |

NATURAL SCIENCES

| Course Number | Course Title | Course Description |
|---------------|--|--|
| SCI ANPH.1110 | Anatomy And Physiology (Fall) | Explores structure and function of the human body and principles of homeostasis. |
| SCI ANPH.1120 | Anatomy And Physiology (Spring) | Continues study of body systems from cellular to organismal levels. |
| SCI BIO.910 | Biological Science (Fall) | Studies living systems, genetics, ecosystems, and evolution through inquiry. |
| SCI BIO.920 | Biological Science (Spring) | Continues study of living systems with research experiences. |
| SCI CHEM.1010 | Chemistry (Fall) | Covers atomic structure, bonding, stoichiometry, gas laws, and chemical reactions. |
| SCI CHEM.1020 | Chemistry (Spring) | Continues chemistry principles and reactions with laboratory study. |
| SCI CSAP.1210 | Computer Science And Applications (Fall) | Teaches word processing, spreadsheets, databases, presentations, web, and app development. |
| SCI CSAP.1220 | Computer Science And Applications (Spring) | Continues applications and adds AI fundamentals. |
| SCI ECOE.810 | Ecology And Environmental Science (Fall) | Examines organisms, ecosystems, sustainability, and environmental policy. |
| SCI ECOE.820 | Ecology And Environmental Science (Spring) | Continues study with applied projects and real-world experiences. |
| SCI GESC.710 | Integrated Science (Fall) | Introduces concepts of matter, life, earth, energy, and lab skills. |
| SCI GESC.720 | Integrated Science (Spring) | Continues integrated science with inquiry and labs. |
| SCI IHSC.100 | Introduction To Health Science | Introduces health careers, systems, ethics, and basic healthcare skills with internship. |
| SCI PHSC.1010 | Physics And Physical Science (Fall) | Explores physics concepts, methods, and scientific thinking. |
| SCI PHSC.1020 | Physics And Physical Science (Spring) | Continues physics study with application and inquiry. |

GUIDE & INFORMATION

COURSE LEVEL GUIDE

- ENGLISH LANGUAGE ARTS
- MATHEMATICS
- NATURAL SCIENCES
- SOCIAL STUDIES
- ELECTIVE COURSES

ACADEMIC BENEFITS

- Builds strong foundations across all core disciplines.
- Develops critical thinking, problem solving, and communication.
- Prepares students for college, careers, and lifelong learning.
- Supports personal growth and active citizenship.
- Encourages inquiry, creativity, and responsible decision making.

NOTES

- Course offerings may be adjusted to meet student needs.
- Full-year courses are offered in Fall and Spring semesters.
- Descriptions summarize key themes and learning goals.
- Students are encouraged to consult academic advisors.



National Base Course Catalog
Elective Courses

| Subject | Course Number | Course Title | Course Description |
|---------|---------------|------------------------------|---|
| ELE | BAFI.100 | Banking And Financing | Scholars enrolled in this course will learn and engage in exercises on venture capital, private equity, individual retirement accounts, checking and savings accounts, personal and business credit scores, homeownership and mortgage lending. |
| ELE | BRSL.100 | Braille And Sign Language I | <p>This course will train scholars in reading and writing of contracted Unified English Braille. They will learn to read embossed braille visually and to write Unified English Braille using a Perkins Braille Writer, computer keyboard for six-key entry, and a slate and stylus. Topics include techniques for reading readiness, tracking, tactile discrimination, and reading methods. Additionally, the use of technology to produce braille will be reviewed.</p> <p>Furthermore, students shall discover the vibrant deaf community and all that it has to offer; develop an appreciation for American Sign Language as its own, unique language; consider the history and influence of deaf and hard of hearing culture; and learn the various elements of a sign, the alphabet, and basic words to immediately employ.</p> |
| ELE | BRSL.200 | Braille And Sign Language II | <p>This more advanced course will train scholars in reading and writing of contracted Unified English Braille. They will learn to read embossed braille visually and to write Unified English Braille using a Perkins Braille Writer, computer keyboard for six-key entry, and a slate and stylus. Topics include techniques for reading readiness, tracking, tactile discrimination, and reading methods. Additionally, the use of technology to produce braille will be reviewed.</p> <p>Furthermore, students shall discover the vibrant deaf community and all that it has to offer; develop an appreciation for American Sign Language as its own, unique language; consider the history and influence of deaf and hard of hearing culture; and learn the various elements of a sign, the alphabet, and basic words to immediately employ.</p> |
| | | | The Capstone Project, like similar service projects, showcases students as “effective communicators, complex thinkers, and productive workers” |

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|-----|----------|---------------------------------|--|
| ELE | CAPR.100 | Capstone Project | <p>(Ogdensburg). The Capstone Project allows students to learn about themselves by moving an idea or dream toward a topic of interest, specialization, community need, or career choice. Students will be paired with advisor(s) and mentor(s) to help them and to link them with community resources. Throughout the project, students demonstrate their abilities to apply what they have learned during their entire program of study.</p> <p>At the same time, they explore their readiness for college and the workplace.</p> |
| ELE | BUMA.100 | Business Management | <p>Scholars will gain insight and a deep dive into business and professional ethics, being a spokesperson, compensation management, data analysis, marketing, grants and contracts acquisition, and project management.</p> |
| ELE | ENTL.100 | Entrepreneurship And Innovation | <p>Scholars enrolled in this course will learn and engage in exercises on basic financial skills, networking, feedback, strategic thinking, communication and problem-solving skills, negotiation, growth mindset, and beginning the entrepreneurial journey.</p> |
| ELE | FREN.100 | French I | <p>Scholars will gain real-life language use, the integration of French and Francophone culture and linguistics, and the acquisition of the four skills: reading, listening, writing, and speaking. Also, learn contemporary French and Francophone institutions and mores, communicate and interact with other speakers of French in diverse situations and in conversations involving everyday topics, develop listening skills and understand the gist of a variety of communication modes (i.e., television, video, radio, etcetera); read a broad range of printed materials for general, specific and practical information; write notes, letters and compositions on familiar topics with a good command of vocabulary and sentence structure in a cohesive and organized manner.</p> |
| | | | <p>This more advanced course will give scholars a more real-life language use, the integration of French and Francophone culture and linguistics, and the acquisition of the four skills: reading, listening, writing, and speaking. Also, learn contemporary French and Francophone institutions and mores, communicate and interact</p> |

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|-----|----------|---------------------|---|
| ELE | FREN.200 | French II | with other speakers of French in diverse situations and in conversations involving everyday topics, develop listening skills and understand the gist of a variety of communication modes (i.e., television, video, radio, etcetera); read a broad range of printed materials for general, specific and practical information; write notes, letters and compositions on familiar topics with a good command of vocabulary and sentence structure in a cohesive and organized manner. |
| ELE | MCHI.100 | Mandarin Chinese I | This course introduces students to the standard Mandarin Chinese language and is designed for students with no or minimal previous background in spoken or written Mandarin. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China, develop the oral proficiency and confidence necessary to initiate simple conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project. |
| ELE | MCHI.200 | Mandarin Chinese II | This more advanced course will further introduce scholars to the standard Mandarin Chinese language and is designed for students with prerequisite background of Mandarin Chinese I in the spoken or written language. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Mandarin on a broader range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China, develop the oral |

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| | | | <p>proficiency and confidence necessary to initiate conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project.</p> |
| ELE | MUAP.100 | Music And Art Appreciation | <p>Students will recognize the development of music from a historical and cultural perspective; study the fundamentals of music and discover basic music terminology, instrument families, tempo, rhythm, form and meter; examine the elements that will then be used throughout the course as a foundation for discussion of music throughout history; investigate a variety of eras and genres. Students will gain an understanding of the context in which music was created by recognizing and aurally identifying style characteristics, genres, and representative masterworks.</p> <p>In addition, coverage of artistic movements will highlight a historical context and introduce students to key artists that represent a variety of geographic locations, as well as apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.</p> |
| ELE | PEWE.100 | Physical Education And Wellness | <p>Students enrolled in this course shall develop goals of physical education and wellness to become a physically literate individual who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. And, learn the implications and the benefits of involvement in various types of physical activities; participates regularly in physical activity, obtain a level of physical fitness; values physical activity and its contributions to a healthful lifestyle; demonstrate competency in a variety of motor skills and movement patterns; receive knowledge of concepts, principles, strategies and tactics related to movement and performance, and exhibit responsible personal and social behavior that respects self and others; and recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p> |

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| ELE | SPAN.100 | Spanish I | <p>This beginner courses offers students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic or Latino cultures. It is designed for students with no or minimal previous background in spoken or written Spanish. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Spanish on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Spanish characters, and examine how culture and language interact in Latin nations, develop the oral proficiency and confidence necessary to initiate simple conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project.</p> |
| ELE | SPAN.200 | Spanish II | <p>This more advanced course will offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic or Latino cultures. It is designed for students with prerequisite background of Spanish I in the spoken or written language. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Spanish on a broader range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Spanish characters, and examine how culture and language interact in Latin nations, develop the oral proficiency and confidence necessary to initiate conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in</p> |

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| | | | this course support students to deepen participation in other programs and academic activities and conduct an independent study project. |
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English Language Arts

| Subject | Course Number | Course Title | Course Description |
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| ENG | ADLI.1200 | Advanced Literature And Composition | This course greater exposes students to the elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression; as well as literary foundations, dialogue and debate such topics from a number of sources and genres. |
| ENG | AAAL.110 | African And African American Literature (Fall) | The first (1 st) semester of the course will present arguments and ideas that emerge on African and African American literary foundations, dialogue and debate such topics from a number of sources and genres. Students will identify and investigate the content from the early days of enslavement to the present. They will read, analyze, and discuss literary texts written by Africans and African Americans, paying particular attention to the political, historical, economic, legal, theoretical, and social context that informs these texts. |
| ENG | AAAL.120 | African And African American Literature (Spring) | The second (2 nd) semester of the course will present arguments and ideas that emerge on African and African American literary foundations, dialogue and debate such topics from a number of sources and genres. Students will identify and investigate the content from the early days of enslavement to the present. They will read, analyze, and discuss literary texts written by Africans and African Americans, paying particular attention to the political, historical, economic, legal, theoretical, and social context that informs these texts. |
| | | | The first (1 st) semester of this course introduces students to American literature by surveying a wide range of texts—some very famous and lesser-known writers and authors, written by and about |

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| ENG | ALIT.1110 | American Literature (Fall) | people living in the present-day United States. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will both acquire knowledge of American cultural history and develop skills of literary analysis. |
| ENG | ALIT.1120 | American Literature (Spring) | The second (2 nd) semester of this course introduces students to American literature by surveying a wide range of texts—some very famous and lesser-known writers and authors, written by and about people living in the present-day United States. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will both acquire knowledge of American cultural history and develop skills of literary analysis. |
| ENG | AWLI.810 | Ancient And World Literature (Fall) | The first (1 st) semester of this yearlong course traces the development of literary genres, language, and writing and leaps through time travel from varying cities, empires, and nations from antiquity. It is layered with narratives that relate to multiple generations, express oral history, epics, poetry, and non-fiction. |
| ENG | AWLI.820 | Ancient And World Literature (Spring) | The second (2 nd) semester of this yearlong course traces the development of literary genres, language, and writing and leaps through time travel from varying cities, empires, and nations from antiquity. It is layered with narratives that relate to multiple generations, express oral history, epics, poetry, and non-fiction. |
| ENG | COVO.1200 | Contemporary Vocabulary | Scholars shall practice and expand their vocabulary and improve their comprehension and reading fluency. There will be several opportunities to learn the terminology by completing exercises on definitions, context clues, word parts, origins, and etcetera. |
| ENG | GLIT.710 | General Literacy (Fall) | During the first (1 st) semester, scholars will form an understanding of language and the literacy process as it applies reading and writing. The course emphasizes ways that reading, writing, speaking, and listening are developed and used in learning multiple disciplines. |
| ENG | GLIT.720 | General Literacy (Spring) | During the second (2 nd) semester, scholars will form an understanding of language and the literacy process as it applies reading and writing. The course emphasizes ways that reading, writing, |

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| | | | speaking, and listening are developed and used in learning multiple disciplines. |
| ENG | GRCO.910 | Grammar And Composition (Fall) | The first (1 st) year and first (1 st) semester of the course introduces students to the fundamental elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression. |
| ENG | GRCO.920 | Grammar And Composition (Spring) | The first (1 st) year and second (2 nd) semester of the course introduces students to the fundamental elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression. |
| ENG | GRCO.1010 | Grammar And Composition (Fall) | The second (2 nd) year and first (1 st) semester course further exposes students to the elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression. |
| ENG | GRCP.1020 | Grammar And Composition (Spring) | The second (2 nd) year and second (2 nd) semester course further exposes students to the elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression. |
| | | | Students are to develop into an inherently powerful public speaker. This skills-based course covers the fundamentals and in-depth skills of informative and persuasive presentation development and delivery; as well as being designed to assess both cognitive concepts, theories and behavioral skills, |

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| ENG | ORCO.100 | Oral Communications | and learning outcomes associated with communication. Topics will include but are not limited to voice, diction, projection, gestures, body language. And discuss and practice speaking with visuals, argument, oral interpretation, impromptu speaking, negotiation, and discussion; and the ethics of communication and the analysis of both effective and poor communication. |
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Mathematics

| Subject | Course Number | Course Title | Course Description |
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| MATH | AALG.1010 | Advanced Algebra (Fall) | The first (1 st) semester of this course is designed to guide students in understanding patterns, relations, and functions; to represent and analyze mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships; and analyze change in various contexts. |
| MATH | AALG.1020 | Advanced Algebra (Spring) | The second (2 nd) semester of this course is designed to guide students in understanding patterns, relations, and functions; to represent and analyze mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships; and analyze change in various contexts. |
| MATH | ALGE.910 | Algebra I (Fall) | The first (1 st) semester of this course introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. Scholars will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly, as well as lays the foundation for mathematical literacy that will help them be successful in every subsequent course in mathematics. |
| MATH | ALGE.920 | Algebra I (Spring) | The second (2 nd) semester of this course introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. Scholars will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly, as well as lays the foundation for mathematical literacy that will help |

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| | | | them be successful in every subsequent course in mathematics. |
| MATH | CALC.1200 | Calculus | The course address content of the Fundamental Theorem of Calculus basic analytic geometry of graphs of functions, and the properties of functions, including limits, continuity, derivatives, integration, integral, applications of the integral, like arc length and volumes of solids with rotational symmetry and highlight areas where the applications to the biological, physical, and social sciences, and engineering. |
| MATH | GEMA.710 | Integrated Mathematics I | The first (1 st) semester of this yearlong course introduces fundamental mathematical concepts; whole numbers, operations on whole numbers, fractions, decimals, ratios, rates, and proportions. The focus is on learning computational procedures and then applying the skills to problem-solving in applications, and set the stage for the study of percents, measurement conversions, finding dimensions in geometry, computing statistics, and solving algebraic equations. |
| MATH | GEMA.720 | Integrated Mathematics I | The second (2 nd) semester of this yearlong course continues to introduce fundamental mathematical concepts; whole numbers, operations on whole numbers, fractions, decimals, ratios, rates, and proportions. The focus is on learning computational procedures and then applying the skills to problem-solving in applications, and set the stage for the study of percents, measurement conversions, finding dimensions in geometry, computing statistics, and solving algebraic equations. |
| MATH | GEMA.810 | Integrated Mathematics II | In the first (1 st) semester of the course, scholars will attain knowledge and mastery of how multiplication gives rise to exponents and how to represent, interpret, and compute exponents from problem situations, represent practical situations using algebraic and fractional expressions, and verbally interpret graphs of functions, know basic concepts of probability theory. This course covers conceptual and practical notions of exponents and radicals; algebraic and rational functions, algebraic equations and inequalities, systems of linear equations, polynomial, exponential, and logarithmic functions. |
| | | | In the second (2 nd) semester of the course, scholars will continue to attain knowledge and mastery of how multiplication gives rise to exponents and how |

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| MATH | GEMA.820 | Integrated Mathematics II | to represent, interpret, and compute exponents from problem situations, represent practical situations using algebraic and fractional expressions, and verbally interpret graphs of functions, know basic concepts of probability theory. This course covers conceptual and practical notions of exponents and radicals; algebraic and rational functions, algebraic equations and inequalities, systems of linear equations, polynomial, exponential, and logarithmic functions. |
| MATH | GEOM.1110 | Geometry (Fall) | Students will acquire and demonstrate knowledge of concepts, definitions, properties, and applications of the topics listed above as well as develop the computational skills and strategies needed to solve problems. Students will develop critical thinking and decision making skills by connecting concepts to practical applications in the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations. |
| MATH | GEOM.1120 | Geometry (Spring) | Students will continue to acquire and demonstrate knowledge of concepts, definitions, properties, and applications of the topics listed above as well as develop the computational skills and strategies needed to solve problems. Students will develop critical thinking and decision making skills by connecting concepts to practical applications in the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations. |
| MATH | MRDM.1200 | Mathematic Reasoning For Decision Making | The course content helps the learner cultivate a strong sense of working with figures and shapes of all forms and expands ideas around mathematics into real life problems. A cultivation of strong spatial reasoning skills are taught as students explore different properties of shapes and figures |

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| | | | including congruence, area, perimeter, volume, surface area, and similarity. These new ideas provide learners a place to continually apply their accumulated mathematical reasoning, knowledge, and skills. |
| MATH | PRST.1200 | Probability And Statistics | This course provides an elementary introduction to probability and statistics with applications. Its topics include basic combinatorics, random variables, probability distributions and theory, Bayesian and frequentist inference, hypothesis testing, confidence intervals, linear regression, the use software and simulation to do statistics (R), and guidance for scholars to become an informed consumer of statistical information. |
| MATH | TRIG.1200 | Trigonometry | The semester course shall address topics such as the unit circle, trigonometric functions (definitions, graphs, and inverses), right triangles, oblique triangles, trigonometric identities, trigonometric equations, the trigonometric form of complex numbers, two-dimensional vectors, polar coordinates, and parametric equations. Usage of the scientific calculator is required. |

Natural Sciences

| Subject | Course Number | Course Title | Course Description |
|---------|---------------|------------------------|---|
| SCI | ANPH.1110 | Anatomy And Physiology | The first (1 st) semester of the yearlong course explores the anatomical structure and physiological processes of the human body. Scholars learn about anatomy and physiology from both microscopic (atoms and cells) and macroscopic (organ functionality and bodily systems) perspectives; and explore the following body systems: endocrine, immune, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive; as well as the concept of homeostasis and the underlying principles common to all systems are applied from the sub-molecular to the organismal level for each system. |
| | | | The second (2 nd) semester of the yearlong course continues to explore the anatomical structure and physiological processes of the human body. Scholars learn about anatomy and physiology from both microscopic (atoms and cells) and macroscopic (organ functionality and bodily |

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| SCI | ANPH.1120 | Anatomy And Physiology | systems) perspectives; and explore the following body systems: endocrine, immune, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive; as well as the concept of homeostasis and the underlying principles common to all systems are applied from the sub-molecular to the organismal level for each system. |
| SCI | BIO.910 | Biological Science | This course educates learners on how living systems work, from cells and genetics to ecosystems and evolution, through scientific observation, analysis, reporting, and hands-on research experiences. |
| SCI | BIO.920 | Biological Science | This course continues to educate learners on how living systems work, from cells and genetics to ecosystems and evolution, through scientific observation, analysis, reporting, and hands-on research experiences. |
| SCI | CHEM.1010 | Chemistry | The first (1 st) semester of the yearlong course explores the basic principles and methods of chemistry, such as the metric system, scientific notation and significant figures, atomic structure and theories, trends of the periodic table of the elements, bonding, molecular geometry, chemical formulas, stoichiometry, gas laws, thermochemistry, and thermodynamics, the nature of matter, stoichiometry, basic chemical reactions and bonding, atomic structure and the periodic table. |
| SCI | CHEM.1020 | Chemistry | The second (2 nd) semester of the yearlong course explore the basic principles and methods of chemistry, such as the metric system, scientific notation and significant figures, atomic structure and theories, trends of the periodic table of the elements, bonding, molecular geometry, chemical formulas, stoichiometry, gas laws, thermochemistry, and thermodynamics, the nature of matter, stoichiometry, basic chemical reactions and bonding, atomic structure and the periodic table. |
| SCI | CSAP.1210 | Computer Science And Applications | The yearlong course is designed to teach computer applications to include: word processing, electronic spreadsheet, database management, presentation design, electronic communications, and website and application development. |
| | | | During the second (2 nd) semester of the yearlong course is designed to have increased depth to teach |

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| SCI | CSAP.1220 | Computer Science And Applications | computer applications to include: word processing, electronic spreadsheet, database management, presentation design, electronic communications, website and application development, and the fundamentals of artificial intelligence. |
| SCI | ECO.E.810 | Ecology And Environmental Science | This course studies impacts the way humans and animals coexist, live, eat, and breathe, making the earth an intrinsic part of their shared humanity. Scholars deeply explore ecology and environmental science through the lens of policy, management, and sustainability, how organisms interact with each other and their environment at the population, community, and ecosystem levels, and enriched by learning by real-world experiences. |
| SCI | ECO.E.820 | Ecology And Environmental Science | This course continues to study the impact the way humans and animals coexist, live, eat, and breathe, making the earth an intrinsic part of their shared humanity. Scholars deeply explore ecology and environmental science through the lens of policy, management, and sustainability, how organisms interact with each other and their environment at the population, community, and ecosystem levels, enriched by learning by real-world experiences, and culminates with a project. |
| SCI | GESC.710 | Integrated Science (Fall) | This course places emphasis on student-centered learning experience and field activities, so that they acquire scientific knowledge, and develop problem-solving and decision-making skills, a positive attitude to the natural environment; matter, elements, compounds, cell, living things and their diversity, earth in space, motion, force energy and energy resource, develop basic manipulative skills related to science laboratory. |
| SCI | GESC.720 | Integrated Science (Spring) | This course continues to place emphasis on student-centered learning experience and field activities, so that they acquire scientific knowledge, and develop problem-solving and decision-making skills, a positive attitude to the natural environment; matter, elements, compounds, cell, living things and their diversity, earth in space, motion, force energy and energy resource, develop basic manipulative skills related to science laboratory. |
| | | | This course is an interdisciplinary approach to the health sciences. Scholars will learn fundamental medical terminology, prepare the pursuit of careers |

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| SCI | IHSC.100 | Introduction To Health Science | in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. The course will include an internship with a healthcare professional. |
| SCI | PHSC.1010 | Physics And Physical Science | The first (1 st) semester of a yearlong course will provide learners with an enjoyable and worthwhile educational experience with the aim to pique the desire to study science beyond this class. It will enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters; be suitably prepared for scientific studies; the evidence-based and understand the usefulness, and the limitations, of the scientific method. Scholars will create skills that are relevant to the study and practice of science, are useful in everyday life, encourage a systematic approach to problem-solving, encourage efficient and safe practice, and encourage effective communication through the language of science. |
| SCI | PHSC.1020 | Physics And Physical Science | The second (2 nd) semester of a yearlong course will provide learners with an enjoyable and worthwhile educational experience with the aim to pique the desire to study science beyond this class. It will enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters; be suitably prepared for scientific studies; the evidence-based and understand the usefulness, and the limitations, of the scientific method. Scholars will create skills that are relevant to the study and practice of science, are useful in everyday life, encourage a systematic approach to problem-solving, encourage efficient and safe practice, and encourage effective communication through the language of science. |

Social Studies

| Subject | Course Number | Course Title | Course Description |
|---------|---------------|--------------------------------|---|
| SOST | AAHI.110 | African American History | <p>The first (1st) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of African descent. It examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.</p> |
| SOST | AAHI.120 | African American History | <p>The second (2nd) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of African descent. It examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.</p> |
| SOST | ECPF.1100 | Economics And Personal Finance | <p>The semester-long course provides students with a thorough foundation in the field of economics. It emphasizes macroeconomy and microeconomy and personal finance decision making. Students will explore the interrelationships among consumers, producers, and resources as well as the interrelationships between national and global economies. Additionally, scholars will examine the relationship between individual choices and the</p> |

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| | | | direct influence of these choices on career and future earning potential. |
| SOST | GSS.710 | Integrated Social Studies I | In this yearlong course, scholars will attain a fundamental knowledge of civics, economics, geography, history, archeology, and anthropology; as well as their connection to current events. |
| SOST | GSS.720 | Integrated Social Studies I | In this yearlong course, scholars will continue to attain a fundamental knowledge of civics, economics, geography, history, archeology, and anthropology; as well as their connection to current events. |
| SOST | GSS.810 | Integrated Social Studies II | In this yearlong course, scholars will attain a fundamental knowledge of civics, economics, geography, government, history, archeology, and anthropology; as well as their connection to current events. |
| SOST | GSS.820 | Integrated Social Studies II | In the second (2 nd) semester of the course, scholars will demonstrate their intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; and construct evidence-based claims. A culminating project will be required. |
| SOST | GOPS.1100 | Government/Political Science | The government and political science course are an integrated study of the foundation, institutions, policies, and processes of the American political system. The course is a semester of study that is grounded in the citizenship experiences, and promotion of the democratic values of our republic. United States government provides a coordinated study of a discipline of political science. Scholars will investigate the function, governance, structure and challenges of each level of government, as well as the state and national constitutions, and local charters. In addition, the course seeks to give an account of past and contemporary events relating to the government. Key concepts and events will be taught and discussed in a thematic, relevant, and systematic order. |
| SOST | PSYC.100 | Psychology | This course is designed to introduce scholars to the scientific study of human nature. You will learn how to ask and theorize psychological questions from several different perspectives: the relation of brain and behavior, about perception, about learning and thinking, about development, about |

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| | | | <p>social behavior and personality, and about psychopathology and psychotherapy, methods uses to find the answers; as well as critical thinking about psychological evidence, and to evaluate the validity and its relevance to important issues in human life.</p> |
| SOST | SOCI.100 | Sociology | <p>Students will explore the ways sociologists view society and how they study the social world. They will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The course reflects the standards recommended by the American Sociological Association (ASA). In addition, the course seeks to give an account of past and contemporary events relating to sociology. Key concepts and events will be taught and discussed in a thematic, relevant, and systematic order.</p> |
| SOST | USH.1010 | United States History | <p>The first (1st) semester of the yearlong course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.</p> <p>Covering parts of four (4) centuries, the historical content outlined is both substantial and substantive and in-depth study. Students will learn American history from the 17th century to present-day by developing reading, writing, speaking, and listening skills that will enhance their understanding of the content as an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered.</p> |

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| SOST | USH.1020 | United States History | <p>The second (2nd) semester of the yearlong course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.</p> <p>Covering parts of four (4) centuries, the historical content outlined is both substantial and substantive and in-depth study. Students will learn American history from the 17th century to present-day by developing reading, writing, speaking, and listening skills that will enhance their understanding of the content as an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered.</p> |
| SOST | WMH.100 | Women’s And Minority History | <p>This course will expand understand of the stories of women and minorities in several periods of national and world history; as well as the emergence of modern feminist thought. Scholars gain a comprehensive study of both groups including political and social economies through the use of importance of primary and secondary sources.</p> |
| SOST | WGHI.910 | World Geography And History | <p>The first (1st) semester of yearlong course will give provide students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. During these periods, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in each century. The course will study a catalog of names, places, and events that impacted individual</p> |

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| | | | societies, while the larger patterns that affected the world. |
| SOST | WGHI.920 | World Geography And History | The second (2 nd) semester of yearlong course will give provide students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. During these periods, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in each century. The course will study a catalog of names, places, and events that impacted individual societies, while the larger patterns that affected the world. |

Official Transcript Request

Students, parent(s) or guardian(s) may make official transcript requests via a paper-based or electronic form, and/or by emailing their guidance counselor or registrar.

Daily And Weekly Activities

Minimum

Lunch: 45 Minutes (Daily)

Read Aloud: 15 Minutes (Daily)

Preparation Period: 3 Times Per Week

Professional Learning Communities (PLC): 2 Times Per Week

Enrichment, Scheduled Conferences With Educators/Office Hours, Asynchronous Instruction

Faculty And Staff Meetings: Once Per Month

Grade Level Meetings: Once Per Month

Inclement Weather Policy

The following inclement weather policy will be enforced by the district and institution for administrators, faculty, staff and students in cases of severe or threatening weather, weather related or emergencies.

1. The decision to close the school or dismiss classes rests solely with the district or institutional leadership, or in case of one's absence, the designee shall act as the representative and make the decision.
2. Once the decision has been made public, this information is notified to the traditional media (television and radio stations), school social media and each outlet will post and announce the open, close, or late arrival status of the institution between 4:00AM and 7:00AM (the morning of the closure) or as soon as possible.

**National Academic Year Calendar
Fall And Spring Semesters
(Middle And High Schools)**

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| Last Week Of July | Faculty And Staff Professional Development ❖ |
| First Monday In August | Student Orientation |
| First Tuesday In August | First Day Of School |
| First Ten Days | Census Data |
| First Monday In September | Labor Day/Federal Holiday ❖✓ |
| To Be Determined Monthly | Faculty And Staff Professional Development |
| October 1 | Final Census Report |
| To Be Determined Quarterly | Parent, Guardian, Student, And Educator Conferences Day |
| Mid-Semester | Midterm Examinations |
| Set My Federal Holiday | Indigenous Peoples' Day/Fall Break ❖✓ |
| Mid-October | Marking Period One (M₁) Grades Deadline |
| Mid-October | Progress Report Distribution And Accessibility |
| October | Awards Ceremony |
| Minimum Wednesday-Friday | Thanksgiving Break ❖✓ |
| Second Or Third Week Of December | Final Examinations And Marking Period Two (M₂) Grades Deadline Semester Grades Deadline |
| Third Or Fourth Week Of December-First Week Of January | Winter Break ❖✓ |
| End Of Semester | Semester Report Card Distribution And Accessibility |

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|--------------------------------------|---|
| First Monday In January | Faculty And Staff Professional Development ❖ |
| First Tuesday In January | Students Return/School Resumes |
| Second Friday In January | Awards Ceremony |
| Federal Observance Date | Dr. Martin Luther King, Jr. Day/Federal Holiday ❖✓ |
| February | Mid-Winter Recess ❖✓ |
| February | Faculty And Staff Professional Development ❖ |
| March | Parent, Guardian, Student, And Educator Conferences Day |
| Mid-March | Midterm Examinations |
| March Or April | Spring Break ❖✓ |
| Upon Return From Spring Break | Marking Period Three (M₃) Grades Deadline |
| Date After End Of Marking Period | Progress Report Distribution And Accessibility |
| Late March | Awards Ceremony |
| Third Week Of May | Senior Final Examinations |
| Immediately After Final Examinations | Senior Grades Due |
| After Senior Examinations | Grades Seven-Eleven (7-11) Final Examinations Last Day Of School/Marking Period Four (M₄) Grades Deadline |
| Determined By The District | Graduation Day |

| | |
|------------------------------------|---|
| | Final Report Card Distribution And Accessibility |
| Determined As Federal Holiday | Memorial Day/Federal Holiday ❖✓ |
| After Tentative Last Day Of School | Inclement Weather Or Illness Days (If Needed) |

❖ -- No Students ✓ -- No Faculty, Staff, Or Administration (All Offices Closed)

Voting

Voting rights are the most fundamental ingredient in democratic societies. Whereas, in the United States of America it is an age-old issue that is one of the most contested and controversial. The way we vote and the policies enacted are a demonstration of what we hold most dear and sacred.

It is a necessity for leaders of the Democratic Party and those that love liberty to possess an acute understanding of the strengths, weaknesses, opportunities, and threats (SWOT) we face. The American Empire and its influence are at a low point of its early years of authoritarianism. Furthermore, our attention economy as a Party must be on the Black experience in America and globally. The injuries of the African Diaspora will reach the doorstep of every community internationally if the political instability, corruption, and resource mismanagement continues in the United States and the West. The unfinished business of the American South is to take full responsibility in correcting errors from the atrocities of the Civil War, the struggle to end Jim and Jane Crow segregation, and to grant equal representation. And, African American voters throughout the South and nationwide are living in a semblance of the post-Reconstruction era. If we are not careful and astute to history, liken unto 1901 to 1929 when there were no African Americans in the U.S. Congress; a total erasure shall be repeated.

We are in a psychological warfare that has a sizable number of citizens who lack confidence in the vote and the security of their ballot, that elections are “predetermined,” and voting is limited to symbolism. There are combined ninety million (90,000,000) eligible members of our citizenry who are registered non-voters or unregistered. We, as a Party, must register a minimum of ten million (10,000,000) new voters before the 2026 General Election.

A Reverse Great Migration is underway. It is in the interest of the Democratic Party to reallocate its human and financial capital from Arizona, Michigan, Nevada, and Wisconsin to Alabama, Arkansas, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Each of these states has unlimited potential to determine, lead, and chart a new course for the country to follow. Unity of purpose is how a great power bloc will manifest. A compelling argument must be made within the Democratic National Committee (DNC) and Democrats holistically. The chief architect of our destiny as a Party and democracy is found in the South and urban areas. It is not a fifty-seven (57) state strategy. The whole country is red Republican in presidential elections. It is the urban core that decides the blue Democratic shade of the state.

We see the signs of vigorous urban migration and industrialization concomitant in every southern state. With them, change will require the mores, attitudes, and folkways of the grandchildren of former slaveholders, Dixiecrats, Reagan Democrats, and conservative whites to be torn down, and the theory of political patriarchy to pass away. We must build up high quality healthcare and erect world class medical facilities, create greater access to interdisciplinary prekindergarten three through twenty (preK3-20) educational systems and colleges and universities, and for organized labor to become a powerful force to remove the blight of income inequality and low wages in the region.

The South is the final refuge of political imbalance against African Americans who are twenty-eight million (28,000,000) strong and fifty-six percent (56%) of the total demographic inhabits the

locality. If America is to survive as a republic and a presidential democracy, we must loosen the reins of power and amplify financial prosperity in an equitable manner.

The South has to move to the rhythmic beat and soul-stirring music of justice and equal opportunity. Changing the tune is hard, but a new song must be played. The composer's sheet of music and pen must write the notes to a masterpiece. The musicians must break new molds, be innovative. The arrangers must recognize lyrical depth. Producers must tap into emotional resonance and thrust us into the musicality of awakening. For this work is more profound than the genres of the blues, Cajun, country, gospel, jazz, rhythm and blues (R&B), rock 'n' roll, quiet storm, and zydeco. The music of the South was born to be the magnum opus and set the cultural zeitgeist for the United States and abroad.

We are living under what feels like an endless regime of meaningless chaos and social unrest. The equivalency is what I call the "Second Civil Rights Movement." The 1965 Voting Rights Act was the crown jewel of the First Civil Rights Movement. In similar fashion, local, state, and the federal governments must achieve and execute on an agenda that enfold the 14th and 15th Amendments, enshrine the 1965 Voting Rights Act (VRA) into the Constitution, pass the jewels of the present Movement -- the John R. Lewis Voting Rights Advancement Act (JRLVRAA) and Freedom to Vote Act (FTVA) as affirmative remedies to abolish the residue of systemic racism and political inequality. It requires African American institutions (i.e., nonprofits, public and private historically black colleges and universities) to be fully funded, and small and medium business owners to gain access to capital through government-backed grants and low interest loans or other debt investment, private equity investment, and venture capitalist investment coupled with the Black church preaching and teaching with a new infusion of hope and an exclamation of courage.

A practical, logical, legal, and moral sense must be restored for there to be a civil society. We must create conditions for a generation of brilliant legal and political minds to emerge from unexpected places and people to rejuvenate this nation and resurrect its conscience. In addition, the spell must be broken on Black America. It was cast when the Democratic Nominee for President was not elected. There was a clear intention or incantation of forty-nine and eight-tenths percent (49.8%) of this nation, including forty-six percent (46%) of Hispanics, and fifty-seven percent (57%) of our white co-workers, neighbors, friends and associates, family members, fellow parishioners, and those in poverty voted for the current occupant of the White House, his administration, and the trifecta of conservative power held by the three (3) co-equal branches of government to direct their will on the ninety-two percent (92%) and eighty-three percent (83%) of African American women and men, respectively, and to oppress, suppress, and depress those who voted.

This nation and world are blackening, browning, reddening, yellowing, and becoming less white. Ninety percent (90%) of the global population is non-white. Therefore, so goes the power, prosperity, and prestige of people of color, so goes the world! There are triplet goals of political, social, and economic power and authority that are competing for attentionality. Each must be addressed by more than functionaries and figureheads, but by audacious politicians, agitators, race women/men, freedom fighters, and revolutionaries. These individuals and organizations exist, and Black America is willing to engage in the fight. But, strategic, measurable, attainable, and time bound (SMART) political and economic action with legislative teeth must be brought to the center of the Democratic Party's discourse. An initial and immediate solution is for all cities,

municipalities, and states to establish a civil rights commission which examines voting rights and the enforcement of what is left of the 1965 Voting Rights Act (VRA).

Additionally, there must a historical recognition that the following states have never elected an African American to either bicameral chamber of the Congress: Alaska, Arizona, Arkansas, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, South Dakota, Utah, Vermont, West Virginia, and Wyoming. Over forty (40) states have never elected an African American to the U.S. Senate. It is time for each of the listed states to record a new chapter, because Black political power has and will produce progress and programmatic thrusts for all posterity.

In order to save the Union, the Democratic Party must unlock the golden door of freedom using Southern keys. The region is the new political battleground. The Party must place civil rights activism, state and federal litigation, citizenship education, restore voter confidence in the ballot box, ongoing mass voter registration and a socioeconomic agenda for African Americans on the frontline. Therein, we will find positive disruption of norms and the creation of an inclusive and fairer democracy.

Political Predictions And Data

Arkansas and South Carolina were thrown blows in the federal courts over the past few years when it came to racial and partisan gerrymandering and voter suppression (e.g. Christian Ministerial Alliance v. Thurston, Arkansas State Conference NAACP v. Arkansas Board of Apportionment, and Alexander v. South Carolina State Conference of the NAACP). State legislators and federal judges are gutting the Black vote. The U.S. Supreme Court will be taking up two (2) cases next term to determine the utility and elasticity of the 1965 Voting Rights Act (VRA) in the post-Shelby v. Holder era. I anticipate further harm and power being robbed.

The recent events of Texas congressional gerrymandering were experienced by other southern states during the 2021 decennial reapportionment. If everyone's hair is on fire about the Lone Star State, the entire Southern body is scorched earth. I predict the 2031 reapportionment will result in additional cracking of Hinds County, Mississippi (which is divided into CD-02 and CD-03), Pulaski County, Arkansas (which is divided into CD-01, CD-02, and CD-04), Davidson County, Tennessee (which is divided into CD-05, CD-06, and CD-07), Memphis, Shelby County (which was divided into CD-05, CD-08, and CD-09) if we do nothing regarding descending on these counties now for mass voter registration. Furthermore, the Republicans will chip away at Democratic strongholds to obtain three-fourths (3/4), equal to thirty-eight (38) states; needed to amend the Constitution or by state ratification convention.

As of August 8, 2025, the:

Total National Democratic Controlled House Chambers 19, Senate 19

Total National Republican Controlled House Chambers 29, Senate 30

State Legislatures

Alabama: House (D) 19, (R) 29; Senate (D) 19, (R) 30

Arkansas: House (D) 19, (R) 81; Senate (D) 6, R (29)

Delaware: House (D) 27, (R) 14; Senate (D) 15, (R) 6

Florida: House (D) 32, (R) 87; Senate (D) 10, (R) 27, (I) 1
Georgia: House (D) 80 (R) 100; Senate (D) 23, (R) 33
Kentucky: House (D) 20, (R) 80; Senate (D) 7, (R) 31
Louisiana: House (D) 33, (R) 73; Senate (D) 11, (R) 28
Maryland: House (D) 102, (R) 39; Senate (D) 34, (R) 13
Mississippi: House (D) 40, (R) 79; (I) 3; Senate (D) 16, (R) 36
North Carolina: House (D) 49, (R) 71; Senate (D) 20, (R) 30
Oklahoma: House (D) 18, (R) 80; Senate (D) 8, (R) 40
South Carolina: House (D), 36, (R) 88; Senate (D) 12, (R) 34
Tennessee: House (D) 24, (R) 75; Senate (D) 6, (R) 27
Texas: House (D) 62, 88; Senate (D) 11, (R) 20
Virginia: House (D) 51, (R) 49; Senate (D) 21, (R) 19
West Virginia: House (D) 9, (R) 91; Senate (D) 2, (R) 32

Carriers Of A Perfect Message

The Party is short-sighted in its search for perfect leaders. Who should be sought are carriers of a perfect message, charismatic and transformative leaders, astute advocates who will grow the Party and respond to the needs of its most loyal constituencies, who demonstrates the impact and lived experiences of everyday citizens, who influences the national conversation, who has a business acumen and perspective, and is deliberate on socioeconomic mobilization and organization. Because, we are living in a time where there is no elected or appointed Republican official whose a civil rights leader or she or he is willing to vote or be vocal in a favorable position for the cause of diversity, equity, inclusion, access, and belonging for anyone other than whites (in any geographic locale), heterosexuals, and “presumable Christians.”

Remember, Moses was a liberal and some biblical scholars believe Pharaoh (either Rameses II or Thutmose III) was conservative. Shadrach, Meshach and Abed-Nego were liberal, Nebuchadnezzar was a conservative. Nehemiah was a liberal, and the Horonite, Tobiah, and Gashmu were conservatives. Herod the Great and his son, Herod Antipas were conservatives, and Jesus Christ was liberal. Ndongo and Matamba Queen Nzinga Mbande was a liberator and Portuguese Governor Joao Correa de Sousa was an oppressor. Ethiopian Emperor Menelik II was a liberator and the Italian government/colonizers were an oppressor.

As a multiracial, multiethnic, multilingual, multigenerational, multi-faith and philosophy society, we have struggled unrelentingly and passionately for the goal of freedom and justice. The quality of our collective soul has to burn with a new sense of dignity, a new evaluation of our direction, and a renewed self-respect of womankind and mankind are the cosmopolitan aim.

We can work toward common ground by sharing and empowering perspectives of informal and formal political actors. Small voices of the unheard are prepared to make loud shouts for radical reconstruction and against tyranny. With the help of the American people and fellow global citizens, I am ready to step forward to participate in an international conversation, to lead with love, to collaborate in the groundswell to pass the John R. Lewis Voting Rights Act and Freedom to Vote Act legislation, to give voice to a people who have yet to receive reparations and need someone to address the concerns of their condition inflicted by gross human violations, and to create an operation to become freer than we have ever been and gain proper appropriation. so that

we can begin the Work which requires doors to be open, meetings to be held, transparency to flow, and a team to be built. Together, we can touch every corner of this nation (starting in the South) and Work toward unification of the African Diaspora. We are beating at the knees of Goliath in order to grant power to all the People and deliver restoration to the soul of our nation!

Federal government to provide financial resources for states to fully fund the following:

Voting Rights

Codify a constitutional Voting Rights Amendment (VRA)
Codify the John Lewis Voting Rights Act (JRLVRAA) and Freedom To Vote Act (FTVA)
Reinstate all portions of the 1965 Voting Rights Act (VRA)
Investigate voter suppression and disenfranchisement

Polling Places And Precincts

Wait a minimum of five (5) years before purging someone from the voting rolls
Maximize the number of polling places
Increase the number of precincts in dense populations

Voter Registration

Online voter registration
Election Day voter registration and updating

Early and Election Day Voting

Election Day voting hours (Minimum 7am-7pm)
Open early voting polls the Sunday and Monday prior to Election Day
Subsidized or free public transit to polling places n Election Day
Early voting three (3) week minimum
Vote-by-mail in remote areas

Youth Political Engagement And Education

Each school district/school implement the National Student Mock Election or similar program
Automatic voter registration at age eighteen (18)
States have the option to authorize sixteen (16) year olds to vote
All high schoolers and college undergraduates pass U.S. government and civics courses as graduation requirement

Felons Suffrage

Criminal re-enfranchisement
Incarcerated individuals suffrage via absentee ballot

U.S. Senate Filibuster

Eliminate filibuster

The Presidency/Electoral College

Abolish Electoral College

Cybersecurity

Innovate and/or create backup system
Increase cyber security of voting machines
Increase testing of voting software

Foreign Involvement In Elections

Increase foreign collaboration to address issues of cyber security
Execute both economic and diplomatic sanctions on nations that hack and/or interrupt elections

Voter Identification

Subsidized identification fees when used for voting purposes
Voters may utilize any photographic identification for voting

The Absentee Ballot

Hospitalized voters receive an absentee ballot
No excuse to receive an absentee ballot
Improve the ballot cure period process

Improve Voting Awareness

General Election Day as federal and state holidays

The Second Civil Rights Movement Begins At The Ballot Box

A “10,000,000 New Voters in 100 Days” campaign would require the structure of a modern national movement and voter registration drive. We will need the discipline of a presidential campaign, the moral urgency of a civil rights movement, the infrastructure of a national nonprofit network, and the data sophistication of a major political operation.

The Number

To register ten million (10,000,000) voters in one hundred (100) days:

- ✓ 100,000 registrations per day
- ✓ 700,000 registrations per week
- ✓ ~416,000 registrations per state if evenly distributed
- ✓ ~2.5 million registrations per major target region

Target States And Regions

The campaign should focus heavily on:

- ✓ Southern states,
- ✓ urban centers,
- ✓ college communities,
- ✓ rapidly growing suburbs,
- ✓ and historically under-registered rural populations.

Key Southern states include:

- ✓ Alabama
- ✓ Arkansas
- ✓ District of Columbia
- ✓ Kentucky

- ✓ Louisiana
- ✓ Mississippi
- ✓ North Carolina
- ✓ South Carolina
- ✓ Tennessee
- ✓ Texas

Urban Centers include:

- ✓ Baton Rouge, Louisiana
- ✓ Birmingham, Alabama
- ✓ Charleston, South Carolina
- ✓ Columbia, South Carolina
- ✓ Jackson, Mississippi
- ✓ Greensboro, North Carolina
- ✓ Greenville, Mississippi
- ✓ Greenville, South Carolina
- ✓ Houston, Texas
- ✓ Little Rock, Arkansas
- ✓ Louisville, Kentucky
- ✓ Memphis, Tennessee
- ✓ Nashville, Tennessee
- ✓ New Orleans, Louisiana
- ✓ Prince George's County, Maryland
- ✓ Raleigh-Durham, North Carolina

Special emphasis on:

- ✓ young voters,
- ✓ first-time voters,
- ✓ formerly incarcerated eligible voters,
- ✓ tribal communities, and
- ✓ African American voters

If the United States employs these measures, it will become a global leader in the implementation of the free and fair elections. It will set the standard for what suffrage looks like. The nation will demonstrate what full enfranchisement in practice. The country will cast off years of discrimination in its voting practices. May America lead the world anew and enact comprehensive voting registration, education, and mobilization.



COST OF FULLY FUNDING DEMOCRATIC PARTICIPATION IN AMERICA

ESTIMATED FEDERAL INVESTMENT




NATIONAL VOTING RIGHTS MODERNIZATION INITIATIVE

1 VOTING RIGHTS ENFORCEMENT

- Voting Rights Amendment implementation
- John Lewis Voting Rights Advancement Act
- Freedom to Vote Act
- Restoration of 1965 Voting Rights Act protections
- Federal voter suppression investigations

ESTIMATED ANNUAL COST \$2.5 BILLION


2 POLLING PLACES & PRECINCT EXPANSION



- Additional polling locations
- Increased precinct capacity
- Staffing and equipment
- Five-year voter roll protection requirements

ESTIMATED ANNUAL COST \$7 BILLION

3 VOTER REGISTRATION MODERNIZATION




- Universal online voter registration
- Election Day registration
- Automatic registration updates
- Interstate voter database modernization

ONE-TIME COST \$3 BILLION

ANNUAL MAINTENANCE \$750 MILLION


4 EARLY VOTING & ELECTION DAY ACCESS



- Three-week early voting
- Sunday voting
- Monday voting
- Vote-by-mail expansion
- Extended Election Day hours (7am-7pm)
- Free or subsidized transportation

ESTIMATED ANNUAL COST \$15 BILLION


5 YOUTH CIVIC EDUCATION



- National Student Mock Elections
- Automatic registration at age 18
- Option for 16-year-olds to vote
- Civics education graduation requirement

ESTIMATED ANNUAL COST \$4 BILLION


6 FELONS SUFFRAGE



- Criminal re-enfranchisement
- Incarcerated individuals suffrage via absentee ballot
- Registration assistance

ESTIMATED ANNUAL COST \$1 BILLION


7 U.S. SENATE FILIBUSTER



- Eliminate filibuster

LEGISLATIVE ACTION NO DIRECT COST
(Minimal federal cost; enacted through rule change or statute)


8 THE PRESIDENCY / ELECTORAL COLLEGE



- Abolish Electoral College

LEGISLATIVE ACTION NO DIRECT COST
(Minimal federal cost; constitutional amendment process)

9 ELECTION CYBERSECURITY




- Backup election systems
- Voting machine modernization
- Software testing
- Threat monitoring
- Election security centers

ONE-TIME COST \$12 BILLION

ANNUAL COST \$4 BILLION


10 FOREIGN INVOLVEMENT IN ELECTIONS



- Increase foreign collaboration to address cyber security
- Execute economic and diplomatic sanctions on nations that hack and/or interrupt elections

ESTIMATED ANNUAL COST \$1.5 BILLION


11 VOTER IDENTIFICATION



- Subsidized identification fees when used for voting purposes
- Voters may utilize any photographic ID for voting

ESTIMATED ANNUAL COST \$2 BILLION


12 THE ABSENTEE BALLOT



- Hospitalized voters receive an absentee ballot
- No excuse to receive an absentee ballot
- Improve the ballot cure period process

ESTIMATED ANNUAL COST \$3 BILLION


13 IMPROVE VOTING AWARENESS



- National voter education campaigns
- Multilingual outreach
- Election information systems

ESTIMATED ANNUAL COST \$2 BILLION

14 GENERAL ELECTION DAY HOLIDAY



- Federal holiday implementation
- State reimbursement grants
- Public awareness

ESTIMATED ANNUAL COST \$8 BILLION

TOTAL ESTIMATED FEDERAL INVESTMENT

ONE-TIME STARTUP COSTS

| PROGRAM AREA | COST |
|------------------------------|---------------------|
| Registration Modernization | \$3 BILLION |
| Cybersecurity Infrastructure | \$12 BILLION |
| TOTAL ONE-TIME COST | \$15 BILLION |

ANNUAL FEDERAL FUNDING

| PROGRAM AREA | COST |
|--|------------------------|
| 1. Voting Rights Enforcement | \$2.5 B |
| 2. Polling Places & Precinct Expansion | \$7 B |
| 3. Registration Maintenance | \$0.75 B |
| 4. Early Voting & Election Day Access | \$15 B |
| 5. Youth Civic Education | \$4 B |
| 6. Felon Re-enfranchisement | \$1 B |
| 9. Election Cybersecurity (Annual) | \$4 B |
| 10. Foreign Interference Prevention | \$1.5 B |
| 11. Voter Identification Access | \$2 B |
| 12. Absentee Ballot Expansion | \$3 B |
| 13. Voter Awareness & Education | \$2 B |
| 14. Election Day Holiday | \$8 B |
| TOTAL ANNUAL COST | \$50.75 BILLION |

FEDERAL BUDGET CONTEXT

-  U.S. Federal Budget: approximately **\$7 TRILLION ANNUALLY**
-  Voting Rights Initiative: approximately **0.7% OF TOTAL FEDERAL SPENDING**
-  Cost per American: approximately **\$149 PER YEAR**
-  Cost per eligible voter: approximately **\$212 PER YEAR**

ESTIMATED ANNUAL FEDERAL INVESTMENT \$50.75 BILLION

POTENTIAL BENEFITS

-  INCREASED VOTER PARTICIPATION
-  REDUCED WAIT TIMES AT POLLING LOCATIONS
-  GREATER ELECTION SECURITY
-  IMPROVED CIVIC LITERACY
-  EXPANDED ACCESS FOR RURAL, ELDERLY, DISABLED, AND MILITARY VOTERS
-  ENHANCED PUBLIC CONFIDENCE IN ELECTION ADMINISTRATION

10,000,000 NEW VOTERS IN 100 DAYS

OUR MOMENT. OUR MOVEMENT. OUR POWER.

★ THE SECOND CIVIL RIGHTS MOVEMENT ★



DEAR READERS AND SUPPORTERS:

One quarter (1/4) into the 21st century, America stands at another defining crossroads. Each generation must rise to expand and exercise the sacred right to vote. Spanish essayist and philosopher Jose Ortega y Gasset stated, "The well being of democracies regardless of their type and status is dependent on one small technical detail: The right to vote. Everything else is secondary."

A "10,000,000 New Voters in 100 Days" campaign would require the structure of a modern national movement and voter registration drive.

This is our moment in the Second Civil Rights Movement to be the instrument through which ordinary people become the architect of extraordinary change.

TO REGISTER 10,000,000 VOTERS IN 100 DAYS:



100,000
REGISTRATIONS
PER DAY



700,000
REGISTRATIONS
PER WEEK



~416,000
REGISTRATIONS
PER STATE
(IF EVENLY DISTRIBUTED)



~2.5 MILLION
REGISTRATIONS
PER MAJOR TARGET
REGION



Voter registrant information will need to be taken in boxes to local county clerk or board of election or secretary of state office. Follow-up contacts approximately two (2) weeks later to ensure new voter receives new card.

THE CAMPAIGN SHOULD FOCUS HEAVILY ON:



- ✓ Southern states
- ✓ Urban centers
- ✓ College communities
- ✓ Rapidly growing suburbs
- ✓ Historically under-registered rural populations

KEY SOUTHERN STATES

- Alabama
- Arkansas
- District of Columbia
- Kentucky
- Louisiana
- Mississippi
- North Carolina
- South Carolina
- Tennessee
- Texas

URBAN CENTERS INCLUDE:

- Baton Rouge, LA
- Birmingham, AL
- Charleston, SC
- Charlotte, NC
- Columbia, SC
- Jackson, MS
- Greensboro, NC
- Greenville, MS
- Greenville, SC
- Houston, TX
- Little Rock, AR
- Louisville, KY
- Memphis, TN
- Nashville, TN
- New Orleans, LA
- Prince George's Co., MD
- Raleigh-Durham, NC



SPECIAL EMPHASIS SHOULD BE PLACED ON:

African American and Native American voters



Young voters



First-time voters



Formerly incarcerated eligible voters



Working-class nonparticipants

THE FIVE-PILLAR MODEL

1 MASS REGISTRATION



The first pillar is pure registration volume.

REGISTRATION SITES

- churches
- HBCUs
- community colleges
- barber shops
- beauty salons
- grocery stores
- festivals
- sporting events
- concerts
- labor halls
- apartment complexes
- county fairs
- transit hubs

KEY PARTNERS INCLUDE:

- NAACP
- National Urban League
- Black Voters Matter
- League of Women Voters
- When We All Vote
- local and state voter registration organizations

2 DIGITAL WARFARE & MEDIA



A campaign of this size must dominate digital culture.

SOCIAL MEDIA STRATEGY

Aggressive presence on:

- TikTok
- Instagram
- YouTube
- Facebook
- Twitter/X
- podcasts
- livestreams
- text messaging and voter registration apps

EVERY DAY SHOULD HAVE:

- viral clips
- testimonials
- countdown graphics
- celebrity endorsements

INFLUENCER COALITION

We must build the lists and make the contacts to recruit:

- athletes
- entertainers
- faith leaders
- educators
- labor leaders
- content creators
- veterans
- student influencers

3 CAMPUS & YOUTH MOBILIZATION

Young voters are essential to reaching 10,000,000.

NATIONAL STUDENT OPERATION

Organize:

- campus captains
- dorm ambassadors
- fraternities/sororities
- debate and law societies
- student governments
- athlete coalitions

KEY INSTITUTIONS INCLUDE:

- HBCUs & MSIs
- tribal colleges
- public universities
- community colleges
- trade schools

COMPETITIVE ENERGY

Gamify registration:

- campus competitions
- city competitions
- leaderboards
- scholarships
- concerts
- national recognition

4 FAITH & COMMUNITY NETWORKS



Churches and faith institutions are powerful engines of civic mobilization.

THE CAMPAIGN SHOULD BUILD:

- "Souls to the Polls" operations
- civic Sundays
- voter education sermons
- neighborhood democracy forums

THIS INFRASTRUCTURE SHOULD INCLUDE:

- Black churches (interfaith partners)
- mosques
- synagogues
- community service organizations

5 LEGAL DEFENSE & VOTER PROTECTION



Large registration efforts inevitably face:

- misinformation
- intimidation
- suppression claims
- registration challenges
- procedural confusion

THE CAMPAIGN NEEDS:

- election lawyers
- rapid response hotlines
- poll protection teams
- data verification teams
- state compliance officers

POTENTIAL LEGAL-SUPPORT PARTNERS:

- American Civil Liberties Union (ACLU)
- NAACP Legal Defense Fund
- Brennan Center for Justice
- Transformative Justice Coalition

THE ORGANIZATIONAL STRUCTURE



NATIONAL COMMAND CENTER

A central headquarters should oversee:

- communications
- data
- compliance
- legal affairs
- fundraising
- media
- analytics
- field operations



STATE DIRECTORS

Each state requires:

- state director
- field director
- communications director
- volunteer coordinator
- legal liaison
- faith outreach lead
- campus lead
- digital lead



VOLUNTEER ARMY

To hit 10 million registrations:

100,000+
volunteers may be needed nationally.



FUNDRAISING REQUIREMENTS

A campaign of this magnitude could cost:

\$50 MILLION-\$250 MILLION

depending on scale.

FUNDING STREAMS:

- small-dollar donors
- foundations
- unions
- PACs
- civic engagement grants
- philanthropists
- celebrity fundraising
- corporate democracy initiatives

A TENTATIVE 100-DAY STRUCTURE

DAYS 0-10

- National launch
- Celebrity endorsements
- State leadership rollouts
- Media blitz
- Volunteer recruitment

DAYS 11-30

- Campus mobilization
- Faith coalition launches
- Registration caravans
- Daily digital pushes

DAYS 31-60

- Mass rallies
- County saturation operations
- Targeted demographic outreach
- National town halls

DAYS 61-85

- Registration deadline pushes
- Legal rapid-response deployment
- Transportation infrastructure
- Ballot education

DAYS 86-100

- GOTV transition
- Early voting operations
- "Souls to the Polls" deployment
- Election protection deployment
- Massive media countdown



CONCURRENTLY, THERE MUST BE A MASSIVE PUBLIC EDUCATION CAMPAIGN ON REDISTRICTING AND THE HISTORICAL AND POLITICAL CONTEXTUALIZATION OF SUCH ACT.



THE ENACTMENT AND EXECUTION OF THE JOHN R. LEWIS VOTING RIGHTS ADVANCEMENT ACT AND FREEDOM TO VOTE ACT ARE A BEGINNING OF OUR COLLECTIVE REMEDY.

KNOW THAT THE SECOND CIVIL RIGHTS MOVEMENT BEGINS AT THE BALLOT BOX.

The Economy

There are more “Main” streets than there is a “Wall Street.” The working poor are suffering. The middle class is shrinking. The pandemic hurt small and medium sized businesses. Safeguard the nation from economic downturns.

America needs an injection of economic hope for all people. Under new leadership, we will fight on behalf of families and the "beloved community" to bring about real and sustainable change.

Economic Advancement

- ✓ Increase federal minimum wage to \$15 per hour and the "Fight For \$15" policy
- ✓ Implement a living wage
- ✓ Significantly lower the unemployment rate in protected classes
- ✓ Encourage corporations to provide greater profit sharing for employees
- ✓ Implement a national pension program
- ✓ Eliminate barriers for minorities, women, and veterans to acquire small business capital

Wealth And Asset Accumulation

- ✓ Critically address home values in majority-minority communities
- ✓ Increase home ownership
- ✓ Implement a mass housing inventory plan in first one hundred days
- ✓ Protect renter's rights

Women's Economic Empowerment

- ✓ Promote feminist philanthropy at the state and local levels
- ✓ Grant women one-third (1/3) of all local, state, and federal government contracts
- ✓ Ensure minority businesses and those owned by women have fair and impartial opportunities to participate in grants and funding programs

Healthcare

- ✓ Expand healthcare for those who have low income, individuals with disabilities, pregnant women, seniors, and children

Urban Renewal And Rural Investment

- ✓ Balance the infrastructure in both affluent and low socioeconomic sections of cities
- ✓ Create and execute a comprehensive plan to revitalize the parts Dr. Martin Luther King, Jr. Street and other streets that are named after prominent historical figures; as well as reverse the decline of their surrounding communities that have been vandalized, underdeveloped, and polluted
- ✓ Expand commercial development in majority minority communities while preserving their history
- ✓ Expand Community Development Block Grant (CDBG) funds
- ✓ 10% of all local, state, and federal government contracts allocated to individuals who reside in rural communities

The Youth

- ✓ Reduce the number of youth not in employment, education, or training (NEET) rate, especially in minority communities and populations.

Socioeconomic Shifts

- ✓ Fully support and provide resources and means to state and local governments to revitalize communities, fund transportation, greenbelts, and world class prekindergarten through twenty (PreK-20) education
- ✓ Use the bill authored and sponsored by Congressman Jim Clyburn titled, "10- 20-30;" ten (10) percent of federal resources are directed and targeted to communities where at least twenty (20) percent of the population has been living below the poverty line for thirty (30) years or more.
- ✓ Expand the Earned Income Tax Credit (EITC)
- ✓ Reform the credit reporting system
- ✓ Strengthen Social Security
- ✓ Create employment opportunities from inmates before reintegration to society
- ✓ Expand economic and personal freedom for all immigrants

Military

- ✓ Support servicemembers and protecting their employment when they are called to active duty
- ✓ Ensure veterans receive benefits, backpay, and social services



INVESTING IN AMERICA'S FUTURE

THE COST OF FULLY FUNDING ECONOMIC ADVANCEMENT FOR ALL

ESTIMATED ANNUAL FEDERAL INVESTMENT



★★★ STRONG ECONOMY. EQUITABLE OPPORTUNITY. SHARED PROSPERITY. ★★★

1 ECONOMIC ADVANCEMENT



- Increase federal minimum wage to \$15 per hour and the "Fight For \$15" policy
- Implement a living wage
- Significantly lower the unemployment rate in protected classes
- Encourage corporations to provide greater profit sharing for employees
- Implement a national pension program
- Eliminate barriers for minorities, women, and veterans to acquire small business capital

ESTIMATED ANNUAL COST
\$275 BILLION

2 WEALTH & ASSET ACCUMULATION



- Critically address home values in majority-minority communities
- Increase home ownership
- Implement a mass housing inventory plan in first 100 days
- Protect renter's rights

ESTIMATED ANNUAL COST
\$150 BILLION

3 WOMEN'S ECONOMIC EMPOWERMENT



- Promote feminist philanthropy at the state and local levels
- Grant women one-third (1/3) of all local, state, and federal government contracts
- Ensure minority businesses and those owned by women have fair and impartial opportunities to participate in grants and funding programs

ESTIMATED ANNUAL COST
\$80 BILLION

4 HEALTHCARE



- Expand healthcare for those who have low income, individuals with disabilities, pregnant women, seniors, and children

ESTIMATED ANNUAL COST
\$450 BILLION

5 URBAN RENEWAL & RURAL INVESTMENT



- Balance the infrastructure in both affluent and low socioeconomic sections of cities
- Revitalize streets named after historical figures and reverse the decline of surrounding communities
- Expand commercial development in majority minority communities while preserving their history
- Expand Community Development Block Grant (CDBG) funds
- 10% of all local, state, and federal government contracts allocated to individuals who reside in rural communities

ESTIMATED ANNUAL COST
\$200 BILLION

6 THE YOUTH



- Reduce the number of youth not in employment, education, or training (NEET) rate, especially in minority communities and populations.

ESTIMATED ANNUAL COST
\$60 BILLION

7 SOCIOECONOMIC SHIFTS



- Fully support and provide resources and means to state and local governments to revitalize communities, fund transportation, greenbelts, and world class PreK-20 education
- Use the bill authored and sponsored by Congressman Jim Clyburn titled, "10-20-30;" ten (10) percent of federal resources are directed and targeted to communities where at least twenty (20) percent of the population has been living below the poverty line for thirty (30) years or more.
- Expand the Earned Income Tax Credit (EITC)
- Reform the credit reporting system
- Strengthen Social Security
- Create employment opportunities from inmates before reintegration to society
- Expand economic and personal freedom for all immigrants

ESTIMATED ANNUAL COST
\$525 BILLION

8 MILITARY



- Support servicemembers and protecting their employment when they are called to active duty
- Ensure veterans receive benefits, backup, and social services

ESTIMATED ANNUAL COST
\$85 BILLION

TOTAL ESTIMATED FEDERAL INVESTMENT

BY CATEGORY (ANNUAL COST)

| CATEGORY | ANNUAL COST |
|------------------------------------|-------------|
| 1 Economic Advancement | \$275B |
| 2 Wealth & Asset Accumulation | \$150B |
| 3 Women's Economic Empowerment | \$80B |
| 4 Healthcare | \$450B |
| 5 Urban Renewal & Rural Investment | \$200B |
| 6 The Youth | \$60B |
| 7 Socioeconomic Shifts | \$525B |
| 8 Military | \$85B |

TOTAL ANNUAL INVESTMENT
\$1.825 TRILLION

BY THE NUMBERS



ANNUAL INVESTMENT
\$1.825 TRILLION
0.65% OF FEDERAL BUDGET



COST PER AMERICAN
\$5,537
PER YEAR



COST PER HOUSEHOLD
\$13,314
PER YEAR



ECONOMIC RETURN
ESTIMATED **\$3-\$6**
IN ECONOMIC GROWTH FOR
EVERY \$1 INVESTED

INVESTMENT IN OUR NATION, RETURNS FOR GENERATIONS

- ✓ Higher wages and greater economic security for millions of families
- ✓ Stronger communities and more inclusive growth
- ✓ Increased homeownership and asset building
- ✓ Better health outcomes and lower long-term costs
- ✓ More opportunities for women, youth, veterans, and underserved communities
- ✓ A more competitive, innovative, and resilient economy

A NATION THAT INVESTS IN ALL PEOPLE
BUILDS A STRONGER AMERICA FOR ALL.



BUDGET CONTEXT



- U.S. Federal Budget (FY 2024): ~\$6.13 Trillion
- Proposed Investment: \$1.825 Trillion
- Percentage of Federal Budget: ~29.8%

Figures are estimates based on current economic data and policy analysis from public sources.

FUNDING APPROACH



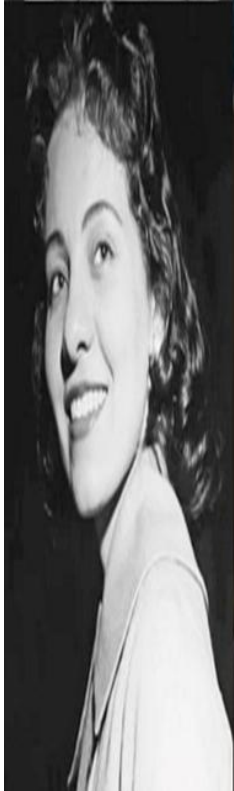
- Reallocate existing inefficient subsidies and tax loopholes
- Implement progressive taxation on wealth and corporations
- Close tax loopholes that benefit the ultra-wealthy
- Invest in people to build a stronger, more prosperous economy

SOURCE

Economic experts, policy institutes, and federal program data including Congressional Budget Office (CBO), Brookings Institution, Urban Institute, Economic Policy Institute, and others.



★★★ INVESTING IN EQUITY. BUILDING PROSPERITY. CREATING A BRIGHTER FUTURE FOR ALL. ★★★



Women's Rights

A discourse around sociopolitical and economic problems that plague women in the United States shall be had. This *Manifesto* strives to create a conversation, establish policy positions, and advance meaningful and sustainable change. Its scope and solutions are national with an aim to shrink the historical and present achievement, opportunity, gender, and wealth gaps.

History and our political stakes in the United States of America have pressed the creation of this *Manifesto*. Non-whites are under the greatest attack in a generation. We are losing ground on every plane and on the global stage. We must call for a new agenda to be crafted and executed. We are not a monolithic group in philosophy, religiosity, spirituality, status or the like, but we are able to coalesce around a set of principles to move a people forward forever and backwards never. Kwame Ture and Charles V. Hamilton stated, "We must respond in our own way, our own terms, in a manner which fits our temperaments. The definition of ourselves, the roles we pursue, and the goals we seek are our responsibility."

The African American and African, Native American, and minority experiences in this land are not new. Both are weaved into the tapestry of America. The problem in the twenty-first (21st) century is the color line. This agenda is both minority centered and American. It is global and local. It is far reaching. It is timely. It is prophetic. It is liberating.

This country has come to a point where new race consciousness moves us beyond labeling. It introduces a new game board. It is no longer about changing white folk's minds. It is about changing our collective mindset. We shall be dedicated to destroying the myth of minority inferiority with a powerful new economic platform.

A transformation is coming. We must set our aims high so that we may be emboldened and become greater, stronger, and more empowered. We must learn that everyone cannot go everywhere with us. Everything and everyone have a limitation. We must use logic and let it reign as we love, lift, and lead all people.

Slavery And Jim And Jane Crow

Slavery and Jim and Jane Crow did a terrible psychological, political, and socioeconomic injustice to people of African descent and the indigenous throughout the United States of America and worldwide. They were not able to earn an income, because they were property. Many of the monetary effects are still being experienced today. Those injustices were reinforced by housing discrimination practices such as redlining and racial steering. Those practices devalued many black neighborhoods and their most lucrative assets, their homes; compared to white counterparts.

Furthermore, public policies have historically oppressed African Americans while systematically assuring that whites would flourish. Although "separate, but equal" was stamped out by *Brown v. the Board of Education Topeka, Kansas*, we still live in a nation that remains separate and unequal for people of color. It is ever more present in the growth of the income gap between the top one percent and everyone else. Currently, the top one percent (1%) holds ninety percent of America's wealth. That was not the case in the 1960s, 1970s, or the 1980s. Something changed while minority communities were sleeping and locked out of the system. Political rhetoric did not meet reality. Elected officials did not fully implement the promises of the New Deal programs, which were not

designed for blacks. In addition, the Fair Housing Act of 1968, the Voting Rights Act of 1965, the Civil Rights Act of 1964, or other Great Society programs purpose was to calm the uprisings of the Civil Rights Movement not necessarily for economic advancement of minorities. Employment discrimination has been an unending overarching narrative in our struggle for economic opportunity.

With all this combined, people of color can break through the economic glass ceiling. World history dates back to Mansa Musa returning from his hajj in Mecca with a net worth equivalent to four hundred billion dollars (\$400,000,000,000), Folorunsho Alakija, Nigerian oil and fashion tycoon; has a net worth of two billion dollars (\$2,000,000,000), Aliko Dangote, Nigerian trader and manufacturing expert; net worth of over twelve billion (\$12,000,000,000). Oprah Winfrey, American media proprietor and television show host, has a net worth of over three billion (\$3,000,000,000). Robert Smith, investment banker and founder of a private equity firm, has a net worth of over four billion (\$4,000,000,000). These individuals are living proof that blacks can shatter the historical and racial barriers to wealth creation.

Our current situation does not determine our final destination. It is going to take a serious and concerted force to pull blacks and other minority groups out of this economic condition. The message of wealth accumulation is going to have to be taught by parents and in the pulpit, in schools and in the streets, and from womb to tomb. This message must convict our conscience.

We must be taught and retaught about the importance of credit and lending. We must reduce the fears and dispel the myths stated about credit. Credit is a good thing. Some economist express credit is more valuable than actual currency. When establishing credit, interest rates will be high, because of the risks associated with extending a loan. Over time and with positive payment history, it will improve.

The working poor and members of the middle class are the chief spenders and lenders in the United States of America but have the least amount of economic power! Our community has the least amount of disposable income and emergency reserves. We must reduce frivolous spending. This is difficult to tackle because we have been bitten by the bug of consumerism. Consumers have the capability to spend money every day! We may need to take drastic measures as a one (1) year no spending challenge. We may purchase only the goods or services that we need (i.e., food, housing, utilities, medicine, and transportation). There may be pain and anxiety experienced initially not spending money. We will have difficult wearing the same clothes over and over, expending all food in the house before buying more groceries, and simply not looking for things to purchase (including online). In turn, we ought to deposit the money in a savings account or invested it in other high yield financial products. America does not feel an economy threat posed by members of our community. It is expected for our approximate one and a half trillion dollars to be circulated.

We live in a nation that is so driven by consumption that is overtaking our psyche. We must reel it in and place stronger financial legs underneath us. According to Congresswoman Carolyn B. Maloney (NY-14) in a report titled, “The Economic State of the Black Community in America,” black women earned sixty-one (61) cents for every dollar earned by white men in 2017, worsening from sixty-three (63) cents in 2016. In the areas of economic mobility and wealth, she expressed, “Black children experience far less upward mobility than white children,” and “Black families’ wealth is significantly lower than that of white families.”

- ✓ For every one hundred (100) black children who grow up in the bottom fifth (1/5) of the income distribution, less than three (3) will make it to the top fifth (1/5) as adults. White children are more than four (4) times as likely to move from the bottom to the top fifth (1/5).
- ✓ Black children are more downwardly mobile—less than one in ten (1:10) black children growing up at the top will stay there as adults, compared to one in six (1:6) white children.
- ✓ In 2017, nearly one-third (1/3) of black children grew up in poverty, compared to slightly more than one in ten (1:10) white children.
- ✓ Children growing up in poverty tend to experience worse health, education, and economic outcomes than other children.
- ✓ Only one in five (1:5) black Americans had a bachelor's degree, compared to over one in three (1:3) white Americans in 2017.
- ✓ The median net worth for white families is nearly ten (10) times greater than for black families.
- ✓ Slightly over one-third (1/3) of black families have retirement accounts, compared to sixty percent (60%) of white families. Those with savings hold a median value of \$24,600, a third of that for white families.
- ✓ Less than half (1/2) of black families own their own homes, compared to almost three-quarters (3/4) of white families.
- ✓ Home equity makes up a larger proportion of household net worth for black families

We have to do more for the senior population. We propose a number of solutions to advance the cause of the most vulnerable:

- ✓ Our elders need an increase in cost-of-living adjustments.
- ✓ They should be aligned with an inflation index, which includes healthcare and housing expenses.
- ✓ Expand Social Security benefits for individuals born between 1917 and 1926; as well as provide a settlement payment
- ✓ Strengthen Medicare to include dental, vision, and hearing coverage
- ✓ Develop a sustainable national late life care plan and social care system that mimics other highly industrialized nations

We must speak truth to power and pressure elected officials to expand access to homeownership, boost profit sharing to employees, grow the social safety net for the poor, seniors, and vulnerable families, and increase local, state, and federal funding for African American businesses.

We shall overcome economic disparities. It can be done by investing in one another, buying Black and circulating dollars in our community several times before they exit. Minorities ought to preach, teach, and reteach one another about proper financial management from the womb to the tomb. We must get in the race by means of ownership. The process begins by saving, entering the money market, owning stocks and bonds, obtaining a mutual fund or certificate of deposit (CD), and monitoring credit for starters. It is a race to win. So, let us start winning now and forevermore!

- ✓ Building a local, state, and national strategy to mobilize women and dollars in order to harness our collective economic and voting power

- ✓ Identify, educate, and engage women across the socioeconomic spectrum to elect women, influence elections and move public policy
- ✓ Fully implement and fund the Congressional Black Caucus' "Marshall Plan For Black America"
- ✓ Ratify a 21st century Equal Rights Amendment
- ✓ State governments, local school boards, and college boards offer and enroll students in gender studies courses at the elementary, secondary, and collegiate levels
- ✓ Increase protections of women in tribal, indigenous, and native government jurisdictions
- ✓ Expand access and increase quality healthcare to incarcerated pregnant women, care for girls in juvenile facilities, and parental rights of incarcerated mothers
- ✓ Fully implement universal healthcare in this country which prioritizes preventative care, nutrition, childcare, addictions, and senior citizen services
- ✓ Methodically and intentionally close the gender, opportunity, wealth, and achievement gaps
- ✓ Promote feminist philanthropy at the state and local levels
- ✓ Fully enforce and fund laws on the books which are related to violence, equal protection, due process, employment protections, and healthcare
- ✓ Craft and execute legislation to end female genital mutilation
- ✓ Protect reproductive and sexual rights and access to contraceptives
- ✓ Grant new mothers and fathers a minimum of eight (8) weeks of paid leave from their employers
- ✓ Eradicate trafficking of forced laborers, sexual slaves, and prostitution
- ✓ Grant women of color one-third (1/3) of all local, state, and federal government contracts
- ✓ State and federal legislation to "Bring The Man Back In The House," which is a counter to the Aid To Families With Dependent Children (AFDC) policy, "No Man In The House" Rule
- ✓ Elect and appoint more women to public service
- ✓ Amplify female voices in all areas of political engagement
- ✓ Investing in a strategy to expand and support the women's leadership pipeline at all levels and strengthen their civic participation with ongoing efforts
- ✓ Form a commission and conduct exploratory research on the historical, social, political, and economic role of women generally (and minority women specifically) and provide recommendations, facts, and circumstances for forward progress and community advancement.

INVESTING IN WOMEN. STRENGTHENING AMERICA.

THE COST TO THE FEDERAL GOVERNMENT TO PROVIDE FULL FUNDING FOR THE FOLLOWING PRIORITIES



TOTAL ESTIMATED FEDERAL COST

\$2.8 – \$4.3
TRILLION PER YEAR



Approximately
9 – 14%
OF U.S. GDP

WHAT THIS INVESTMENT BUILDS

- ✓ Economic security for women & families
- ✓ Healthier communities
- ✓ Stronger democracy
- ✓ Racial & gender equity
- ✓ A more prosperous nation for all



ELDER JUSTICE & SENIOR SECURITY



Social Security Expansion

- COLA tied to senior inflation (healthcare + housing)
- Benefit increase for 1917–1926 births
- One-time settlement payments

Annual Cost: **\$80 – \$120B**

One-Time Cost: **\$50 – \$100B**



Medicare Expansion

Dental, Vision, Hearing, expanded preventative services

Annual Cost: **\$120 – \$180B**



National Long-Term Care & Social Care System

Home care, assisted living, caregiver support, community services (modeled on other highly industrialized nations)

Annual Cost: **\$250 – \$400B**

TOTAL: \$450 – \$700 BILLION



UNIVERSAL HEALTHCARE

Comprehensive National Health Coverage

Includes:

- ✓ Preventative care
- ✓ Nutrition services
- ✓ Childcare support
- ✓ Addictions treatment
- ✓ Mental health
- ✓ Senior services



ADDITIONAL FEDERAL COST

\$1.2 – \$2.0
TRILLION



RACIAL & ECONOMIC EQUITY



Marshall Plan for Black America

Housing, education, business development, infrastructure, criminal justice reform, wealth building

Annual Cost: **\$300 – \$500B**



Closing Gender, Opportunity, Wealth & Achievement Gaps

Workforce, equal pay enforcement, entrepreneurship, education, housing assistance

Annual Cost: **\$75 – \$150B**

TOTAL: \$375 – \$650 BILLION



EDUCATION & LEADERSHIP DEVELOPMENT



Gender Studies Expansion (Pre-K–12 & Higher Ed)

Annual Cost: **\$5 – \$10B**



Women's Leadership Pipeline

Civic engagement, training, fellowships, leadership academies

Annual Cost: **\$10 – \$20B**



Women's Historical Research Commission

Research & recommendations for forward progress

Annual Cost: **\$0.5 – \$1B**

TOTAL: \$15.5 – \$31 BILLION



WOMEN'S RIGHTS & PROTECTIONS



Equal Rights Amendment Implementation

Annual Cost: **\$2 – \$5B**



Tribal & Indigenous Women's Protections

Annual Cost: **\$5 – \$10B**



Incarcerated Women's Healthcare

Annual Cost: **\$2 – \$5B**



Violence Prevention & Enforcement

Fully fund laws on violence, equal protection, due process, employment, healthcare

Annual Cost: **\$20 – \$40B**



Female Genital Mutilation Prevention

Annual Cost: **\$0.5 – \$1B**



Anti-Trafficking Initiative

Forced labor, sexual exploitation, human trafficking, organized crime

Annual Cost: **\$10 – \$20B**

TOTAL: \$39.5 – \$81 BILLION



FAMILY SUPPORT



Paid Family Leave

8 weeks minimum for mothers & fathers

Annual Cost: **\$80 – \$120B**



Reproductive Health & Contraceptive Access

Family planning, maternal care, preventative services

Annual Cost: **\$15 – \$30B**

TOTAL: \$95 – \$150 BILLION



POLITICAL & CIVIC PARTICIPATION



Women's Political Engagement

Voter mobilization, civic education, candidate recruitment, advocacy training

Annual Cost: **\$5 – \$15B**



Expanding Women's Representation

Recruitment, appointments pipeline, public service initiatives

Annual Cost: **\$2 – \$5B**

TOTAL: \$7 – \$20 BILLION



ECONOMIC EMPOWERMENT & FAMILY STABILITY



Feminist Philanthropy Initiative

Federal matching grants to state & local foundations

Annual Cost: **\$2 – \$10B**



Women of Color Contracting Initiative

33% of all government contracts

Annual Cost: **\$10 – \$25B**



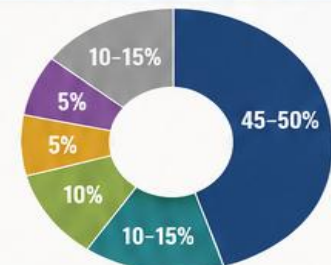
Bring The Man Back In The House

Family reunification, fatherhood engagement, workforce supports

Annual Cost: **\$20 – \$40B**

TOTAL: \$32 – \$75 BILLION

COST BY MAJOR CATEGORY (ANNUAL ESTIMATE)



- **Universal Healthcare**
\$1.2 – \$2.0 Trillion (45–50%)
- **Marshall Plan for Black America**
\$300 – \$500 Billion (10–15%)
- **National Long-Term Care System**
\$250 – \$400 Billion (10%)
- **Medicare Expansion**
\$120 – \$180 Billion (5%)
- **Social Security Expansion**
\$80 – \$120 Billion (5%)
- **All Other Initiatives Combined**
\$450 – \$1,100 Billion (10–15%)

TOTAL ESTIMATED RANGE
\$2.8 – \$4.3 TRILLION PER YEAR
(9–14% OF U.S. GDP)

9 ADDITIONAL PRIORITY ACTIONS (CROSS-CUTTING INVESTMENTS)

- ✓ Elect & appoint more women to public service
- ✓ Amplify female voices in all areas of political engagement
- ✓ Invest in women's leadership pipeline & civic participation
- ✓ Form a commission to study the role of women (and minority women) in history, society, politics & economics
- ✓ Promote feminist philanthropy at state & local levels

- ✓ Fully enforce & fund laws on violence, equal protection, due process, employment protections & healthcare
- ✓ Craft & execute legislation to end female genital mutilation
- ✓ Protect reproductive & sexual rights & access to contraceptives
- ✓ Eradicate trafficking of forced laborers, sexual slaves & prostitution

Estimated Annual Cost:
\$10 – \$25
BILLION

HOW WE CAN PAY FOR IT

- Progressive income tax reforms
- Wealth taxes
- Corporate tax reforms
- Financial transaction taxes
- Defense spending reductions
- Prescription drug cost controls
- Carbon taxes
- Closing tax loopholes

Smart Investments Today Create Generational Prosperity, Health, Equality & Freedom for All.

NOTE: These are broad policy estimates based on comparable federal programs, international models, CBO analyses of similar proposals, and research from advocacy organizations. Actual costs will vary based on final program design and implementation.

DOLLARS IN 2024 USD

Infrastructure

There is a direct correlation between a nation's deteriorating infrastructures, economic health, and public safety. While this nation's infrastructure is ebb and flow, other industrialized nations have gotten into the race. If America is going to sustain itself and remain competitive in this global economy, there must be a domestic industrial revolution. The most successful economies in the world have large scale and efficient infrastructure. It is time for America to create ostentatious development projects.

Increased attentionality on clean energy, climate resilience, equitable investment, and job creation are key.

- ✓ Fund the improvement of municipal drainage systems beginning in low income and minority communities
- ✓ Expand aid to municipalities for public transit in urban areas to a forty (40) mile radius of city's center
- ✓ High speed transnational rail and expressway
- ✓ Create a transcontinental railway system
- ✓ Extend funding for American Recovery and Reinvestment Act and Infrastructure Investment and Jobs Act to modernize federal infrastructure
- ✓ Significantly reduce transport emissions
- ✓ Pave every dirt and gravel road in the nation
- ✓ National high speed internet program in five (5) year plan
- ✓ Review Waste-To-Energy and sewage programs
- ✓ Ground all electricity lines in a seven (7) year plan
- ✓ Re-implement Net Neutrality
- ✓ Increase cybersecurity
- ✓ Incentivize green banks, other financial, and innovative finance to expand clean energy markets
- ✓ Repeal the 1978 Airline Deregulation Act
- ✓ Greater investment in artificial technology, three-dimension (3D) printing, and technological innovation holistically
- ✓ Fund renewable energy deployment (solar, wind, offshore wind) and energy efficiency
- ✓ Support electric vehicle (EV) infrastructure, charging networks, and high-efficiency transmission
- ✓ Incentivize green banks and innovative finance to expand clean energy markets
- ✓ Phase out fossil fuel extraction on federal lands and waters, and prevent approval of new interstate oil and gas pipelines
- ✓ Significantly increase funding for water infrastructure to address contamination, overflows, and aging systems
- ✓ Modernize wastewater and stormwater systems to meet climate resilience goals
- ✓ Ensure universal broadband access to support the global information economy and remote work
- ✓ Address funding gaps regarding infrastructure projects
- ✓ State governments should develop a unified plan that coordinates sectors (transport, energy, water, digital) to avoid bottlenecks and misalignment. This ensures projects support population growth, economic expansion, and social needs

- ✓ Use public-private partnerships (PPPs) and blended finance to attract capital, share risk, and leverage private expertise. Transparent bidding and performance-based contracts build trust
- ✓ Lower noise pollution and improve road safety

BUILDING AMERICA'S FUTURE

A FULLY FUNDED NATIONAL INFRASTRUCTURE & SUSTAINABILITY INVESTMENT PLAN

Estimated Annual Federal Investment to Fully Fund State & Local Priorities

OUR INVESTMENT PRIORITIES

- 1 Fund improvement of municipal drainage systems in low income & minority communities
- 2 Expand aid for public transit in urban areas within 40-mile radius of city centers
- 3 High speed transnational rail and expressway
- 4 Create a transcontinental railway system
- 5 Extend funding for ARRA to modernize federal infrastructure
- 6 Significantly reduce transport emissions
- 7 Pave every dirt and gravel road in the nation
- 8 National high speed internet program (5 year plan)
- 9 Review Waste-To-Energy and sewage programs
- 10 Ground all electricity lines in a 7-year plan
- 11 Re-implement Net Neutrality
- 12 Increase cybersecurity
- 13 Incentivize green banks and innovative finance to expand clean energy markets
- 14 Repeal the 1978 Airline Deregulation Act
- 15 Greater investment in AI, 3D printing, and technological innovation holistically
- 16 Fund renewable energy deployment and energy efficiency
- 17 Support EV infrastructure, charging networks, and high-efficiency transmission
- 18 Incentivize green banks and innovative finance to expand clean energy markets
- 19 Phase out fossil fuel extraction on federal lands & waters; prevent new interstate pipelines
- 20 Significantly increase funding for water infrastructure (contamination, overflows, aging)
- 21 Modernize wastewater & stormwater systems for climate resilience
- 22 Ensure universal broadband access to support global economy & remote work
- 23 Address funding gaps regarding infrastructure projects
- 24 State governments should develop a unified plan coordinating transport, energy, water, digital
- 25 Use public-private partnerships (PPPs) and blended finance to attract capital
- 26 Lower noise pollution and improve road safety

ESTIMATED ANNUAL FEDERAL INVESTMENT (FULLY FUNDED)

| PRIORITY AREA | ESTIMATED ANNUAL COST (BILLIONS USD) |
|---|--------------------------------------|
| 1 Municipal drainage improvements (targeted) | \$25B |
| 2 Public transit expansion (40-mile radius) | \$35B |
| 3 High speed transnational rail & expressway | \$80B |
| 4 Transcontinental railway system | \$100B |
| 5 Extend ARRA funding for infrastructure | \$35B |
| 6 Reduce transport emissions | \$25B |
| 7 Pave all dirt & gravel roads | \$40B |
| 8 National high speed internet (5-year plan) | \$25B |
| 9 Waste-To-Energy & sewage program review | \$10B |
| 10 Ground all electricity lines (7-year plan) | \$20B |
| 11 Re-implement Net Neutrality | \$0.5B |
| 12 Increase cybersecurity | \$15B |
| 13 Incentivize green banks & clean energy finance | \$15B |
| 14 Repeal 1978 Airline Deregulation Act (ICA, consumer protections, oversight) | \$2B |
| 15 Invest in AI, 3D printing & tech innovation | \$30B |
| 16 Renewable energy & energy efficiency | \$60B |
| 17 EV infrastructure & high-efficiency transmission | \$30B |
| 18 Green banks & innovative finance (repeat incentive) | \$10B |
| 19 Phase out fossil fuels on federal lands & waters & stop new pipelines | \$5B |
| 20 Water infrastructure (contamination, overflows, aging) | \$45B |
| 21 Modernize wastewater & stormwater systems | \$30B |
| 22 Universal broadband access | \$30B |
| 22 Address infrastructure funding gaps | \$30B |
| 24 Unified state infrastructure planning | \$3B |
| 25 PPPs & blended finance support | \$5B |
| 26 Lower noise pollution & improve road safety | \$10B |

TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT
\$687.5 BILLION PER YEAR
 (Rounded: \$690 BILLION PER YEAR)

INVESTING TODAY FOR A STRONGER TOMORROW



Economic Growth

Creates millions of jobs, boosts GDP, and increases productivity.



Equity & Inclusion

Targets low income and minority communities for improved quality of life and opportunity.



Climate Resilience

Stronger infrastructure protects communities from extreme weather and climate impacts.



Cleaner Air & Healthier Lives

Lower emissions and cleaner energy reduce health costs and save lives.



Innovation Leadership

Investments in technology and clean energy keep the U.S. competitive globally.



Safety & Quality of Life

Safer roads, less noise pollution, reliable transit, and better connectivity for all.

INVESTMENT BY SECTOR (% OF TOTAL)



WHERE THESE INVESTMENTS GO



LEVERAGING ADDITIONAL CAPITAL

Every \$1 of federal investment can leverage \$1.50 - \$2.50 in additional capital through:

- Public-Private Partnerships (PPPs)
- Blended Finance & Green Bonds
- State, Local & Tribal Contributions
- Institutional & Private Investment

POTENTIAL TOTAL INVESTMENT IMPACT:
\$1.7 TRILLION - \$2.4 TRILLION PER YEAR

FUNDING SOURCES (EXAMPLES)

- Closing tax loopholes & corporate tax reform
- Carbon pricing & clean energy fees
- Reallocating fossil fuel subsidies
- Infrastructure bonds & green bonds
- Public-private partnerships
- User fees & congestion pricing
- Innovative finance & green banks



IMPLEMENTATION ROADMAP

- 1 YEARS 1-2 Plan & Launch**
 - Finalize national standards & state plans
 - Launch priority projects in vulnerable communities
 - Establish financing mechanisms
- 2 YEARS 3-5 Scale & Build**
 - Expand transit, broadband, water & clean energy
 - Begin major rail, road & transmission projects
 - Grow workforce & domestic supply chains
- 3 YEARS 6-10 Transform**
 - Complete nationwide infrastructure upgrades
 - Achieve major reductions in emissions
 - Universal broadband & EV infrastructure
- 4 BEYOND 10 YEARS Sustain & Innovate**
 - Maintain & modernize assets
 - Continued innovation & global leadership
 - Resilient, equitable & prosperous communities

THE BOTTOM LINE

An investment of \$690 BILLION per year builds a safer, cleaner, smarter, and more equitable America—driving prosperity for generations.



Note: Estimates are broad planning-level cost ranges based on industry reports, federal data, and comparable programs. Actual costs will vary by project scope, location, and final program design.

Dollars in 2024 USD

Human Rights

We can live in a world where the rule of law prevails, a relative degree of prosperity and economic freedom, there is genuine freedom, and equality and tolerance are tangibles. America can lead anew when it comes to a humane agenda that supports financial, moral, political, and legal movement. The Universal Declaration of Human Rights and other international human rights standards serve as the world's conscience and guidepost for human rights. Presently, over one hundred fifty (150) countries and territories worldwide follow its goals of combating discrimination, inequality in all forms, and political repression. It ought to be without saying that each nation must make the Declaration a reality and not simply rhetoric for its citizenry and globally.

We must:

- ✓ Continue to gather credible intelligence that keeps nations and territories under the microscope which have a history of human rights abuses; as well as, swift action on new cases of human rights violations
- ✓ Utilize preventative measures to address civil, political, social, cultural and economic unrest in the world
- ✓ Investigate and campaign against human rights violations
- ✓ Promote freedom, expression, activism, engagement, and empowerment across all religions, faiths, socioeconomic and political statuses, and orientations
- ✓ Employ the criminal justice system at the local, state, national, and international levels to convict human rights violators (i.e., individuals, nations, regions, and etc.)
- ✓ Do not allow political expediency and gridlock to hinder or undermine the Declaration or other human rights treaties
- ✓ Sound the call regarding the progress of human rights; as well as, the violations equally.
- ✓ Rejoin the World Health Organization
- ✓ Restore United States Agency for International Development (USAID)
- ✓ Repeal Religious Freedom Restoration Act (RFRA)

INVESTING IN HUMAN RIGHTS, JUSTICE & GLOBAL SOLIDARITY

THE COST TO THE FEDERAL GOVERNMENT TO FULLY FUND A COMPREHENSIVE HUMAN RIGHTS AGENDA

A commitment to human dignity, accountability, and global justice strengthens our security, our values, and our leadership in the world.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$21.3 BILLION
PER YEAR

(Rounded)



WHY IT MATTERS

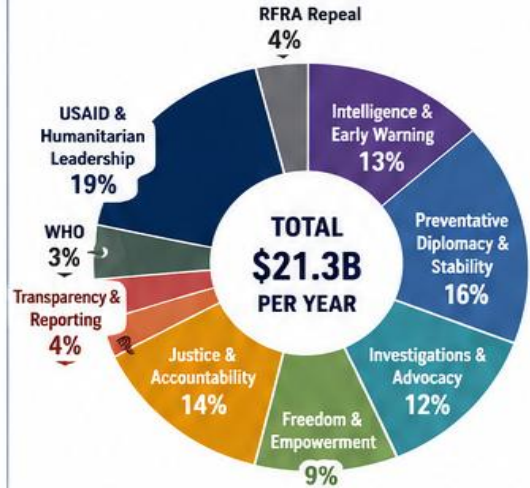
- Protects human dignity and democratic values
- Prevents conflict and instability
- Strengthens U.S. national security
- Promotes global health and development
- Upholds U.S. commitments and treaty obligations

PRIORITY INVESTMENTS & ESTIMATED ANNUAL COSTS

| | | | |
|----|--|---|---------------|
| 1 | | INTELLIGENCE & EARLY WARNING Continue to gather credible intelligence on nations and territories with a history of human rights abuses; swift action on new violations. | \$2.7B |
| 2 | | PREVENTATIVE DIPLOMACY & STABILITY PROGRAMS Utilize preventative measures to address civil, political, social, cultural and economic unrest in the world. | \$3.5B |
| 3 | | INVESTIGATIONS & ADVOCACY Investigate and campaign against human rights violations through independent bodies, reporting, and support for victims. | \$2.6B |
| 4 | | PROMOTE FREEDOM & EMPOWERMENT Promote freedom, expression, activism, engagement, and empowerment across all religions, faiths, socioeconomic and political statuses, and orientations. | \$2.0B |
| 5 | | JUSTICE & ACCOUNTABILITY Employ the criminal justice system at the local, state, national, and international levels to convict human rights violators (individuals, nations, regions, etc.). Support international courts and mechanisms. | \$3.0B |
| 6 | | UPHOLD TREATIES & HUMAN RIGHTS LAW Do not allow political expediency and gridlock to hinder or undermine the Declaration or other human rights treaties. | \$1.1B |
| 7 | | PUBLIC REPORTING & TRANSPARENCY Sound the call regarding the progress of human rights; as well as, the violations equally. | \$0.8B |
| 8 | | REJOIN THE WORLD HEALTH ORGANIZATION (WHO) Rejoin the WHO and pay full assessed contributions. | \$0.7B |
| 9 | | RESTORE USAID & HUMANITARIAN LEADERSHIP Fully restore USAID funding for development, humanitarian assistance, good governance, and human rights programming. | \$4.0B |
| 10 | | REPEAL RELIGIOUS FREEDOM RESTORATION ACT (RFRA) Ensure federal law does not enable discrimination and protects the constitutional rights of all people. | \$0.9B |

TOTAL ESTIMATED ANNUAL INVESTMENT **\$21.3 BILLION** (ROUNDED)

INVESTMENT BY CATEGORY



RETURN ON INVESTMENT

- PREVENTS CONFLICT & CRISES**
Early action and inclusive development reduce the costs of war and instability.
- STRENGTHENS NATIONAL SECURITY**
Human rights abuses and instability abroad directly impact U.S. security at home.
- PROMOTES GLOBAL PROSPERITY**
Stable, rights-respecting societies are better partners for trade, innovation, and growth.
- UPHOLDS AMERICAN VALUES**
Leadership grounded in human rights strengthens our credibility and alliances.

HOW THIS INVESTMENT COMPARES

LESS THAN 0.1% OF THE FEDERAL BUDGET



\$21.3B is less than one-tenth of one percent of the ~\$6.8 Trillion federal budget.

LESS THAN 2% OF DEFENSE SPENDING



This investment is less than 2% of the annual defense budget (~\$850B).

COST OF INACTION IS FAR GREATER



Human rights abuses, conflict, and instability cost the U.S. hundreds of billions more in crises, emergencies, and military interventions.

HIGH LEVERAGE, HIGH IMPACT



Leverages partnerships with allies, civil society, international organizations, and the private sector to multiply impact.

POTENTIAL FUNDING SOURCES

- Reprioritize existing budgets for diplomacy and development
- Close tax loopholes used by human rights abusers
- Reallocate a small portion of defense spending for prevention and diplomacy
- Leverage global partnerships and cost-sharing with allies and international institutions

A BIPARTISAN, VALUES-DRIVEN INVESTMENT IN A SAFER, MORE JUST WORLD



HUMAN DIGNITY



JUSTICE



FREEDOM



EQUALITY



SOLIDARITY



ACCOUNTABILITY



PEACE

"The time is always right to do what is right."

— Martin Luther King, Jr.

National Security

National security starts in our households and branches out to international affairs. It is going to take our global alliances and a coalition to spread national and international security. We must secure both borders and build bridges of hope. Under new leadership, we will restore and sustain a strong defense with composition of economic strength, diplomatic skill, military might, moral authority, and political will to carry out short- and long-term interest and national security. Every foreign and domestic public policy decision has a moral dimension and characteristic. Furthermore, there is question of human impact and operating with a global economy compass.

This *Manifesto* proposes:

- ✓ Expand our reach and invest in less developed countries in Africa, Asia, and Latin America
- ✓ Address the root causes of migration along the southern border
- ✓ Increase border security along the northern border
- ✓ We must crack down on illegal gun trafficking
- ✓ Reduce United States military presence on the global stage
- ✓ Advise and coordinate with foreign forces and providing training, equipment, communications support, intelligence support, and other supports to select elements for security forces
- ✓ Reduce involvement in foreign conflict using a calculated and methodical plan
- ✓ Increase transparency with the public on the status and circumstances of our use of military force overseas
- ✓ Close Guantanamo Bay Detention Camp and transport all detainees to facilities in the United States
- ✓ Develop a comprehensive plan to identify and combat domestic and international terrorist and extremism
- ✓ Increase intelligence, surveillance, and reconnaissance (ISR) systems of domestic terrorist
- ✓ Conduct anti-terrorism awareness training with civic leaders
- ✓ Repeal the Dickey Amendment and allow comprehensive research on gun violence and prevention
- ✓ Implement and promote a regional, national, and global peace movement
- ✓ Formulate a committee to implement a peace plan at the state and local levels
- ✓ Promote humanitarian aid to our regional partners and global alliances through nongovernmental and international nongovernmental organizations
- ✓ Successfully advocated the passage of resolutions requesting more information from both the Central Intelligence Agency (CIA) and executive branch over the extent of nations with nuclear arms program



INVESTING IN A SAFER, MORE PEACEFUL WORLD

A COMPREHENSIVE FOREIGN POLICY, SECURITY & HUMANITARIAN INVESTMENT PLAN

A smarter, more strategic investment in global leadership, security, and peace that strengthens America and the world.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$176.5 BILLION

PER YEAR

(Rounded)

OUR INVESTMENT, OUR VALUES

- ✔ Promotes peace over conflict
- ✔ Strengthens U.S. security at home and abroad
- ✔ Addresses root causes, not just symptoms
- ✔ Saves lives and taxpayer dollars
- ✔ Builds alliances, not endless wars
- ✔ Creates stability, opportunity & hope

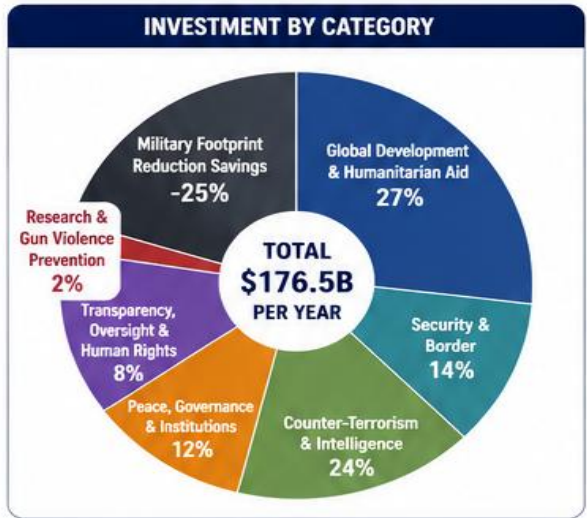
| PRIORITIES & ESTIMATED ANNUAL FEDERAL INVESTMENT | | | |
|--|--|--|----------|
| 1 | | Expand our reach and invest in less developed countries in Africa, Asia, and Latin America | \$18.0B |
| 2 | | Address the root causes of migration along the southern border | \$12.0B |
| 3 | | Increase border security along the northern border | \$8.0B |
| 4 | | Crack down on illegal gun trafficking | \$7.5B |
| 5 | | Reduce United States military presence on the global stage | -\$20.0B |
| 6 | | Advise and coordinate with foreign forces and provide training, equipment, communications support, intelligence support, and other supports to select elements for security forces | \$12.0B |
| 7 | | Reduce involvement in foreign conflict using a calculated and methodical plan | -\$25.0B |
| 8 | | Increase transparency with the public on the status and circumstances of our use of military force overseas | \$2.0B |
| 9 | | Close Guantanamo Bay Detention Camp and transport all detainees to facilities in the United States | \$1.5B |
| 10 | | Develop a comprehensive plan to identify and combat domestic and international terrorist and extremism | \$10.0B |
| 11 | | Increase intelligence, surveillance, and reconnaissance (ISR) systems of domestic terrorist | \$8.0B |
| 12 | | Conduct anti-terrorism awareness training with civic leaders | \$1.5B |
| 13 | | Repeal the Dickey Amendment and allow comprehensive research on gun violence and prevention | \$300M |
| 14 | | Implement and promote a regional, national, and global peace movement | \$2.5B |
| 15 | | Formulate a committee to implement a peace plan at the state and local levels | \$1.5B |
| 16 | | Promote humanitarian aid to our regional partners and global alliances through NGOs and INGOs | \$8.0B |
| 17 | | Advocate for resolutions requesting more information from the CIA and executive branch over the extent of nations with nuclear arms programs | \$1.0B |
| TOTAL ESTIMATED ANNUAL INVESTMENT | | \$176.5 BILLION | |

SAVINGS FROM REDUCED MILITARY OVEREXTENSION

By reducing global military footprint and foreign conflict involvement, the U.S. can save:

\$45.0 BILLION PER YEAR

These savings are reinvested into peace, prevention, and human security.



WHY THIS INVESTMENT MATTERS

- Addresses the root causes of instability, violence, and migration
- Strengthens U.S. security by reducing threats before they reach our borders
- Saves taxpayer dollars by reducing costly forever wars and military overreach
- Builds global partnerships and promotes peace, democracy & human rights
- Invests in long-term solutions, not short-term military responses

WHERE THE INVESTMENT GOES

| | | | | | |
|---|--|--|--|--|---|
| Global Development & Humanitarian Aid \$48.5B Improving lives, creating opportunity & reducing migration pressures | Security & Border Management \$27.5B Stronger borders, smarter enforcement & community safety | Counter-Terrorism & Intelligence \$42.5B Intelligence, ISR, prevention & anti-extremism efforts | Peace, Governance & Institution Building \$21.5B Peacebuilding, civic engagement & institutional capacity | Transparency & Accountability \$14.5B Oversight, transparency, & human rights protections | Gun Violence Research \$0.3B Ending the research ban to save lives and inform policy |
|---|--|--|--|--|---|

COMPARISON: INVESTMENT VS. COST OF INACTION

| | | | |
|--|--|--|---|
| Cost of Preventing Conflict \$1 INVESTED +\$10 SAVED in crisis response | Cost of Military Intervention \$2-\$6 TRILLION Per long-term conflict | Humanitarian Crisis Response \$5-\$20 BILLION Average emergency response cost | Migration Crisis Management \$10'S OF BILLIONS Higher costs with no root-cause solutions |
|--|--|--|---|

POTENTIAL FUNDING SOURCES

- ✔ Reallocate a portion of defense spending from overseas operations
- ✔ End unnecessary foreign military bases and deployments
- ✔ Close tax loopholes for weapons manufacturers and traffickers
- ✔ Leverage public-private partnerships for development
- ✔ International cost-sharing with allies and partners

IMPLEMENTATION PRINCIPLES

- ✔ Evidence-based & data-driven
- ✔ Accountable & transparent
- ✔ Human rights-centered
- ✔ Locally led, globally supported
- ✔ Measurable outcomes & results

"Peace is not the absence of conflict, but the presence of justice, opportunity, and dignity for all."

– U.S. Leadership for a Better World

Note: All estimates are annual costs. Negative amounts reflect estimated savings. Figures are rounded. Sources: Congressional Budget Office, Government Accountability Office, USAID, State Department, DoD, and independent policy analyses.

Equality

Our lives are based upon a myriad of decisions, actions, beliefs, attitudes, generalizations, stereotypes, biases, and the like. Those cognitive constructs are folded into our social fabric, democratic society, and economy. America is unique because we are a conglomeration of cultures. Our interconnectivity opens doors and positions us to solve major problems, address world issues, and be the change we seek to see.

Equality pushes us to examine our modes, sensitivities, thoughts, and capacities. Our country is changing at lightning speed. As our population expands, so will our physical environments, political developments, and conflicts. That is when we have to tap into the American spirit and our value systems.

We are conveying messages to the entire world. We must learn to love and lead in our households, our street corners, our blocks, our neighborhoods, our communities, our cities, our states, and our nation. We must be greater truth-tellers and dig deeper into our consciousness. We must do more than tolerate one another. We must achieve understanding, overcome limitations, create cross-cultural awareness, and a low growth to be a form of change.

We are conveying a message which requires us to tolerate and accept sexual orientation, gender identity and expression. We must be thought provoking and forward thinking in our pedagogy and how we interact with one another in our families and enclaves.

We ought to trace the treads of inferiority and superiority. We ought to aggressively seek to break down the walls of bigotry, racism, ableism, and xenophobia. We ought to promote social action, deter crime and violence against all members of society, especially in black, indigenous, and communities of color. We ought to strive and thrive in being cosmopolitan.

Together, we can:

- ✓ Fight for full equality for people of color, the underserved, and beloved communities in every sector and industry of our society
- ✓ Increase investment in the Global Equality Fund
- ✓ Recommit to the 2030 Agenda for Sustainable Development as adopted by the United Nations

GLOBAL EQUALITY FUND

ADVANCING LGBTQI+ HUMAN RIGHTS WORLDWIDE

2011–2017



U.S. DEPARTMENT OF STATE



ABOUT THE GLOBAL EQUALITY FUND

Launched in 2011 by the U.S. Department of State, the Global Equality Fund (GEF) is a public-private partnership that supports the human rights of lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) persons around the world.

GEF strengthens local civil society, advances legal protections, reduces violence and discrimination, and promotes dignity and equal opportunity for LGBTQI+ people everywhere.

KEY RESULTS: 2011–2017



274
GRANTS

awarded to
local organizations



100+
COUNTRIES

impacted across
all regions



MILLIONS

of people reached
through education,
advocacy, services,
and protection



STRONGER

laws, policies, and
social acceptance
for LGBTQI+
communities

CORE PRIORITIES



ADVANCE LEGAL PROTECTIONS AND EQUALITY

Support advocacy for laws and policies that protect LGBTQI+ people from discrimination and violence and promote equal treatment under the law.



REDUCE VIOLENCE AND PROMOTE SAFETY

Help prevent violence and improve access to protection, justice, and support services for LGBTQI+ individuals.



STRENGTHEN CIVIL SOCIETY AND LEADERSHIP

Build the capacity of local LGBTQI+ organizations and leaders to advocate, mobilize communities, and sustain progress.



PROMOTE ECONOMIC EMPOWERMENT AND INCLUSION

Expand economic opportunities and reduce barriers to employment, education, and entrepreneurship for LGBTQI+ people.



SUPPORT EDUCATION, HEALTH, AND WELL-BEING

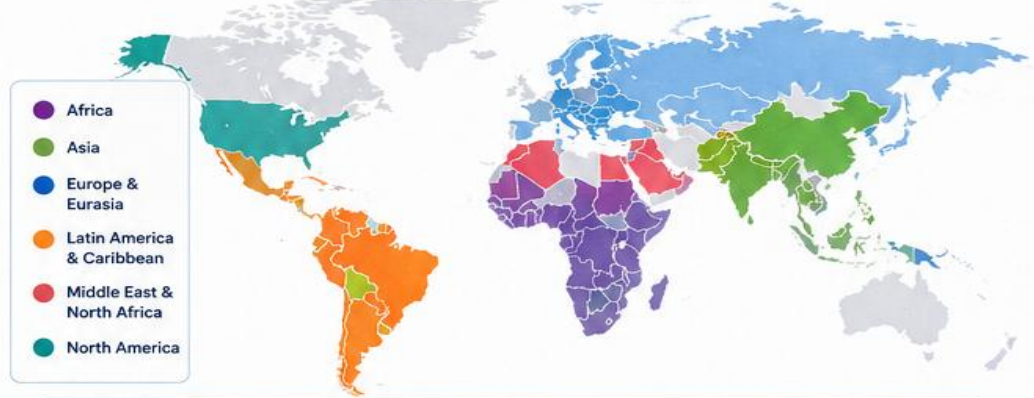
Advance access to quality education, health care, and social services that are inclusive and affirming.



INCREASE VISIBILITY AND SOCIAL ACCEPTANCE

Support outreach, communication, and public engagement to challenge stigma and build understanding and acceptance.

GLOBAL REACH: 100+ COUNTRIES



GEF grants have supported local organizations and activists in more than 100 countries, including in places where resources are scarce and risks are high.

HOW THE GLOBAL EQUALITY FUND WORKS



PARTNERSHIP MODEL
GEF is a unique partnership bringing together governments, foundations, corporations, and individuals to support human rights.



COMPETITIVE GRANTS
Grants are awarded to local organizations through a transparent, merit-based process that prioritizes effectiveness and impact.



LOCAL LEADERSHIP
Local organizations lead programs and solutions that are tailored to their communities and contexts.



STRATEGIC IMPACT
GEF investments advance sustainable change and contribute to stronger protections and greater equality.



GLOBAL CHANGE
Together, we promote dignity, freedom, and equal opportunity for LGBTQI+ people worldwide.

A PUBLIC-PRIVATE PARTNERSHIP



This broad coalition maximizes resources, shares expertise, and multiplies impact for LGBTQI+ human rights.

EXAMPLES OF IMPACT (2011–2017)

- Supported legal reforms leading to stronger anti-discrimination laws, marriage equality, and recognition of gender identity.
- Expanded access to health care, including HIV prevention, treatment, and mental health services.
- Provided critical services and protection for survivors of violence and those at risk.
- Promoted inclusion in schools and workplaces and increased visibility of LGBTQI+ people.
- Strengthened community organizations to advocate, engage, and drive local change.
- Built regional and global networks to share knowledge and advance human rights at the international level.

WHY IT MATTERS

Discrimination and violence based on sexual orientation, gender identity, and sex characteristics persist in many parts of the world.

The Global Equality Fund helps create a future where LGBTQI+ people can live openly, safely, and equally, with their human rights fully respected.

EQUALITY IS A HUMAN RIGHT.



THANKS TO OUR GENEROUS PARTNERS

The Global Equality Fund is made possible by the generous contributions of our partners, including:

- Arcus Foundation
- Astraea Lesbian Foundation for Justice
- David Bohnett Foundation
- Ford Foundation
- Goldman Sachs
- Google
- The JPB Foundation
- and many other foundations, corporations, and individuals

Together, we are advancing human rights for LGBTQI+ people around the world.



“The United States is committed to advancing freedom, dignity, and equality for all people, including LGBTQI+ persons. The Global Equality Fund is a powerful expression of that commitment.”

– U.S. Department of State





THE U.N. 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT



Transforming our world: the 2030 Agenda for Sustainable Development

A GLOBAL COMMITMENT



In September 2015, world leaders adopted the 2030 Agenda for Sustainable Development.



The Agenda is a universal action plan for people, planet and prosperity.



It seeks to strengthen universal peace in larger freedom.



It is grounded in international human rights and the rule of law.

OUR VISION

A world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity that enables the full realization of human potential and contributes to shared prosperity.



We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path.

THE 2030 AGENDA IS

- ✓ **Universal:** applicable to all countries
- ✓ **Integrated:** balances the three dimensions of sustainable development
- ✓ **Indivisible:** all Goals and targets are important and interlinked
- ✓ **Transformative:** calls for change in the way we live, work and relate to one another
- ✓ **Inclusive:** leaves no one behind
- ✓ **Participatory:** requires the engagement of all stakeholders
- ✓ **Accountable:** follow-up and review will ensure progress

THE 17 SUSTAINABLE DEVELOPMENT GOALS (SDGs)



The 17 Goals are interconnected and aim to balance the three dimensions of sustainable development:

ECONOMIC GROWTH | **SOCIAL INCLUSION** | **ENVIRONMENTAL PROTECTION**

THE 5 PILLARS OF THE 2030 AGENDA



PEOPLE

End poverty and hunger in all forms and ensure dignity and equality.



PLANET

Protect our planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change.



PROSPERITY

Ensure prosperous and fulfilling lives in harmony with nature.



PEACE

Foster peaceful, just and inclusive societies which are free from fear and violence.



PARTNERSHIP

Implement the agenda through a solid global partnership.

MEANS OF IMPLEMENTATION



Mobilize financial resources



Enhance technology development and transfer



Build capacity of developing countries



Promote a universal, rule-based, open, non-discriminatory and equitable trading system



Enhance data, monitoring and accountability

A COMMITMENT TO LEAVE NO ONE BEHIND



We are determined to "leave no one behind". The Agenda is for all people, everywhere, including the poorest, the most vulnerable and those furthest behind.

FOLLOW-UP AND REVIEW

The 2030 Agenda will be implemented through global, regional, national and local partnerships.

- Regular reviews of progress at global and national levels
- High-level Political Forum on Sustainable Development (HLPF) at the United Nations
- Data, monitoring and accountability to ensure transparency and results



OUR PROMISE

We will work with all countries and all stakeholders to implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet.



"WE CAN. WE WILL."

Together we can achieve the 2030 Agenda for Sustainable Development.

United Nations
Transforming our world



Civil Rights

We must vocalize to our elected, appointed, and rising political officials to be louder in demanding that we stop callous indifference to human suffering and beat back cynicism. We must articulate that the fight for freedom was not only won by taking licks from fists, swinging of clubs, or hung from a noose. It was also won while singing, sitting, and soaking up the sounds of social gospel sermons. We must spotlight the anxiety that power is being relinquished and some of our brothers and sisters are recalcitrant. We must acknowledge that if the ballot box opens for many (our ailing mothers and fathers, grandparents, the indigent and hospitalized, the incarcerated and felons) in the form of absentee and mail-in ballots that an authoritative voice will be given to a body who have been overlooked for how long, too long. We must mature our powerful mandate to gain access to the rights and privileges to a free and open society. We must overstate our truths and indicate our unreasonable impatience with disenfranchisement. We must know without a shadow or doubt there is strength in the vote. We must say to one another there is scintillating beauty seeing us rise to places of prominence. We must express with conviction and mounting optimism that the youth of this country will deliver political victories and a Blue Wave. We must declare that divinity, spirituality, religion, and faith make us larger, freer, and more loving.

We must take up the charge for change. Take up the charge to march in step to the drumbeat of progress. Take up the charge to follow the path of Black America's shared mission and vision. Take up the charge to stretch out on the paved road to glory. Take up the charge and believe without fear and contradiction that every black, brown, red, yellow, and poor man, woman, and child's life matters and they are equal in status, capability, and have promise in their eyes as all human beings. Take up the charge to not be fretful of the grandchildren of the former enslaved, for they (we) are living according to dictates of our own conscience and that of Dr. Martin Luther King's *Dream*.

We are on a journey together. It is one of edification, education, excellence, and expectation. These concepts start within the womb. They last for a lifetime and carry us to the hereafter. Along the way, we engage with humanity and see our own humanness.

We are edified by means of our socialization, our experiences. That edification wields power if we seek and demand it. We are involved in a chasm between the rich and the poor, minority and majority, conscious and unconscious, ancient and modern, and classic and contemporary.

We are educated by our first teacher, our mother, and everything else flows from that fountain. We have enhanced along the way. We get what the elders call, "book learning" which allows us access and entry to great halls, academies, and opens doors to institutions both real and imaginary.

We have a requisite to grow and glow in excellence. We are called to give and let it overflow. We are emboldened to be the highest and best. We were instructed by the late Congressman John Lewis to "Study the path of others to make your way easier and more abundant. Lean toward the whispers of your own heart, discover universal truth, and follow its dictates. Know that the truth always leads to love and the perpetuation of peace...Hold only love, only peace in your heart, knowing that the battle of good to overcome evil is already won." Those fervent and accurate statements lead us to better tomorrows. They lead us to become a force for greater good. They lead us to what Rev. James Lawson calls "a social and political ecospace to contribute." They lead us to change

radically from where we have been to rise to our most noble selves. They lead us to channels of understanding.

We are expected to reckon with and defy discrimination, racism, and poverty. We are expected to confront these perils in the spirit of grace and with a spirit of strength and hope. We are expected to throw off the physical and psychological shackles of segregation, bigotry, and brokenness. Those constructs have metastasized the foreign and body politic for over four hundred years. We are expected to walk in new winds, travel across new bridges, migrate to new lands, swim through new waters, and lead a new charge. We are expected to listen to the sound of “Our Striving” as expressed by Dr. W.E.B. DuBois. We are expected to tackle the challenges and conditions of our time. We are expected to stop moaning, begging, crying, rocking, and marching. We are expected to think in a profound way that establishes a deep respect of self and others. We are expected to hear the rhetoric and rhyme while leading a revolution as inspired by Dr. Frances Cress Welsing.

Voices on many points of the sphere are arguing strongly for action and a dialectic. We have to give prescriptions on how to achieve it. We have to use our social and political stratification to shift power and influence.

We have consistently taken to the streets to protest a government that is considered a leader of the free world. The national legislative body is in gridlock, despite the Democratic Party having majorities in two of the three branches of government. Both parties hold the line for passing comprehensive bipartisan bills that reflect the interest of most Americans.

If “We The People” do not pay closer attention; we can become programmed to dysfunction! If “We The People” do not pay closer attention, the laws can change and feel like Jim Crow and Jane Crow have been resurrected. If “We The People” do not pay closer attention, a nation can be redivided along racial, geographical, and economic lines. If “We The People” do not pay closer attention, current realities may be difficult to maintain, and advancement can be eroded and lost.

We are in a unique position to do some meaningful things in our communities. Movements stretched open the door to allow us to be in this posture. We are living in one now. It has all the makings of those from the days of ole. For the First Civil Rights Movement was an outgrowth of rights which were fought for since the genocide of the indigenous peoples who inhabited this region. It was spurred by the agitators and revolvers of African, Native, and Hispanic ancestries. It was thrust forward by the oration of our most powerful speakers and grassroots leaders. It was stirred in the souls of our grandmothers and grandfathers. It boiled up in the belly of multiple generations of the oppressed, repressed, and suppressed who sought to redress their grievances.

For the Second Civil Rights Movement, whose time frame is ‘Beyond 1968,’ has intersections of its predecessor; but it is different. It pushes us to grow in ways that challenge our values, our moral capacity, our tolerance, our humanity. It transforms how we experience one another and our willingness to overlap our lives together. One people under the Divine with a sense of liberty and justice for most. It restores the ideologies of old and brings them to a new focus. It extends our ability to frame and set agendas. It encapsulates our power and authority. It puts wind in our backs which has insidiously declined.

According to Congressman John Lewis (GA-05), we are still “grappling with the challenges of conscience.” We must latch arms, latch minds, and latch hearts to the idea that we are on a continuum in the fight for change and freedom. We must speak in unison with one voice, one inextricable connection to transform a society.

There will be benchmarks and milestones on the long walk to freedom. Every generation is called to give the absolute best of themselves; to show the world its significant contribution and its striving toward liberation. We are to give whether it is cognitive, material or immaterial, spiritual, financial, or emotional. We are to serve one another and ourselves purposefully.

It is time to reignite the nation and world around causes which are difficult, convenient and inconvenient, troublesome, and deep seated. It is the time to focus in on what matters to families and communities. It is time to change the tone and tenor of a nation that has been operating as business as usual.

A reigniting is happening right now. The spirit of the Reconstruction era is ripe and well in these United States of America. There is living proof that the Old South is changing. The work to elect countless and unsung leaders, community activist, and engaged citizens is underway.

Therefore, we must say in the ethos of Dr. Martin Luther King, Jr., “Let freedom ring, Georgia. Let it ring out over the Mississippi Delta and on the red clay roads trod in Alabama. Let freedom ring in the Appalachian Mountains of East Tennessee and across the swamp lands of Louisiana. Let it ring through the Coastal Plains of North Carolina. Let freedom ring over the highways and byways of Southern California. Let it ring over the urban sprawl of the land. Let freedom ring in the roar of New York City. Let freedom ring in the corn fields of the Midwest. Let it ring over the ranches and piney woods of Texas. Let freedom ring over the rich prairies of the Arkansas Alluvial Plain.”

As we go forward, we must speak truth to power and pressure all officials at every level of government, our community leaders, clergy, corporations, and the like to expand access to home ownership, boost profit sharing to employees, grow the social safety net for the poor, seniors, and vulnerable families. As we go forward, we must increase local, state, and federal funding for underrepresented populations. As we go forward, we must respire, reinvest, and reimagine our educational system. It must be culturally responsive and inclusive. It must mirror our technological innovation, be uncompromising, and demonstrate that our diversity is our strength.

As we look upward, we have to demand unique opportunities which foster connections, engage in conversations and take part in our nation. As we look upward, we have to expand and explore our boundaries and perceptions.

As change goes outward, we have to offer and anticipate unparalleled regional, national, and international opportunities to network, develop leaders, collaborate, and create problem-solving solutions. This will occur across all spectrums of this country and abroad. As change goes outward, we have to do more than have a seat at the table or bring our own folding chair as suggested by the late Congresswoman Shirley Chisholm. We have to utilize every matrix and component to communicate, build consensus, resolve conflict, and make the critical decisions to uplift truly our sisterhood and brotherhood.

Because *The Hathaway Manifesto: A National Vision That Gives Agency To A People* is articulating a message which is connected to a movement on how a nation and globe can propel onward, a community can go forward, a people can look upward, and change can go outward.

We must enact, execute, and fully fund:

- ✓ John R. Lewis Voting Rights Advancement Act
- ✓ Freedom to Vote Act
- ✓ D.C. Admissions Act
- ✓ Judiciary Act
- ✓ George Floyd Justice In Policing Act with the Tyre Nichols Amendment
- ✓ U.S. Citizenship Act
- ✓ States establish a civil rights commission

DEMOCRACY, JUSTICE. EQUALITY.

INVESTING IN CIVIL RIGHTS & OUR DEMOCRACY

FULLY FUNDING CRITICAL LEGISLATION & CIVIL RIGHTS INFRASTRUCTURE

A nation that protects rights, ensures justice, and strengthens democracy for all.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$12.5 BILLION

PER YEAR

(Rounded)

WHY THIS INVESTMENT MATTERS

- ✔ Protects the right to vote
- ✔ Expands access to democracy
- ✔ Strengthens accountability & justice
- ✔ Advances racial equity
- ✔ Builds trust in our institutions

INVESTMENTS TO FULLY IMPLEMENT CRITICAL LEGISLATION

| LEGISLATION / INITIATIVE | KEY PURPOSE | ESTIMATED ANNUAL FEDERAL INVESTMENT (BILLIONS USD) |
|---|---|--|
| 1 John R. Lewis Voting Rights Advancement Act | Strengthens the Voting Rights Act, restores preclearance, expands voter access, and combats voter suppression. | \$2.5B |
| 2 Freedom to Vote Act | Sets national standards for elections, ends partisan gerrymandering, increases transparency, and expands voter access. | \$2.0B |
| 3 D.C. Admissions Act | Grants full statehood to Washington, D.C., ensuring equal representation and self-governance for over 700,000 residents. | \$1.0B |
| 4 Judiciary Act | Expands & diversifies the federal judiciary, reduces case backlogs, and ensures fair & impartial justice for all communities. | \$1.5B |
| 5 George Floyd Justice In Policing Act (with the Tyre Nichols Amendment) | Ends qualified immunity, establishes national standards, enhances accountability, and invests in community-based public safety. | \$2.5B |
| 6 U.S. Citizenship Act | Provides a pathway to citizenship, strengthens integration and civics education, and promotes economic opportunity. | \$2.0B |
| 7 States Establish a Civil Rights Commission | Funds state-level civil rights commissions to investigate complaints, conduct outreach, and enforce civil rights protections. | \$1.0B |

TOTAL ESTIMATED ANNUAL INVESTMENT

\$12.5 BILLION

INVESTMENT BY CATEGORY



BUILDING A MORE PERFECT UNION

- Safeguards our democracy and the right to vote.
- Ensures equal justice under the law.
- Promotes opportunity, representation, and dignity for all.
- Strengthens communities and our nation.

WHERE THE INVESTMENT GOES

| | | | | |
|---|--|---------------------------------------|---------------------------------------|---|
| Grants to States for Implementation & Election Administration | Court Support & Judicial Capacity Building | Community Programs & Public Education | Civil Rights Enforcement & Monitoring | Data, Research & Transparency Initiatives |
| \$3.0B | \$1.5B | \$2.0B | \$3.0B | \$3.0B |

EXPECTED IMPACT

- ✔ Higher voter turnout & greater access to the ballot
- ✔ Fairer elections & reduced discrimination
- ✔ Stronger accountability for misconduct
- ✔ More inclusive courts & legal system
- ✔ Pathways to citizenship & economic growth
- ✔ Stronger civil rights protections in every state

RETURN ON INVESTMENT

Strengthening democracy and justice delivers long-term benefits:

- ✔ Increased civic participation
- ✔ Stronger economy & workforce
- ✔ Reduced inequality & racial disparities
- ✔ Safer, healthier communities
- ✔ Greater trust in institutions

Every \$1 invested yields up to \$6 in long-term economic & social benefits.

HOW THIS INVESTMENT IS FUNDED

- ✔ Reallocate a small portion of defense spending (less than 1%)
- ✔ Close tax loopholes & ensure corporate accountability
- ✔ Financial transaction tax (small percentage)
- ✔ Strengthen enforcement of existing civil penalties
- ✔ Public-private partnerships for civic infrastructure

ACCOUNTABILITY & TRANSPARENCY

- ✔ Annual public reporting
- ✔ Independent oversight
- ✔ Performance metrics & evaluations
- ✔ Community & stakeholder input
- ✔ Results-driven funding

A COMMITMENT TO THE FUTURE



When we invest in rights, we all rise.
TOGETHER, WE BUILD A DEMOCRACY THAT WORKS FOR EVERYONE.

TOTAL INVESTMENT: \$12.5 BILLION PER YEAR
For Freedom. For Justice. For All.

REV. DR. MARTIN LUTHER KING, JR.

LET FREEDOM RING

In the spirit of Rev. Dr. Martin Luther King, Jr., Congressman John R. Lewis, Ms. Ella Baker, Ms. Joann Robinson, Mrs. Fannie Lou Hamer, Mrs. Septima Clark, Dr. Diane Nash, Rev. Jesse Jackson, Sr., and other civil rights champions;

we, I, too, will advance the cause of voting rights.

We must work to build a society of mutual understanding on suffrage for all mankind and womankind.

Human dignity, equal representation, and full citizenship have linkage to the right to vote. Therefore, we must utilize creative dialogue and envision a shared future where all people of this nation have an opportunity to have their vote counted equally, the ability to register to vote, and to maximize voter participation.

Collective work strengthens democracy and increases government legitimacy. Therefore, we must collaborate to aggressively deconstruct barriers to the ballot box.

We are living in a time of historic progression.

Therefore, we must work toward a day where there is no longer racial gerrymandering, unconstitutional voter purges, second primaries, and valid excuse absentee ballot requests.

We must work toward a day where there is automatic voter registration,

Electoral College and filibuster abolishment,
a sufficient number of polling precincts in dense and minority communities
and establishing national voting standards.

We must promote innovative approaches to engage voters and create positive perceptions about voting. We must peacefully protest laws that seek to curtail the right to vote and sow seeds of democratic backsliding.

We must support initiatives for sustainable, long-lasting policies associated with the 1965 Voting Rights Act which is the crown jewel of the Civil Rights Movement.

Rev. Dr. Martin Luther King, Jr. and the work of his contemporaries we must be a part of a new beginning to "make real the promises of democracy...to walk in the sunlit path of racial justice...to shake the foundations of our nation until the bright day of justice emerges," and to carry forth The Dream as we express our demands to "let freedom ring."

Dr. Quintessa Hathaway

Healthcare

Our physical, mental, and spiritual health is our wealth. Health care is about quality of life and longevity of life. In addition, a strong workforce is a healthy workforce. A strong people are a healthy people.

Over one million three hundred thousand (1,300,000+) casualties laid bare in the biological war known as COVID-19. The pandemic was the deadliest disaster in the history of this country. Presently, twenty-seven million (27,000,000) Americans are uninsured. The healthcare industry is under significant strain. It is projected by 2036, there will be an eighty-six thousand (86,000) physician and a one hundred ninety thousand (190,000) nursing shortage annually through 2032. Approximately fifty percent (50%) which translates to roughly one twenty-five million (125,000,000) American adults do not have any life insurance.

This nation needs a transformative healthcare revolution. A critical investment in student loan forgiveness for medical personnel. We must robustly build more state-of-the-art hospitals and medical facilities, increase the number of medical schools and program offerings at colleges and universities, and fully fund and advance research.

The baby boomer generation is aging and will need additional end-of-life and estate planning resources. Those with post-COVID conditions are suffering under the weight of new conditions. Addressing corporate greed in our healthcare system is a mandate.

Therefore, healthcare is the right fight. But, the national conversation must be expounded. The Democratic Party ought not blink for the passage of a healthcare bill that improves the ACA, the John R. Lewis Voting Rights Advancement Act, Freedom to Vote Act, D.C. Admissions Act, Judiciary Act, codification of Roe v. Wade, a 21st century version of Wagner-Steagall regarding housing, and a reparations bill for African Americans and Native Americans. Where is that omnibus bill? Let that be the premise and explanation why we are fighting for universal healthcare and a collection of government programs that are designed to enhance the social safety net by providing a basic level of economic support to individuals and families and “it is not socialism.”

We, the People can:

- ✓ Enact and execute *Medicare for All*
- ✓ Significantly reduce the cost of prescription drugs, co-pays, and deductibles
- ✓ Expand healthcare for those who have low income, individuals with disabilities, pregnant women, seniors, and children
- ✓ Greater invest in preventative medicine
- ✓ Provide paid leave for those suffering from and quarantined during the pandemic
- ✓ Create registry of medical providers who are negligent and abuse to the most vulnerable in our society
- ✓ Reduce cost of attendance for students in the health care profession
- ✓ Incentivize states to expand Medicaid
- ✓ Expand universal broadband access to every household and individual
- ✓ Expand and enhance the Affordable Care Act (ACA)
- ✓ Protect reproductive and access to contraceptives
- ✓ Expand telehealth services and availability

- ✓ Do not shackle women during childbirth
- ✓ Expand access to high quality healthcare in rural communities
- ✓ Address and identify mental healthcare challenges
- ✓ Subsidize health club memberships for low-income individuals and families
- ✓ Reopen every pharmacy closed for the past five (5) years
- ✓ Establish and expand medical facilities and medical degree offerings at historically black colleges and universities (HBCUs) and minority-serving institutions (MSIs)

HEALTHCARE FOR ALL. HEALTH. DIGNITY. JUSTICE.

A FULLY FUNDED NATIONAL HEALTH & WELLNESS AGENDA

A federal investment to build a healthier, stronger, and more equitable nation.



OUR COMMITMENT

- ✓ Healthcare is a human right.
- ✓ Investing in health saves lives and lowers costs.
- ✓ Build a system that is equitable, accessible, affordable, and high quality for all.
- ✓ Stronger communities. Healthier nation.

TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

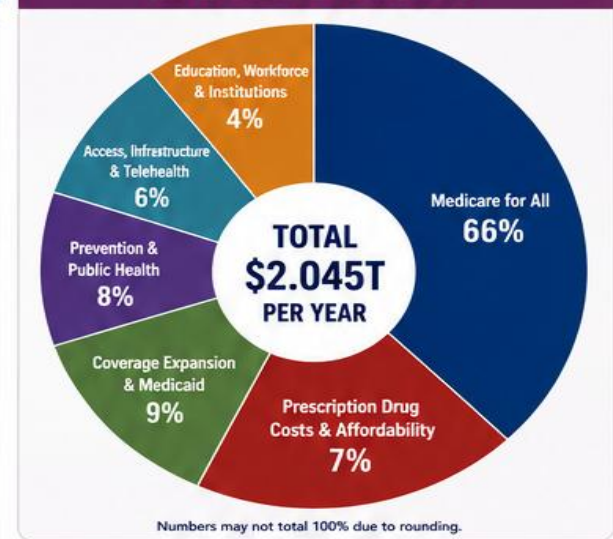
\$2.045 TRILLION
PER YEAR
(Rounded)



17 PRIORITY INVESTMENTS & ESTIMATED ANNUAL FEDERAL COSTS

| | | | ESTIMATED ANNUAL COST |
|----|---|---|-----------------------|
| 1 | Enact and execute Medicare for All Guarantee comprehensive healthcare coverage | Guarantee comprehensive healthcare coverage for every person in the United States. | \$1.350T |
| 2 | Significantly reduce the cost of prescription drugs, co-pays, and deductibles | Negotiate fair drug prices, cap out-of-pocket costs, and eliminate barriers to care. | \$150B |
| 3 | Expand healthcare for low-income individuals, people with disabilities, pregnant women, seniors, and children | Ensure full benefits, wraparound services, and no one is left behind. | \$120B |
| 4 | Greater invest in preventative medicine | Fund screenings, immunizations, nutrition, chronic disease prevention, and wellness programs. | \$80B |
| 5 | Provide paid leave for those suffering from and quarantined during the pandemic | Ensure income security and public health protection during outbreaks. | \$45B |
| 6 | Create registry of negligent and abusive medical providers | Protect the most vulnerable with transparency, accountability, and public reporting. | \$2B |
| 7 | Reduce cost of attendance for students in the health care profession | Expand scholarships, loan forgiveness, and support for future health professionals. | \$15B |
| 8 | Incentivize states to expand Medicaid | Provide enhanced federal matching to close the coverage gap in remaining states. | \$60B |
| 9 | Expand universal broadband access to every household and individual | Close the digital divide and support telehealth, education, and opportunity for all. | \$65B |
| 10 | Expand and enhance the Affordable Care Act (ACA) | Strengthen marketplaces, subsidies, outreach, and consumer protections. | \$50B |
| 11 | Protect reproductive and access to contraceptives | Ensure full access to reproductive healthcare and family planning services. | \$10B |
| 12 | Expand telehealth services and availability | Invest in technology, infrastructure, and reimbursement parity. | \$25B |
| 13 | Do not shackle women during childbirth | Ban restraints during labor and delivery and promote respectful maternity care. | \$1B |
| 14 | Expand access to high quality healthcare in rural communities | Build clinics, recruit providers, and invest in rural infrastructure. | \$40B |
| 15 | Address and identify mental healthcare challenges | Increase access to mental health services, addiction treatment, and crisis support. | \$75B |
| 16 | Subsidize health club memberships for low-income individuals and families | Promote physical activity and preventative health in underserved communities. | \$2B |
| 17 | Reopen every pharmacy closed for the past five (5) years | Restore access to medications and pharmaceutical care in all communities. | \$15B |
| 18 | Establish and expand medical facilities and medical degree offerings at HBCUs and MSIs | Build state-of-the-art schools and expand the pipeline of diverse health professionals. | \$40B |

INVESTMENT BY CATEGORY



THE IMPACT

- Healthier People, Stronger Communities**
Improve outcomes, life expectancy, and quality of life.
- Lower Costs Over Time**
Preventive care and coverage reduce emergency care and chronic disease costs.
- Economic Growth & Jobs**
Investments create good jobs and grow our health & care economy.
- Equity & Justice**
Close racial and geographic health disparities and build a more just society.

POTENTIAL FUNDING SOURCES

- ✓ Close tax loopholes & ensure corporate accountability
- ✓ Financial transaction tax
- ✓ Negotiate prescription drug prices
- ✓ Reallocate a portion of defense spending
- ✓ Wealth tax on ultra-high net worth individuals
- ✓ Sugar-sweetened beverage & tobacco taxes
- ✓ End fossil fuel subsidies
- ✓ Public-private partnerships & state collaboration



TOTAL ANNUAL INVESTMENT

\$2.045 TRILLION

WHERE THIS INVESTMENT GOES

| | | | | | | | |
|---|---|---|---|--------------------------------------|--|---|---|
| Hospital & Primary Care Strengthening \$550B | Prescription Drug Affordability \$230B | Rural & Community Health Services \$195B | Mental Health & Substance Use \$150B | Public Health & Prevention \$160B | Workforce, Education & Training \$55B | Technology, Broadband & Telehealth \$85B | Administration, Oversight & Evaluation \$20B |
|---|---|---|---|--------------------------------------|--|---|---|

RETURN ON INVESTMENT

| | | | |
|--|--|---|---|
| \$7 For every \$1 invested in prevention, up to \$7 is saved in future healthcare costs. | Millions More Americans covered and protected. | Fewer Emergency room visits & hospitalizations. | Stronger Workforce, economy, and communities. |
|--|--|---|---|

HOW WE COMPARE

The U.S. spends more than other high-income countries but gets worse outcomes.

| Country | Health Spending (% of GDP) | Life Expectancy (Years) |
|----------------|----------------------------|-------------------------|
| United States | 16.6% | 77.4 |
| Canada | 10.8% | 82.3 |
| United Kingdom | 10.0% | 81.2 |
| Germany | 11.7% | 81.0 |
| France | 11.6% | 82.4 |

Source: OECD, Commonwealth Fund (2023)

A COMMITMENT TO OUR FUTURE

When we invest in healthcare for all, we invest in the future we all share.



HEALTHCARE IS A RIGHT. THIS INVESTMENT IS OUR PROMISE.

Estimates are annual and rounded. Sources: CBO, KFF, CMS, JAMA, Urban Institute, and independent policy analysis.

May 2024

Urban America

America is on a quest to improve the quality of life and advancement for citizens in urban areas. There are grave concerns about the rehabilitation and economic advancement of dilapidated communities. From an emerging city to a megalopolis, their growth is potentially the most transformational issue of a nation. It is one that must be addressed strategically, methodically, and with the objectives of stabilizing forgotten and blighted neighborhoods.

As citizens and those in positions of authority, we are mandated to use our collective voices and power for the greater good. Government officials and stakeholders ought to build consensus and capacity to address areas of concern in urban localities. More must be done to improve the lives of all citizenry, but particularly those in “beloved communities.” Citizens, elected officials, developers, and the like must employ all resources in their toolboxes. There has to be full throated, intentional, and expeditious efforts to do more than create a discourse, but a plan of action on the issues of sustainability and improvement. Too much is at stake and lives are being transformed based on the decisions we make today.

The Hathaway Manifesto: A National Vision That Gives Agency To The People proposes:

- ✓ Create and execute a comprehensive plan to revitalize the parts Dr. Martin Luther King, Jr. Street and other streets that are named after prominent historical figures; as well as reverse the decline of their surrounding communities that have been vandalized, underdeveloped, and polluted
- ✓ Maintain urban sustainability while simultaneously tackling urban sprawl
- ✓ Increase affordable housing while maintaining the integrity and beautification of the communities in which it is placed
- ✓ Expand commercial development while preserving the history of the communities
- ✓ Mobilize community members to be engaged in the rehabilitation and transformation of their locality
- ✓ Attain and maintain positive socio-environmental conditions associated with urbanization
- ✓ Balance the infrastructure in both affluent and low socioeconomic sections of cities
- ✓ Federal, state, and local law enforcement agencies target crime equally in established, financially sound communities as well as in impoverished communities
- ✓ Promote and fund a *National No Pothole Campaign*

★ INVESTING IN OUR COMMUNITIES. ★ BUILDING A STRONGER AMERICA.

The Federal Cost to Fully Fund a Comprehensive Urban Revitalization and Sustainability Initiative

A national commitment to restore our streets, strengthen our communities, and create safe, sustainable, and prosperous cities for all.

TOTAL 10-YEAR FEDERAL INVESTMENT

\$1.051 TRILLION
(\$105.1 BILLION PER YEAR)

THE 9 PRIORITY INVESTMENTS

10-YEAR FEDERAL COST

| | | | |
|---|--|--|-----------------------------|
| 1 |  | REVITALIZE DR. MARTIN LUTHER KING, JR. STREETS AND OTHERS THAT ARE NAMED AFTER PROMINENT HISTORICAL FIGURES; AS WELL AS REVERSE THE DECLINE OF THEIR SURROUNDING COMMUNITIES THAT HAVE BEEN VANDALIZED, UNDERDEVELOPED, AND POLLUTED | \$150B (\$15B/yr) |
| 2 |  | MAINTAIN URBAN SUSTAINABILITY WHILE SIMULTANEOUSLY TACKLING URBAN SPRAWL | \$120B (\$12B/yr) |
| 3 |  | INCREASE AFFORDABLE HOUSING WHILE MAINTAINING THE INTEGRITY AND BEAUTIFICATION OF THE COMMUNITIES IN WHICH IT IS PLACED | \$200B (\$20B/yr) |
| 4 |  | EXPAND COMMERCIAL DEVELOPMENT WHILE PRESERVING THE HISTORY OF THE COMMUNITIES | \$120B (\$12B/yr) |
| 5 |  | MOBILIZE COMMUNITY MEMBERS TO BE ENGAGED IN THE REHABILITATION AND TRANSFORMATION OF THEIR LOCALITY | \$75B (\$7.5B/yr) |
| 6 |  | ATTAIN AND MAINTAIN POSITIVE SOCIO-ENVIRONMENTAL CONDITIONS ASSOCIATED WITH URBANIZATION | \$90B (\$9B/yr) |
| 7 |  | BALANCE THE INFRASTRUCTURE IN BOTH AFFLUENT AND LOW SOCIOECONOMIC SECTIONS OF CITIES | \$120B (\$12B/yr) |
| 8 |  | FEDERAL, STATE, AND LOCAL LAW ENFORCEMENT AGENCIES TARGET CRIME EQUALLY IN ESTABLISHED, FINANCIALLY SOUND COMMUNITIES AS WELL AS IN IMPOVERISHED COMMUNITIES | \$100B (\$10B/yr) |
| 9 |  | PROMOTE AND FUND A NATIONAL NO POTHOLE CAMPAIGN | \$76B (\$7.6B/yr) |

INVESTMENT SUMMARY



\$1.051 TRILLION
over 10 years

\$105.1 BILLION
per year

Federal leadership. Local impact.
Generational change.

EXPECTED NATIONAL BENEFITS



STRONGER ECONOMY

Up to \$2.56 trillion increase in GDP over 10 years.



JOB CREATION

An estimated 8–10 million jobs supported nationwide.



REDUCED CRIME & SAFER COMMUNITIES

Lower crime rates and safer streets lead to stronger, healthier communities.



HEALTHIER ENVIRONMENTS

Cleaner air and water, more green space, and climate resilience.



GREATER EQUITY

Bridging the gap between affluent and impoverished communities.

FEDERAL INVESTMENT APPROACH

- ✓ Grant funding to states and local governments
- ✓ Competitive and formula-based allocations
- ✓ Public-private partnerships encouraged
- ✓ Performance and accountability ensured
- ✓ Community-driven planning and execution



This is not just an expense.
It is an investment in America's people, places, and future.

A HIGH RETURN ON INVESTMENT



Research shows that well-planned infrastructure and community investment can generate \$4–\$5 in economic benefits for every \$1 invested.

POTENTIAL 10-YEAR RETURN
\$4.2–\$5.3 TRILLION
IN ECONOMIC VALUE

STRONG COMMUNITIES. STRONG CITIES. STRONG AMERICA.



TOGETHER, WE CAN BUILD COMMUNITIES THAT HONOR OUR HISTORY, MEET TODAY'S NEEDS, AND CREATE A BETTER TOMORROW.

**INVEST TODAY.
TRANSFORM TOMORROW.**

Rural America

Rural America is more than grassy prairies, rolling hills, leveled farmland, and airy pastoral landscapes. It is the heartland. It is a political force which ought not be ignored. It is far from monolithic or homogeneous. Rural America is a complex and growing mix socially, economically, and its demographics. The fate of rural and urban America is interwoven. Therefore, the robustness of these regions is significant. This cross-section of the country must be spoken for, spoken to, and an agenda should be set.

Rural America has the potential to lead this country to new economic heights. Our local, state, and federal governments must do more research and development, improve the efficiency of resource use, and reduce the environmental impact in the rural sector. As pastoral communities depopulate and age due to limited economic and social opportunities, the nation will be at a loss. The country will face an inflection point and a crisis will loom large. Before we arrive at such a time, the *Manifesto* are, but not limited to:

- ✓ Modernized rural prekindergarten through twelfth grade public educational facilities
- ✓ Fully finance the Rural Education Fund
- ✓ Create new business opportunities for rural investments (i.e., microlending programs, simplify public and private grant-in-aid applications)
- ✓ Increase availability of critical services like health care and emergency management
- ✓ Implement a five (5) year universal internet connectivity and broadband service plan beginning in rural areas
- ✓ Pass and execute the Green New Deal and food safety regulations
- ✓ Offer perspective and current rural educators three (3) waivers for teacher certification assessments
- ✓ Implement downtown or town center revitalization program
- ✓ Create an initiative to ground electrical power lines in five (5) years
- ✓ Fund the improvement of drainage systems beginning in low income and minority communities; as well as rural sectors
- ✓ Increase educational program offerings (i.e. STEAM courses, economics, agriculture, agricultural biotechnology, vocational/technical programs, entrepreneurship, and finance)
- ✓ Ensure solvency in America's agriculture industry will continue to be a strategic industry for years to come
- ✓ Vote by mail in remote areas
- ✓ 10% of all local, state, and federal government contracts allocated to individuals who reside in rural communities
- ✓ Address the critical teacher shortage by offering sign-on bonuses and offering housing incentives to licensed educators to teach in rural areas
- ✓ Establish a “Critical Needs Teacher Scholarship Program” awarding full scholarships to pre-service and licensed educators who render services in remote and rural areas
- ✓ Promote local and state marketing campaign and town hall meetings for perspective and current farmers

INVESTING IN RURAL AMERICA. BUILDING STRONGER COMMUNITIES. SECURING OUR FUTURE.

A comprehensive federal investment to empower rural communities, strengthen our economy, and ensure opportunity for all.

TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$186.8 BILLION
PER YEAR
(ROUNDED)



OUR VISION

- ✓ Thriving rural communities
- ✓ Strong schools and local economies
- ✓ Reliable infrastructure and services
- ✓ Sustainable agriculture and environment
- ✓ Equal opportunity for all

17 PRIORITY INVESTMENTS FOR RURAL AMERICA

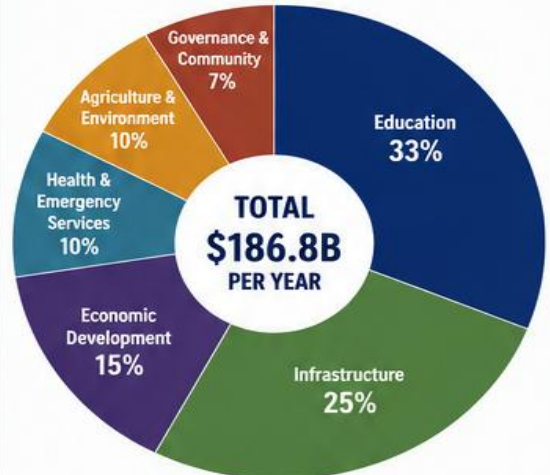
ESTIMATED ANNUAL COST
(BILLIONS USD)

| | | |
|----|---|---------|
| 1 | Modernized rural prekindergarten through twelfth grade public educational facilities | \$22.0B |
| 2 | Fully finance the Rural Education Fund | \$10.0B |
| 3 | Create new business opportunities for rural investments (i.e., microlending programs, simplify public and private grant-in-aid applications) | \$8.0B |
| 4 | Increase availability of critical services like health care and emergency management | \$12.0B |
| 5 | Implement a five (5) year universal internet connectivity and broadband service plan beginning in rural areas | \$15.0B |
| 6 | Pass and execute the Green New Deal and food safety regulations | \$20.0B |
| 7 | Offer perspective and current rural educators three (3) waivers for teacher certification assessments | \$1.2B |
| 8 | Implement downtown or town center revitalization program | \$6.0B |
| 9 | Create an initiative to ground electrical power lines in five (5) years | \$10.0B |
| 10 | Fund the improvement of drainage systems beginning in low income and minority communities; as well as rural sectors | \$10.0B |
| 11 | Increase educational program offerings (i.e. STEAM courses, economics, agriculture, agricultural biotechnology, vocational/technical programs, entrepreneurship, and finance) | \$7.0B |
| 12 | Ensure solvency in America's agriculture industry will continue to be a strategic industry for years to come | \$12.0B |
| 13 | Vote by mail in remote areas | \$1.0B |
| 14 | 10% of all local, state, and federal government contracts allocated to individuals who reside in rural communities | \$12.0B |
| 15 | Address the critical teacher shortage by offering sign-on bonuses and offering housing incentives to licensed educators to teach in rural areas | \$10.0B |
| 16 | Establish a "Critical Needs Teacher Scholarship Program" awarding full scholarships to pre-service and licensed educators who render services in remote and rural areas | \$3.0B |
| 17 | Promote local and state marketing campaign and town hall meetings for perspective and current farmers | \$5.6B |

TOTAL ESTIMATED ANNUAL INVESTMENT

\$186.8 BILLION

INVESTMENT BY CATEGORY



Numbers may not total 100% due to rounding.

EXPECTED OUTCOMES

- Stronger rural communities and local economies
- Better educational outcomes and workforce development
- Universal broadband access bridging the digital divide
- Cleaner environment and sustainable agriculture
- Improved health and safety for rural residents
- Revitalized towns, downtowns, and infrastructure
- More opportunities for rural residents and businesses

FUNDING PRINCIPLES

- ✓ Long-term, predictable, and equitable funding
- ✓ Partnerships with states, tribes, and local communities
- ✓ Transparency, accountability, and measurable results
- ✓ Focus on rural and underserved communities



WHERE THE INVESTMENT GOES



POTENTIAL FUNDING SOURCES

- ✓ Reallocate a portion of existing federal spending
- ✓ Federal infrastructure and innovation funds
- ✓ Public-private partnerships
- ✓ Green bonds and rural development bonds
- ✓ Close tax loopholes and increase corporate accountability



RETURN ON INVESTMENT

- \$2.50** in economic activity generated for every \$1 invested
- Creates jobs and retains young talent in rural areas
- Stronger food security, national security, and environmental resilience

INVEST IN RURAL AMERICA. INVEST IN OUR NATION.
Stronger communities. Brighter futures.



Dr. Quintessa HATHAWAY

Empowering And Inspiring
A Generation

Life's Work

- Influencing
Legislation And
Public Advocation
- Mobilization And
Strategization
- Organization And
Oration
- Mass Voter
Registration And
Expanding Polling
Locations

POLITICIAN | WRITER
EDUCATOR | ENTREPRENEUR
HISTORIAN
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A LEADER IN THE SECOND CIVIL RIGHTS MOVEMENT

Criminal Justice

We ought to create a redemptive and rehabilitative system. There is a sense of urgency to remove the blindfold on the criminal justice systems. It is stirred into economic development and quality of life.

Currently, there are an estimated five hundred thousand to six hundred thousand (500,000-600,000) laws on the books regarding civil and criminal law. America's mass incarceration and supervision policies are not working to say the least. According to Dr. Paul Butler, author and former federal prosecutor; there are more African American people under criminal justice supervision than there were in slavery in 1850. This is greater than an outcry, bigger than sounding an alarm. It is a sonic boom that penetrates every dynamic of America life.

- ✓ Reduce length of probation, parole, and supervision of returning citizens
- ✓ Do not shackle women during childbirth
- ✓ Create employment opportunities from inmates before reintegration to society
- ✓ Reform bail policies
- ✓ Eliminate mass incarceration
- ✓ Provide mental health and drug addiction services in correctional facilities
- ✓ Mandatory general education development (GED) while incarcerated or before the end of probationary status
- ✓ Implement restorative justice programs
- ✓ Gather statistics of communities that have high levels of criminal activities on a local, state, and national level
- ✓ Once an individual has demonstrated consistent employment history and no recidivism after a period of time, expunging their record, accepted for public housing, and opportunities for homeownership
- ✓ Data sharing among each level of government
- ✓ School guidance counselors identify and treat students who have traumatic experiences
- ✓ Mandate school personnel to have trauma awareness training and professional development training course
- ✓ Mandate non-profit organizations that receive local, state, and/or federal funding for criminal justice-related and social programs to have trauma awareness training course

JUSTICE THAT HEALS. COMMUNITIES THAT THRIVE.

A Fully Funded National Justice Reform & Trauma-Informed Communities Plan

A federal investment to build a fairer, safer, and more just nation by reducing incarceration, healing trauma, and creating opportunities for all.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$78.6 BILLION
PER YEAR
(ROUNDED)



OUR COMMITMENT

- ✓ Reduce incarceration and recidivism
- ✓ Promote rehabilitation and opportunity
- ✓ Center trauma-informed solutions
- ✓ Strengthen families and communities
- ✓ Advance equity and justice for all



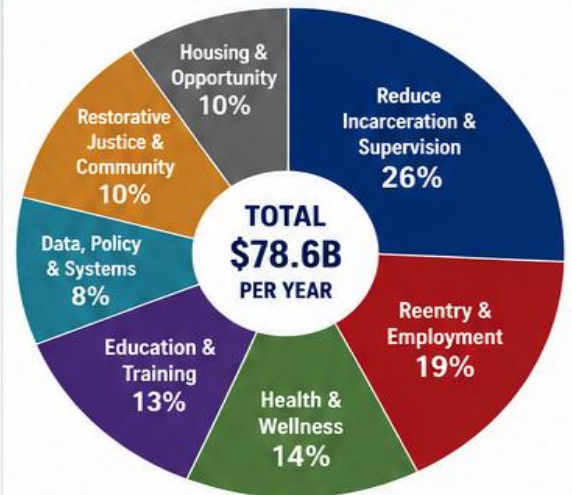
15 PRIORITY INVESTMENTS FOR JUSTICE REFORM & HEALING COMMUNITIES

| | | ESTIMATED ANNUAL COST (BILLIONS USD) |
|----|--|--------------------------------------|
| 1 | Reduce length of probation, parole, and supervision of returning citizens | \$6.0B |
| 2 | Do not shackle women during childbirth | \$1.2B |
| 3 | Create employment opportunities from inmates before reintegration to society | \$6.5B |
| 4 | Reform bail policies | \$2.8B |
| 5 | Eliminate mass incarceration | \$12.0B |
| 6 | Provide mental health and drug addiction services in correctional facilities | \$8.0B |
| 7 | Mandatory general education development (GED) while incarcerated or before the end of probationary status | \$4.8B |
| 8 | Implement restorative justice programs | \$3.5B |
| 9 | Gather statistics of communities that have high levels of criminal activities on a local, state, and national level | \$1.5B |
| 10 | Once an individual has demonstrated consistent employment history and no recidivism after a period of time, expunging their record, accepted for public housing, and opportunities for homeownership | \$8.0B |
| 11 | Data sharing among each level of government | \$1.5B |
| 12 | School guidance counselors identify and treat students who have traumatic experiences | \$4.0B |
| 13 | Mandate school personnel to have trauma awareness training and professional development training course | \$3.4B |
| 14 | Mandate non-profit organizations that receive local, state, and/or federal funding for criminal justice-related and social programs to have trauma awareness training course | \$3.0B |
| 15 | Support system coordination, family reentry services, and community-based wraparound supports | \$6.4B |

TOTAL ESTIMATED ANNUAL INVESTMENT

\$78.6 BILLION

INVESTMENT BY CATEGORY



Numbers may not total 100% due to rounding.

EXPECTED OUTCOMES

- Lower recidivism and safer communities
- Stronger workforce participation and economic growth
- Improved mental health and well-being
- More stable families and housing security
- Better educational outcomes and reduced disparities
- A fairer, more equitable justice system

WHERE THE INVESTMENT GOES

| | |
|---|---|
| <p>Corrections Reform & Supervision Reducing supervision lengths, bail reform, ending mass incarceration</p> | <p>Restorative Justice & Community Programs Restorative practices and community engagement</p> |
| <p>Reentry & Opportunity Employment, expungement, housing, and family supports</p> | <p>Data, Policy & Systems Crime statistics, data sharing, and evidence-based policy</p> |
| <p>Health & Wellness Mental health, addiction treatment, and trauma-informed care</p> | <p>Capacity Building & Training Trauma awareness training for schools and nonprofits</p> |
| <p>Education & Training GED programs, workforce training, and educator supports</p> | <p>Housing & Economic Mobility Public housing access and homeownership pathways</p> |

POTENTIAL FUNDING SOURCES

- ✓ Reallocate a portion of existing corrections and criminal justice spending
- ✓ Close tax loopholes and ensure corporate accountability
- ✓ Public-private partnerships and social impact bonds
- ✓ Justice reinvestment savings
- ✓ Federal infrastructure and innovation funds
- ✓ State and local cost savings from reduced incarceration

HOW INVESTMENT PAYS OFF

- Every \$1 invested yields up to \$5 in societal savings
- \$3-\$5 saved in reduced crime, incarceration, and social costs

RETURN ON INVESTMENT

- Lower correctional costs and reduced recidivism
- Increased employment and economic contribution
- Safer communities and stronger neighborhoods
- Healthier families and lower healthcare costs
- Better educational outcomes and brighter futures



INVEST IN JUSTICE. INVEST IN PEOPLE. INVEST IN OUR FUTURE.

A justice system that heals creates a nation that thrives.



“Justice is not just about punishment — it’s about opportunity, healing, and hope.”

Housing

Housing is considered a fundamental need and is the obligation of any administration, local, state, or national; to ensure policy is enacted and executed to meet desirable ends. The nation has to improve overall quality and access to fair and affordable housing in this country. Housing equals human flourishing, because it has the ability to determine: home ownership, deter criminal activity, increase graduation rates and educational quality, improve life expectancy, household income, health, and the like. The government, residents, and developers are expected to create inclusive communities which are strong and sustainable.

This *Manifesto* proposes:

- ✓ Expand the housing unit supply by ten million (10,000,000) in the next three (3) years
- ✓ Expand Community Development Block Grant (CDBG) funds
- ✓ Expand the current Fair Housing Act by ending discrimination against members of protected classes, those unmarried, and housing subsidy recipients
- ✓ Reimplement civil rights oversight of the Fair Housing Act
- ✓ Restore the Affirmatively Furthering Fair Housing Rule (AFFH Rule)
- ✓ End discriminatory practices and policies of redlining and develop ways to mitigate it
- ✓ Reduce rent burden
- ✓ Significantly increase home ownership among minorities
- ✓ Create an initiative to eradicate homelessness
- ✓ Increase awareness via a variety of mediums to Housing Rehabilitation Programs



HOMES FOR ALL. COMMUNITIES FOR LIFE.

A National Commitment to Fair Housing and Thriving Communities

A fully funded federal investment to expand housing supply, advance fairness, and build opportunity for every family.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$145.0 BILLION
PER YEAR
(ROUNDED)



OUR COMMITMENT

- ✓ Affordable, safe housing for every community
- ✓ End discrimination and create equal opportunity
- ✓ Build wealth, stability, and stronger neighborhoods
- ✓ No one left behind. Everyone belongs.

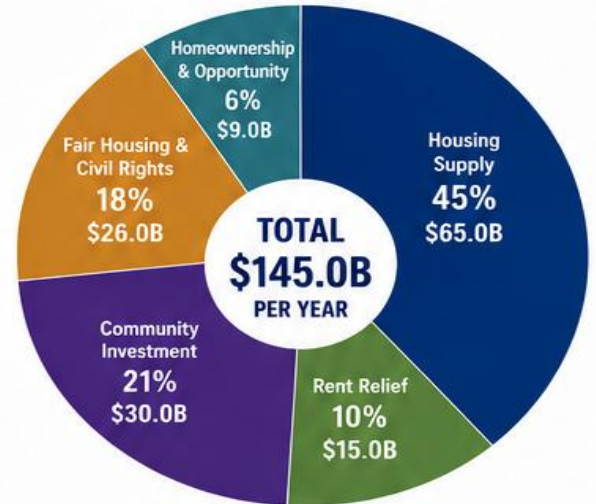


10 PRIORITY INVESTMENTS FOR HOUSING JUSTICE

| | | ESTIMATED ANNUAL COST (BILLIONS USD) |
|----|--|--------------------------------------|
| 1 | Expand the housing unit supply by ten million (10,000,000) in the next three (3) years | \$65.0B |
| 2 | Expand Community Development Block Grant (CDBG) funds | \$15.0B |
| 3 | Expand the current Fair Housing Act by ending discrimination against members of protected classes, those unmarried, and housing subsidy recipients | \$10.0B |
| 4 | Reimplement civil rights oversight of the Fair Housing Act | \$6.0B |
| 5 | Restore the Affirmatively Furthering Fair Housing Rule (AFFH Rule) | \$4.0B |
| 6 | End discriminatory practices and policies of redlining and develop ways to mitigate it | \$8.0B |
| 7 | Reduce rent burden | \$15.0B |
| 8 | Significantly increase home ownership among minorities | \$10.0B |
| 9 | Create an initiative to eradicate homelessness | \$10.0B |
| 10 | Increase awareness via a variety of mediums to Housing Rehabilitation Programs | \$2.0B |

TOTAL ESTIMATED ANNUAL INVESTMENT **\$145.0 BILLION**

INVESTMENT BY CATEGORY



Numbers may not total 100% due to rounding.

EXPECTED OUTCOMES

- 10 million more homes for families and individuals
- Lower rent burden and housing costs
- End discrimination and expand fair housing access
- Increase homeownership and build generational wealth
- Reduce homelessness across the nation
- Stronger, more equitable communities for all

WHERE THE INVESTMENT GOES

| | | | | | | |
|--|--|--|---|---|---|--|
| <p>Building More Homes Construct, preserve, and rehabilitate 10 million affordable and attainable rental and ownership units.</p> <p>\$65.0B</p> | <p>Community Growth (CDBG Expansion) Invest in neighborhoods, infrastructure, and essential community facilities.</p> <p>\$15.0B</p> | <p>Fair Housing & Civil Rights Enforcement Strengthen laws, oversight, education, and enforcement to ensure equal access.</p> <p>\$26.0B</p> | <p>Rent Relief & Affordability Reduce rent burden and increase the availability of affordable housing.</p> <p>\$15.0B</p> | <p>Homeownership Opportunity Remove barriers and create pathways to ownership for communities of color.</p> <p>\$9.0B</p> | <p>End Homelessness Initiative Provide emergency shelter, supportive housing, and wraparound services.</p> <p>\$10.0B</p> | <p>Awareness & Rehabilitation Expand outreach and education on housing rehabilitation resources.</p> <p>\$2.0B</p> |
|--|--|--|---|---|---|--|

POTENTIAL FUNDING SOURCES



- ✓ Reallocate inefficient tax expenditures
- ✓ Close corporate tax loopholes
- ✓ Financial transaction tax
- ✓ Public-private partnerships
- ✓ Federal housing trust fund expansion
- ✓ Ending housing discrimination saves public costs long-term

RETURN ON INVESTMENT



- \$2.50-\$3.50 in economic activity for every \$1 invested in housing
- Creates jobs, strengthens local economies, and increases tax revenue
- Reduces costs related to homelessness, health care, and criminal justice
- Healthier, more stable families and communities

INVESTING IN EQUITY. BUILDING WEALTH. CREATING HOME.

When we invest in housing justice, we invest in America's future.
Safe homes. Strong communities.
Equal opportunity for all.



A HOME IS MORE THAN A ROOF.
IT'S THE FOUNDATION FOR A BETTER LIFE.

Let's build a nation where everyone has a place to call home.



Homes for today.
Hope for tomorrow.

International Affairs

Haiti, Somalia, Sudan, and the Congo are in a state of deprivation and experiencing exploitation. The Democratic Party, the United States, and the West are silent to their suffering! And, we have yet to send our military forces in to stabilize or match financial or humanitarian resources to these nations comparative to our aid to Ukraine or the Gaza Strip.

It is vital for the Party to express the underlying business interest in the Republican lexicons. The reason they will not speak out against the slaughter and genocide of the Palestinians is because most government solicitations, request for proposals (RFPs), and contracts contain clauses against a boycott of Israel, and the applications express the congressional district which is rewarded. Therefore, their stance is transactional and not based on eradication of human suffering.

The Hathaway *Manifesto: A National Vision That Gives Agency To The People* proposes:

- ✓ Strengthening alliances with Africa, Asia, the Middle East, and Latin America
- ✓ Stabilize and nation build the countries of Haiti, Somalia, Sudan, and the Congo
- ✓ Restore diplomatic relations and rebuild trust on the international stage
- ✓ Secure all sensitive intelligence databases
- ✓ Rebuild relations with the World Health Organization (WHO) and all multinational health organizations
- ✓ Establish an economic and political model that demonstrates the United States is a just industrialized democracy
- ✓ Lead in strengthening international institutions and law
- ✓ Met the moral imperative to end hunger
- ✓ Lead an international peace movement
- ✓ Eliminate the International Monetary Fund (IMF) and World Bank, foreign creditor governments, and other international loan programs debt of African, Latin American, and least development countries (LDCs)
- ✓ Advance human rights protections
- ✓ Address unequal economic power relations



LEADERSHIP. PARTNERSHIP. PROGRESS.

A STRONGER WORLD. A BETTER FUTURE.

A fully funded federal investment to restore American leadership, build global partnerships, and create a more just and peaceful world.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$172.4 BILLION PER YEAR

(ROUNDED)



OUR COMMITMENT

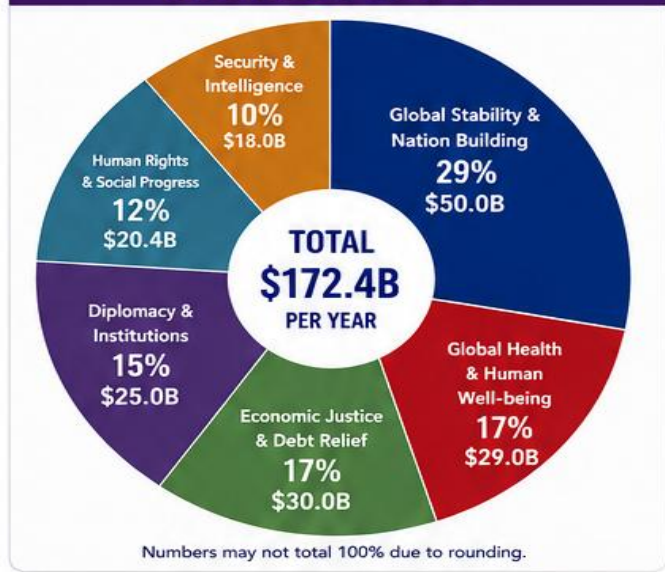
- ✓ Renew trust. Rebuild partnerships.
- ✓ Advance peace, justice, and human dignity.
- ✓ Promote shared prosperity for all.
- ✓ Lead with integrity. Act with purpose.

12 PRIORITY INVESTMENTS FOR GLOBAL LEADERSHIP

| | | ESTIMATED ANNUAL COST (BILLIONS USD) |
|----|---|--------------------------------------|
| 1 | Strengthening alliances with Africa, Asia, the Middle East, and Latin America | \$20.0B |
| 2 | Stabilize and nation build the countries of Haiti, Somalia, Sudan, and the Congo. Security, governance, infrastructure, health, education, and economic development. | \$25.0B |
| 3 | Restore diplomatic relations and rebuild trust on the international stage | \$12.0B |
| 4 | Secure all sensitive intelligence databases | \$8.0B |
| 5 | Rebuild relations with the World Health Organization (WHO) and all multinational health organizations | \$15.0B |
| 6 | Establish an economic and political model that demonstrates the United States is a just industrialized democracy | \$15.0B |
| 7 | Lead in strengthening international institutions and law | \$10.0B |
| 8 | Met the moral imperative to end hunger | \$12.0B |
| 9 | Lead an international peace movement | \$5.0B |
| 10 | Eliminate the International Monetary Fund (IMF) and World Bank, foreign creditor governments, and other international loan programs debt of African, Latin American, and least development countries (LDCs) | \$30.0B |
| 11 | Advance human rights protections | \$10.0B |
| 12 | Address unequal economic power relations | \$10.4B |

TOTAL ESTIMATED ANNUAL INVESTMENT \$172.4 BILLION

INVESTMENT BY CATEGORY



EXPECTED GLOBAL OUTCOMES

- Stronger alliances and global partnerships
- Greater global stability and conflict prevention
- Sustainable economic growth and shared prosperity
- Improved health and reduced human suffering
- A rules-based international order and respect for law
- Advancement of human rights and social justice
- A more peaceful, equitable, and resilient world

WHERE THE INVESTMENT GOES

| | | | | | |
|--|---|---|---|---|--|
| <p>Global Partnerships & Alliances Strengthen ties and cooperation in Africa, Asia, Middle East, and Latin America.</p> <p>\$20.0B</p> | <p>Nation Building & Stabilization Rebuild institutions, infrastructure, security, and essential services in fragile states.</p> <p>\$25.0B</p> | <p>Diplomacy & Trust Building Restore relations and rebuild U.S. credibility through principled diplomacy.</p> <p>\$12.0B</p> | <p>Security & Intelligence Protect sensitive data and strengthen global and national security infrastructure.</p> <p>\$8.0B</p> | <p>Global Health Leadership Reinvest in WHO and multinational health organizations to save lives and prevent crises.</p> <p>\$15.0B</p> | <p>Economic & Political Model for Justice Promote fair markets, workers' rights, and democratic governance worldwide.</p> <p>\$15.0B</p> |
|--|---|---|---|---|--|

FUNDING APPROACH

- ✓ Long-term, predictable funding
 - ✓ Partner with international organizations, NGOs, and local communities
 - ✓ Transparency, accountability, and measurable impact
 - ✓ Focus on sustainability and local ownership
- 

SOURCES OF FUNDING

- Reallocate a portion of existing defense spending
- Close tax loopholes and ensure corporate accountability
- Financial transaction tax
- Public-private partnerships
- Innovation and development initiatives

RETURN ON INVESTMENT

- \$5-\$7 in economic growth for every \$1 invested
- Reduced conflict and security costs
- Stronger global markets and trade opportunities
- Healthier populations and lower global health costs
- More stable world, fewer crises

A MORAL & STRATEGIC IMPERATIVE

Investing in peace, justice, and partnerships is not just the right thing to do—it is the smart thing to do. A safer, healthier, and more equitable world benefits everyone, including America.



Immigration

Migration of human beings dates back to the prehistoric era. Then, like now, people move for the purpose of maintaining their basic needs. The United States of America and other former European colonized nations have a unique history with migration. The pillage and genocide of the native people were commonplace. The aboriginals were coerced from their land two hundred years ago. They carried disease infested blankets in horrific weather conditions under the orders of the Jackson Administration. They were mandated to live west of the Mississippi River in enclaves; which most still reside to present-day. As a result, the thriving spirit of a people has been erased from most textbooks and curriculums. And, they account for less than three percent (3%) of the populace.

The global Slave Trade from Alkebulan, as the ancient Romans called it “Africa,” touched the American shores. Forced laborers from the “birthplace of humanity” endured the largest mass deportation known on the planet. Forced laborers moved more earth than any other group in this hemisphere. Forced laborers erected the structures in the nation’s capital and nearly all the capitol buildings in this country. Forced laborers were assailed and have toiled here for over four hundred (400) years. In spite of it all, they rose to the highest office seat three (3) times; under President John Hanson during the colonial period through the Biden-Harris administration.

Immigrants pick this nation’s food in extreme weather conditions. Immigrants monitor and raise our children. Immigrants clean away our waste. Immigrants pave our streets and manicure our lawns. Immigrants are cracking the glass ceiling in all institutions and bursting through doors of Ivy League colleges and universities. Immigrants who are first and second generation are the engine that moves American technology and innovation. Immigrants are contributing to a Social Security system which they may never be the recipients. Immigrants have and are pouring into an American dream that defers their dreams. Immigrants are shaking off prejudices and barriers. Immigrants are walking and marching in the light. Immigrants call attention to inequalities in America when they strike from work and use their vote as their voice. Immigrants have transformed this land and they will not be silenced. Immigrants have given more than they have taken! Immigrants are the quintessential definition of “new Americans,” hardworking and resilient.

For those reasons and many others, something has to be done to address the issue of the day, Immigration. If this dilemma continues to go unsolved, America will be at a loss. The economy will falter and talent will wane.

This *Manifesto* proposes, but not limited to:

- ✓ Enact, execute, and fully fund the U.S. Citizenship Act
- ✓ Recognize that those of Hispanic ancestry are the largest growing ethnic group in the country
- ✓ Expand economic and personal freedom for all immigrants
- ✓ Litigiously challenge all divisive and unconstitutional anti-immigration ordinances and statutes
- ✓ Remove barriers that prevent immigrants from achieving the American dream
- ✓ Expand the work visa and study visa programs
- ✓ Expand job creation for federal workers to process naturalized citizenship applications and end the backlog in five (5) years

- ✓ Expedite applications for legal immigrants who are highly skilled
- ✓ Implement a “Pay-To-Stay” program so upstanding “new Americans” are able to pay taxes and penalty for violating immigration laws
- ✓ Create a comprehensive policy for a path to citizenship for nearly twelve million (12,000,000) “new Americans”



U.S. CITIZENSHIP ACT (H.R. 3194)

A COMPREHENSIVE FRAMEWORK FOR IMMIGRATION REFORM

Introduced in the U.S. House of Representatives on May 10, 2023 by Rep. Linda T. Sánchez, the U.S. Citizenship Act is one of the most comprehensive immigration reform proposals in recent history.



CORE PURPOSE

- ✓ Create an earned pathway to citizenship
- ✓ Reform family-based immigration
- ✓ Modernize border management
- ✓ Expand refugee protections
- ✓ Address migration from Central America
- ✓ Reduce visa & immigration court backlogs
- ✓ Strengthen anti-discrimination protections

BY THE NUMBERS (ESTIMATES)

Up to 11 MILLION+
Individuals may be eligible for a pathway to citizenship

Millions
of U.S. citizen and LPR family members could benefit from backlog reduction

100+
Cosponsors in the U.S. House of Representatives (118th Congress)

1 EARNED PATH TO CITIZENSHIP

Creates a new temporary legal status for eligible undocumented immigrants.

LAWFUL PROSPECTIVE IMMIGRANT (LPI) STATUS

Requirements:

- ✓ Continuous presence in the U.S. since January 1, 2023
- ✓ Pass background & national security checks
- ✓ Pay filing fees
- ✓ Meet all other eligibility requirements

Rights Granted:

- ✗ Protection from deportation
- ✗ Employment authorization
- ✗ Travel authorization
- ✗ Social Security number
- ✗ Military enlistment eligibility

PATHWAY TO CITIZENSHIP



- ✓ LPI status lasts 6 years and is renewable.
- ✓ After 5 years, individuals may apply for permanent residency if they remain eligible and maintain compliance.
- ✓ Limited foreign travel: 180 days per calendar year unless authorized.

2 SPECIAL FAST-TRACK PROGRAMS



DREAMERS

Individuals brought to the U.S. as children may qualify for an accelerated path to permanent residency and citizenship.

- Faster access to Green Cards
- Protection from deportation
- Work authorization
- Citizenship eligibility



TPS & DED RECIPIENTS (AMERICAN PROMISE ACT)

Individuals who held or qualified for Temporary Protected Status (TPS) or Deferred Enforced Departure (DED) on Jan. 1, 2017 may apply directly for lawful permanent residence.

- ✓ Applies to people from countries facing conflict, instability, or disasters
- ✓ Direct path to Green Card and eventual citizenship



AGRICULTURAL WORKERS (AGRICULTURAL WORKERS ADJUSTMENT ACT)

Farmworkers who meet work requirements may be eligible to apply for permanent residency.

- Recognizes the essential role of agricultural labor in the U.S. economy
- Provides stability for workers and the food supply chain

3 FAMILY REUNIFICATION REFORM

The Act aims to keep families together and reduce long, unjustified separations.

- ✓ Reduce visa backlogs across family-based categories
- ✓ Expand family reunification options
- ✓ Prevent children from "aging out" of eligibility
- ✓ Restore and expand V nonimmigrant visas so families can remain together while cases are pending
- ✓ Filipino Veterans Family Reunification Act included to accelerate relief for affected families



GOAL: Shorter wait times, stronger families, more efficient system

4 IMMIGRATION LAW MODERNIZATION

TERMINOLOGY REFORM

Replace the term



with **"Noncitizen"** throughout federal immigration laws and regulations.

FAIRNESS & CRIMINAL JUSTICE REFORMS

Narrow the immigration definition of "conviction." Certain convictions that are:



would no longer automatically trigger immigration penalties.

Also reexamines disproportionate impacts of minor offenses and updates related grounds of inadmissibility and deportability.

5 ADDRESSING ROOT CAUSES OF MIGRATION



Directs the U.S. to work with regional partners on a comprehensive strategy focused on:

- Democratic governance & anti-corruption
- Rule of law & judicial reform
- Public safety & crime reduction
- Economic opportunity & job creation
- Women's empowerment & protection
- Child welfare & education

Goal: Reduce the conditions that force people to leave their homes.

6 REFUGEE & HUMANITARIAN EXPANSION

Establish regional processing centers in Central America and the Western Hemisphere.



- Refugee screenings
- Legal assistance
- Family reunification
- Shelter & basic needs
- Medical services
- Education & job training

Provides safe, lawful alternatives and reduces dangerous migration routes.

7 BORDER SECURITY & TECHNOLOGY MODERNIZATION

A smarter, more humane border.

SMART TECHNOLOGY

- Advanced surveillance & sensors
- Data integration & analytics
- Modern screening systems
- Port-of-entry modernization

HUMANITARIAN INVESTMENTS

- More EMTs, paramedics & medical staff
- Search & rescue infrastructure
- Emergency beacons & response systems
- Human trafficking prevention

Focus on people, not just physical barriers.

8 OVERSIGHT & ACCOUNTABILITY

Border Community Advisory Committees
Local voices inform federal actions.

Expanded Inspector General Oversight
Reviews of detention facilities, border operations, and enforcement activities.

Privacy & Civil Liberties Protections
Independent oversight of surveillance and technology use.

More transparency. Stronger safeguards.

9 IMMIGRANT INTEGRATION & COMMUNITY SUPPORT

New federal grant programs to support successful integration and long-term economic mobility.

- English instruction
- Workforce training
- Civic engagement
- Naturalization preparation
- Credential recognition

Invest in people. Strengthen communities.

AT A GLANCE: KEY COMPONENTS

- ✓ Earned pathway to citizenship
- ✓ DREAMers accelerated pathway
- ✓ TPS & DED to Green Cards
- ✓ Agricultural worker legalization
- ✓ Family-based reforms & backlog reduction
- ✓ Refugee & humanitarian expansion
- ✓ Border tech & humanitarian upgrades
- ✓ Root causes strategy in Central America
- ✓ Criminal justice & fairness reforms
- ✓ Anti-discrimination protections

POTENTIAL



SUPPORTERS SAY:

- Brings millions out of the shadows
- Strengthens families & communities
- Fills labor shortages
- Increases tax revenue
- Creates a more orderly, humane system
- Addresses root causes of migration



CRITICS SAY:

- May encourage future unauthorized migration
- Borders & enforcement still insufficient
- Implementation costs could be high
- Some provisions may face legal challenges
- Should secure the border first



LEGISLATIVE STATUS

Introduced in the 118th Congress and referred to multiple House committees. As of the end of the 118th Congress, H.R. 3194 was not enacted into law.

THE FIGHT FOR REFORM CONTINUES.





INVEST IN IMMIGRANTS. INVEST IN AMERICA.

A fully funded federal commitment to dignity, opportunity,
and a pathway to citizenship for all.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$112.6 BILLION PER YEAR

(ROUNDED)



OUR COMMITMENT

- ✓ Protect families. Build futures.
- ✓ Strengthen our economy.
- ✓ Uphold the Constitution.
- ✓ Expand opportunity for all.



10 PRIORITY INVESTMENTS FOR AN INCLUSIVE AMERICA

| | | ESTIMATED ANNUAL COST (BILLIONS USD) |
|----|--|---|
| 1 | Enact, execute, and fully fund the U.S. Citizenship Act Establish a clear, humane, and reliable path to citizenship for all eligible immigrants. | \$25.0B |
| 2 | Recognize that those of Hispanic ancestry are the largest growing ethnic group in the country Invest in data, outreach, and culturally responsive services for growing communities. | \$5.0B |
| 3 | Expand economic and personal freedom for all immigrants Promote entrepreneurship, financial inclusion, and access to opportunity. | \$12.0B |
| 4 | Litigiously challenge all divisive and unconstitutional anti-immigration ordinances and statutes Defend rights and ensure equal protection under the law. | \$3.0B |
| 5 | Remove barriers that prevent immigrants from achieving the American dream End discriminatory policies and expand access to education, jobs, and services. | \$10.0B |
| 6 | Expand the work visa and study visa programs Strengthen legal pathways for talent, students, and families. | \$10.0B |
| 7 | Expand job creation for federal workers to process naturalized citizenship applications and end the backlog in five (5) years Hire, train, and retain staff to reduce delays and improve customer service. | \$18.0B |
| 8 | Expedite applications for legal immigrants who are highly skilled Accelerate innovation, growth, and global competitiveness. | \$6.0B |
| 9 | Implement a "Pay-To-Stay" program Allow upstanding "new Americans" to pay taxes and penalties while maintaining legal status. | \$10.0B |
| 10 | Create a comprehensive policy for a path to citizenship for nearly twelve million (12,000,000) "new Americans" Provide stability, security, and full participation in American life. | \$13.6B |

INVESTMENT BY CATEGORY



EXPECTED OUTCOMES

- 12 million "new Americans" on a path to citizenship
- Stronger economy and increased tax revenue
- Families kept together and communities strengthened
- More jobs, innovation, and entrepreneurship
- Attraction of global talent and students
- Fairness, justice, and equal protection under the law

TOTAL ESTIMATED ANNUAL INVESTMENT

\$112.6 BILLION

AN INVESTMENT IN IMMIGRANTS IS AN INVESTMENT IN AMERICA'S FUTURE.

Citizenship & Legal Pathways
\$25.0B

Backlog Reduction & Staffing
\$18.0B

Economic Freedom & Opportunity
\$22.0B

Work & Study Visas
\$14.0B

Enforcement & Legal Defense
\$12.0B

Pathway to Citizenship
\$13.6B

Pay-To-Stay Program
\$7.0B



**STRONGER TOGETHER.
BUILDING A NATION WHERE
EVERYONE CAN BELONG
AND THRIVE.**

FUNDING PRINCIPLES

- ✓ Long-term, predictable funding
- ✓ Transparency and accountability
- ✓ Equity across communities
- ✓ Data-driven and results-focused
- ✓ Partnerships with states, localities, and community organizations



POTENTIAL FUNDING SOURCES

- 💰 Reallocate inefficient spending
- 💰 Eliminate tax loopholes for corporations and the ultra-wealthy
- 💰 Visa program modernization fees
- 💰 Public-private partnerships
- 💰 Economic growth and increased tax revenue



RETURN ON INVESTMENT

- \$3-\$6 in economic output for every \$1 invested
- Higher wages and productivity
- Reduced poverty and social costs
- A stronger, more competitive America



WELCOME. INCLUDE. EMPOWER. INVEST IN AMERICA'S FUTURE.
Pathway to Citizenship. Opportunity for All.



Armed Services

America is great because our servicewomen and servicemen protect and promote our fundamental freedoms of life, liberty, and the pursuit of happiness. Those that wear the uniform and their family members are our heroes and heroines. They are valuable and are honorable.

It is in the nations forefront to engage in diplomacy. We seek to negotiate, expand the lines of communication, gather and share intelligence, and implement foreign policy that benefits stakeholders. We seek to continue to beat the drum of freedom and champion democracy. We seek to respect individuals and commit to increasing opportunities for every human being. America has a mission to transform futures in a positive way and playing a prominent role on the world stage. With our current and future allies, we can obtain the unfathomable. We can make peace and put back together pieces.

If those things fail, we will employ further diplomatic and military faculties. All phases of U.S. military operations are designed to provide safety and security to citizens and institutions both domestic and abroad. At times, our country must take direct action against terrorist targets within our borders and internationally in areas of active hostilities. Only when there is an imminent threat, the nation will engage in armed conflict.

When those days arise, we are able to:

- ✓ Develop a comprehensive plan to identify domestic terrorist
- ✓ Increase intelligence, surveillance, and reconnaissance (ISR) systems on the contemporary battlefield
- ✓ Conduct anti-terrorism awareness training with civic leaders
- ✓ Implement and promote a regional, national, and global peace movement
- ✓ Formulate a committee to implement a peace plan
- ✓ Increase information sharing across each of the armed forces branches
- ✓ Renovate barracks on all military bases
- ✓ Improve safety and security protocols for soldiers during Basic Training and Advanced Individual Training (AIT)
- ✓ Implement a weight and strength training program as a component of the physical fitness test for each of the armed forces branches
- ✓ The United States shall continue its agreement as a member of the 1987 Intermediate-Range Nuclear Forces Treaty (INF)
- ✓ Deduce United States military presence in nations the country were once at war with (i.e., Germany and Japan)
- ✓ Eliminate the usage of military-grade weaponry by local police forces
- ✓ Prioritize and expedite applications for individuals seeking naturalization through military service
- ✓ Construct and implement an international educational curriculum that promotes peace, inclusivity, diversity, and tolerance
- ✓ All school districts officially observe Veterans Day by having no school on the holiday
- ✓ Students are to use the observance of Veterans Day as a day of service at local Veterans Administration Hospitals, interview family members or friends in military, visit nursing home or school campus, participate in a parade, evidence of a kind deed for a veteran,

- collect donations to give to former members of the armed forces, and/or to a project-based learning and literacy exercise
- ✓ Instill a regional and national movement that is committed to peaceful protest and conflict resolution
 - ✓ Construct and implement a national and state educational curriculum that seeks to eradicate racism, sexism, homophobia, xenophobia, transphobia, classism, ageism, and other forms of oppression and prejudice
 - ✓ Create and strategically implement a vision to end war both domestic and foreign
 - ✓ Terminate airstrike campaigns in Southwest Asia, North Africa, and Middle East nations
 - ✓ Advise and coordinate with foreign forces and providing training, equipment, communications support, intelligence support, and other support to select elements for security forces
 - ✓ Reduce involvement in foreign conflict using a calculated and methodical plan
 - ✓ Increase transparency with the public on the status and circumstances of its use of military force overseas
 - ✓ Close Guantanamo Bay Detention Camp and transport all detainees to facilities in the United States
 - ✓ Expand marriage equality rights for servicemen and servicewomen and their spouses
 - ✓ Remove all barriers to transgender individuals serving in the military
 - ✓ Mandatory service for federal elected officials' children; minimum one (1) child. If child is under eighteen, a contractual commitment must be made that is adhered to while parent is either in office or after departure. Child must serve one (1) tour of duty on deployment. While child is on deployment, he or she must go "outside the wire" to the battlefield.
 - ✓ If federal elected official does not have a child, the official or their spouse or partner must complete Basic Training, Advanced Individual Training (AIT), or register with the Selective Service
 - ✓ Reduce American militarism
 - ✓ Offer higher severance pay for those that seek early termination of military contract
 - ✓ With intentionality, stop incidental civilian casualties
 - ✓ Publicly report civilian casualties in foreign battlefield areas and domestic hostile areas
 - ✓ Increase transparency to the public on the billions of dollars in foreign military assistance
 - ✓ Holistically, implement a victim advocacy, harassment, sexual assault prevention program that is consistent across each branch of the armed forces
 - ✓ Provide subsidized medical cost to members of the armed forces using self-selected physicians
 - ✓ Provide college education benefits for retired service members and expand benefits for active service members and their spouses and children (Benefits should cover cost of attendance from junior college through graduate and professional school)
 - ✓ Construct mixed housing, rehabilitation, and employability facilities for homeless veterans.
 - ✓ Create an attainable and sustainable plan to eradicate veteran homelessness.
 - ✓ Eliminate VA Home Loan funding fee
 - ✓ VA Home Loan may be used for multiple homes and/or investment purchase

ARMED SERVICES

NATIONAL SECURITY & VETERANS AGENDA

STRENGTH THROUGH SERVICE ★ SECURITY THROUGH PREPAREDNESS ★ PEACE THROUGH LEADERSHIP

Building the World's Most Effective, Ethical, and Prepared Armed Forces

SIX BRANCHES. ONE MISSION. UNITED IN SERVICE.



★ U.S. ARMY



★ U.S. NAVY



U.S. AIR FORCE



U.S. MARINE CORPS



U.S. COAST GUARD



U.S. SPACE FORCE



NATIONAL SECURITY & COUNTERTERRORISM

- ✓ Identify and prevent domestic terrorism
- ✓ Enhance intelligence, surveillance, and reconnaissance (ISR)
- ✓ Increase information sharing across all branches
- ✓ Strengthen anti-terrorism training with civic leaders
- ✓ Increase transparency on foreign military assistance
- ✓ Publicly report civilian casualties and reduce incidental harm



PEACE, DIPLOMACY & GLOBAL STABILITY

- ✓ Implement regional, national, and global peace initiatives
- ✓ Form a National Peace Commission
- ✓ Promote peaceful protest and conflict resolution
- ✓ Develop education that fosters peace, inclusivity, diversity, and tolerance
- ✓ Reduce and ultimately end unnecessary wars and airstrike campaigns
- ✓ Support arms control agreements including the 1987 INF Treaty



MILITARY READINESS & FORCE MODERNIZATION

- ✓ Modernize ISR and battlefield systems
- ✓ Renovate barracks and improve quality of life
- ✓ Improve safety during Basic Training and AIT
- ✓ Implement strength and fitness programs
- ✓ Increase coordination between all branches
- ✓ Improve communications and technological readiness



SERVICE MEMBER RIGHTS & FAMILY SUPPORT

- ✓ Expand marriage equality for military families
- ✓ Remove barriers for transgender service members
- ✓ Strengthen harassment, sexual assault prevention, and victim advocacy
- ✓ Provide subsidized access to self-selected physicians
- ✓ Expand education benefits for service members, spouses, and dependents
- ✓ Prioritize naturalization for military service members and families



VETERANS FIRST

- ✓ Create a plan to eradicate veteran homelessness
- ✓ Build housing, rehabilitation, and employability centers for veterans
- ✓ Expand education and career transition services
- ✓ Eliminate VA Home Loan funding fee
- ✓ Allow VA Home Loan for multiple homes and investment purchases
- ✓ Provide world-class healthcare and long-term support for veterans



EDUCATION & CIVIC RESPONSIBILITY

- ✓ Make Veterans Day a national day of service (no school)
- ✓ Encourage student service projects honoring veterans
- ✓ Develop curricula that eliminate prejudice and promote respect
- ✓ Foster understanding of military service, leadership, and civic duty



GOVERNMENT ACCOUNTABILITY & TRANSPARENCY

- ✓ Increase transparency on overseas military operations
- ✓ Require accountability from elected officials on military decisions
- ✓ Close Guantanamo Bay and transfer detainees to U.S. facilities
- ✓ Reduce U.S. military presence in nations we were once at war with
- ✓ Eliminate military-grade weapons for local law enforcement
- ✓ Reduce American militarism



LEADERSHIP MUST SHARE IN SACRIFICE

- ✓ Mandatory military service for elected officials' children (one tour of duty outside the wire)
- ✓ If no child, official or spouse must complete Basic Training, AIT, or register with Selective Service
- ✓ Leadership requires service and sacrifice

VETERANS



HONORING THEIR SACRIFICE.
SUPPORTING THEIR FUTURE.

MILITARY FAMILIES



STRONG FAMILIES.
STRONGER FORCES.

ACTIVE-DUTY PERSONNEL



TRAINED. READY. COMMITTED.
WE STAND WITH YOU.

★★★★★
TOGETHER,
WE BUILD A SAFER
AMERICA AND A
MORE PEACEFUL
WORLD.
★★★★★

STRONG DEFENSE. STRONGER VETERANS. SAFER COMMUNITIES. A MORE PEACEFUL WORLD.

★ SERVICE. HONOR. INTEGRITY. PEACE. ★

COMPREHENSIVE NATIONAL PLAN FOR PEACE, SECURITY & JUSTICE

BUILDING A SAFER, MORE JUST, AND PEACEFUL FUTURE FOR ALL



Estimated Federal Cost to Fully Fund and Support the Plan

\$1.287 TRILLION OVER 10 YEARS

THE PLAN: 54 PRIORITY INITIATIVES



1. Develop a comprehensive plan to identify domestic terrorist
2. Increase intelligence, surveillance, and reconnaissance (ISR) systems
3. Conduct anti-terrorism awareness training with civic leaders
4. Implement and promote a regional, national, and global peace movement
5. Formulate a committee to implement a peace plan
6. Increase information sharing across each of the armed forces branches
7. Renovate barracks on all military bases
8. Improve safety and security protocols for soldiers during Basic Training and AIT
9. Implement a weight and strength training program as part of fitness tests
10. Continue U.S. commitment to the 1987 Intermediate-Range Nuclear Forces Treaty (INF)
11. Deduce U.S. military presence in nations once at war (e.g., Germany, Japan)
12. Eliminate the usage of military-grade weaponry by local police forces
13. Prioritize and expedite applications for naturalization through military service
14. Construct & implement an international education curriculum promoting peace, inclusivity, diversity, and tolerance
15. All school districts observe Veterans Day as a day of service (no school)
16. Students engage in service, interviews, parades, donations, PBL & literacy activities
17. Instill a regional & national movement for peaceful protest & conflict resolution
18. Construct & implement national/state curriculum to eradicate racism, sexism, homophobia, xenophobia, transphobia, classism, ageism & other prejudices
19. Create and implement a vision to end war—domestic and foreign
20. Terminate airstrike campaigns in Southwest Asia, North Africa, and the Middle East
21. Advise & coordinate with foreign forces; provide training, equipment, communications, intelligence, & other support to select elements
22. Reduce involvement in foreign conflict using a calculated & methodical plan
23. Increase transparency with the public on the use of military force overseas
24. Close Guantanamo Bay Detention Camp and transfer all detainees to U.S. facilities
25. Expand marriage equality rights for servicemen, servicewomen & their spouses
26. Remove all barriers to transgender individuals serving in the military
27. Mandatory service for federal elected officials' children (one tour of duty outside the wire) or, if no child, official/spouse/partner must serve
28. Reduce American militarism
29. Offer higher severance pay for early termination of military contract
30. With intentionality, stop incidental civilian casualties
31. Publicly report civilian casualties in foreign & domestic hostile areas
32. Increase transparency on billions in foreign military assistance
33. Holistically implement victim advocacy, harassment & sexual assault prevention program across all branches
34. Provide subsidized medical care for service members with self-selected physicians
35. Provide college education benefits for retirees; expand benefits for active duty members, spouses and children (junior college through graduate/professional)
36. Construct mixed housing, rehabilitation & employability facilities for homeless vets
37. Create an attainable & sustainable plan to eradicate veteran homelessness
38. Eliminate VA Home Loan funding fee
39. VA Home Loan may be used for multiple homes and/or investment purchases

PEACE & DIPLOMACY

40. Strengthening alliances with Africa, Asia, the Middle East, and Latin America
41. Stabilize & nation-build Haiti, Somalia, Sudan, and the Congo
42. Restore diplomatic relations & rebuild trust on the international stage
43. Secure all sensitive intelligence databases
44. Rebuild relations with WHO & all multinational health organizations

GLOBAL LEADERSHIP & HUMANITY

45. Establish an economic & political model that demonstrates the U.S. is a just industrialized democracy
46. Lead in strengthening international institutions and law
47. Met the moral imperative to end hunger
48. Lead an international peace movement
49. Eliminate IMF, World Bank, foreign creditor governments, and other international loan program debt for African, Latin American & LDCs
50. Advance human rights protections
51. Address unequal economic power relations

SECURITY & TECHNOLOGY

52. Secure all sensitive intelligence databases (ongoing enhancement)
53. Invest in cybersecurity & protect critical infrastructure
54. Strengthen disaster response capacity & global health security

Costs are planning-level estimates in FY2025 dollars. Detailed program designs will refine costs.

TOTAL INVESTMENT

\$1.287 TRILLION

OVER 10 YEARS (FY2025–2034)

Annual Average Investment:
\$128.7 BILLION

INVESTMENT BREAKDOWN

| | | | |
|--------------|--|-------------------------|--------------|
| | National Security & Intelligence (1–6, 52–53) | \$222.0B | 17.2% |
| | Military Readiness & Personnel (7–13, 27–29) | \$186.5B | 14.5% |
| | Peacemaking & Global Leadership (14–21, 40–48) | \$258.0B | 20.0% |
| | Conflict Reduction & Humanitarian (19–21, 49–51) | \$232.0B | 18.0% |
| | Military Operations Reform & Transparency (22–26, 30–33) | \$142.0B | 11.0% |
| | Veterans & Families Support (34–39) | \$147.0B | 11.4% |
| | Education, Peace & Social Change (14–18, 47–48) | \$68.5B | 5.3% |
| | Technology, Cybersecurity & Global Health Security (44, 52–54) | \$31.0B | 2.4% |
| TOTAL | | \$1.287 TRILLION | 100% |

WHAT THIS INVESTMENT DELIVERS

- ✓ A safer homeland and stronger national security
- ✓ Global leadership rooted in justice, peace & human dignity
- ✓ Stronger alliances and reduced conflict & humanitarian crises
- ✓ A military focused on defense, readiness, and integrity
- ✓ Support, respect & opportunity for our service members & veterans
- ✓ A culture of peace, inclusion, and equal rights for all
- ✓ Greater transparency, accountability & public trust

ECONOMIC & SOCIAL RETURNS

| | | | |
|--|---|---|--|
| | | | |
| Creates jobs & drives innovation in security, health, infrastructure, education & technology | Reduces the human & economic costs of war, instability & violence | Strengthens communities & improves health, well-being & opportunity for all Americans | Promotes global stability, trade & sustainable economic growth |

FUNDING APPROACH

- ✓ Realign a portion of current defense spending toward peace, diplomacy, & veteran priorities
- ✓ Increase transparency & reduce waste, fraud, & unnecessary overseas basing
- ✓ Leverage savings from conflict reduction & smarter military strategy
- ✓ Invest in long-term prevention over short-term conflict



A NATION THAT LEADS WITH PEACE, JUSTICE, AND COMPASSION –
AT HOME AND AROUND THE WORLD.



Second Amendment

America has a strong constitutional heritage rooted in the usage and possession of private firearms. With that right comes a great responsibility to our families, friends, colleagues, communities, and global neighbors. We must take intentional and motivational action to increase educational and legal rights related to firearms and all lethal weaponry.

We ought to call upon our civic leaders, elected and appointed officials, clergy, and influencers to advance legislation on gun rights. Law-abiding citizens are standard bearers for the use of said weapons for self-defense purposes, residential protection, animal hunting, competition, predator and varmint control, and recreational shooting in a reasonable and responsible way. Included is a list of premises, overviews and ultimately policies to our Second Amendment rights and responsibilities.

We are able to:

- ✓ Eliminate the manufacturing, selling, and distribution of large-capacity magazines
- ✓ Families, community leaders, and mentors train and teach youth about sensible firearm usage, safety, and hunting techniques
- ✓ Restore and update the Assault Rifle Ban
- ✓ Law enforcement agencies conduct anti-terrorism awareness training with local leaders school districts, and higher educational institutions
- ✓ Promote Citizens Police Academy at the local level
- ✓ Mandate a commission to conduct a longitudinal study on the impact of gun violence on black, indigenous and other minority, and poor communities; as well as follow their recommendations
- ✓ Strengthen the “Boyfriend Loophole”
- ✓ Eliminate the usage of military-grade weaponry by local police forces
- ✓ Construct and implement national and international educational curriculums that promotes peace, inclusivity, diversity, and tolerance
- ✓ Produce an innovative news media campaign to reduce the exposure and coverage of violent crimes; advocate and publicize positive messaging and communal uplift
- ✓ Local, state, and federal agencies must increase transparency and communication with the public on the status and circumstances of gun violence
- ✓ With intentionality, stop incidental civilian casualties
- ✓ Publicly report casualties in all communities and hostile areas
- ✓ Increase transparency to the public on the billions of dollars in weaponry purchased in this country
- ✓ Holistically, implement a victim advocacy, harassment, assault and trauma prevention program
- ✓ Execute and expand funding for programs which offer wraparound and comprehensive services for individuals and families that are victims of violence, trauma, and sexual exploitation
- ✓ Provide subsidized medical cost to low wealth victims of gun violence using self-selected physicians and health care providers
- ✓ Implement and promote a regional, national, and global peace movement
- ✓ Formulate a committee to implement a peace plan at the state and local levels

- ✓ Instill school and district-based conflict resolution program
- ✓ Build a grassroots regional and national movement and lobbying effort that is committed to peaceful protest



SAFE COMMUNITIES. STRONGER FUTURES.

A National Investment in Gun Violence Prevention & Peace

A fully funded federal commitment to save lives, strengthen communities, and build a more just and peaceful America.



TOTAL ESTIMATED ANNUAL FEDERAL INVESTMENT

\$78.6 BILLION

PER YEAR
(ROUNDED)



OUR COMMITMENT

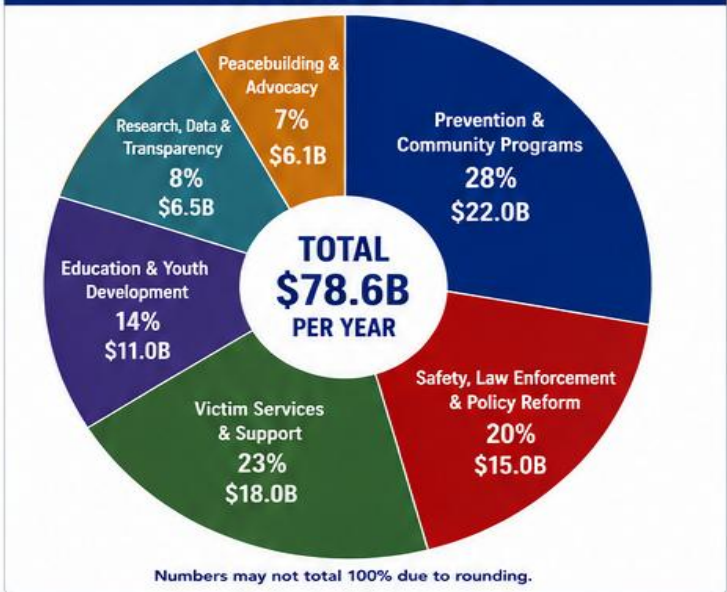
- ✓ Save lives. Prevent violence.
- ✓ Promote justice, equity, and opportunity.
- ✓ Strengthen communities and trust.
- ✓ Build a culture of peace.



22 PRIORITY INVESTMENTS FOR A SAFER AMERICA

| | ESTIMATED ANNUAL COST (BILLIONS USD) | |
|----|---|--------|
| 1 | Eliminate the manufacturing, selling, and distribution of large-capacity magazines | \$2.0B |
| 2 | Families, community leaders, and mentors train and teach youth about sensible firearm usage, safety, and hunting techniques | \$2.0B |
| 3 | Restore and update the Assault Rifle Ban | \$4.0B |
| 4 | Law enforcement agencies conduct anti-terrorism awareness training with local leaders, school districts, and higher educational institutions | \$1.5B |
| 5 | Promote Citizens Police Academy at the local level | \$0.8B |
| 6 | Mandate a commission to conduct a longitudinal study on the impact of gun violence on Black, Indigenous and other minority, and poor communities; as well as follow their recommendations | \$2.5B |
| 7 | Strengthen the "Boyfriend Loophole" | \$1.0B |
| 8 | Eliminate the usage of military-grade weaponry by local police forces | \$2.0B |
| 9 | Construct and implement national and international educational curriculums that promotes peace, inclusivity, diversity, and tolerance | \$2.5B |
| 10 | Produce an innovative news media campaign to reduce the exposure and coverage of violent crimes; advocate and publicize positive messaging and communal uplift | \$1.5B |
| 11 | Local, state, and federal agencies must increase transparency and communication with the public on the status and circumstances of gun violence | \$1.5B |
| 12 | With intentionality, stop incidental civilian casualties | \$2.0B |
| 13 | Publicly report casualties in all communities and hostile areas | \$1.0B |
| 14 | Increase transparency to the public on the billions of dollars in weaponry purchased in this country | \$1.5B |
| 15 | Holistically, implement a victim advocacy, harassment, assault and trauma prevention program | \$3.0B |
| 16 | Execute and expand funding for programs which offer wraparound and comprehensive services for individuals and families that are victims of violence, trauma, and sexual exploitation | \$6.0B |
| 17 | Provide subsidized medical cost to low wealth victims of gun violence using self-selected physicians and health care providers | \$4.0B |
| 18 | Implement and promote a regional, national, and global peace movement | \$1.5B |
| 19 | Formulate a committee to implement a peace plan at the state and local levels | \$0.8B |
| 20 | Instill school and district-based conflict resolution program | \$1.5B |
| 21 | Build a grassroots regional and national movement and lobbying effort that is committed to peaceful protest | \$1.3B |
| 22 | Promote and expand community-based reentry programs for individuals returning from incarceration | \$0.6B |

INVESTMENT BY CATEGORY



EXPECTED OUTCOMES

-  Fewer gun deaths and injuries
-  Stronger, safer, and more connected communities
-  Increased trust in law enforcement and government
-  Youth empowered with skills, hope, and opportunity
-  Greater transparency, accountability, and equity
-  A culture of peace, tolerance, and respect
-  Reduced trauma and improved mental health
-  A more just, inclusive, and resilient America

TOTAL ESTIMATED ANNUAL INVESTMENT \$78.6 BILLION

WHERE THE INVESTMENT GOES

| | | | | | |
|---|---|---|---|--|---|
|  Prevention & Community Programs \$22.0B |  Safety, Law Enforcement & Policy Reform \$15.0B |  Victim Services & Support \$18.0B |  Education & Youth Development \$11.0B |  Research, Data & Transparency \$6.5B |  Peacebuilding & Advocacy \$6.1B |
|---|---|---|---|--|---|

FUNDING PRINCIPLES

- ✓ Invest upstream, not just downstream
- ✓ Equity-centered and community-led
- ✓ Evidence-based and data-driven
- ✓ Accountable and transparent
- ✓ Sustainable and long-term



POTENTIAL FUNDING SOURCES

- 🇺🇸 Close tax loopholes & end waste
- 🇺🇸 Financial transaction tax
- 🇺🇸 Reallocate unnecessary military spending
- 🇺🇸 Public-private partnerships
- 🇺🇸 Gun industry accountability measures



RETURN ON INVESTMENT

- 📈 Every \$1 invested saves up to \$7 in societal costs
- 🎓 Lower healthcare and justice costs
- 🏢 Stronger economy and workforce
- 🏡 Healthier, safer communities
- 🕊️ A legacy of peace for future generations

OUR VALUES

- Human dignity
- Equity & justice
- Compassion
- Accountability
- Peace



INVESTING IN PEACE TODAY BUILDS A SAFER TOMORROW FOR ALL.
Strong communities. Stronger nation. A future we can all be proud of.



DR. QUINTESSA HATHAWAY



EDUCATION

- Ed.D., Educational Leadership, Tennessee State University
- Ed S., Administration And Supervision, Tennessee State University
- M.Ed., Curriculum And Instruction, Tennessee State University
- B.A., Political Science, Jackson State University



LEADERSHIP AND ORGANIZATIONS

- The Hathaway Institute, Owner And Founding Chancellor
- Q. Hathaway And Associates, LLC, Founder And Chief Executive Officer
- Hathaway Action Fund, Founder And Chief Executive Officer
- The Hathaway PAC, Founder And Organizer



ADVOCATE AND ACTIVIST

- Voting And Civil Rights Legal Advocate
Simpson et al. v. Thurston, Racial Gerrymander SCOTUS Case, Amici
- Tennessee, Georgia, Arkansas, And Illinois Civil Rights Marcher
- Multiple State Voter Registrant
- Multiple State, All Level Of Government Campaign Volunteer/
Pro Bono Political Consultant
- 2006 Democratic Candidate, Tennessee House Of Representatives
(District 53)
- 2022 Democratic Nominee, Arkansas' Second Congressional District
(AR-02)
- 2025 Chair Candidate, Democratic National Committee (DNC)
- Legislative Influencer



POET/WRITER/ AUTHOR/ PODCASTER

- *A Talk With The Community: Politics, Education, And Other Social Issues*
(Book And International Blog)
- *Boy Joe Down In The Country: A Sharecropping Story*
- *Words From The Greats 1.0*
- Somebody Ought To Say Something, Co-Host
- A Talk With The Community Podcast, Host



ADDITIONAL ACHIEVEMENTS

- 2000 Graduate, John Casablanca Modeling And Career Center
- 2007 Miss Black Tennessee Pageant Contestant



QuintessaHathaway.com



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THE HATHAWAY PAC

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donate/thehathawaypac](https://secure.actblue.com/donate/thehathawaypac)





Dr. Quintessa Hathaway

Author



The Hathaway Manifesto:

*A National Vision That Gives
Agency To The People*

QuintessaHathaway.com