

Welcome! We'll Begin Shortly

You are muted to reduce background noise

Zoom Meeting



Talking:

Meeting Topic: Test Meeting
Host: Tim Ng
Passcode: 48q.8i
Numeric Passcode: 166513
(Telephone/Room Systems)
Invite Link: <https://zoom.us/j/96172335252?pwd=b1Z4aytWTFY1RC8vL...>
[Copy Link](#)
Participant ID: 480464

All participants are muted for the duration of the call.

Select here to share your video

Select here to open the chat



Join Audio

Computer Audio Connected



Share Screen



Invite Others





Youth Collaboration 201

Presented by: True Colors United
Dee Balliet & Angel Brown



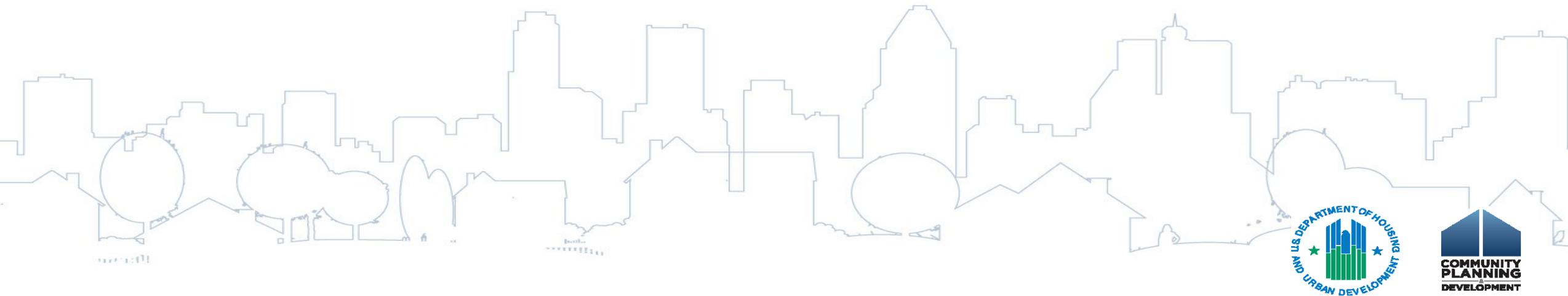
YC 201 Outline

Lesson 1: Equity in Youth Collaboration

Lesson 2: YAB Governance

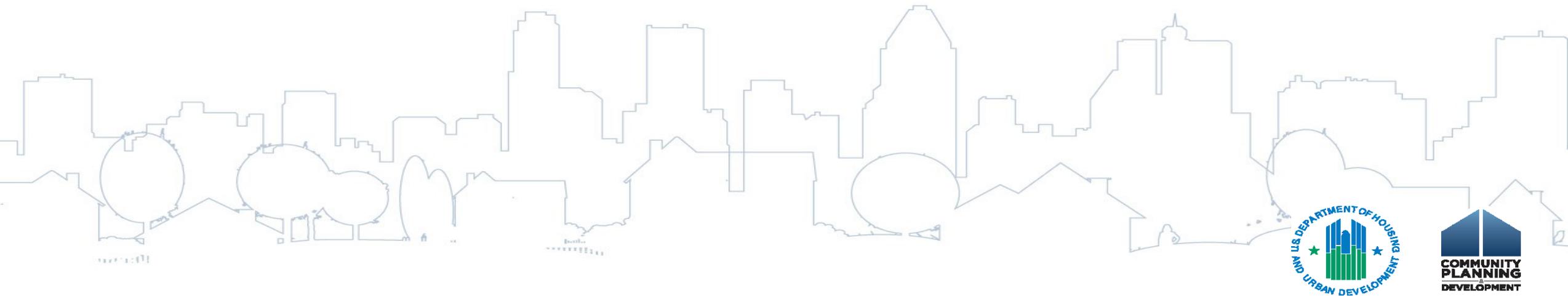
Lesson 3: YAB Sustainability

Lesson 4: Power Sharing



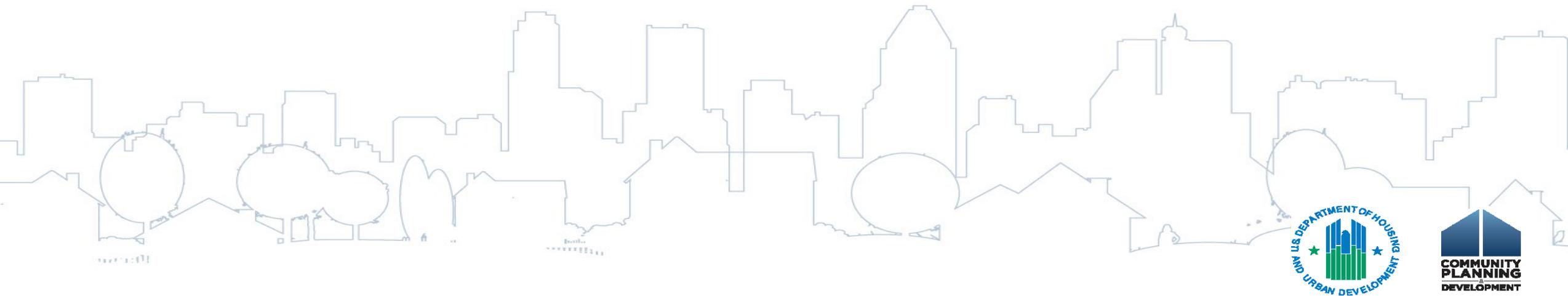
Lesson 1

Equity in Youth Collaboration



Objectives

- Participants will understand the relationship between intersectionality and power.
- Participants will learn how to reframe adultism and be a true collaborator with LGBTQ youth.
- Participants will be introduced to the youth collaboration methodology and framework.
- Participants will understand how inequity and oppression negatively impact Youth Collaboration efforts.



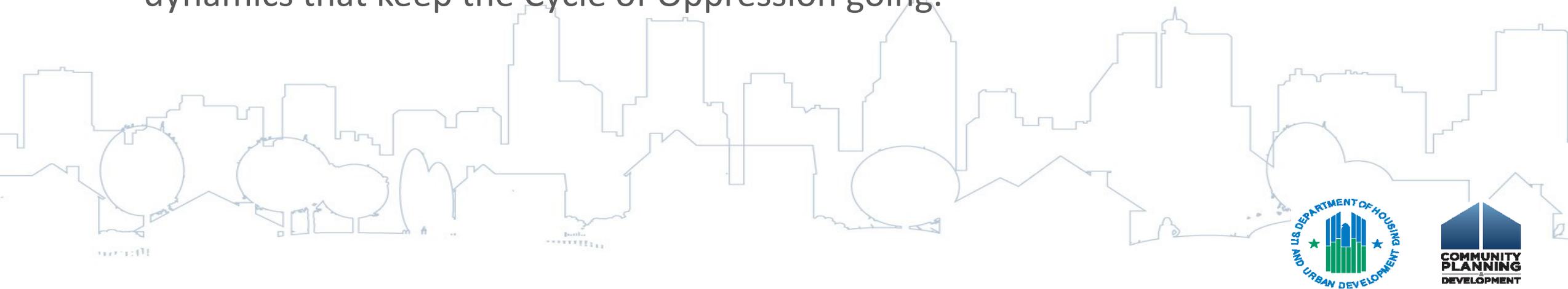
Oppression

- Oppression is the combination of prejudice and power which creates a system that discriminates against some groups (often called “target groups”) and benefits other groups (often called “dominant groups”), based on social identity.
- Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, adultism, anti-Semitism, homophobia, transphobia, etc – and – – and are based in the social identities we have.
- These systems enable “dominant groups” to exert control over “target groups” by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing.



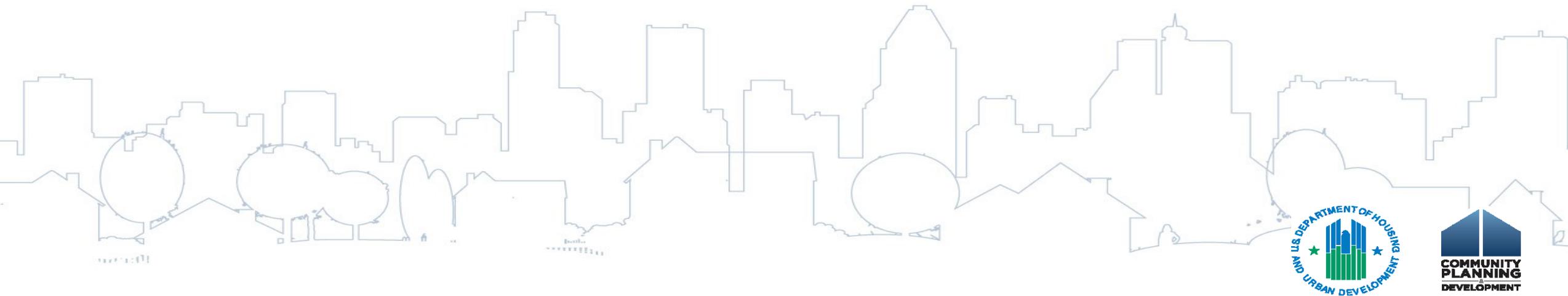
Cycles of Oppression

- The Cycle of Oppression model includes stereotypes, prejudice, discrimination, oppression, and internalized oppression. We use the Cycles of Oppression to demonstrate how oppression is socialized, reinforced, reproduced, and internalized unless interrupted.
- In order to effectively interrupt the Cycle of Oppression, we must tackle it at every point. Before we tackle the cycle points, we must understand the covert and overt dynamics that keep the Cycle of Oppression going.



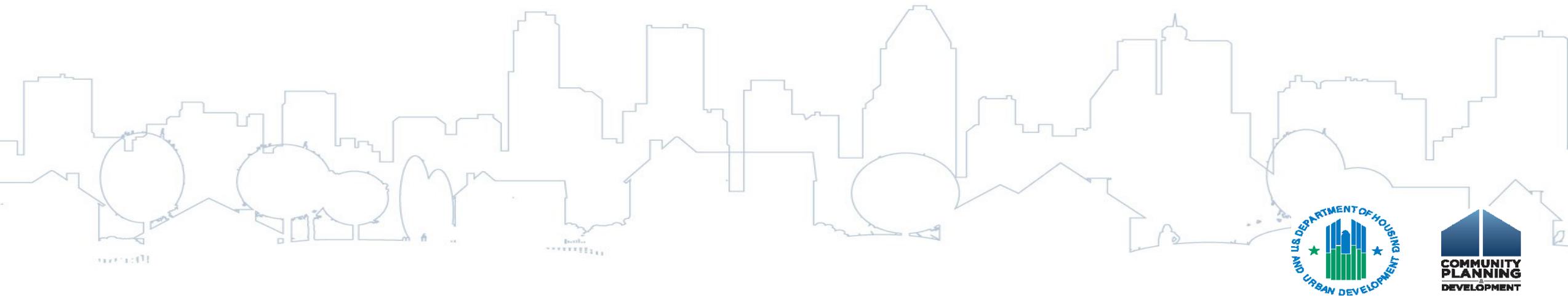
Facilitators of Oppression

- Power - our abilities to act, produce, mobilize, and transform
- Privilege - provides individuals in a dominant group with exclusive access to resources over those in an oppressed group
- Dominance - identity groups or classes that give a false sense of power over others.



Types of Oppression

- Ideological Oppression - Belief-Based Harm
- Institutional Oppression - Societal Harm
- Interpersonal Oppression - Person-to-Person Harm
- Internalized Oppression - Harm Upon Self



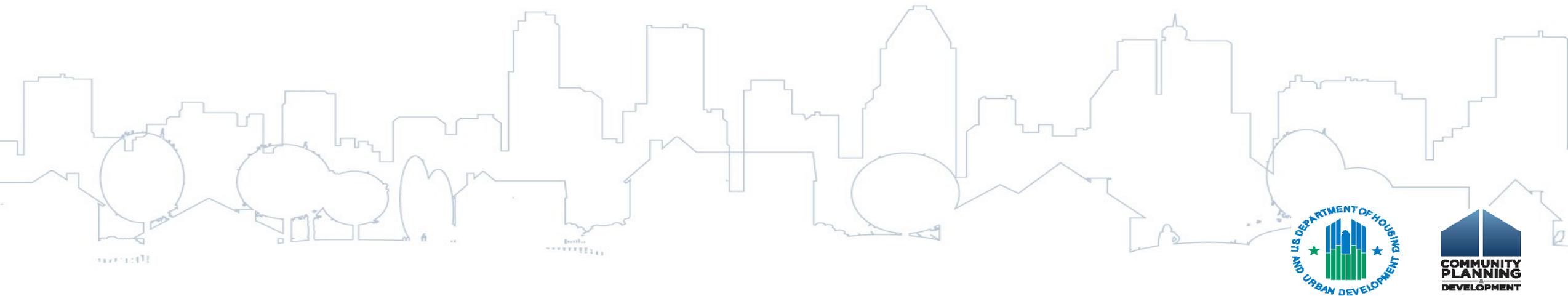
Oppression at Every Level

- Ideological Level - “Youth do not deserve rapid rehousing...”
- Institutional Level - “Rapid rehousing does not work for youth...”
- Interpersonal Level - “Before you can have housing, you must...”
- Internalized - “I am not mature enough for my own house...”



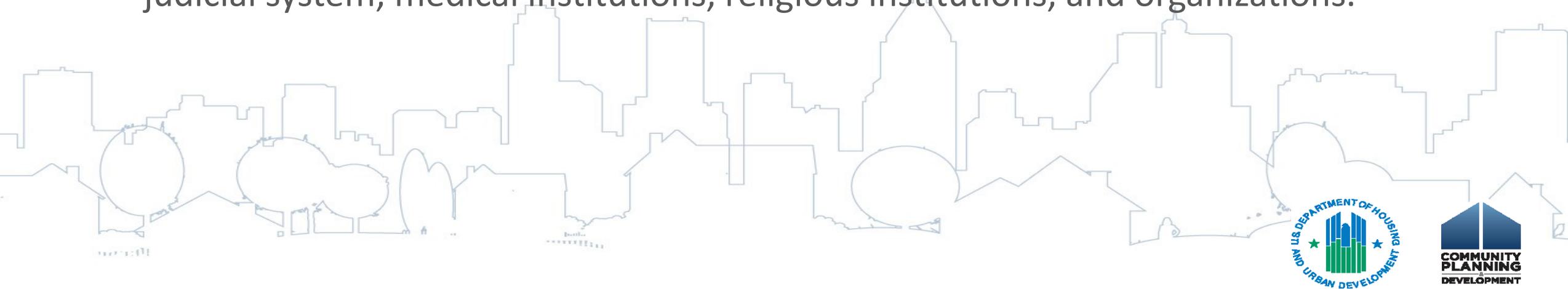
Equity at Every Level

- Ideological Level - “I believe in full partnerships with youth...”
- Institutional Level - “Rapid rehousing is a viable housing option for youth...”
- Interpersonal Level - “Youth have what they need to be housed...”
- Internalized - “I deserve my own housing...”



Systems of Oppression: Adulthood and Other -Isms

- Oppressive behaviors are more powerful when they operate in tandem with other forms of oppression.
- For example, racism is more oppressive when coupled with patriarchy and transphobia.
- Understanding systems of oppression better equips us to address and dismantle systems of oppression in our work.
- Evidence of oppression exists within our housing systems, education system, the judicial system, medical institutions, religious institutions, and organizations.



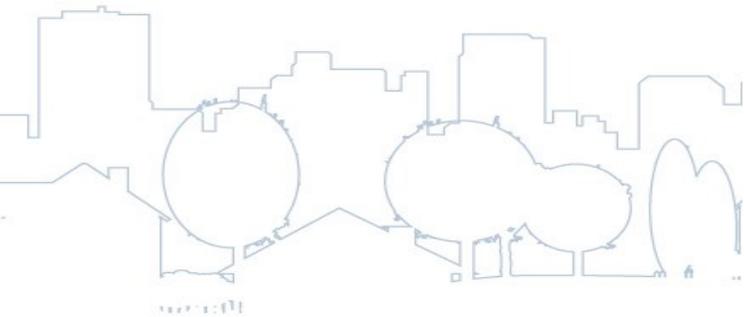
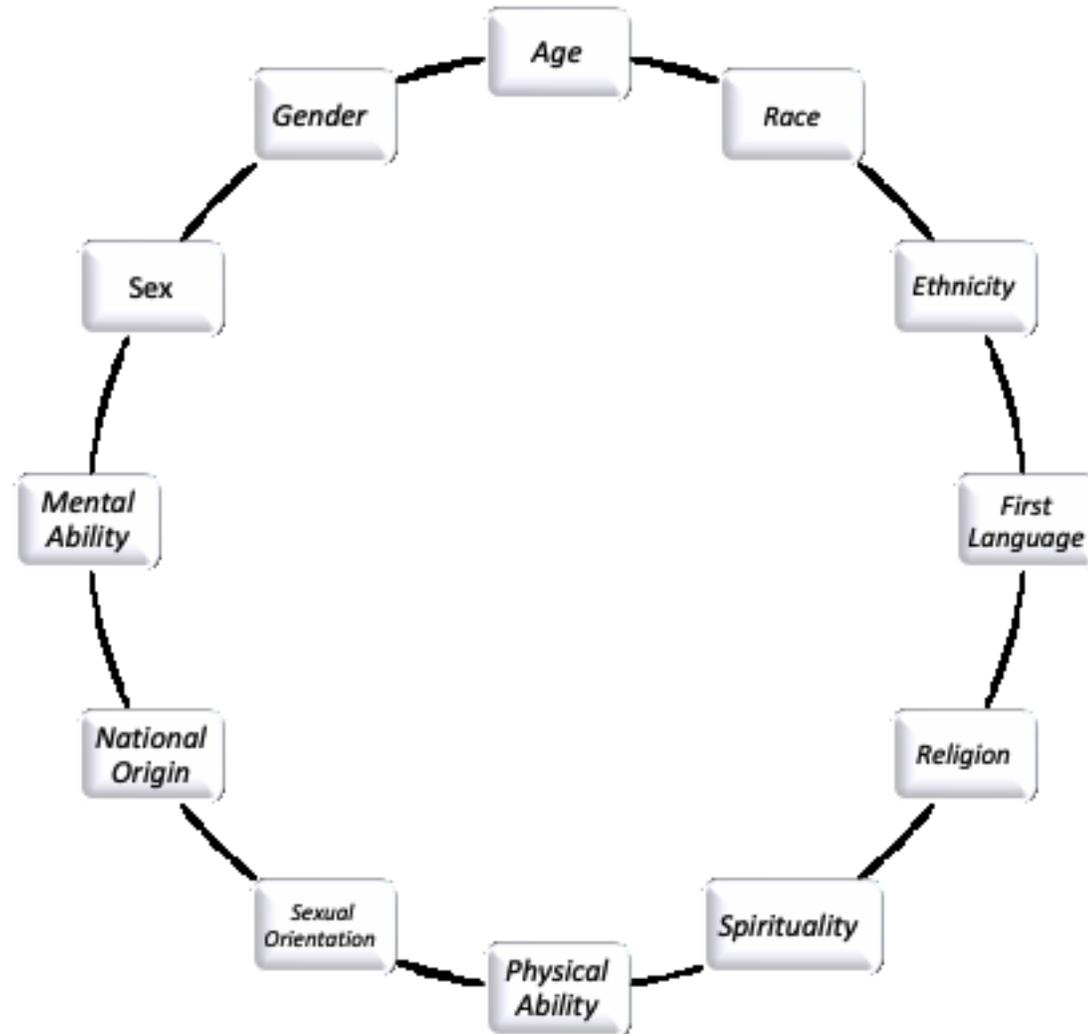
Cycles of Social Identity

When we think of identity, we must consider the primary umbrellas of identity:

- Age
- Ethnicity
- First Language
- Gender
- Mental Ability
- National Origin
- Sexual Orientation
- Sex
- Spirituality
- Race
- Religion
- Physical Ability

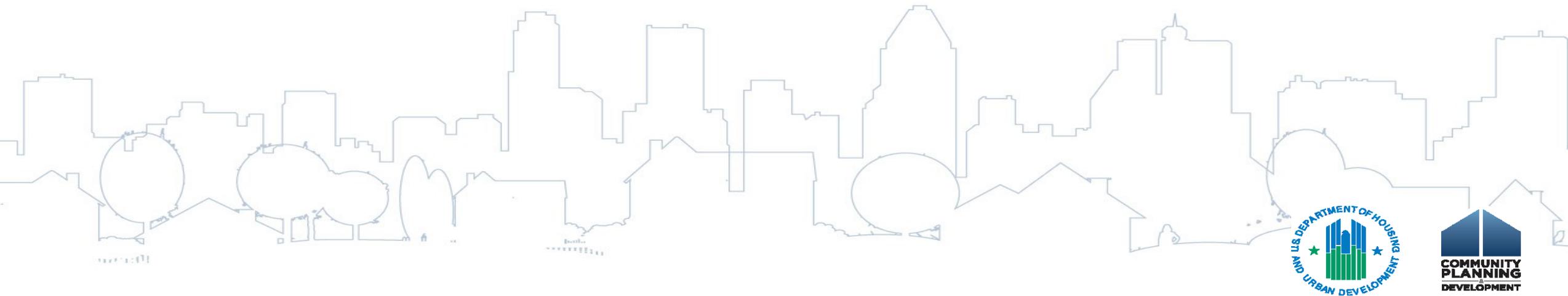


Social Identity Wheel



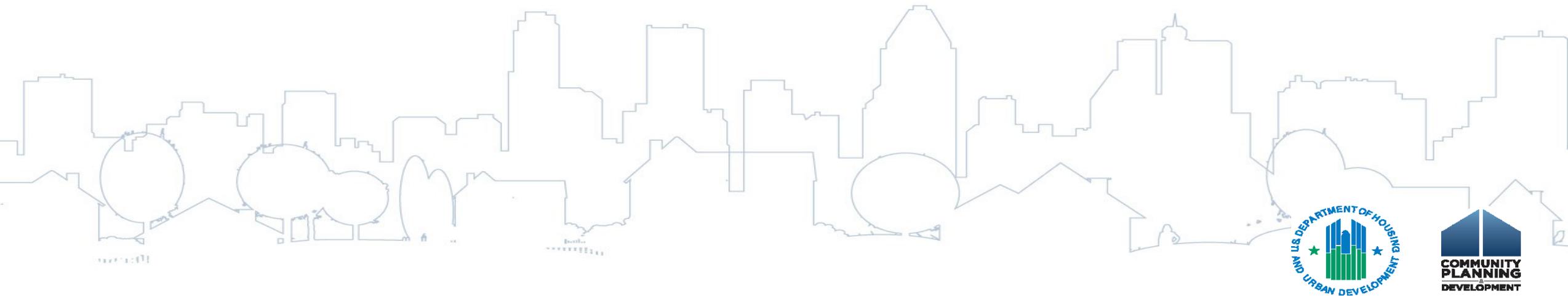
Intersectionality

- Intersectionality acknowledges the interconnected nature of social categorizations (such as race, class, and gender) as they apply to a given individual or group are regarded as creating overlapping and interdependent systems of discrimination or disadvantage. (Source: Dr. Kimberle' Crenshaw)
- Intersectionality encompasses all the things that give depth and texture to who we are.



Intersections of Race and Identity

- Consider the relationships between race and their other identities
- There is power and/or privilege in intersections of our identities
- Work to understand the nuance to identity and life outcomes



SOGIE and Oppression

- **Sexual Orientation** describes whom a person is sexually attracted to. Some people are attracted to people of a particular gender. Others are attracted to people of more than one gender. Some are not attracted to anyone.
- **Sex Assigned at Birth** are gender markers such as Female/Male/Intersex/Other often found on a birth certificate.
- **Gender Identity** is an individual's internal, deeply felt sense of being a man, a woman, both, or non-binary.
- **Gender Expression** one's gender expression (e.g., masculine, feminine, androgynous, etc.) is how one embodies gender attributes, presentations, roles, and more.



Pronouns - Why We Ask

It is important to understand the value of asking and using a person's pronouns, as it communicates that you respect the person that you are working with.

Common pronouns that you may be familiar with are:

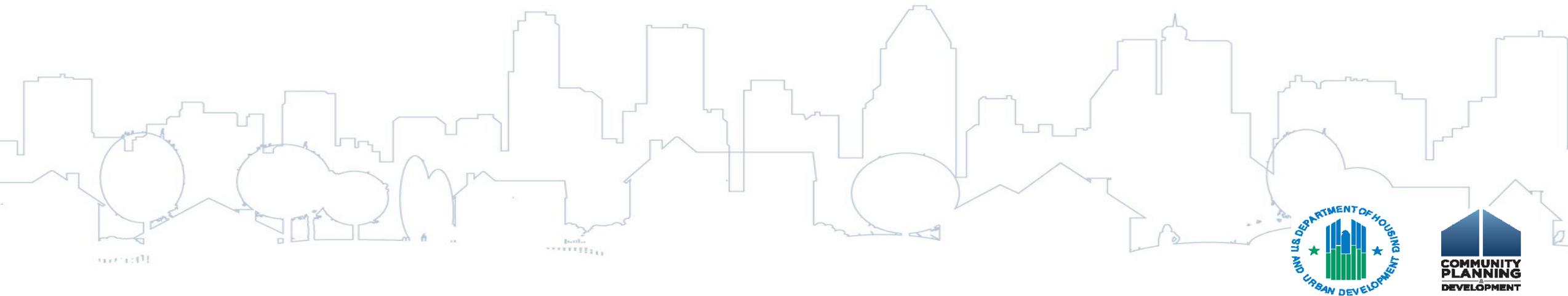
- She/Her/Hers (gendered pronouns)
- He/Him/His (gendered pronouns)
- They/Them/Theirs (gender neutral pronouns)
- Ze/Zir (gender neutral pronouns)

Small words, like pronouns, can have a big impact.



Equity Discussion

- What are some ways in which you honor and acknowledge people's pronouns?
- How does your agency practice honoring and acknowledging individual identities and pronouns?
- What efforts need to be made at your agency to institutionalize honoring identities of youth and young adults (e.g., protocols, practices, etc.)?



Inequity and Oppression

Intersectionality Case Study:

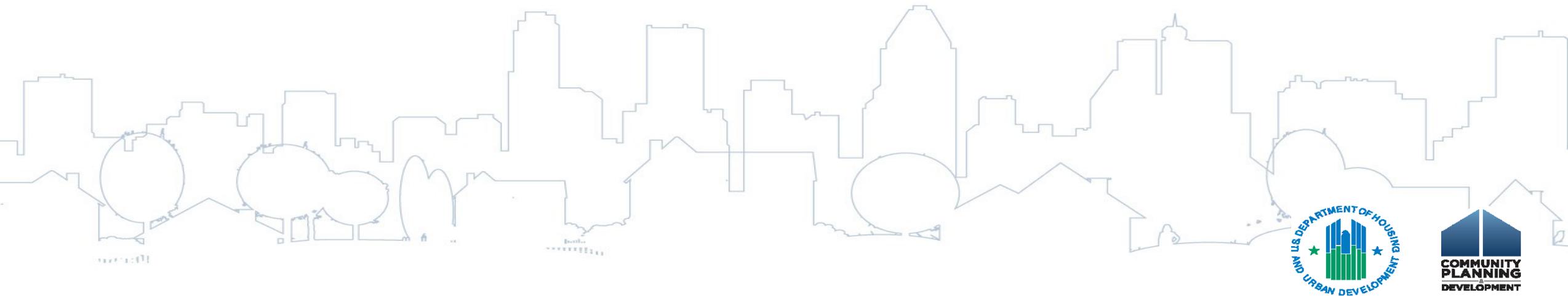
Skye was kicked out of her home at the age of 15, when she started to identify as a Black transgender woman. At 16, Skye found herself in the foster care system and placed in a group home in a Midwestern state. Skye's child welfare placement was decided based on her assigned gender at birth, and she was sent to live in an all-male group home.

The other program participants constantly make jokes about Skye's non-binary gender expression, and she would also get into fights which often caused the staff to call the police as a disciplinary method. She ran away and started to couch surf with friends she met online. Skye now resides in a transitional living program, where there are no gender neutral restrooms.



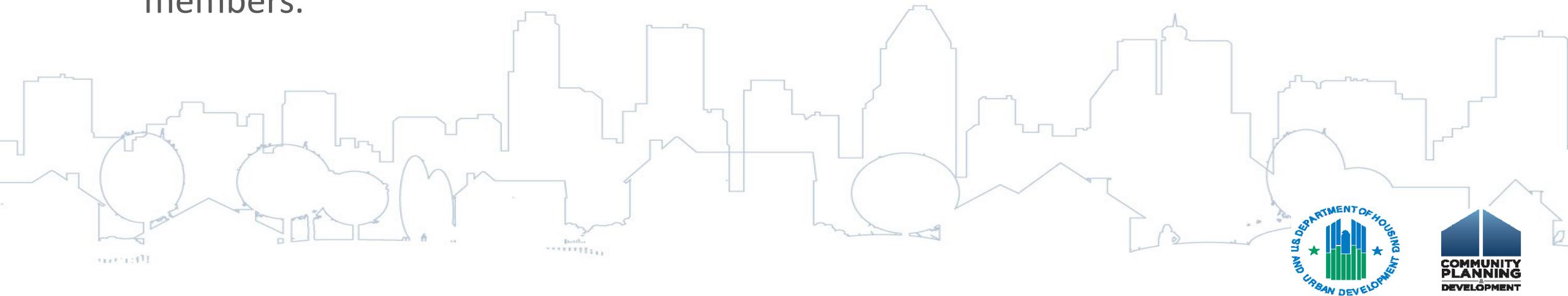
Recommendations for Equitable Collaboration

- Create space for identifying, processing, and releasing internalized adultism/racism.
- Embrace of discomfort or vulnerability.
- Create and Maintain a Racial Equity Team.
- Identify and Use Youth Collaboration Training/Resources.
- Investigate how White Dominant Culture is present in your work.
- Caucus when needed (BIPOC Caucus, White Caucus, etc.).



Hold Space for Equity Goals

- It is helpful to establish equity goals early on in your efforts to create systems change at the local level.
- Creating equity goals is your first attempt to establish an equity baseline, but it is essential to your work.
- Make sure that YYA are actually at the table as a collaborative partners and not token members.



Holding Space

Discussion Questions:

- What do Racial Equity and Gender Equity currently look like for YYA accessing services at Youth-Serving Organizations? In policy? In practice?
- How do we ensure that equity is addressed in the Coordinated Community Plan?
- How do we ensure that all youth-serving projects address equity?
- What tools or resources are needed to continue to have conversations that address Equity? Which stakeholders need to be present for these conversations?
- How do we equip YYA with the capacity to take leadership roles in addressing equity? Are there current opportunities for YYA to lead on equity work within the CoC?
- How will we measure implementation strategies? How will we identify and hold organizations accountable?



Collaborating on Services

Youth participants sometimes require support from adult partners to become equipped with the tools they need to make informed decisions.

In order to have meaningful collaboration:

- Reduce power imbalances and their impacts on young people.
- Create spaces where young people feel safe to make important decisions.
- Create systems that honor the decision making power of youth and young adults and show youth that their decisions create results.
- Create safety by differentiating between a young person's role as a participant and as a collaborator.



Leadership and Professional Development

Consider providing professional and leadership development opportunities for the YAB members.

Consider the following:

- Create a pipeline from lived expertise to full-time employment.
- Provide cover letter/resume writing learning opportunities.
- Host virtual or in-person networking events.
- Mentor YAB members.
- Create positions that are open to YAB members as candidates.
- Partner with organizations that are willing to hire young people post YAB membership.



Youth Collaboration Guiding Principles

- Set leaders up for success. Before asking YYA for their expertise, ensure they have the necessary tools to support them throughout the process.
- Reduce barriers to participation. Provide various channels for YYA leaders to offer their input and feedback.
- Set clear and realistic deadlines. Be mindful that YYA have personal lives outside of this work.
- Highlight the impact of the work. Give clear examples of how youth input was influential in the final decision or product.



Youth Collaboration and COVID

Below are a few pointers from the Massachusetts Unaccompanied Homeless Youth Commission on best practices for virtual meetings in the time of COVID-19.

- YAB leaders (coordinators) should try to include a phone/audio access to meetings in addition to the video conferencing.
- Check in with YAB members before setting up the first virtual meeting to see who has access to phones or laptops, internet, etc. and how to best support them in connecting.
- Supplementary funds can be used to support YYA's ability to stay connected.



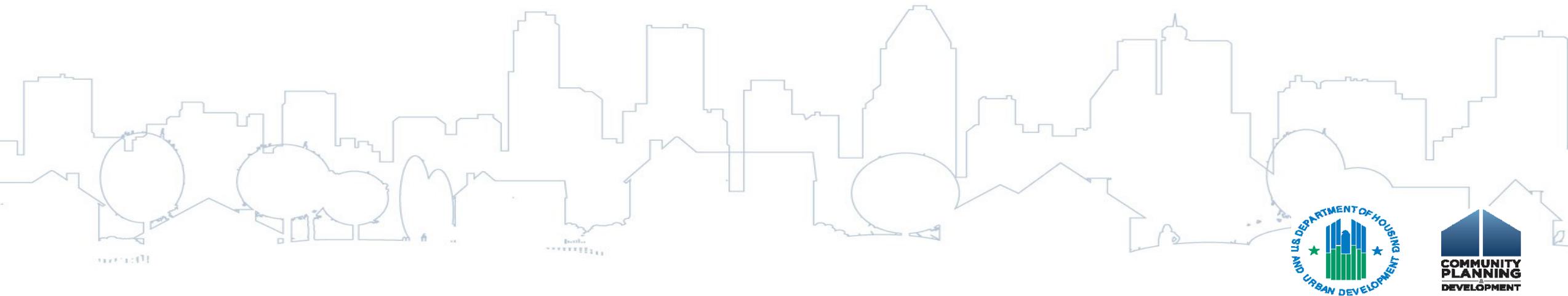
Youth Collaboration and COVID

- Service providers should consider ways they can help connect YYA to their wifi in the building. If wifi access is currently staff-only, consider finding ways to also offer separate public or “guest” access.
- Housed YYA may qualify for some low-budget internet packages, there are some especially good deals right now to help people get connected.
- YYA enrolled in schools may be able to request to borrow Chromebooks or laptops from their school.
- HUD has approved wifi and some technology to be covered under a CoCs planning dollars if other free resources do not exist. For more guidance, please see [HUD's Office of Special Needs COVID-19 Frequently Asked Questions Resources](#).



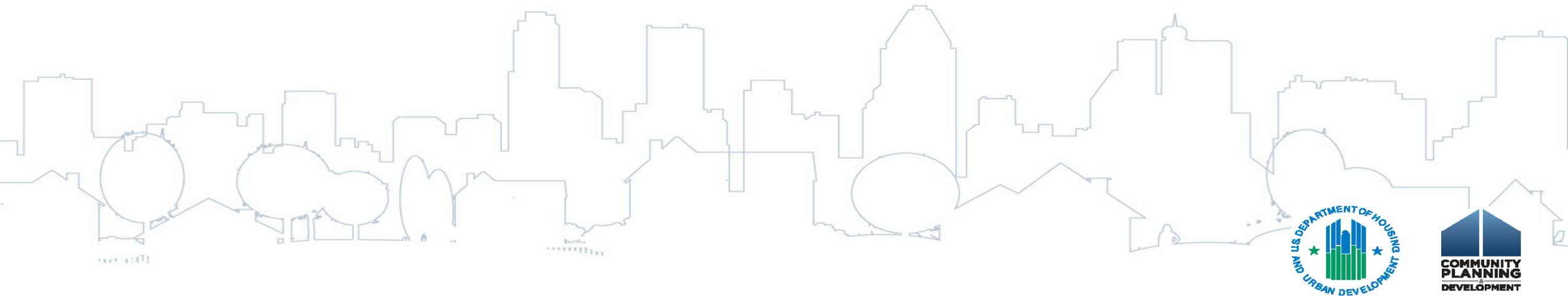
Lesson 2

YAB Governance



Objectives

- Participants will understand the importance of establishing collective agreements.
- Participants will be able to identify the models of decision making.
- Participants will learn how to support YYA in accessing their personal power and autonomy.



Collective Values

- Advocacy
- Accountability
- Awareness
- Collaboration
- Communication
- Compassion
- Courage
- Creativity
- Dignity
- Education
- Guidance
- Honor
- Honesty
- Humility
- Integrity
- Innovation
- Power
- Respect
- Service
- Support
- Trust



Models of Decision Making

YABs are encouraged to identify a decision making model that works best for the collective.

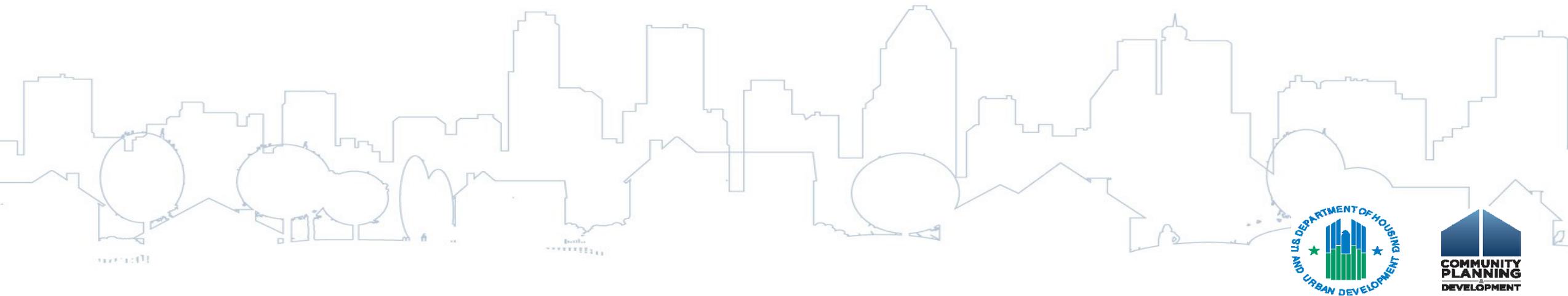
- **Consensus Voting** is a decision making process that is most likely to ensure that each person's input is valued, heard and considered.
- **Majority Rule Voting** involves decisions being made when more than half the group votes in favor of the choice(s).
- **Unanimous Voting** requires that all group members must agree that the decision is the best choice for the group.



Governance Models

It is imperative to decide on and to develop a governing structure for the YAB when implementing YHDP in your community.

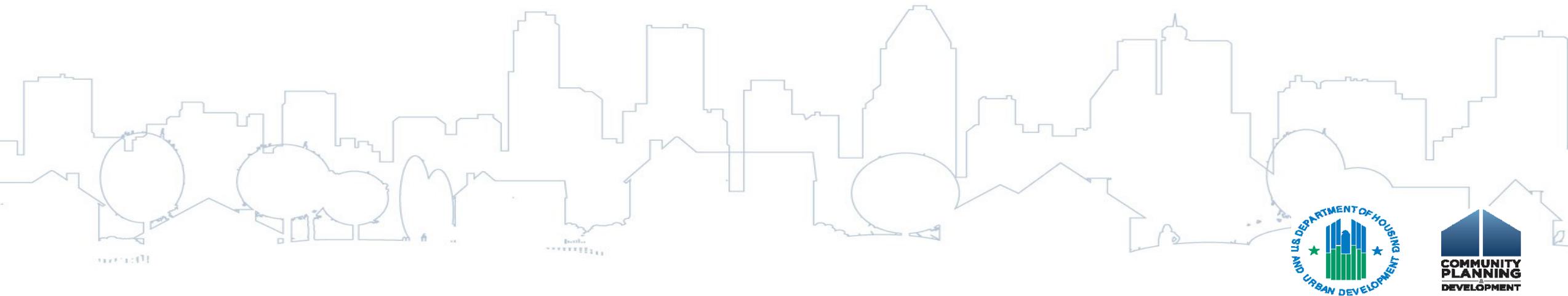
- Chair/Co-Chairs; Delegates as “Coordinators” or “Leads”
- Flat Leadership; Executive Committee/General Forum
- President/VP; Delegates as “Secretaries”
- Core Group; Contributing Members (Official or Unofficial Status)



Membership Requirements

Membership requirements may include:

- YYA with Lived Experience
- YYA with a desire to change the local housing system
- YYA with organizing experience
- LGBTQ+ Individuals
- BIPOC Individuals

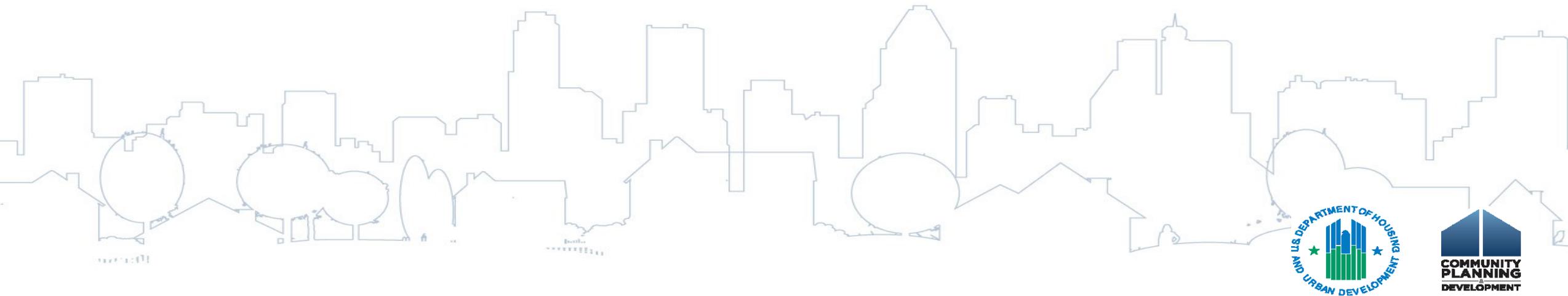


Membership Requirements

Considerations for YAB membership may include details on your membership processes.

Here are some questions to help you think through the membership processes:

- How long does it take for a YYA to become a member of the YAB?
- What is the membership process?
- What are the membership terms?



Membership Activities: SMARTIE Goals

SMARTIE goals are:

- **Specific** - is simple, sensible, significant
- **Measureable** - can be measured, meaningful, motivating
- **Assignable/Attainable** - can be done, agreed upon, attainable
- **Realistic** - are reasonable, relevant, results-based
- **Time Bound** - is time-specific, timely, time-sensitive
- **Inclusive** - is comprehensive, broad in approach
- **Equitable** - is ethical, fair, and just



Membership Activities: SMARTIE Goals

SMART Goal Example 1:

- Build a YAB of 10 active members by November 2020.

SMARTIE Goal Example 1:

- Recruit and train at least 10 LGBTQ youth of color as YAB members, so that they can effectively work to end homelessness for LGBTQ youth of color.

SMART Goal Example 2:

- Develop a YAB Budget by January 2021.

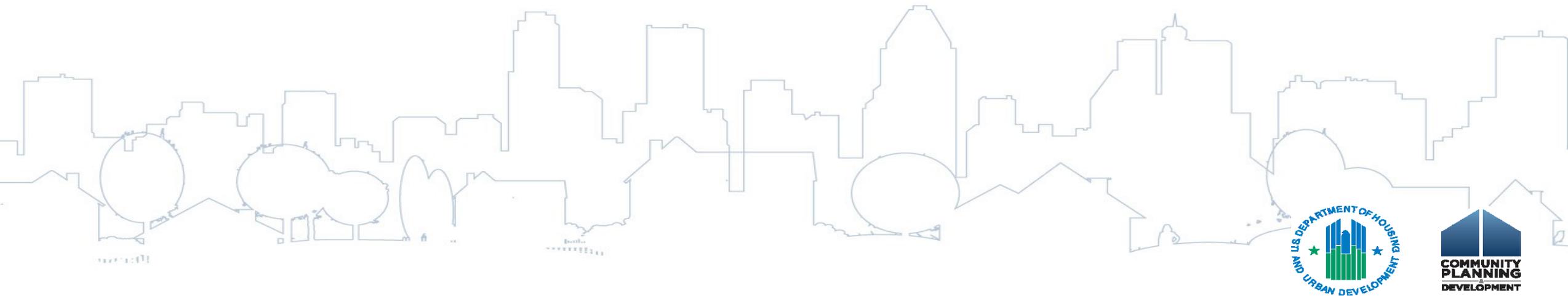
SMARTIE Goal Example 2:

- Identify supplemental funding for a YAB-Managed project budget to cover the cost of childcare for YAB members with children.



Recruitment Strategy

- Spread the word widely
- Focus on demographics served as well as marginalized populations
- Prioritize persons with current or past experience of homelessness or housing instability
- YYA should be responsible for creating and informing your recruitment strategies



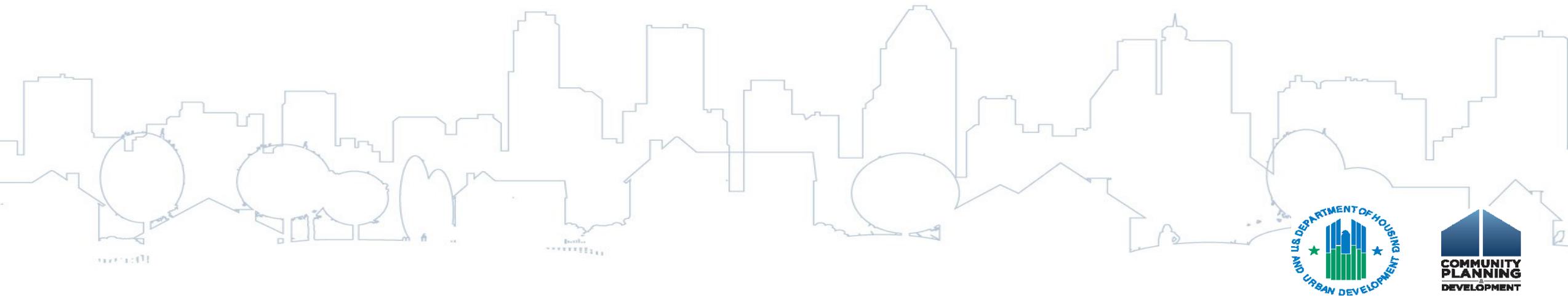
Retention Strategy

- Create space for YYA experiencing homelessness.
- Develop a work plan for YYA members to meet and work remotely (i.e.. Google Hangouts).
- Allow space for YAB members to discuss needs, with an action plan for follow up (i.e... resource referral, immediate access) .
- Include language in membership requirements for off-boarding, replacement of responsibilities.
- YYA should be responsible for creating and informing strategy. Adult partners are welcomed to guide.



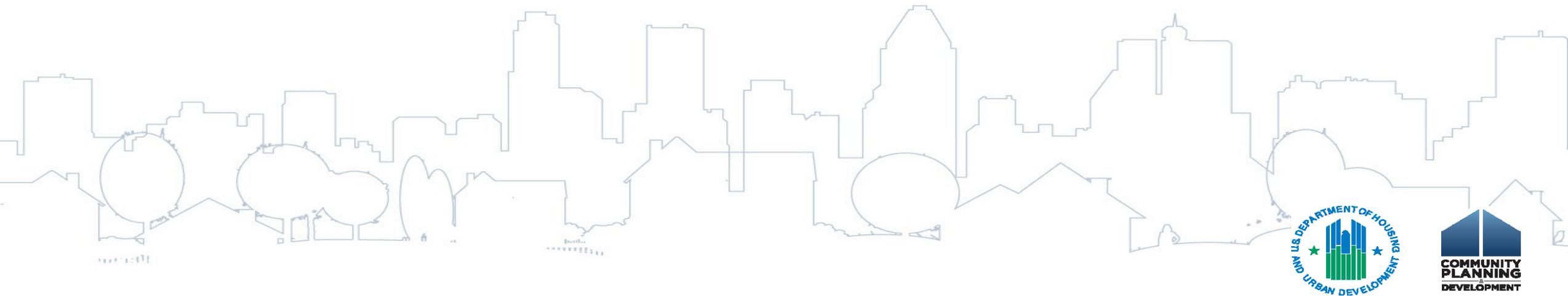
Autonomy & Power

- Autonomy - Young adults should have the freedom and agency to be the leaders of their own lives.
- Building Trust - Establishing and building trust is essential in any effective working relationship.
- Meaningful Engagement - Meaningful engagement allows us to share power.



Sharing Power: Equitable Collaboration

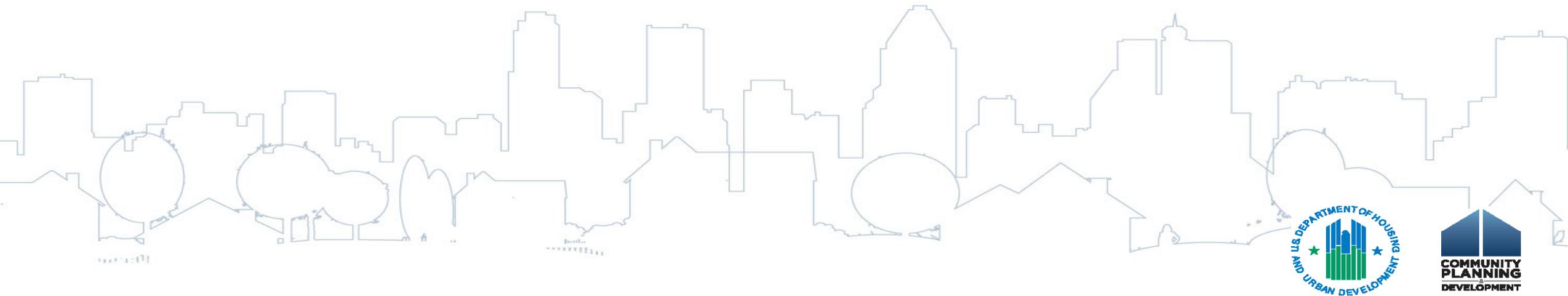
- Youth and Young Adults need to know that they have power
- The power that exists within YYA should be reinforced by our systems, structures that guide our work
- We must ensure that youth-serving systems are informed by YYA



Best Practices for YAB in CoCs

When engaging YYA leaders, it is paramount that we:

- Set youth and young adult leaders up for success.
- Create a collaborative environment for input and feedback.
- Set clear and realistic deadlines.
- Uplift the impact of their work.



Best Practices for YAB in CoCs

- The YAB should be encouraged and supported as they generate ideas and strategies.
- The YAB should agree on system planning and implementation activities such as informing the contents of a Coordinated Community Plan (CCP).

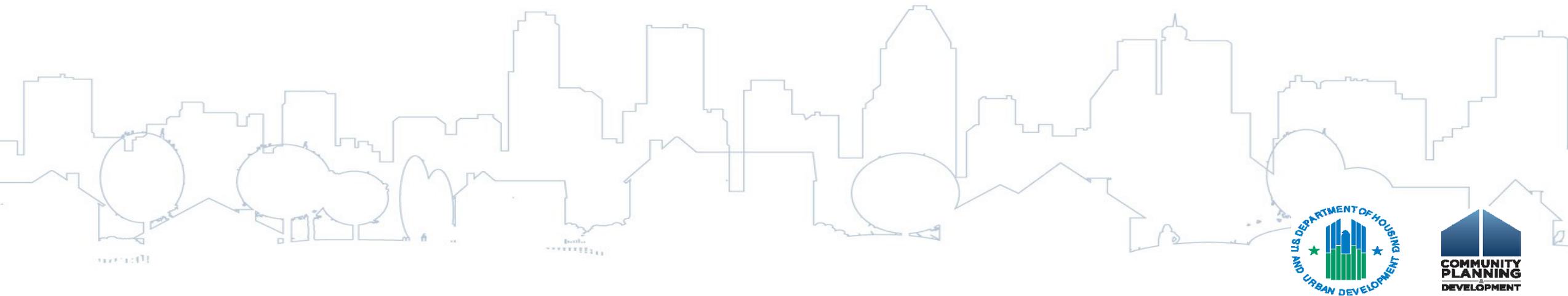
Questions to consider for CoC integration and Authentic Youth Collaboration in practice:

- How are YYAs incorporated into CoC? Mission, Vision, Responsibilities? Are these relevant to YHDP efforts?
- How are YAB members included in CoC Governance?
- Who is doing a good job at youth collaboration in the community? How can those efforts be replicated?



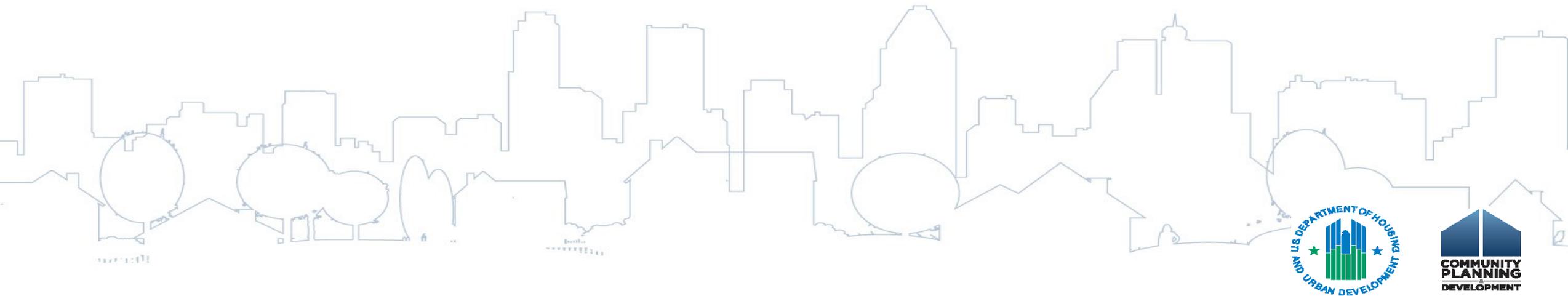
Lesson 3

YAB Sustainability



Objectives

- Participants will understand the value of lived experience and how to uphold the voices of those with lived experience.
- Participants will understand best practices for creating an equitable relationships with the YAB.
- Participants will learn techniques for leveraging the power and expertise of the YAB.



Retention

- Keeping lived experience in the YAB.
- YYA with lived experience leading the work in collaboration with adult partners.
- Identify Power Imbalances & Identify mitigation strategies
- Work with the YAB to create equitable communication pathways and feedback loops.
- Allow YYA to determine meeting space(s).
- Provide Mentorship & Networking opportunities.

Discussion Question:

- What are we doing to ensure that YYA stay on the YAB?
- What will we do & what resources are available to sustain current YAB members?
- How do we make our retention strategy “fail-proof “ ?



Equity within the YAB

Building Equity & Equal Partnerships

- For the YAB to truly have equity, professional development & related training opportunities should be made available.
- Collaborative development for how the YAB will move from a sub-committee to an equal committee in alignment with Older Adult led committee's.
- Intentionality around decision making that the YAB has should be clear and reinforced to ensure equal partnering.
- Create reciprocal relationships that allow trust, communication, partnership and elevation of youth voice.



Community Support of the YAB

Leveraging the Power and Expertise of the YAB

- YAB members must be equitably compensated for their time, expertise and physical/intellectual contributions; as well as sourced with multiple supports to sustain the YAB.
- Barriers that exists include CoC's lack of funding for YABs; lack of multiple funding sources; inability to pay living/sustainable wages to YABs; and CoC solely funding the YAB.
- The CoC often times is seen as “THE” community leadership body soley responsible for the YAB; this should be a shared responsibility among community stakeholders collectively.



YAB Funding

Multiple funding sources should be explored to ensure the YAB has necessary financial supports to thrive.

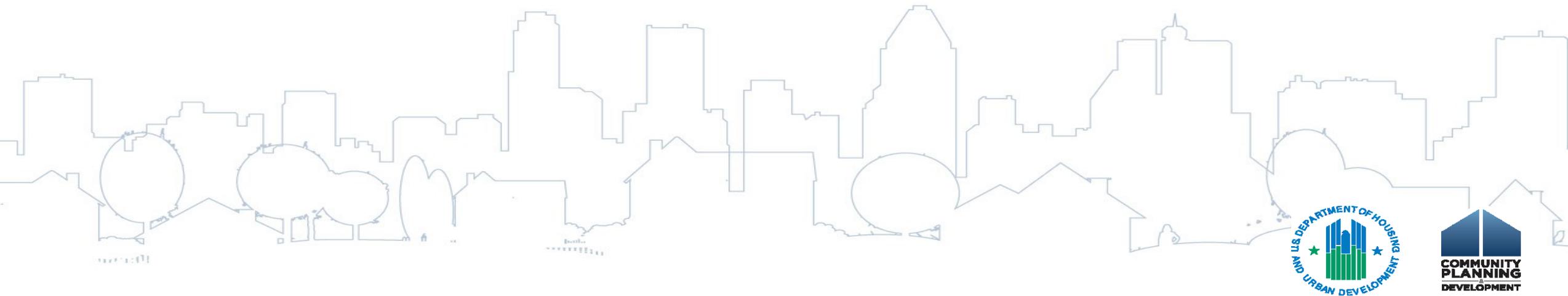
- Alternative Funding-Innovative fundraising events, in-kind donations from partners, unrestricted funds, divested funds, and private donations.
- Unrestricted Funding- Funding that is flexible for YAB needs that aren't tied to a specific deliverable or outcome.
- Equitable Funding- Paying YAB members living wages, funding programming and team building activities, funding technology needs, and professional development opportunities.

TCU Tip: Identify the geographic locations and their living wage using the living wage calculator [here](#).



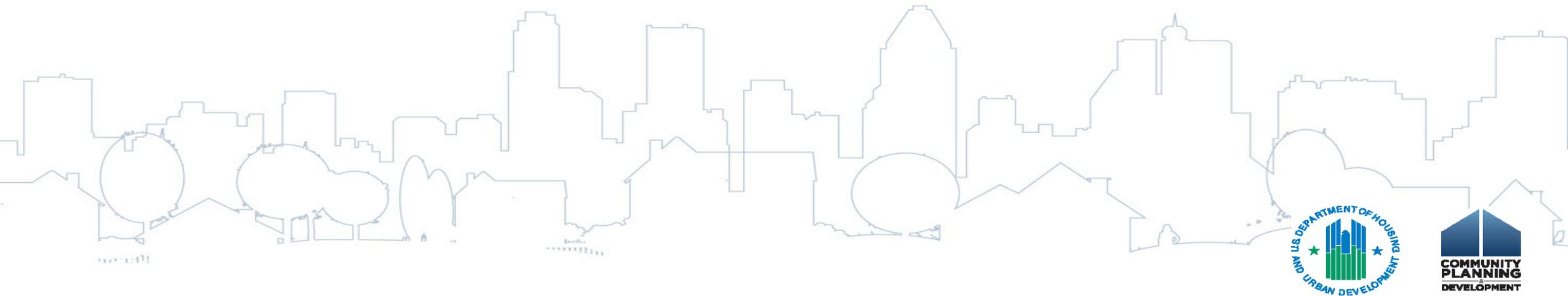
Lesson 4

Power Sharing



Objectives

- Participants will be introduced to the different types of power and strategies for utilizing them.
- Participants will understand how equitable partnerships restore power to young people.
- Participants will learn strategies for providing supportive coaching and professional development to young people.



Collective Values

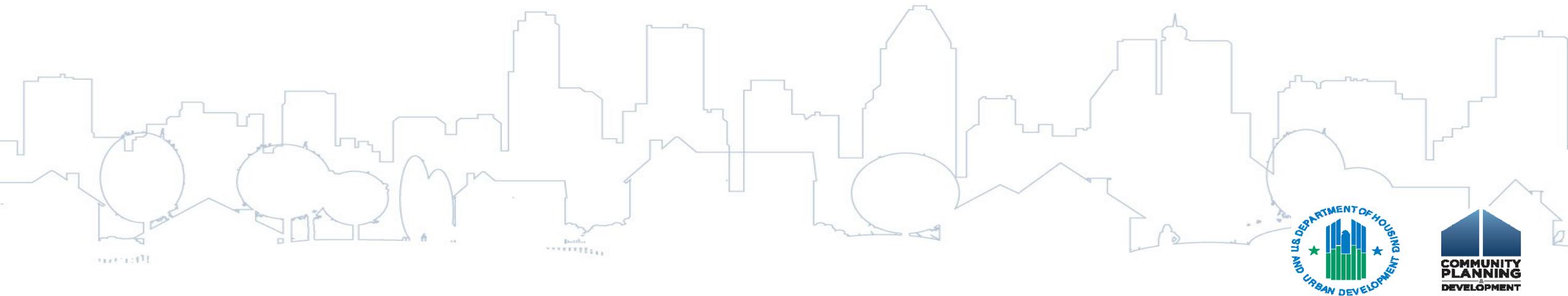
- Advocacy
- Accountability
- Awareness
- Collaboration
- Communication
- Compassion
- Courage
- Creativity
- Dignity
- Education
- Guidance
- Honor
- Honesty
- Humility
- Integrity
- Innovation
- Power
- Respect
- Service
- Support
- Trust



Defining Power

What is Power (Pow-wah!)

- Socially, power is defined as access to resources and institutions; the ability to exercise control, influence others and gain access to decision-makers to get what you want done.
- Historically, power has been hoarded often by one or a few groups in order to achieve complete control. We define this as oppression.



What is Power: Oppression

Oppression is defined as the systematic subjugation of a social group by another social group with access to institutional or systemic power.

- Individuals belonging to the dominant group have access to privilege and benefit at the expense of individuals in the subordinate group.
- Oppression = Power + Prejudice

TCU Think Tank:

- What is an example of an oppression you've observed or experienced?
- In what ways have you participated in dismantling oppression?
- If you've never navigated dismantling oppression, what challenges kept you from doing so?

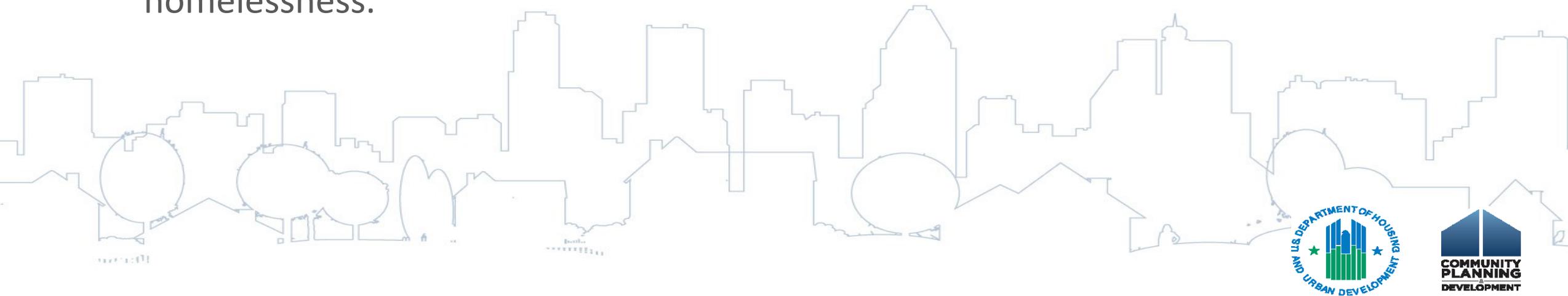


Types of Power: Legitimate Power

- This type of power comes from an elected, selected, or appointed position of authority and may be underpinned by social norms.
- Think of Congress' power to declare war, or the power of a traffic officer to pull over someone speeding.

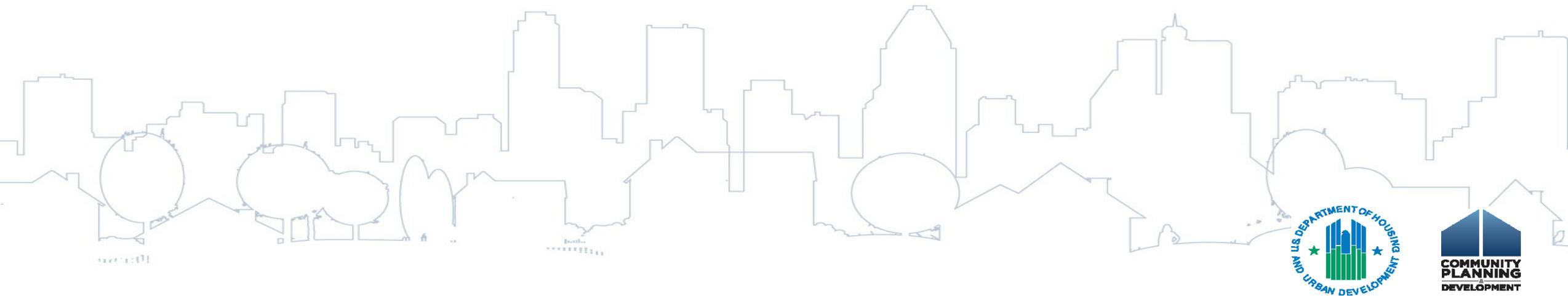
TCU Think Tank:

- Identify a source of legitimate power that has affected the movement to end youth homelessness.



Types of Power: Equitable Power

- This type of power follows the social norms of equity, which makes people feel committed to compensate someone who has been exploited, oppressed, or unseen.
- This power is based on the premise that there is a wrong that can be made right.
- Consider dependence power which is based of the social responsibility norm that we must help someone that is in need of aid.

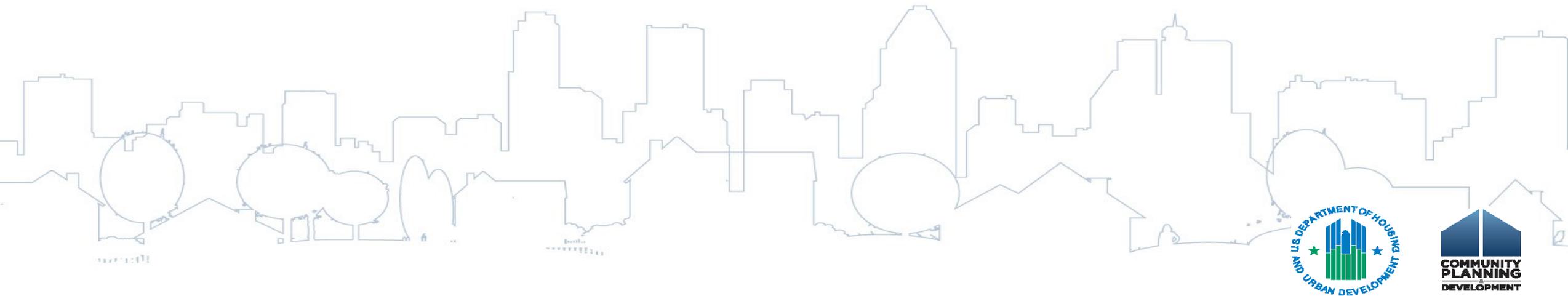


Types of Power: Equitable Power (cont'd)

- Often, Equitable Power is only recognized by someone based on their role or title and not necessarily the person themselves.

TCU Think Tank:

- Give a scenario of each type of power introduced here?
- How does this relate to your work in the movement to end youth homelessness?
- What happens when we fail to recognize equitable power and dependence power?



Type of Power: Referent Power

- This power type is rooted in the affiliations we make and/or the groups and organizations we belong to. Think of the power that a leader has from their base (ie. Feel The Bern, MAGA) , or a union leader has from those in their union and others that support unions (i.e. Labor Unions).

TCU Think Tank:

- How does referent power affect how people experiencing homelessness navigate services?
- How can a community leverage referent power to support greater utilization?



Type of Power: Expert Power

- This type of power is based on what one knows, their experiences (ie. lived experience), and special skills or talents.
- Expertise can be demonstrated by reputation, credentials certifying expertise, and actions. Expert power can then be divided into positive and negative types.
- (+) Type expert power is used to influence one around instruction provided via the expert.
- (-) Type expert power results from a person acting in opposition to the expert's instructions if the person(s) feels that the expert has personal gain motives.

TCU Tip: Negative expert power often doesn't factor in a common sense approach or may even be arbitrary to the average person due to its ethical approach.



Type of Power: Reward Power

- This type of power is based on the right of someone to offer or deny tangible, social, emotional, or spiritual rewards to others based on what is wanted or expected of them.

TCU Think Tank:

- How does reward power show up in transactional relationships?
- How have YYA been oppressed by reward power historically when receiving services or collaborating with adult partners?
- What is a benefit of reward power for YYA & adult partners in collaborative relationships?



Type of Power: Coercive Power

- This type of power uses the threat of force to gain compliance.
- This type of power can further be divided into two subtypes: Impersonal and Personal.
- Impersonal coercion relates a person's belief that the influencing person has the real power to physically threaten, impose a monetary fine or dismiss another.
- Personal coercion relates to a threat of rejection or the possibility of disapproval from a person who is highly valued.

TCU Think Tank:

- When have you seen coercive power show up in the work?
- What is effective at combating coercive power as an oppression?

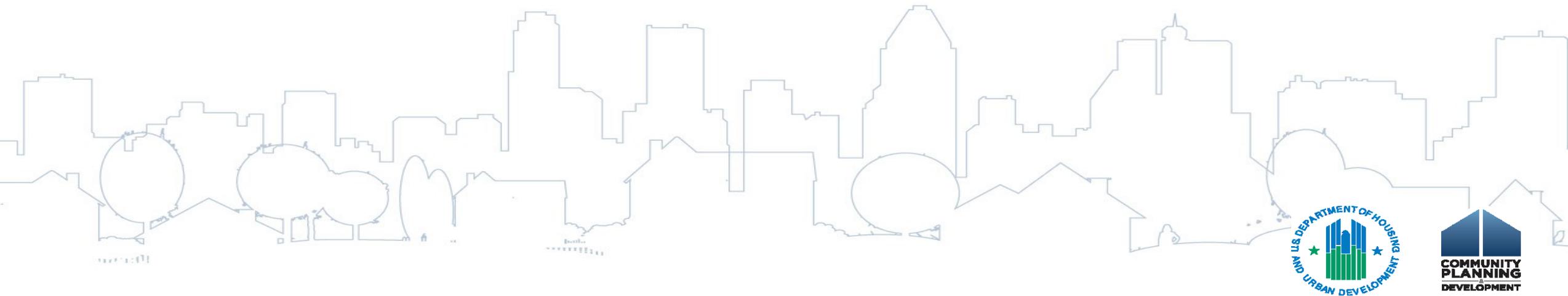


Type of Power: Information Power

- This type of power is held by a person or entity that possesses knowledge or information that is not easily/freely accessible to others. Information Power provides the power to people or entities to control or manipulate others who may not have access to credibly sourced information.
- For example, confidential or sensitive information is only granted to government officials with security clearance; at colleges/universities prior knowledge is required for entry into advanced degree/diploma/certification programs.

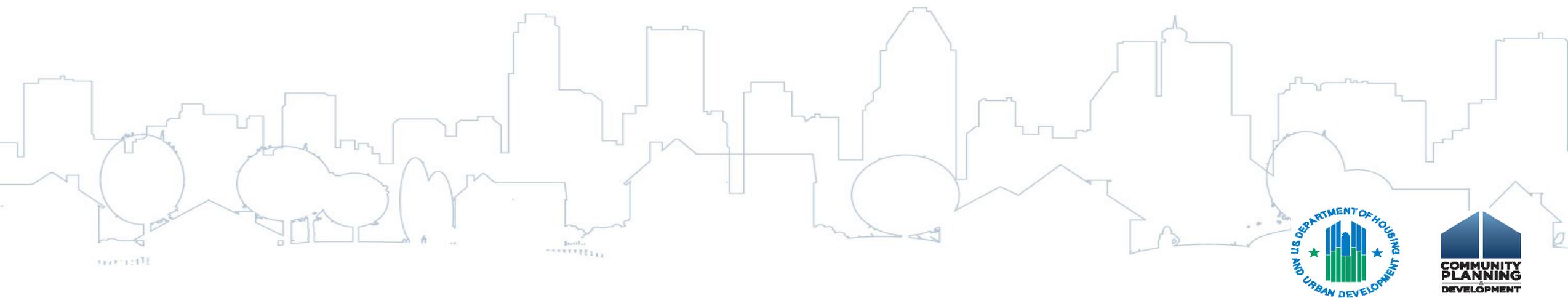


Agency & Returning Power



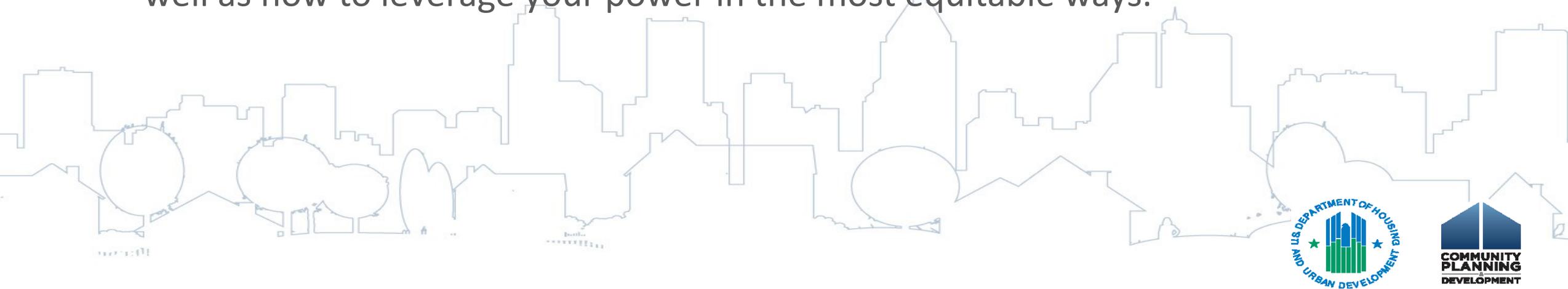
Agency

Agency can be defined as the capacity of an individual to act independently and make their own decisions. How one achieves agency and navigates their agency to self-determine their lives is essential to achieving the tenants of equity (this is especially true for young people).



Utilization of Power

- Power can be yielded on multiple levels depending on who possesses which type. For example, YYA with lived experience might offer expertise on equitable policies and procedures being implemented by CoCs – which are then copied by other community stakeholders.
- Identify what powers you possess. Think about the specific privileges and authorities that come along with that power and begin to outline how best to power-share, as well as how to leverage your power in the most equitable ways.

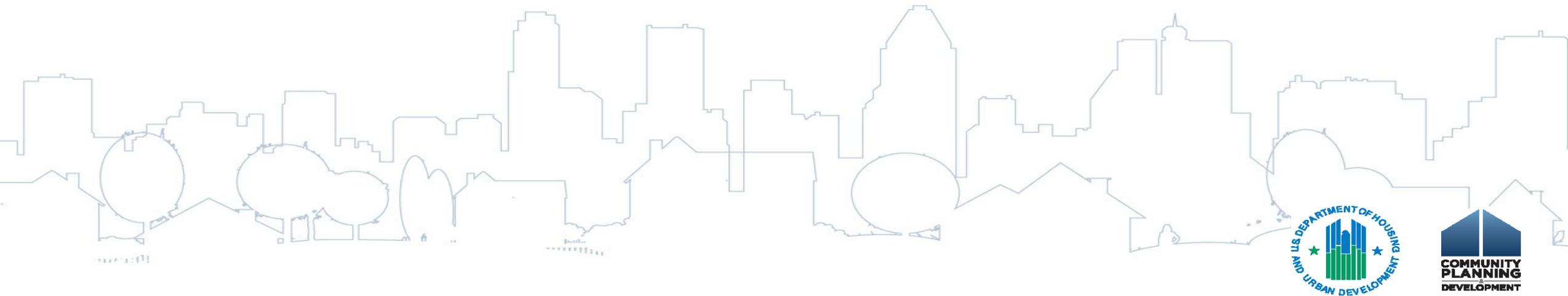


Equity in Collaborative Relationships

- Program Planning

In order for your efforts to be truly equitable, YYA must be involved in all aspects of planning. This includes the following:

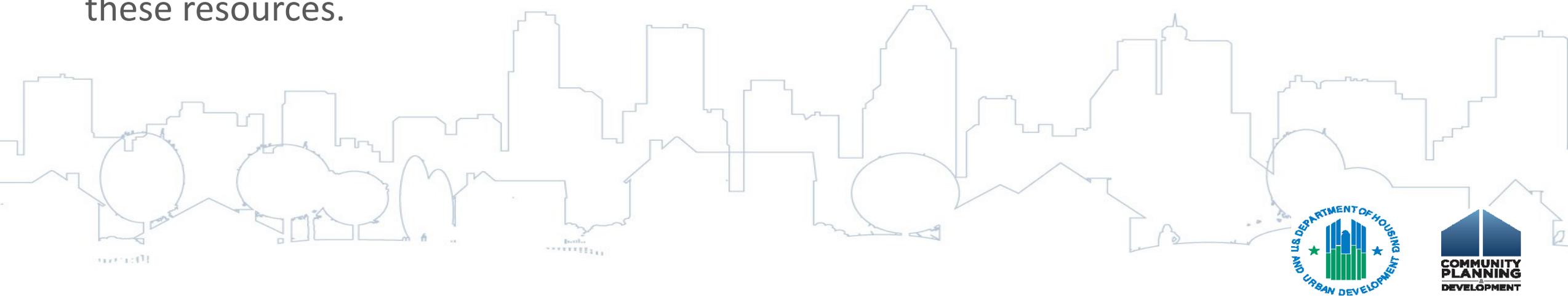
- YAB Creation
- Coordinated Community Plan
- Request for Proposals



Equity in Collaborative Relationships-Cont'

- YYA in Funding Decisions, Assessments, and Evaluations
- YAB members should be given literacy resources and training on funding sources; be invited to participate in budgeting (proposing and managing); and actively participate in Project Plans and Continuous Quality Improvement (CQI) efforts.

TCU Tip: When developing or planning the YAB identify a complete training & onboarding plan for new members and/or current members to streamline access to these resources.



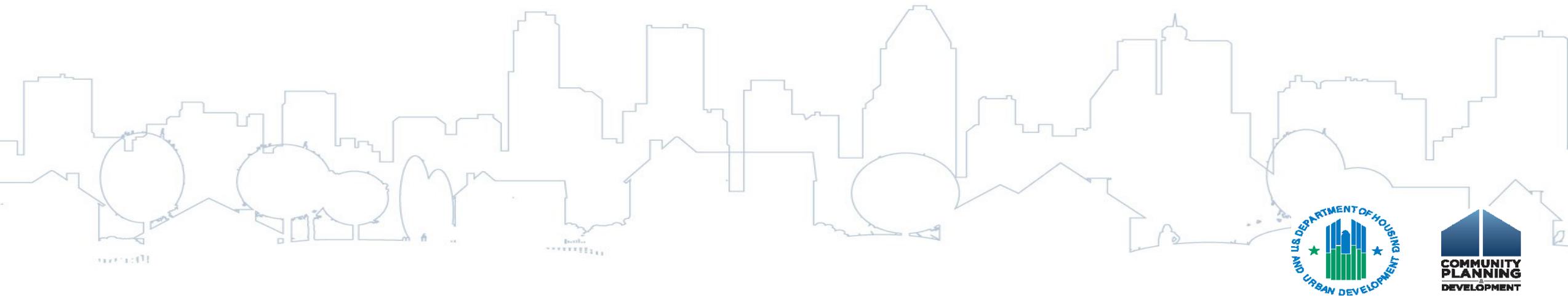
Equity in Collaborative Relationships (cont'd)

- YYA on CoC Boards
- YYA should have decision making power within CoC Boards. Having YYA on the CoC Board allows for power sharing, shared learning, accountability, and mentorship. When collaborating with young people, consider having at least two YYA seats should be added to the board with voting rights.
- Board charters should also be amended to include YYA voting seats as well as YYA inclusion in all aspects of CoC work. Ideally, at the beginning of YHDP or after a community has been notified of their acceptance are good times to start auditing current board charters and making necessary adjustments to allow for YAB/YYA voting seats.



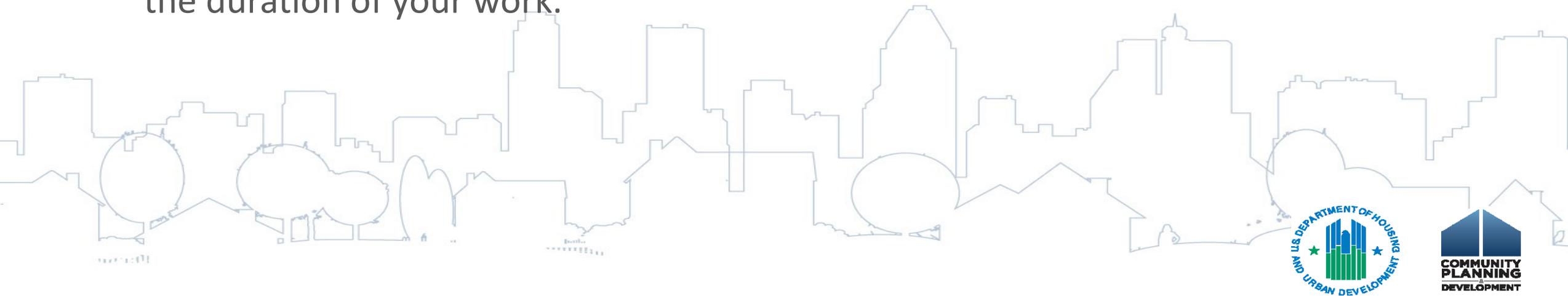
Equity in Collaborative Relationships (cont'd)

- YYA on Youth-Serving Organization Boards
- YYA should have decision making power within and outside of the YHDP project. Decision making opportunities should include YYA serving on boards of youth-serving organizations and other decision making bodies.
- In addition to serving on boards, it is important to increase YYA access to employment, specifically for those transitioning from YAB or from other supportive roles.



Equity in Collaborative Relationships-(cont'd)

- Holistic Training
- Do not shy away from preparing YYA for success in their roles working in homeless systems, multi-specialty teams, and board appointments. First, start with assessing YYA desires for learning. Ask them what they are most interested in learning about during their time on YHDP.
- Assess YYA knowledge around homelessness systems, policies, and foundational language. This will give you a good baseline for the learnings that will be needed for the duration of your work.



Equity in Collaborative Relationships-Cont'

- Supportive Coaching and Professional Development
- Providing multiple outlets of professional development for YYA to grow into professional roles.
- This can be accomplished by auditing job descriptions to include lived experience in lieu of formal/college education or degree(s).
- For example removing degree requirements from entry level positions that don't carry a legal/ethical requirement for a degree or certification.
- Removing barriers to these positions allow for YYA with lived experience to apply and secure employment.



Equity in Collaborative Relationships-Cont'

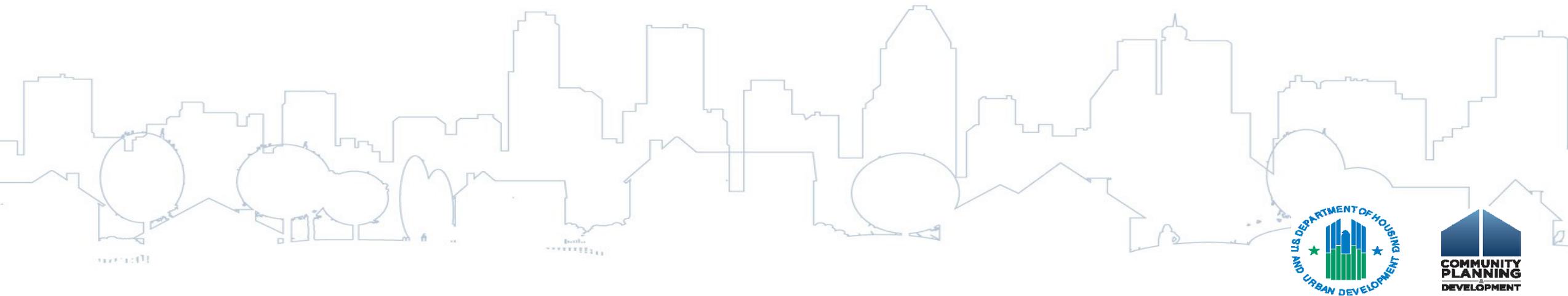
Leadership Development

- Investing in collaboration with Young Leaders looks like moving to equip young people with the tools offered in holistic and professional development.
- Leadership development should focus on pairing and mentoring of YYA by career staff that will allow for transference of knowledge and skills.
- This also allows for the opportunity for young people to develop leadership skills in a systemically diverse environment (Youth & Young Adults, Single Adults, Families & Veterans).

TCU Tip: True Colors United's Project Management Toolkit offers access for a collaborative effort to manage projects in an equitable manner for YYA of diverse experiences.



Questions



Thank you!
¡Gracias!
Obrigado!
Danke!
Merci!
Xiexie!

