



City of
Evanston™

EQUITY AND EMPOWERMENT COMMISSION
Solutions Only subcommittee

Saturday, July 13, 2019, 9:00am to 12:00pm

Lorraine H. Morton Civic Center
2100 Ridge Ave, Evanston, IL 60201

Members Present: D. Holmes, J. Grover

Staff Present: P. Efiom

1. Welcome

2. Community Discussion

The discussion was a continuation from Thursday's meeting, focused on actions and revenue sources. The comments from community members who sent in written recommendations are included here.

A. Actions

- Involve the Jewish community
- Have more media at meetings
- Conservation district 1996 marking our district; consult with Dino Robinson from Shorefront Legacy Center
- Home ownership/affordable housing
- "Evanston Trust" for Black people to keep their homes
- Oakton School – keep the school in Evanston so Black kids can have a better education
- Banking institutions in neighborhoods
- Northwestern University tuition-free
- Black media outlet
- Reach out to Northwestern University students
- Study groups about budgets and revenue streets, transferring funds to reparations
- Evaluate City budget
- Civic education
- The City sells Shorefront Legacy Center a building for \$1
- Banks match savings accounts for Black people affected by redlining
- Name streets in north Evanston after families who were displaced
- Black people who lost wealth
- African American teachers/teaching Black history in Districts 65 and 202
- Multicultural Black people educational meeting/history
- Create something to monitor banking activity for elders and multicultural communities

- Include more Black people on City boards
- Invest heavily in childcare and early childhood education programs.
- Continue investment while tracking progress as students matriculate through middle & high school
- Provide parenting programs at accessible centers, or funding for families in existing programs.
- Provide free transportation to students walking several blocks to school.
- Stop forced bussing
- Provide free access to substantive programs/activities such as camps, after school/holiday break programs, free access to programs such as swimming lessons at Y'S
- Empower people living in poverty by involving them in the development and implementation of plans and programs to reduce and eradicate poverty. Their involvement ensures that programs reflect those things that are important to them.
- Remove barriers to equal access to resources and services.
- Provide free quality mental health care in collaboration with local institutions/ non profit organizations
- Provide housing vouchers in scattered neighborhood-provides family with access to resources and schools and social capital
- Free community college
- Insist that Pay Day Loans business such as on Dodge Avenue invest in the community or start a campaign to boycott. (must provide alternatives for people)
- Investment in infrastructure-Resurface businesses on Simpson-Make a decision about the store on Simpson/Darrow.
- Only negotiate with the next developers for a building that includes a specified number of moderately priced units (must determine-moderately priced)
- Homeowner's fund for updating and beautifying residences.
- Fund for homeowners to replace chain link fencing with plants/grass/other fencing
- Monetary assistance and business planning for new businesses

B. Revenue Sources

- Sort out grant money from loans
- Good Neighbor funds to go to "Solutions Only"
- Look to candidate Pete Buttegieg's Douglass Plan in lieu of money
- Free Northwestern University tuition
- Black banks

3. Small group discussions

Prioritized actions were divided into five categories: history/culture, finance, education, institutions/systems and power structure. Each group of community members created specific ideas and shared with the large group. The notes are organized by section below.

A. History/culture

- Preserve Black neighborhoods and icons
- Do away with restrictive covenants/zoning
- Shorefront Legacy Center

B. Finance

- Banking
 - Grants for
 - Housing
 - Entrepreneurship
 - Repair for redlining
 - Rehabbing and purchase
 - Does redlining still exist? If yes, how to fix?
 - Tax forgiveness for African Americans regarding their homes
 - Credit union education to African Americans
 - Which banks participated in redlining?
 - Are properties being assessed unfairly? If yes, how can we fix?
 - Local banks provide rate information on existing loans/interest by ward?
 - System to prevent access
 - Entrepreneurship funding, education, training
 - Develop budget for development education
 - Business school for entrepreneurs, nominal fee or free for African Americans
- Businesses
 - Unions, trades members
 - Funding for development of African American businesses
 - Free financial education
 - Assistance in ownership of land being transferred to African American past residents affected
 - What current advantage given; if none, need some
- Housing
 - Repair for housing that were moved from north Evanston
 - All police/firefighters should live in Evanston?
 - City workers – 80% live in Evanston?
 - Rent control for landlords concerning African Americans
 - Families who lost homes due to redlining should restore check
 - Trace titles, funded by real estate, insurance agencies, and the City
 - City system on who receives repair, flexibility on how funds are utilized
- Real estate
 - Purchase of Family Focus building
 - System to prevent access to home-buying opportunities
 - Lost of African American residents
 - Real estate agencies' repayment

C. Education

- Encompassing treatment in past, present, and future
 - Use media coverage in RoundTable
 - Mandated African American history courses in D65 and D202
 - Create Black media
 - “Community Table” Meet & Greet at community centers and homes
- Focus on current, every day, systemic racism
- Churches/synagogues, temples, education

- Support STEM school in the 5th Ward

D. Institutions/systems

- Accountability by institutions receiving public funds
- Stem school in 5th Ward (D65)
- Banks – history of exclusion, plan for inclusion
 - Locating one in the 5th/2nd wards
 - Provide community gathering space
- Re-districting in Evanston (maybe two at-large representatives on Council)
- Institutions funding and/or providing banquet/meeting spaces
- Northwestern University
 - List of historic inequities
 - Community engagement office (and others) as authentic partner in reparation dialogue and funding
 - Matching funds for _____
- Faith-based groups across ALL denominations face their own histories; develop common steps to:
 - Be part of Truth and Racial Healing process
 - Exert pressure on local institutions to participate fully in reparations efforts
- Realtors address issues of “steering” and develop current ways to support development and support of accessible/affordable home-buying
- Criminal justice system
 - Support for job-training for previously incarcerated
 - Programs to support Evanston Police Department and Evanston Fire Department members living in Evanston
- Insurance companies
- City of Evanston to operationalize equity
- Unions-trades discrimination

E. Power Structure

- Civic Leadership class
 - “Leadership 101”
 - Education and awareness of how to engage in civic processes, events, activities, etc.
- Diversity and inclusion on all committees, boards, and subcommittees
- MWEBE ordinance with goals
- Regulate diversity!

4. Community Reconciliation - things to consider

- Need to understand our history and keep the story out in the public
 - Black families
 - 5th Ward
 - Evanston’s
 - Residents from the islands, different Black cultures
- Cultural appropriation
- Discrimination, bias
- Black history in local curriculum
- Educational opportunities
- Encroachment/gentrification
- Organic gentrification
- Historical oppression

- Multi-generational stress
- Health outcome disparities
- Access to capital, institutional banking
- Wealth transfer
- Slavery
- Property devaluation
- Northwestern University's role and history
- Structural, institutional reform
- Reparations is part of repair
- Banking system

5. Adjournment