



Partnering with Persons with Lived Experience

Workshop Overview & Lessons Learned



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Agenda

1. Community Readiness
2. Workshop Overview & Lessons Learned
3. Teachable Moments & Learning Spaces

Community Readiness



Community readiness is the foundation for success

So what's needed to be ready?

A foundation of racial equity

A commitment to best practices -
wanting to go above and beyond
the requirement

The ideal team at the table

A community culture that is open
to changing, learning, and listening

Foundation of Racial Equity

- ❖ **Equity** refers to proportional representation (by race, class, gender, etc.) of opportunities in housing, healthcare, employment, and all indicators of living a healthy life.
- ❖ **Equality** is defined as treating everyone the same and giving everyone access to the same opportunities, without regard to where people may be starting from.
- ❖ **Racial equity** is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, one's housing, economic, and health outcomes.

Commitment to Best Practices

- ❖ **Inform**- provide key stakeholders with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions.
- ❖ **Consult**- obtain feedback on analysis, alternatives, and/or decisions.
- ❖ **Involve**- work directly with stakeholders throughout the process to ensure that concerns and aspirations are consistently understood and considered.
- ❖ **Collaborate**- partner with stakeholders in each aspect of the decision-making process, including the development of alternatives and the identification of the preferred solution.
- ❖ **Empower**- Incorporate final decision-making power in the hands of stakeholders.

The Ideal Team

- ❖ Use Local Expertise
- ❖ Amplify the Voices of those with Lived Experience in **your community**
 - Black, Asian, Latinx, Pacific Islanders, and indigenous populations
 - People who identify as LGBTQ and gender-expansive people
 - People living with disabilities
 - People with experience with the criminal justice system
 - Young People and Seniors
- ❖ Center **Intersectionality** in Your Analysis
- ❖ Pay People for their Expertise
- ❖ Develop Community Agreements

Community Culture

- ❖ In order to build communities that are powerful enough to attain significant change, we need large numbers of people working together.
- ❖ Each cultural group has **unique strengths and perspectives** that the larger community can benefit from.
- ❖ Understanding cultures will help us overcome and prevent racial and ethnic divisions.
- ❖ People from different cultures have to be included in decision-making processes for programs or policies to be effective.
- ❖ An **appreciation of cultural diversity** and cultural humility go hand-in-hand with a just and equitable society.

Workshop Overview



Everyone starts
from different
places, don't be
intimidated!

Each community will start in a
different place and move at a
different pace.

Community Reflections

Reimagining Leadership

Capacity Building

Accountability & Sustainability

Community Reflection

- ❖ This workshop asks communities to reflect a lot on where they are, and where they're going. Here's some examples...
 - In your community, how do you currently invite consumer feedback?
 - Is feedback used to inform programming or the system?
 - How does or could your system benefit from the expertise of people with lived experience?
 - What are the goals you're hoping to get out of this workshop?
- ❖ Conduct a **community assessment** to understanding the starting point

Community Reflection: Community Examples!

- ❖ Communities are in very different places when they start & that's ok!
 - It can get overwhelming to realize you have a lot of work to do, **we all have work to do**
 - Don't compare yourselves to communities who've had a head start
- ❖ Different experiences in conducting a community assessment
 - Make sure you're asking the right people
- ❖ In order to reflect, there needs to be community agreements!
 - Need for safety & honesty in order to plan and grow

Reimagining Leadership

- ❖ Those closest to the issue are closest to the solution
- ❖ PLE and BIPOC community leaders must be centered in the work to respond to homelessness
- ❖ Positional leaders and community **leaders working together** creates the best outcomes
- ❖ **Transformational relationships** ensure that PLE receive as much value as they add
- ❖ Provide meaningful work by engaging in co-design, problem solving, and decision making

Reimagining Leadership: Community Examples!

- ❖ People experiencing homelessness are not a homogeneous group, one person cannot represent them all.
- ❖ Staff who have lived experience do not check the box! They hold a different role now. Staff with lived experience are a **fantastic mentor** for helping more PLE engage, and should be empowered to hold leadership.
- ❖ Leadership means not treating someone like an “add on” - **shift the power**, allow them to hold power, and lead the meetings!

Capacity Building

- ❖ Dedicate budget to **adequately compensate** and provide staff support to PLE
- ❖ Engage PLE in designing a compensation plan
- ❖ Ensure meetings are fully accessible to promote participation, including considerations for potentially triggering topics
- ❖ Provide any technology necessary to meaningfully participate
- ❖ Provide **training and coaching** for PLE but just as importantly, for existing members on inclusion of PLE

Capacity Building: Community Examples!

- ❖ Development of a compensation plan can be a place that communities get stuck
- ❖ Ensure that participants are **fully informed** of impacts of different compensation forms and amounts prior to deciding on preferred compensation
- ❖ Persons with Lived Experience need to be prepared for difficult situations that may be triggering
- ❖ Infrastructure needs to be in place to accommodate the different perspective and role of PLE

Accountability & Sustainability

- ❖ Define specific areas that **shifts in power** can occur
- ❖ Develop transparency structures
- ❖ Develop **community agreements** in all spaces that PLE and BIPOC community members engage
- ❖ Develop policies and procedures to ensure all steps of the continuous feedback loop are accomplished
- ❖ Develop a **power and decision making structure** that supports accountability to community

Accountability & Sustainability: Community Examples!

- ❖ Infuse PLE into all governing bodies, with sufficient support for them to be authentically engaged
- ❖ Change the by-laws to require more than 1 seat specifically for PLE
- ❖ Use checks and balances
 - Committees that are entirely made up of PLE hold power to veto or change decisions, including funding decisions

Teachable Moments & Learning Spaces



We are all
learning here,
there are
moments where
we make mistakes

It is crucial to create space for
teachable moments

What is a “Teachable Moment” -
Calling “in” vs calling “out”

Examples of how to create space
for shared learning

Recognizing and honoring
differences in cultures

What is a Teachable Moment?

- ❖ They are **unplanned opportunities** to provide information, promote discussion, and provide additional insight
- ❖ Be ready to deviate from an agenda or task when a teachable moment presents itself
- ❖ Turning mistakes into teachable moments **supports learning** for everyone

Calling In versus Calling Out

- ❖ If you call someone out, often the point is to shame them for their behavior. The result is a culture where people are fearful of doing or saying the wrong thing because of the shame and embarrassment associated with being called out.
- ❖ Calling in **addresses behavior**, more often in private, explaining their misstep with compassion and patience. It is done with the intention of learning, growing relationship, and mutual respect.
- ❖ When harm happens in public, addressing it in public can demonstrate support for those harmed and create a safer space for them. Even when done in public, an approach of **compassion and patience** rather than shame and blame is more effective.

Creating Space for Shared Learning

- ❖ Establish a climate of openness and respect
- ❖ Be mindful of **intent vs. impact**
- ❖ Ensure **community agreements** acknowledge that mistakes and missteps are learning opportunities and will be discussed, both publicly and privately
- ❖ Oops, Ouch, Whoa Method
- ❖ Provide participants the opportunity to direct their own learning by actively setting agendas and goals of the engagement
- ❖ Develop skills for engaging in **difficult conversations**

Differences in Culture

- ❖ Differences in culture can be based on race, gender, region, organizational structure, and many other factors
- ❖ **Cultural differences** impact people's response to microaggressions, mistakes, conflict, difficult conversations, etc.
- ❖ As facilitators, this has to be taken into account
- ❖ Taking the time to learn about the **cultural context** for persons working extensively together can help avoid unintentional harm

Q&A?



Thank You!
