THE ECONOMICS BEHIND THE BLACK LIVES MATTER MOVEMENT

Our lives, our jobs, our finances, our homes, our environments, our wealth, our economics matter!

Pictured: A demonstrator protesting the shooting death of Alton Sterling is detained by law enforcement near the headquarters of the Baton Rouge Police Department in Baton Rouge, Louisiana, July 9, 2016. REUTERS/Jonathan Bachman

Increasing Diversity in Franchising through Strong, Strategic Partnerships

The Economics Behind Disasters: How Flint, Ferguson and Baltimore are all Connected

Empowering Today with the Leaders of Tomorrow
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“To be a poor man is hard, but to be a poor race in a land of dollars is the very bottom of hardships.” - W.E.B. Du Bois
You might get surprising responses when you tell your kids you can’t buy a toy they want: “Swipe your credit card” or “Go to the bank to get some money,” they may tell you. Kids simply don’t understand the bigger financial issues that inform such decisions, and we often don’t talk to them about finances until they are older. But children can quickly learn about money and its value and the kinds of choices people must make.

Kids learn through observation and repetition, so the more regularly you talk about money and demonstrate the role it plays in their lives, the better. By turning everyday topics or activities into money lessons, you can take an active role in teaching your kids about finances. These 11 tips will help you raise financially savvy children.

1. **START MONEY CONVERSATIONS EARLY**

   Even at a very young age, kids can understand the concept of more versus less. You can introduce your kids to money as soon as they can count. Have them count change as a way of exposing them to money. Create two piles and have them tell you which one has more coins and which one has fewer. Once they can understand the value of each type of coin, the same game becomes more challenging: Which pile of change is worth more? You’ll be able to build on this basic knowledge in the future.

   You can also encourage young children to read price signs at the grocery store and explain to them what it means for an item to be on sale. You can explain why you’re shopping at a discount store or why you’re buying certain items in bulk. As they get older, you can even have them calculate the price per unit to figure out which item is the best deal.

2. **TAILOR LESSONS TO YOUR CHILD’S AGE**

   Preschoolers and toddlers can learn about money through simple tasks like sorting coins, but when kids are in third or fourth grade, they are ready to discuss more complex money matters such as budgeting and planning how to save for an upcoming family vacation. As your children get even older, you can talk about how their choices affect family finances. For instance, when your children leave the lights on in a room unnecessarily, you can explain how it makes the family electricity bill more expensive — not to make them feel guilty, but to teach them that simple choices can have a big impact on spending or saving money.

3. **GIVE YOUR CHILDREN AN ALLOWANCE**

   Giving children an allowance helps them build money awareness. It’s better to make a mistake at 12 with $50 than at 35 with $50,000. However, you should give a dollar amount that matches your child’s
age and ability to handle the money. For instance, a 10-year-old could get $10 a month. Since the main goal is to let your children learn from their mistakes, try giving them total control over how they use their allowance.

Of course, the money you give them can be in exchange for taking care of household chores such as making their beds, folding towels or contributing to other family duties. Taking on these responsibilities and earning money for doing so is a great first step in preparing your child for getting a job.

4 ENCOURAGE YOUR CHILDREN TO EARN MONEY THROUGH WORK
I remember selling avocados in my front yard to my neighbors at 9 — my first taste of entrepreneurship. Creating or helping your child find opportunities like this to earn money with jobs that interest them is a great way to teach the value of hard work. It also helps eliminate the notion that they are entitled to get whatever they want.

Help your children come up with a list of responsibilities or jobs they could do for pay. Make sure they can actually do the jobs and that they will help your kids learn and develop skills. For younger children, such jobs can be more about completing routine tasks such as getting dressed for preschool, making their bed or simply completing homework. Older children may be able to do yardwork, baby-sitting or other helpful tasks for neighbors.

5 INVOLVE YOUR CHILDREN IN MAJOR FAMILY PURCHASES
When your family is planning on making major purchases such as a home, new car or kitchen appliances, include your kids in the process. You can teach them about the importance of doing research before making a big purchase, the factors that go into your decision-making and how you compare products and prices. Let your children accompany you when you are ready to make the purchase.

6 LET YOUR CHILDREN MAKE SPENDING DECISIONS
Say your kids receive money as a gift or from work. Should you let them spend all of it during your next trip to the store, or should you make them save the money for a rainy day? It’s important to give your kids the power to decide what they want to buy with their money because it can help them understand the need for saving money. Your children might pick out items that are priced higher than they can afford. Instead of coming to your kids’ rescue by providing additional cash, help them understand that because they don’t have enough money, they will have to wait until they have saved up for the item they desire. Otherwise they can choose a less expensive item within their budget.

7 EXPLAIN NEEDS VERSUS WANTS
Though it helps to allow your children to make spending decisions on items they want, it is important to help them understand the difference between things they need and things they want. For our adult clients, we call this budget planning. But this same concept — questioning whether expenses are for necessary items or nice-to-haves — is important for children, too, particularly because it will help them make smarter decisions with their own money in the future.

For example, when you’re with your children at the store, they might want that $35 box of Legos. Talk to them about what else $35 will buy. Give your children an idea of what things at home cost. Would you rather have the Legos, or would you rather have a ticket to the zoo, or even a bag of groceries? The more familiar they are with how much things cost, the more they are able to judge what has greater value to them and what they can live without.

8 TEACH YOUR CHILDREN TO GIVE
Help your children understand that it feels better to give than to receive. Whether you are teaching your children to give to friends in need or giving to a charity, this is an important lesson that will inform their outlook in the future.

Have your kids pick an issue they care about and set a goal for an amount of money they would like to give to a charity focused on that topic. They can then set aside a portion of their monthly allowance or money from their job to save up specifically for their charitable giving goal. This teaches both the importance of saving and the joy of giving.

9 TEACH YOUR CHILDREN ABOUT DELAYED GRATIFICATION
This is an easy one to teach, even for your youngest of children. I remember taking my children to Target or Toys R Us and reminding them that we are “just looking.” If you are consistent with your messaging, your children will not feel deprived. They will learn that toys come at birthdays and special occasions and will no longer expect them every time you shop. Teaching kids the concept of delayed gratification can also help in combating the “buy now, pay later” mentality that can lead to credit card debt.

Reinforce the idea that good things come to those who wait. For instance, you can microwave a store-bought frozen pizza and then make a homemade one with all the ingredients your kids love. Although the homemade pizza takes longer, it tastes way better.

10 HELP YOUR CHILDREN TRACK THEIR SPENDING
Knowing where your money is going is one of the biggest steps forward a child can take when it comes to enhancing money-management skills. By teaching kids to track their spending, you’ll help teach them to be mindful of how much they are saving and spending each month, making budgeting a breeze in the future.

Have your children use a spreadsheet or notebook to keep track of where their money goes each month. They can monitor how much they spend and on what, as well as how much they have saved up for big-ticket items and toward their giving goals. For our clients and their children, we provide a budget worksheet that calculates how much is spent each month. You can give your kids their own file or special place to store financial statements and receipts.

11 TEACH YOUR CHILDREN ABOUT CREDIT CARDS AND BUDGETING
Before teenagers head off to college, they need to learn about credit cards and budgeting to help them avoid credit card debt problems. College students often start getting preapproved credit card applications by email and mail. Educate your kids about how these cards work before that happens. Important points to discuss include how you pay your bill, what happens if you don’t pay, credit scores and what to do if you lose your credit card. Consider sending your children to college with debit cards instead of credit cards to ensure that they start budgeting and don’t spend more than they have in their accounts.

FIRST STEPS
Although everyone wants their kids to enjoy healthy financial futures, parents often forget to provide children with a good understanding of money. With these simple activities, every parent can help create a solid financial foundation and teach kids good personal finance habits so they can become money-mindful adults.
Increasing Diversity in Franchising through Strong, Strategic Partnerships

Diversity and inclusion are both timely topics in any industry, so franchising and foodservice are no different, especially since the foodservice industry is one of the most diverse workplaces in the U.S. workforce – both in gender and ethnicity. From the International Franchise Association (IFA) to the Women’s Foodservice Forum, Multicultural Foodservice and Hospitality Alliance and other industry groups, diversity awareness and education are increasing.

Because of this, it is imperative that organizations see diversity and inclusion as a way of life. In order to succeed in the marketplace, companies must not only reflect diversity in their employees, franchisees and suppliers, but must also ensure that diversity is inclusive in cultivating ideas that actively contribute to every aspect of their businesses.

In 2016, this theme should resonate all franchising companies and/or brands. Despite worries of an economic downturn, the franchise industry is set to grow by 1.7 percent according to the IFA’s Franchise Business Economic Outlook for 2016. This growth forecast will bring the total number of U.S franchises to 795,932 and employment will increase to 9.1 million franchise jobs.

Building a diverse pool of franchise candidates
Dunkin’ Brands announced a partnership with the National Association for the Advancement of Colored People (NAACP) in July 2014, and together launched the Diversity in Franchising Initiative. Through the partnership, Dunkin’ Brands and the NAACP hope to increase the number of African-American owned franchise businesses in the U.S. This collaboration has offered people of color franchising education, networking opportunities and resources across the country for the past year and a half.
For Dunkin’ Brands, the partnership with the NAACP is an important beginning step to attract more franchisees of color. In addition, to build a larger, more diverse pool of franchise candidates, the company hopes to accelerate expansion in new and existing markets, and continue to build customer loyalty for Dunkin’ Donuts and Baskin-Robbins across the country.

“I have been passionately involved in developing and operating Dunkin’ Donuts restaurants since 1992, and remain committed to building and sustaining the company through excellence in retail operations and economic development,” said Clayton Turnbell, Dunkin’ Donuts franchisee and CEO of The Waldwin Group.

“Through my work with the NAACP, I believe that good economic development is vital to the growth of our communities around the country, and this partnership with Dunkin’ Brands can help the African-American community achieve the dream of business ownership,” Turnbell stated.

**Franchising education**

In an effort to make educational opportunities more accessible, since November 2014, Dunkin’ Brands has hosted free Franchising 101 Webinars in collaboration with the IFA’s Educational Foundation’s Diversity Institute and the NAACP. These hour-long webinars have expanded the reach to even more NAACP members along with others who have an interest in learning the foundations of franchising.

For those interested in learning more about franchising, Dunkin’ Brands also suggests strengthening relationships with leading organizations such as the National Urban League, National Minority Supplier Development Council, U.S. Black Chamber of Commerce, U.S. Hispanic Chamber of Commerce, National Black MBA Association, Association of Small Business Development Centers, and various ethnic Chambers of Commerce across the country. These partnerships offer opportunities to provide resources to help qualified franchising candidates learn about franchising as a promising business model.

Dunkin’ Brands is very proud to contribute to the growth of the American institution of franchising and helping inspired entrepreneurs’ dreams come true. Programs like Dunkin’ Brands Diversity in Franchising initiative help to keep diversity and inclusion at the forefront of our industries and provide a great opportunity to increase the number of minority-owned businesses in the United States.

Visit http://www.naacp.org/econ or www.dunkinfranchising.com to learn more.
The third day of the 107th Annual NAACP Convention brought inspirational, unifying rhetoric to all those in attendance. In the main hall, addressing thousands of NAACP members, President and CEO Cornell William Brooks echoed Chairman Roslyn M. Brock in encouraging the audience to initiate change—starting in the black community and younger generation—to carry the NAACP legacy of activism forward. Secretary Hillary Clinton spoke to the duty we have as a nation to come together in empathy, humility, and unity. But after the likes of such honored and revered figures left the stage, four young people took to a smaller, but no less inspiring platform to share their big ideas on progress.

The Youth and College Division Idea Lab Competition brought four high school students from across the nation to the NAACP convention to share their ideas on economic empowerment. Their ideas stand as a testament to all that Clinton, Brooks, and Brock envisioned for the future. Developed in partnership with Wells Fargo, the competition challenged each student to design an economic empowerment program utilizing the Wells Fargo Hands on Banking as means to promote financial literacy within their communities.

Finalists Michael James II and Andreas Nelson, Amani Franklin, and Kyla Anderson presented months of research and strategic vision to a panel of four judges representing the NAACP and Wells Fargo.

Ms. Anderson and her age-based financial management program were honored as the winning Idea Lab empowerment plan and received $500 in funding courtesy of Wells Fargo. But far more than her holistic approach or incentive-based workshops, Anderson won the hearts of the judges with her passion and commitment to the proposed initiative.

“I want to keep my money from being funny, and my change from being strange,” said Anderson as the audience erupted in concurring laughter.

Anderson went on to explain her strategy for appealing to each age group, from children 11 and under, to seniors who could benefit greatly from financial technology training and finance protection resources. To Kyla, the key to change is building a foundation. Without empowerment, children cannot grow and adapt the necessary skills—financial and otherwise—to create independent and successful lives for themselves.

Kyla Anderson’s presentation blew away the judges for its potential to break financial barriers. But her words left an even greater impact. Kyla Anderson’s presentation stood as clear evidence of an inspired and excited vision for the future. Even amidst recent and horrific events, this young woman showed that beyond ruminating on the issues facing our nation today, we must determinedly and passionately pursue solutions for tomorrow. As we reflect on the dark, we must always look forward to the light.

Ms. Anderson stood tall and proud, spoke confidently and eloquently, and reminded us all of the bursting potential emerging from young people who are empowered to act. With powerful voices like Kyla Anderson leading her generation, the NAACP can rest assured that their legacy lies safe in the hands of their young people.
Get Dollars in Black Hands
by Kylie Patterson, Senior Manager at the Racial Wealth Divide Initiative

On April 20, 2016 Treasury Secretary Lew announced design plans for the new $20, $10 and $5 bills. The fanfare, mostly positive, focused on the proposed new face of the $20: abolitionist, Civil War veteran, suffragist, former slave and conductor of the Underground Railroad Harriet Tubman.

Harriet Tubman, who led a multitude to freedom, fought against women’s disenfranchisement and acted as scout during the Civil War, constantly fought and worked for civil rights. Placing Harriet Tubman on the face of the $20 bill is an important step in recognizing the contributions of all of those who fought for freedom in this county, which for so long denied (and continues to deny) freedom to too many of its inhabitants. Placing black faces and the faces of others who have been disenfranchised on our legal currency is a positive, albeit symbolic, step in the acknowledgement of past wrongs. But it must be accompanied by practical steps forward in addressing today’s injustices.

White supremacy, the original sin of this nation, is guided by the desire for economic gain at the expense of others. Today in the United States, racial economic inequality persists because of the failure of will to invest in people of color, who continue to pay the price for a 21st century economy built off of the white supremacy of the 19th and 20th centuries. It is not a coincidence that two of the most economically disenfranchised groups in the United States — Native Americans and African Americans — have the longest history of being exploited for economic gain.

The story of these disenfranchised groups, unlike the one often told about Harriet Tubman, has yet to have its happy ending. Indeed, even Harriet Tubman had to launch an advocacy campaign to petition for her veteran’s benefits, which in 1899 were set at $20 a month.

This same type of advocacy is still needed today. Just as Tubman called on her congressman to do what was right with regard to her veteran’s benefits, we must now call on our leaders in Congress and the Administration to reform the policies that continue to perpetuate racial wealth inequality.

Tubman is frequently quoted as saying, “If you hear the dogs, keep going. If you see the torches in the woods, keep going. If there’s shouting after you, keep going. Don’t ever stop. Keep going. If you want a taste of freedom, keep going.” This is the call for all people committed to ending racial inequality and advancing racial economic equality in the United States. Keep going; the line has yet to be crossed, erasing the deep scars of racial injustice is still distant on the horizon. It will require substance and not just symbolism. It will require the billions of dollars of investment called for in the Freedom Budget of 1967, which is still needed to truly honor the legacy of Harriet Tubman and all those who fought to make white supremacy a part of this nation’s past.
Flint, Ferguson, New Orleans and Baltimore — cities now inseparable from the national news stories centered there — became calamities for separate reasons. One was a natural disaster (made worse by human error), another a wholly man-made crisis. The two others began with police violence, but in disparate settings: the newly impoverished suburbs and the long-distraught inner city. Flint and New Orleans were failures of infrastructure, Baltimore and Ferguson a collapse of human relationships.

“One level,” says Henry Louis Taylor, “they all look and appear to be very, very different.” But, argues the professor of urban and regional planning at the University at Buffalo, it’s about time we begin to talk about them in the same breath. “These are places that are left behind, forgotten,” he says. “They’re places we’ve gotten very good at shielding from view.”

Together, he argues that these cities — and recent events there — point to the endurance
in the United States of structural racism, of minorities disproportionately left vulnerable to the economy or the environment, of communities abandoned by taxpayer dollars, public interest and government oversight.

“Flint is what I call ‘a throwaway city,’ “ Taylor says, to take one example. “It was left by the big industries. It was left on its own, by the state, by taxpayers, by the county.” And then such places must strike terrible financial bargains — ticketing residents in Ferguson to generate money, downgrading the water supply in Flint to cut costs. The same shortage of funding also affects schools. The quality of schools alters children’s futures. Those children remain in poverty as adults. And their own families live with the environmental costs of decades-old decisions on where to put highways, factories and power plants.

These kinds of places are frequently home to minorities. And they often exist; too, within larger regions that do have resources — but where the neighbors have been quite ingenious in making sure they don’t have to share them.

“Across the board, when we start to probe deep into these forgotten places, we start to see a trend emerge,” Taylor says. “We start to see the different ways in which racism impacts African Americans, and we also see the different ways where it impacts the places where they live.”

In the heat of an unfolding news event, it appears as if we’re looking at something else, or something smaller — a problem of EPA leadership, or aging pipes, or bad apples among police officers.

“We’ll see police brutality in Ferguson, and we’ll see police brutality in Baltimore, or Cleveland, but we’re confused about the places,” Taylor says. “[People think] well in Ferguson, you had whites in control. But in Baltimore, you had blacks in control, so maybe that’s not racism, maybe that’s something else. We’re not sure exactly what we’re seeing. Or you see Flint, and people are really confused, because we don’t know what’s going on. Maybe those were just a bunch of bad decisions people made, and it doesn’t have anything to do with race.” What we should be seeing, he suggests, are links between all of these events and the larger structures that contributed to them.
Hey Black Child
Do you know who you are
Who you really are
Do you know you can be
What you want to be
If you try to be
What you can be

Hey Black Child
Do you know where you are going
Where you’re really going
Do you know you can learn
What you want to learn
If you try to learn
What you can learn

Hey Black Child
Do you know you are strong
I mean really strong
Do you know you can do
What you want to do
If you try to do
What you can do

Hey Black Child
Be what you can be
Learn what you must learn
Do what you can do
And tomorrow your nation
Will be what you want it to be