



## The Beloved Community:

Building a Vision for the Fox Valley;  
a Vision for ESTHER

# ESTHER Leadership Assembly

**Our focus for today:**

- ▶ **An introduction into Race and the Transformational Narrative**
- ▶ **Conversations around race and bias**
- ▶ **ESTHER Leadership Goals**

# The GI Bill: A Story of Embedded Racial Inequity



# Philip's Story



**Child born right after WWII**

**Father's Status**

**GI Bill: FHA & VA Loans**

**Consequences for Child's Education**

**Consequences for Child's Well-being in Adulthood**

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**Low-Income, White**

**White Veteran, high school diploma, from Philadelphia**

**Able to use low-interest mortgage to move family from public housing to segregated suburban home ownership**

**Family borrowed from home equity to support child's college education (first in family to go to college)**

**Philip gets professional job, buys own house, inherits appreciated house when father dies**

# Thomas's Story



**Child born right after WWII**

**Father's Status**

**GI Bill: FHA & VA Loans**

**Consequences for Child's Education**

**Consequences for Child's Well-being in Adulthood**

**Low-Income, Black**

**Black Veteran, high school diploma, from Philadelphia**

**Couldn't access home loan b/c of racially restrictive underwriting criteria; family remained in rental housing in the city**

**Family could not afford to send child to college; high school diploma is from under-resourced segregated school**

**Thomas works in minimum wage jobs, continues to live in family home, considers joining Army, has to borrow \$ when father dies to give him a decent funeral**

# Juan's Story



**Child born right after WWII**

**Father's Status**

**GI Bill: FHA & VA Loans**

**Consequences for Child's Education**

**Consequences for Child's Well-being in Adulthood**

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**Low-Income, Latino**

**Latino Veteran, high school diploma, from Texas**

**Couldn't access home loan b/c of racially restrictive underwriting criteria; family remained in rural rental housing**

**Family couldn't afford to send child to college; high school diploma is from under resourced language and racially segregated school**

**Juan works minimum wage jobs, continues to live in family home, marries newcomer Latina, sends family's limited income to her extended family in Mexico**

# Fast Forward to Today . . .



## Philip's Children:

Philip gives children his father's appreciated house

They live in thriving communities

Their college education's paid by home equity

Philip establishes trust fund for grandchildren

## Thomas' and Juan's Children:

They have no houses to inherit

They live in disinvested communities

At work, they complete college on work study and student loans, with subsequent starting debts to pay back

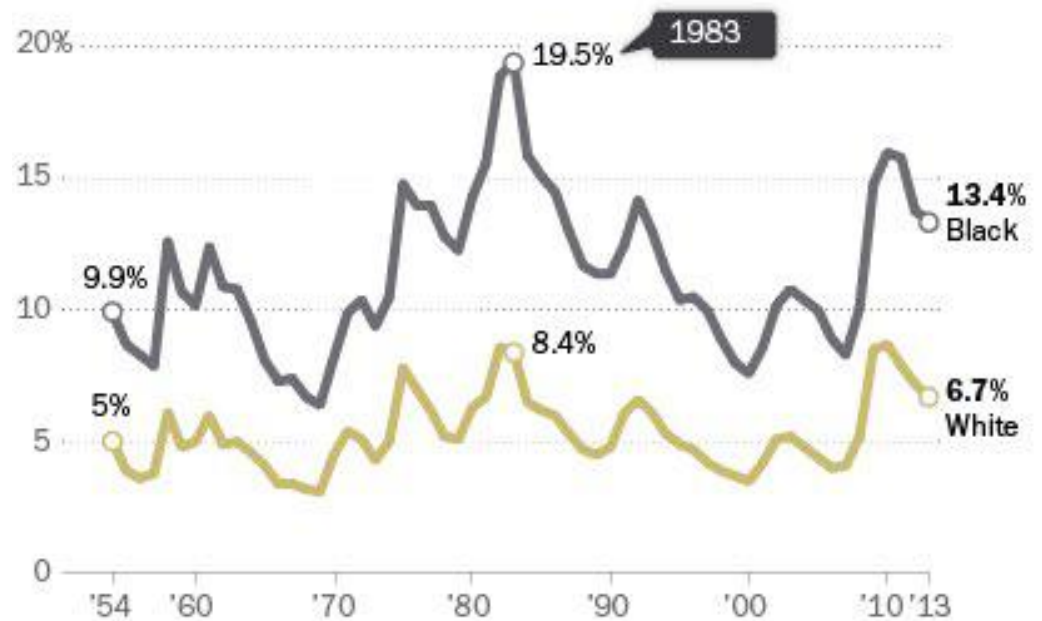
Thomas and Juan have few personal assets to leave grandchildren

# Black vs White Unemployment

- ▶ Since 1954, Black unemployment has been twice as high as white unemployment (using the official rates).

## Unemployment rates by race

*Seasonally adjusted*



Source: Bureau of Labor Statistics

Note: "Black and other," 1954-1971; "Black or African American" thereafter. 2013 average is January-July.

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# Implicit Bias

An **implicit bias** is a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level. In contrast, an explicit bias is an attitude that somebody is consciously aware of having.



# Levels of Racism

**Individual/Internalized Racism (micro level)**- personal and private attitudes of beliefs about race influenced by the dominant culture. Manifestations include:

**Internalized oppression** (acceptance of negative stereotypes and deflated images about yourself and those in your racial group)

**Internalized white privilege** (a well-developed sense of entitlement; or acceptance of inflated or superior images of yourself and those in your racial group)



# Levels of Racism

**Institutional Racism (macro level)** – unequal impacts and outcomes based on race, produced by key societal institutions such as health care and housing systems, and education and employment systems. These institutions are racist when the impact of their policies, practices and power is to advantage and disadvantage whole groups of people along racial lines.



# Levels of Racism

**Structural Racism (macro level)** in the U.S. is the normalization and legitimization of an array of dynamics – historical, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.



***"Because the bias is so subtle, it's extremely effective."***

- *Shanna Smith*

*President, National Fair Housing Alliance*

# Video: Understanding Bias

## **Ms. Melanie Funchess**

**Implicit Bias -- how it effects us and  
how we push through**

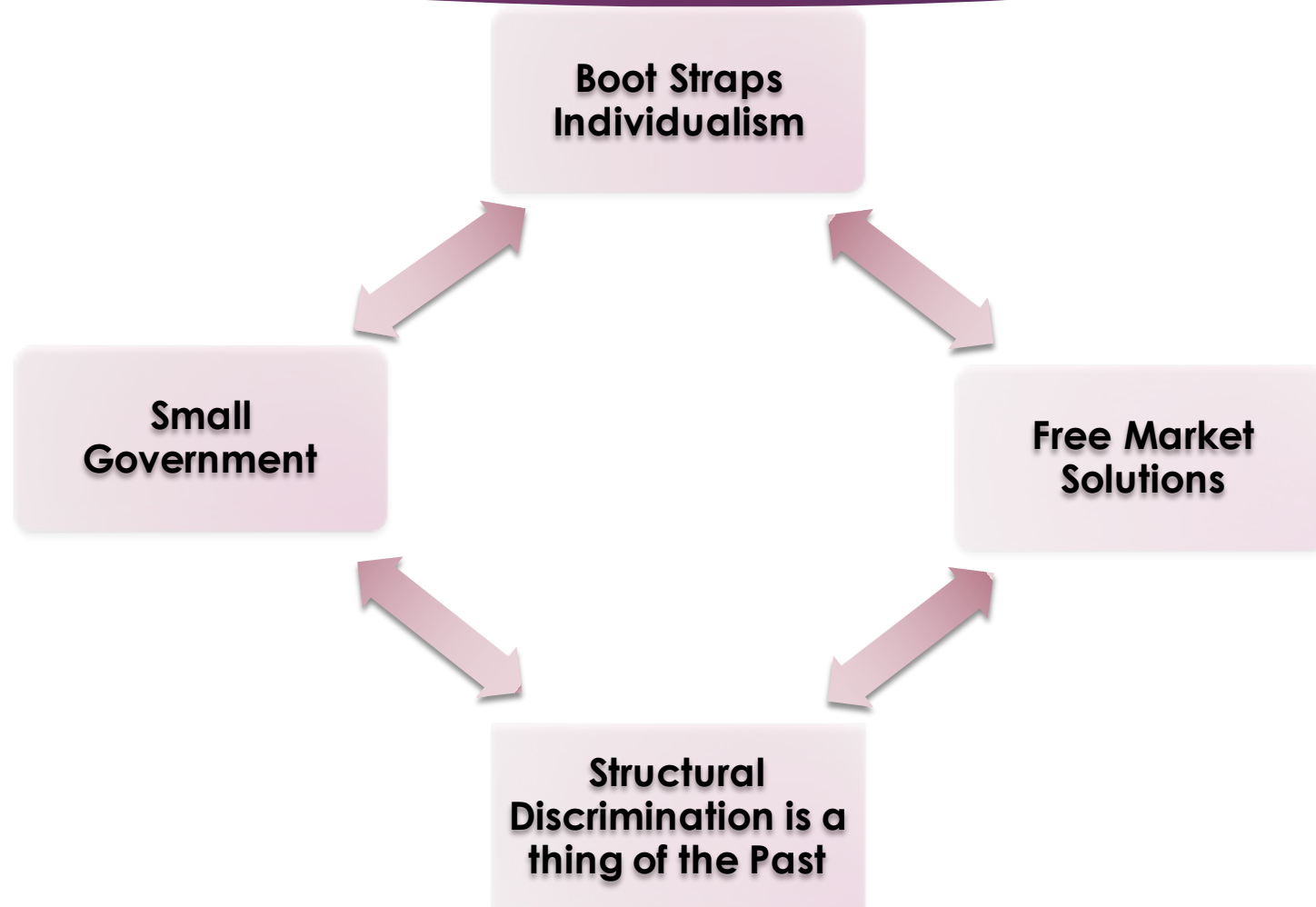
**TED Talks presentation, October 2014**



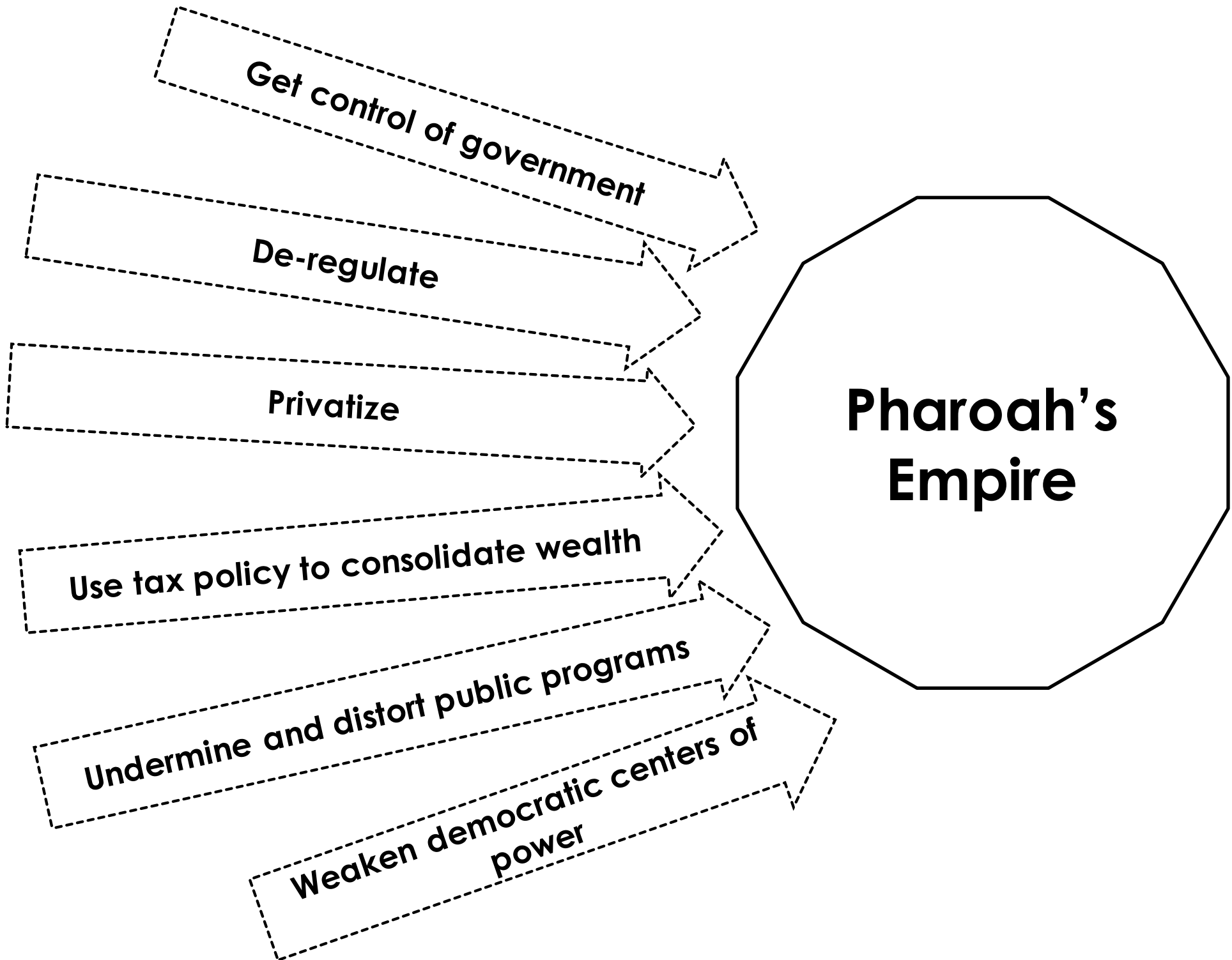
# Small Group Conversations

- ▶ **Call yourself on your own bias**
  - Q. How can you become more aware of your biases?
- ▶ **Make connections with people that don't look like you**
  - Q. What do you have to change to better build relationships with people of a different race than yourself?
- ▶ **Use your privilege to create equity**
  - Q. How can leaders in ESTHER use privilege to create more equity?

# Themes of the Dominant Worldview Narrative







# Long-Term Transformational Vision

Create Structural Racial Equity

Build People's Control of Government

Build Community Control of the Economy

Expand the Public Sphere

**The  
Beloved  
Community**



# Small Group Conversation

- 1. Hand out Assessment Tool**
- 2. Take 5 minutes to complete individually**
- 3. Hand in assessment, to be used in future event**



# Building Relationships

**Make connections with people that don't look like you...**

**“The critical issue here is:** Are we in relationship with leaders in people of color communities who are working to make change on the issues that affect those communities. These may be people of color in our congregations. They may be people of color in our local communities. Or they may be people of color in our places of work. The important question is: Are we willing to follow people of color as they provide leadership in the struggle for racial justice?”

[racialequitytools.org](http://racialequitytools.org)