



RAMSEY COUNTY

Ramsey County Board Workshop:

Ramsey County Partnership with the W. Haywood Burns Institute

County Manager's Office

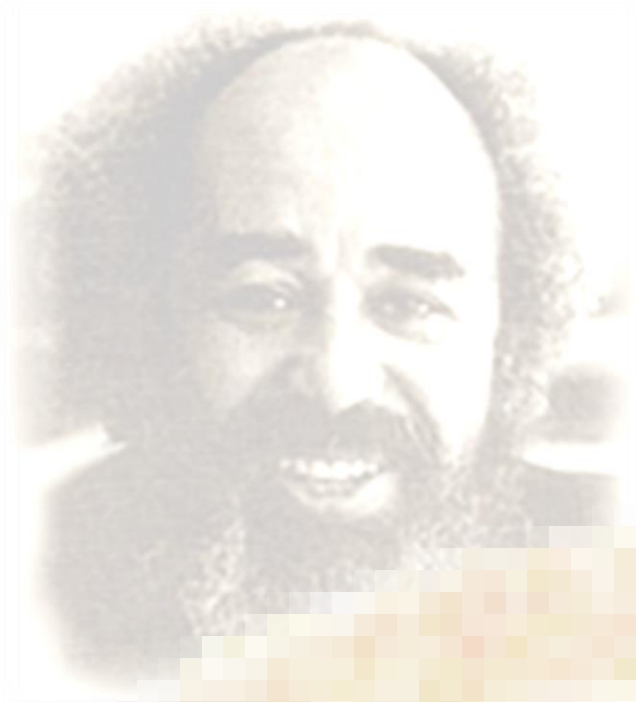
February 11, 2020

1:30 pm

220 Courthouse, Large Conference Room

Agenda

1. Introduction - Scott Williams and Paul Allwood, Deputy County Managers
2. Presentation - James Bell, W. Haywood Burns Institute
 - Raquel Mariscal, W. Haywood Burns Institute
 - Zachary Hylton, Senior Policy Analyst, Policy and Planning
3. Discussion and next steps



W. HAYWOOD BURNS INSTITUTE

Ramsey County Board of Commissioners Workshop

February 11, 2020



ORGANIZATIONAL PROFILE: W. HAYWOOD BURNS INSTITUTE (BI)

20 Years Experience in the Justice and Equity Space
Engages Systems Professionals with Directly Impacted People and Communities
Moves Beyond “Tools and Technologies” to Engage Structural Roots of Public Services
Believes Well-being is Best Strategy to Achieve Community Safety

Place-Based Work

Supporting over 100,000 System and Community Stakeholders & Practitioners

The BI develops and partners with public systems, nonprofit organizations, foundations, business and faith communities to identify and change policies and practices for impacted communities.



JUSTICE REFORM MUST TRANSCEND JUSTICE

“The persistent and seeming intractable nature of race and ethnicity in the justice apparatus presents significant dangers for communities of color. Genuine and lasting solutions for change require deep dives into the local institutional and community cultural norms that affect each local justice apparatus. It is in this space beyond data that the BI’s new agenda is engaging.”

~ James Bell

After decades of racial justice reform efforts, BI works with multi-sector collaboratives to address these 4 persistent barriers to advancing racial justice...

- 1 Negotiating the principle that justice is **colorblind and race-neutral** thereby negating the necessity to address policies and practices that reflect racialized social control.
- 3 Government is not structured to promote flexible **cross-sector responses** to complex human services problems that involve public safety.

- 2 Investment in communities that most populate the justice sector is outside the justice sector’s purview. **Disinvestment** is a structural issue that is larger than the justice sector can handle alone.
- 4 It is very difficult for elected and appointed officials to **share power** with each other and communities most in need of human service interventions.

The Frameworks

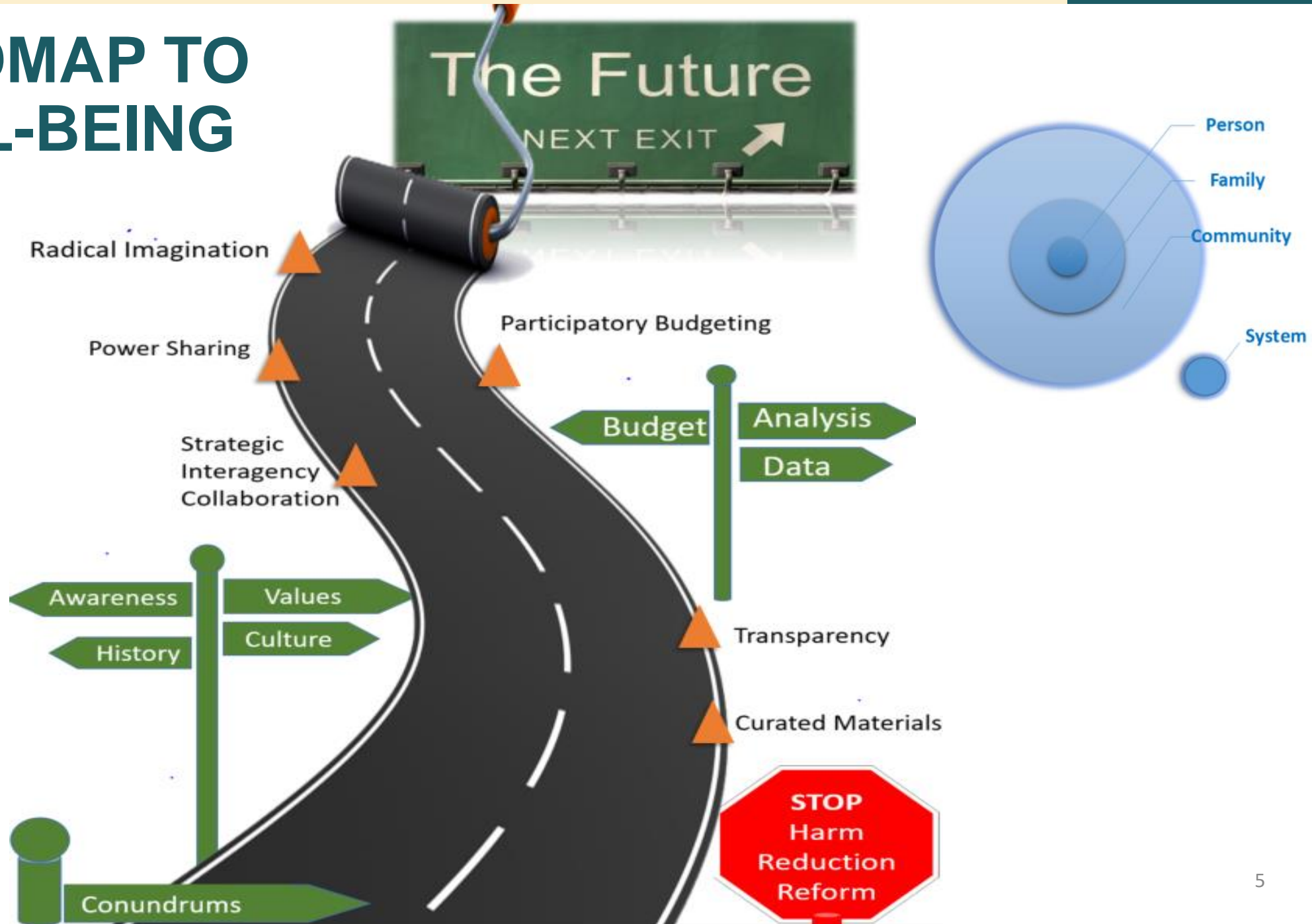
Harm Reduction Approach:

- Facilitate community and system stakeholders through a data-driven process aimed at creating community-based alternatives to justice system involvement, particularly secure detention.

Structural Well Being Approach:

- Facilitate community and cross sector stakeholders through a values driven process, using qualitative and quantitative data aimed at deconstructing structural racism while reimagining a cross system and community response structured to promote well being.

ROADMAP TO WELL-BEING



Developmental Milestones

1. Introduced to Well-Being framework
2. Cross-sector data, will & selection of sites
3. Curated materials for collective understanding of structural racism
4. Establish group norms/working agreements
5. Introduce Roadmap; understanding of racial hierarchy within the administration of justice and human services
6. Establish shared values to anchor the process & decisions, and to instill institutionally
7. Structural Racism Self-Assessment Tool
8. Identify demographic and geographic populations
9. Fishbowl exercise to explore structural impediments to collective outcomes
10. Deeper community Inclusion within the priority populations

Strategic Cross Sector Collaboration

- Community
 - Frogtown Neighborhood Association
 - IN Equity
- County
 - Board of Commissioners
 - County Counsel
 - County Managers Strategic Team
 - Health and Wellness
 - Juvenile Court
 - Public Defender
 - Safety and Justice
- City
 - City Attorney
 - Council Member
 - Mayor's Office
 - St. Paul Police Department
 - St. Paul Public Schools

Curated Materials/Historical Competency



History
is WHO we are and
WHY we are the WAY we are.
History is not just the *Past*.
History is the **PRESENT**.

Ramsey County Learning Community Values

To ensure value, not fear, based decisions

Community-centered

A commitment to authentic inclusion, power sharing and valuing of impacted communities' lived-in experience and expertise to advance and drive solutions for achieving equity and eliminating racial, ethnic and gender disparities.

My Family Standard

We are committed to embracing all communities as our family; to eliminating the “othering” of individuals, families, and communities; and, to being responsible and accountable for ensuring equitable outcomes that achieve well-being for families and communities.

Lead With Love

In this courageous, counter-cultural and fierce conversation to deconstruct and restructure our youth justice system, all stakeholders present commit to intentionally working together to:


- Acknowledge the dignity of everyone's humanity, value and accountability;*
- Recognize and repair harm;*
- Restore and strengthen relationships and connections;*
- Freely, and with grace, challenge institutional and structural racism.*

Mental Models: What Are They?

- Stories or assumptions we tell ourselves that guide our perceptions, behavior's and decisions.
- An internal symbol or representation of what a person thinks is true, not necessarily what is actually true.
- An explanation of someone's thought process about how something works in the real world; the worldview we carry around in our mind, especially about "others."
- A representation of the surrounding world, the relationships between its various parts and a person's intuitive perception about his or her own acts and their consequences.

What are mental models?

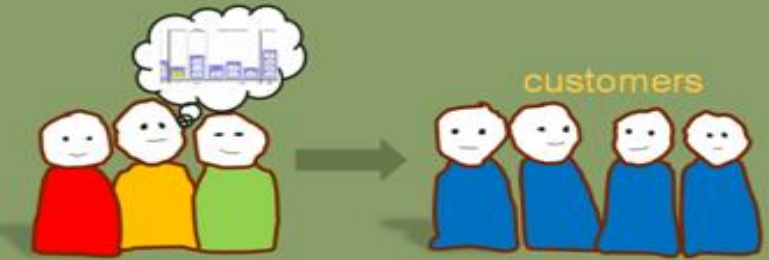
"Models people have of themselves, others, their environment, and the things they interact with"



Design of Everyday Things – Don Norman cc by-nc-nd Indl, STC Meeting Aug 2012 28

What are mental models?

Models **your team has** of **others**



customers

Population Accountability

Geographic

55104

55106

55117

Demographic

Asian

Black

Latinx

Native American

Performance Accountability: Awareness of Status Quo



What's New/Transformed/Gone In a Reimagined Ecosystem

- **New**

- Extravagant welcome: You Belong!
- Being affirmed
 - A positive frame without racism
- Being heard
 - My story being heard & affirmed
- Self-determination
 - Agency to control your individual outcomes & create change in your environment
- Systems reflect local community values & culture

- **Transformed**

- Culturally well-being measures
- Policy & practice based on values as opposed to need
- Other ways of knowing are valued & recognized

- **Gone**

- Family separation & warehousing youth
- Compartmentalized strategies



National Implications

- California Department of Juvenile Justice (DJJ)
 - Relocate DJJ to Department of Health and Human Services and out of Department of Corrections and Rehabilitation
- Franklin County (Columbus), Ohio
 - County shifts course to eliminate probation officers
- Harris County (Houston), Texas
 - Exploring restructure of county departments and budget methodology
- King County (Seattle), Washington
 - Zero Youth Detention
 - Executive order to develop a public health approach to juvenile justice
- Los Angeles, California
 - Executive order to restructure juvenile justice system; build a health-focused model
- New York City
 - Closer to Home
 - Closing Rikers Island
- Ramsey County
 - Closing Boys Totem Town
 - County department structure
 - Reimagining Justice for Youth
 - Transforming Systems Together
- San Francisco, California
 - Close juvenile hall in 2021

Contact Information

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Phase I: Readings

If we can't come to an agreement on the basic facts of life, how on earth can we come to an agreement on the fundamentals of a united path forward? Charles Blow

Introduction

A foundational component of Phase I of our journey of inquiry, is Reading. It's important that we commence with a shared understanding of concepts and language so as to establish collective norms within the cross-sector collaborative. As we delve into the historical and structurally racist drivers of the administration of justice, we hope the Readings will stimulate critical and analytical thinking to push beyond comfort zones.

The following multi-media bibliography is meant to assist in establishing a collective understanding of structural racism and its history within the context of youth justice. More than just be a history lesson, the following represent a link between history and contemporary context. In hopes of fostering “the fundamentals of a united path forward,” this bibliography of articles and videos will also support preparing the cross-sector collaborative to come to the table to deliberate and institute shared values.

As you read through the materials, please take a moment to reflect on your thinking, understanding and reactions to what you are reading. Consider the following reflective questions to assist you in processing this material:

- *Was this new information for you?*
- *What is your reaction to the information?*
- *Are there words, concepts, phrases or ideas that are triggering for you? If so, what are they? What do you think is behind that?*
- *What concerns you most about this topic or article? Why?*
- *What resonates most with you? Why is that?*

Note: journaling your responses may be a productive tool to assist you in processing this information

Definitions

- Key Glossary of Terms (Word doc attached)

Structural Racism Primer

- [Institutional Racism in the US explained through a Michael Jackson Song](#) (video)

History: Why It Matters

- [What Well-Meaning White People Need to Know about Race](#)

- International Chiefs of Police Plenary Address (<https://youtu.be/dlC3Uq6VGVc>) (video)
- Racial covenants for local neighborhoods <http://theuptake.org/2018/03/17/how-minneapolis-mapped-prejudice-into-its-housing/>

Minneapolis 1945

The party of the second part hereby agrees that the premises hereby conveyed shall not at any time be conveyed, mortgaged or leased to any person or persons of Chinese, Japanese, Moorish Turkish, Negro, Mongolian or African blood or decent. Said restrictions and covenants shall run with the land and any breach of any or either thereof shall work a forfeiture of title, which may be enforced by re-entry.

- Repairing the Breach https://www.burnsinstitute.org/wp-content/uploads/2016/01/Repairing-the-Breach_BI.pdf
- History Timeline BI (pdf attached)

Structural Racism – How It Lives

- The Relationship Between Structural Racism and Black-White disparities in Fatal Police Shootings at the State Level (pdf attached)
- California District Attorney opposition to California Senate Bill 439 limiting Juvenile Court Jurisdiction to 12 years and older. Refer to testimony at 52:27-56:46 <http://assembly.ca.gov/media/assembly-public-safety-committee-20180612/video>
- Essence of Innocence (<https://www.apa.org/pubs/journals/releases/psp-a0035663.pdf>)
- Alameda County California District Attorney election (<https://www.eastbayexpress.com/SevenDays/archives/2018/06/07/election-results-in-alameda-county-district-attorneys-race-reveal-a-stark-divide>)
- Asians and structural racism <http://fortune.com/2018/06/04/asian-americans-model-minority-asian-glass-ceiling/>

Changing Demographics

- White Minority (<https://www.brookings.edu/blog/the-avenue/2018/06/21/us-white-population-declines-and-generation-z-plus-is-minority-white-census-shows/>)

Adolescent Brain Development

- Elizabeth Cauffman (tedx talk) <https://www.youtube.com/watch?v=wUa0bIqZ0XU>