



Mebane City Council  
Mebane's Racial Equity Advisory Committee  
**Joint Workshop**  
Mebane Arts and Community Center  
Friday, February 10, 2023

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The Mebane City Council and Mebane's Racial Equity Advisory Committee (REAC) participated in a joint workshop at 1:00 p.m. on Friday, February 10, 2023 at the Mebane Arts and Community Center, 633 Corregidor Street, Mebane, NC 27302.

Mebane Councilmembers Present:

Mayor Ed Hooks  
Mayor Pro-Tem Tim Bradley  
Councilmember Katie Burkholder  
Councilmember Sean Ewing  
Councilmember Montrena Hadley  
Councilmember Jonathan White

Staff Present:

Chris Rollins, City Manager  
Preston Mitchell, Assistant City Manager  
Lawson Brown, City Attorney  
Beatrice Hunter, HR Director and REAC Staff Liaison  
Stephanie Shaw, City Clerk

REAC Members Present:

Co-Chair Keisha Bluford  
Co-Chair Travis Albritton  
Erica Bluford  
Tomeka Ward-Satterfield  
Daniel Velasquez  
Stuart Smith

REAC Member Absent:

Daniel Troxler

Workshop Facilitators Present:

Beverly Scurry, Community Program Manager, UNC Health Equity and Inclusion Department  
Allison De Marco, Policy and Equity Lead, Jordan Institute for Families, UNC School of Social Work

Co-Chair Bluford opened the meeting and welcomed everyone at 1:10 p.m.

Ms. Scurry and Ms. De Marco introduced themselves and welcomed everyone. They stated their plan for the workshop, highlighting three main topics: 1) Level-setting 2) Visioning and 3) Use of Racial Equity Tools.

Each person in attendance introduced themselves and gave a brief statement on what they hope to gain from the workshop.

Ms. Scurry and Ms. De Marco guided the workshop via the attached PowerPoint. At various times during the workshop, attendees were divided into small groups for brainstorming and discussion. The groups shared thoughts and ideas aloud with others.

At the conclusion of the workshop, Ms. Scurry and Ms. De Marco shared a resource list for opportunities for additional learning and engagement.

No formal action was taken during the workshop. The workshop adjourned at 5:57pm.

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Ed Hooks, Mayor

ATTEST:

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Keisha Bluford, REAC Co-Chair

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Stephanie W. Shaw, City Clerk

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Travis Albritton, REAC Co-Chair

**City of Mebane  
Racial Equity Advisory  
Commission Workshop**

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February 10, 2023

Facilitators: Beverly Scurry & Allison De Marco

List things schools, religious organizations, others commonly do to support people experiencing homelessness. Then ask, of all these things, which is a threat to the existence of homelessness – to the underlying issue of people being unhoused?

-Dr. Paul Gorski

# Introductions

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# Overview

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1. Level Setting
2. Visioning
3. Use of racial equity tools



## CO-CREATING CONVERSATION GUIDELINES

Work to be self aware of judgments

Listen

Let all voices be heard

Accept non closure

Lean into discomfort

Suspend your certainties

Use “I” statements

Focus on your own learning

Be present/limit distractions

Practice self care

*What else would you like to add?*

# Relationship Building

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- How racially diverse was your neighborhood growing up? What message(s) did you get about race from living there?
- When was the first time you had a teacher of a different race? How often did this occur? When was the first time you had a teacher of the same race? How often did this occur?
- When/how did you first realize that races were treated differently in society? Who helped you make sense of that difference in treatment, and how did they do so?
- When did you first work in a community that was racially different from the one you grew up in?

# Topic 1

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## Level Setting

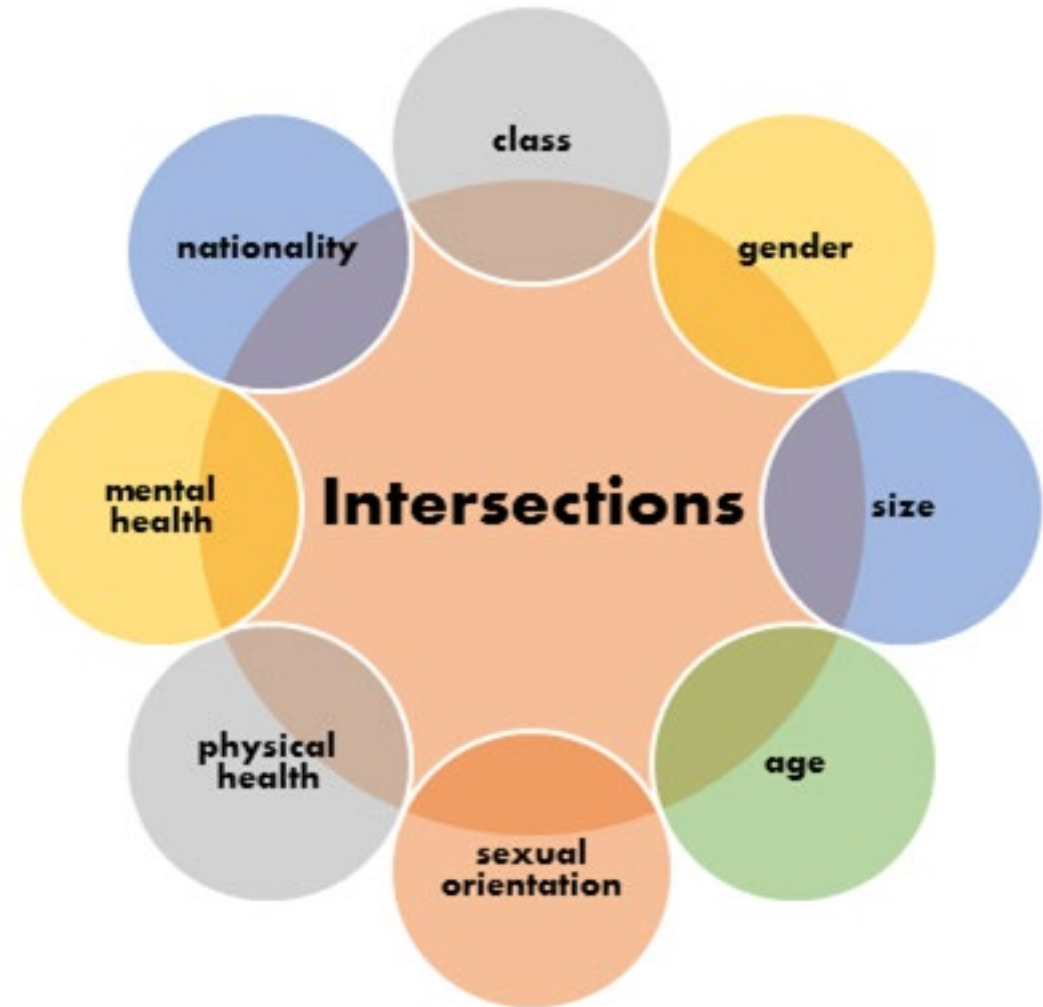


# Defining Terms

- **Power:** The ability to ...
  - make decisions for yourself & others
  - have access to decision-makers/influence
  - move and acquire resources
  - define reality for yourself & others
- **Institution:** Structure or mechanism governing the behavior of a set of individuals.

- **Advantage:** Power systemically given to a group based on characteristics usually outside of their control.
- **Oppression:** Power systemically withheld from a group based on characteristics usually outside of their control, creating a system that discriminates against some groups & benefits other groups.
- **Anti-racism:** is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

- **Intersectionality:** we all have multiple identities that interact with each other. Systems of oppression and privilege are interconnected.
- We all have some form(s) of power--and we all enjoy the power we have access to. The problem is that power often oppresses another group.



# LEVELS OF RACISM

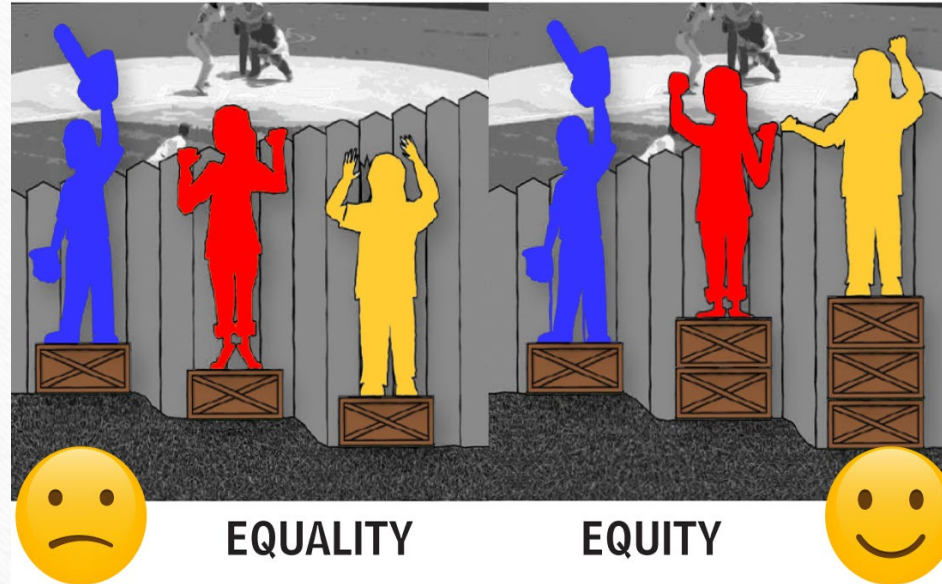
*C. P. JONES (2000)*

1. Institutional/structural
2. Personally mediated / interpersonal
3. Internalized

# WHAT IS RACIAL EQUITY

- The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares (Center for Assessment and Policy Development).
- The statistical portrait of the US by race reveals persistent disparities between people of color and white people
- Disparities exist because of structural racism – the social, economic, educational, & political forces and policies that operate to foster discriminatory outcomes or give preferences to members of one group over others (Barker, 2003; Soto, 2004).

# WHAT is racial equity?



Equality = sameness

Equity = fairness

**Equality = Sameness**

**Equity = Fairness**

# EQUALITY V. EQUITY

- **Equality is about SAMENESS.** It promotes fairness and justice by giving everybody the same thing.
- **BUT, it can only work if everyone starts from the same place.** In the first image, everyone gets the same size box, yet they still don't all have a view. However, equality only works if everyone is the same height.
- **Equity is about FAIRNESS.** It's about making sure people get access to the same opportunities.
- **Our history has created barriers to participation. We must first ensure EQUITY** – everyone with the same view of the playing field – before we can enjoy equality.

# EQUALITY



COMMUNITY  
RESOURCES

# EQUITY



COMMUNITY  
RESOURCES



## REAC Ordinance Definition

*Racial Equity.* Racial Equity as defined for purposes of this Ordinance as equal opportunities for people of color (whether African American, Hispanic, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) where possible. Where “equal” is not possible, Racial Equity shall mean sufficient effort and deliberate efforts through the promotion of equal education, employment, training, mentoring, and partnering to uplift all persons to best approximate and achieve equity. This shall include:

- 1) The promotion of understanding, respect, and goodwill among all citizens;
- 2) The provision of channels of communication among the races;
- 3) Encouraging the employment of qualified people without regard to race, religion, national origin, disability, gender, age, sexual orientation, gender identity or gender expression; and
- 4) Encouraging youth to become better trained and qualified for employment.

# Other Equity Efforts in Mebane and Alamance County

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- Alamance County Health Equity Collective (HEC)
- West End Revitalization Association (WERA)
- Alamance Racial Equity Alliance (AREA)
- Alamance County Remembrance Coalition
- African American Cultural Arts and History Center (AACAHHC)
- Health, Equity and Racism (H.E.R) Lab
- Black Entrepreneur Collaborative (BEC)

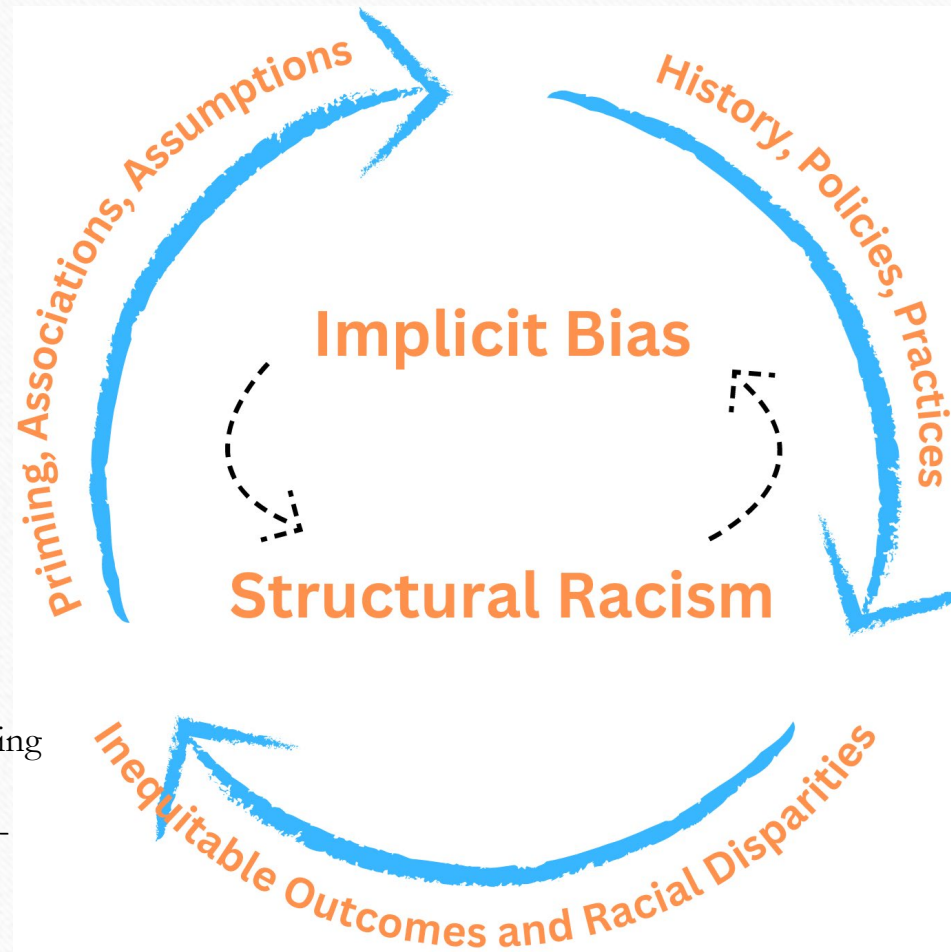
## Socialization and Implicit Bias

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

- Held by everyone
- Equally likely for intentionally marginalized communities
- More likely among those who consider themselves objective

Dominant narratives about race (family, media, society) coupled with racialized structural arrangements and differential outcomes by race all prime us to believe that people of color are inferior to white people, create and maintain harmful associations, and lead us to make harmful assumptions, consciously and unconsciously, about people of color

Inequitable outcomes and experiences resulting from policy decisions in health, housing, employment, education, and life expectancy - reinforces white supremacist beliefs and ideology; dominant narrative uses disparate outcomes as evidence of white superiority, promotes whiteness as “normal” and desirable and justifies inequality



Race is created to justify enslaving people from Africa (economic engine of country)

Policies and practices that consolidate and protect power bestow unearned economic, social, cultural, and political advantage to people called “white,” and unearned disadvantage to people of color

National narrative (ideology, belief system) about people of color being “less than” human (and less than white) justifies mistreatment and inequality (white supremacy)

For example:

- Voting Rights
- FHA Loans
- Residential Segregation
- Access to education, green space, resources, safety, healthcare, etc.
- Jobs, hiring and advancement

# 10 Minute Break

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# Advancing equity through government

- Rothstein (2017) in the *Color of Law* writes, “without our government’s purposeful imposition of racial segregation, the other causes—private prejudice, white flight, real estate steering, bank redlining, income differences, and self-segregation—still would have existed but with far less opportunity for expression.”
- We cannot advance racial equity without the transformation of government into an inclusive democracy (Government Alliance on Race and Equity [GARE], 2017).
- To achieve this goal, we must recognize the historical legacy of government in creating and maintaining racial inequity, explicitly from our very beginnings, and implicitly for the last half a century.
- Within our cities and counties, we must “normalize racial equity as a key value, operationalize racial equity via new policies and institutional practice, and organize, both internally and in partnership with other institutions and the community (GARE, 2018).”

# Government's Role

- Historical Policies
  - *Land Ordinance Act offered 640 acres for \$1 to white people*
  - *Homestead Act allots 160 acres of Western (i.e., American Indian) land to those who could pay \$1.25/acre (European Homesteaders)*
  - *Federal Housing Act allocates funds to white neighborhoods*
  - *Social Security Act excluded domestic and agricultural workers from old-age pension and unemployment compensation.*
  - *GI Bill made higher education more accessible to whites*
  - *Pandemic recovery funds through the PPP loan program benefited those with existing banking relationships*

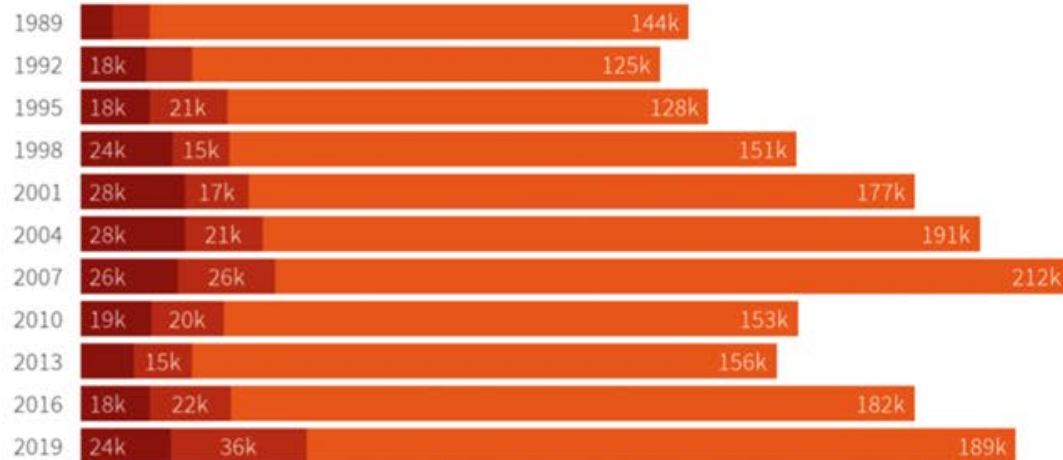
# The Racial Wealth Divide

- Assets/wealth are not equitably distributed across the population

## Median family net worth by race

Black and Hispanic families added wealth faster than whites in the last 3 years, but remain far behind.

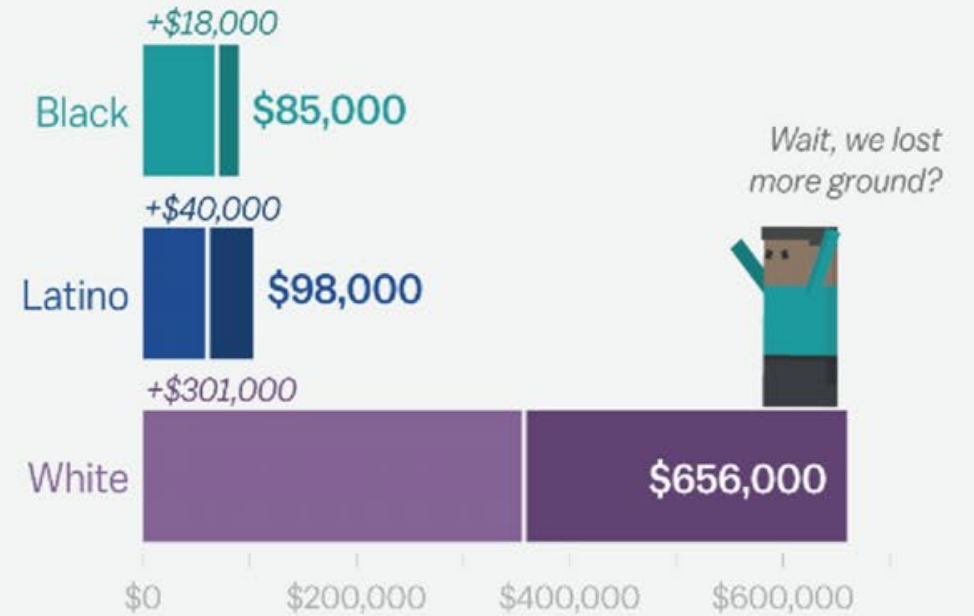
● Black, non-Hispanic ● Hispanic ● White, non-Hispanic



Note: Adjusted for inflation.  
Source: U.S. Federal Reserve

## How household wealth changed from 1983 to 2013

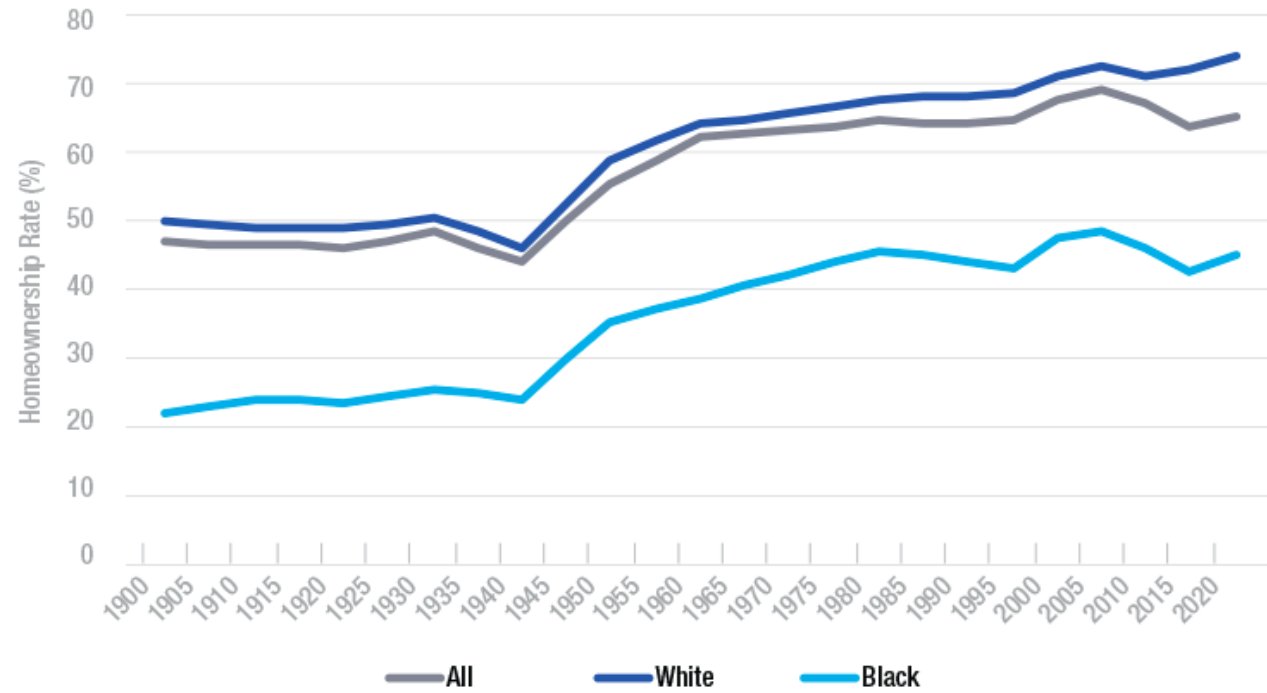
All figures are in 2013 dollars



Data from "The Ever-Growing Gap," a report from the Institute for Policy Studies, Corporation for Enterprise Development, and Racial Wealth Divide Initiative



## Homeownership Rates by Race from 1900-2020



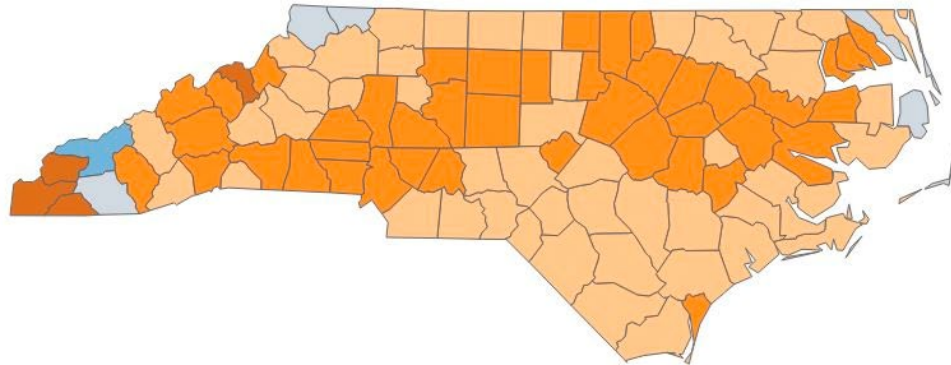
\*\* Source: 1900 - 1990 Data provided by U.S. Census Decennial Survey. More detailed 1995-2010 and Q12015 data was provided by the Census Bureau's Housing Vacancies and Homeownership Survey. 2020 and future projections provided by Joint Center for Housing Studies at Harvard. Calculations conducted by Richardson, J. and Mitchell, B. of NCRC Research team.

NCRC.ORG

NATIONAL COMMUNITY REINVESTMENT COALITION

## Difference Between White & Black Home Ownership Rates

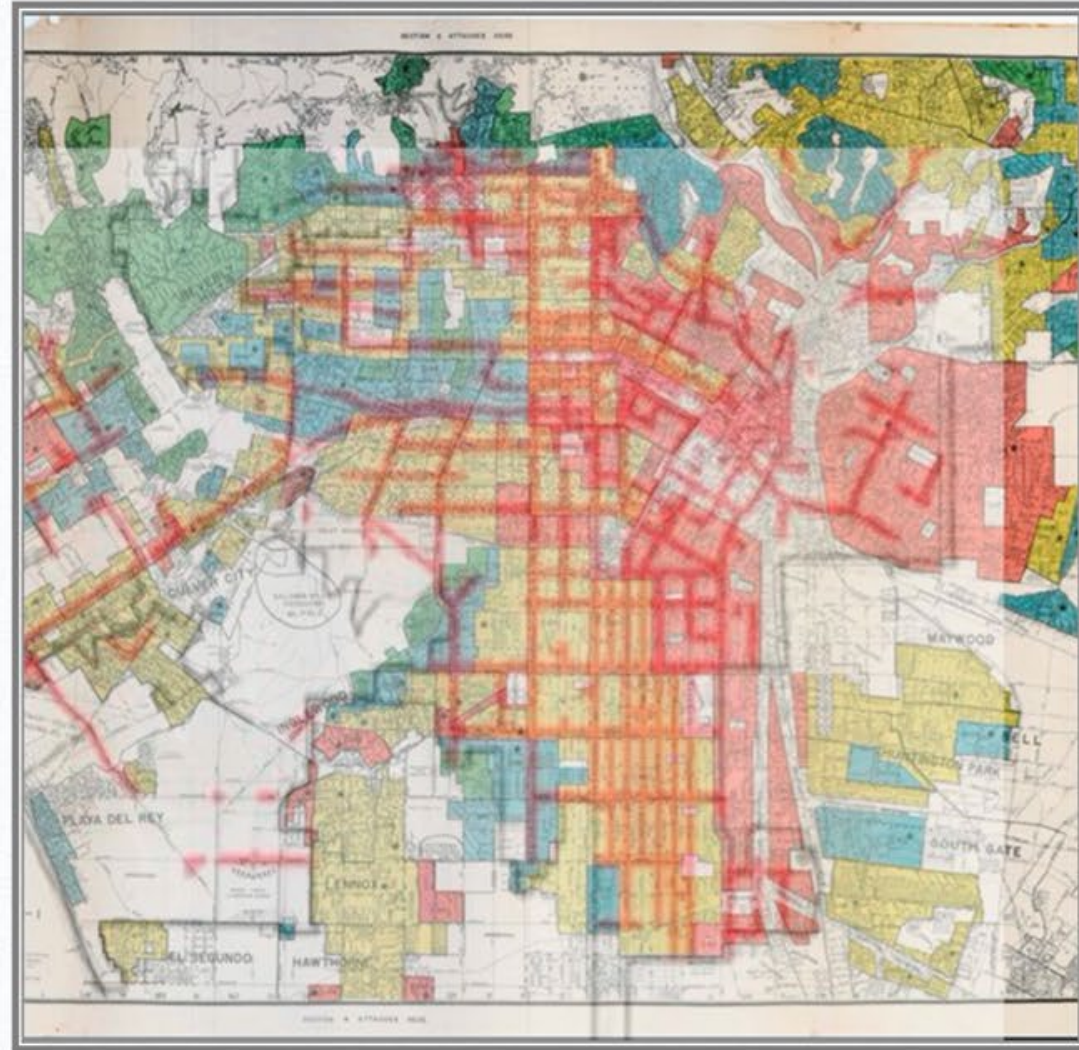
- % Difference
- >25%
  - 0% to 25%
  - 25% to 0
  - 50% to -25%
  - <-50%



## Los Angeles Redlining Map

There is a strong correlation between formerly redlined areas of the city & pedestrian deaths.

Redlining in Los Angeles: the overwhelming majority of pedestrian deaths are taking place in formerly redlined neighborhoods.



# Topic 2

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## Visioning

What would look different about Mebane if we reimagined each policy, practice, and a bit of institutional culture to prioritize (not include, but **PRIORITIZE**) the interests of those whose interests it has mostly failed to attend?

## REAC Ordinance

(a) *Duties.* The Committee is charged with carrying out the human relations and racial equity in accordance with the authority set forth in the North Carolina General Statutes, and in doing so its duties will include, but will not be limited to, the following:

- 1) Make policy recommendations to the City Council which promote and improve human relations and advance equity in the City;
- 2) Provide a forum where residents can raise, and bring to the Committee's attention, issues and complaints relating to human relations issues in the city;
- 3) Engage the community and gather community input regarding the utilization of City- funded programs and policies for the promotion of racial equity and human relations;
- 4) Promote and improve human relations and advance racial equity in public safety;
- 5) Promote and improve human relations and advance racial equity in educational, art and cultural opportunities;
- 6) Promote and improve human relations and advance racial equity in economic development in the City, including but not limited to City-funded economic development programs and opportunities; and
- 7) Promote and improve human relations and advance racial equity in housing in the City, including but not limited to working with the City and other agencies and community organizations to enhance opportunities and programs related to affordable housing and to address issues related to gentrification.

# 10 Minute Break

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# Topic 3

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## Racial Equity Toolkits

## *Activity:* What does it mean to use a racial equity lens?

- Review your definition
- Jot down/discuss what this means in your words
- How does this apply to your context or work?
- Share with full group



# APPENDIX I

## Racial Equity Plan Template

(Template that can be customized depending on your jurisdiction's self-assessment and priorities; add your actions, timeline, accountability and performance measures, along with any additional results, indicators and outcomes)

### 1. Jurisdiction's residents understand and are committed to achieving racial equity.

Community Indicator	Outcomes and Actions	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> <li>•Percent of population who believe advancing racial equity should be a priority of government</li> <li>•Percent of population who understand the jurisdiction's commitment to racial equity</li> </ul>	<p>A. Jurisdiction's employees understand, are committed to, and have the infrastructure needed to advance racial equity.</p>				

### 2. Jurisdiction's residents view the jurisdiction as an effective and inclusive government that engages community.

Community Indicator	Outcomes and Actions	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> <li>• Percent of population who believe the jurisdiction values community participation and engagement</li> <li>• Jurisdiction services are well received by community members</li> <li>• voter turnout</li> </ul>	<p>A. Jurisdiction's employees have outreach and engagement skills and competencies to advance racially inclusive outreach and engagement.</p>				

## Racial Equity Plan Template

### 3. Jurisdiction's communities of color share in the economic prosperity.

Community Indicator	Outcomes and Actions	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> <li>•Unemployment rates</li> <li>•Household income</li> <li>•Number of businesses developed</li> </ul>	<p>A. Jurisdiction is a model employer advancing racial equity.</p> <p>B. Investments in contracting and procurement benefit the diversity of jurisdiction's communities.</p>				

### 4. Others

Community Indicator	Outcomes and Actions	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> <li>•Criminal justice</li> <li>•Education</li> <li>•Housing</li> <li>•Health</li> </ul>					

# Strategic Plan Example

## Orange County Health Department

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[https://www.orangecountync.gov/DocumentCenter/View/12297/Racial\\_Equity\\_Strategic\\_Plan\\_2020\\_2024\\_ochd\\_ALL](https://www.orangecountync.gov/DocumentCenter/View/12297/Racial_Equity_Strategic_Plan_2020_2024_ochd_ALL)

Pages 35-43

# Racial Equity Toolkit

## to Assess Policies, Initiatives, Programs, and Budget Issues

The vision of the Seattle Race and Social Justice Initiative is to eliminate racial inequity in the community. To do this requires ending [individual racism](#), [institutional racism](#) and [structural racism](#). The Racial Equity Toolkit lays out a process and a set of questions to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity.

### **When Do I Use This Toolkit?**

**Early.** Apply the toolkit early for alignment with departmental racial equity goals and desired outcomes.

### **How Do I Use This Toolkit?**

**With Inclusion.** The analysis should be completed by people with different racial perspectives.

**Step by step.** The Racial Equity Analysis is made up of six steps from beginning to completion:



## Racial Equity Toolkit Assessment Worksheet

Title of policy, initiative, program, budget issue: \_\_\_\_\_

Description: \_\_\_\_\_

Organization: \_\_\_\_\_ Contact: \_\_\_\_\_

Policy     Initiative     Program     Budget Issue

### Step 1. Set Outcomes.

**1a. What does your organization/unit define as the most important racially equitable **community outcomes** related to the issue?** *(Response should be completed by department leadership in consultation with RSJI Executive Sponsor, Change Team Leads and Change Team. Resources on p.4)*

**1b. Which racial equity **opportunity area(s)** will the issue primarily impact?**

- |  |   |
|--|---|
| <input type="checkbox"/> Education             | <input type="checkbox"/> Criminal Justice |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Jobs             |
| <input type="checkbox"/> Health                | <input type="checkbox"/> Housing          |
| <input type="checkbox"/> Environment           |   |

**1c. Are there impacts on:**

- |   |   |
|---|---|
| <input type="checkbox"/> Contracting Equity                       | <input type="checkbox"/> Inclusive Outreach and Public Engagement |
| <input type="checkbox"/> Workforce Equity                         | <input type="checkbox"/> Other                                    |
| <input type="checkbox"/> Immigrant and Refugee Access to Services |   |

Please describe:

### Step 2. Involve stakeholders. Analyze data.

**2a. Are there impacts on geographic areas?**  Yes     No

Check all neighborhoods that apply *(see map on p.5)*:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> All Seattle neighborhoods | <input type="checkbox"/> Lake Union       | <input type="checkbox"/> East District                 |
| <input type="checkbox"/> Ballard                   | <input type="checkbox"/> Southwest        | <input type="checkbox"/> King County (outside Seattle) |
| <input type="checkbox"/> North                     | <input type="checkbox"/> Southeast        | <input type="checkbox"/> Outside King County           |
| <input type="checkbox"/> NE                        | <input type="checkbox"/> Delridge         | Please describe:                                       |
| <input type="checkbox"/> Central                   | <input type="checkbox"/> Greater Duwamish |  |

**2b. What are the racial demographics of those living in the area or impacted by the issue?**  
*(See Stakeholder and Data Resources p. 5 and 6)*

**2c. How have you involved community members and **stakeholders**?** *(See p.5 for questions to ask community/staff at this point in the process to ensure their concerns and expertise are part of analysis.)*

**2d. What does data and your conversations with stakeholders tell you about existing racial inequities that influence people's lives and should be taken into consideration?** (See Data Resources on p. 6. *King County Opportunity Maps* are good resource for information based on geography, race, and income.)

**2e. What are the root causes or factors creating these racial inequities?**

*Examples: Bias in process; Lack of access or barriers; Lack of racially inclusive engagement*

### Step 3. Determine Benefit and/or Burden.

Given what you have learned from data and from stakeholder involvement...

**3. How will the policy, initiative, program, or budget issue increase or decrease racial equity?** What are potential unintended consequences? What benefits may result? Are the impacts aligned with your department's community outcomes that were defined in Step 1.?

### Step 4. Advance Opportunity or Minimize Harm.

**4. How will you address the impacts (including unintended consequences) on racial equity?** What strategies address immediate impacts? What strategies address root causes of inequity listed in Q.6? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies? \_\_\_\_\_

Policy Strategies? \_\_\_\_\_

Partnership Strategies? \_\_\_\_\_

### Step 5. Evaluate. Raise Racial Awareness. Be Accountable.

**5a. How will you evaluate and be accountable?** How will you evaluate and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal and public accountability? How will you raise awareness about racial inequity related to this issue?

**5b. What is unresolved?** What resources/partnerships do you still need to make changes?

### Step 6. Report Back.

Share analysis and report responses from Q.5a. and Q.5b. with project leadership, team members and community members involved in Step 1.

# ACTIVITY – RACIAL EQUITY TOOLKIT

Assign groups

Select a priority/duty from the activity in Topic 2

Talk through each step

Report out

# Closing

- Individual free-write time to reflect on your own personal next steps
- Share personal commitments/next steps
- Wrap-up

