

Ending Youth Homelessness: Youth Collaboration 201 Webinar Transcript December 17, 2020

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[00:00:00] Susan Starrett: Awesome. All right. Hi, everyone. Thanks so much for joining today. This is our second webinar in just over a week. Today, we are diving into youth collaboration again but at a 201 level. If this is the first time that you've joined us, you weren't able to make it last week, welcome. If you were able to make it last week, welcome back. This is actually, as I said, the second of two parts. It's actually the third of three different webinars. The first webinar, however, was held about two years ago in November of 2018. All of those materials are posted on the HUD Exchange. In a few minutes, I'll put the link to that webinar in the chat.

Again, we had a 102 last week, and we are diving into our 201 today. Just a few quick logistics before I turn it over to our presenters today. We are recording. The recording from both last week and this week along with the slides and the chat will be posted on to the HUD Exchange, the YHDP page, probably about mid-January. We'll also work on a transcription and getting transcriptions posted as well. I'll go ahead and also drop the link to where you will be able to find these recordings and presentations into the chat here in a few minutes.

It's being recorded. We'll share with everyone. Unfortunately, we're not able to share until we are able to get those posted on the HUD Exchange, and that's after it goes through an accessibility review. Soon, very soon. I promise. Everyone is muted today. If you have any questions, please utilize the chat function. Our presenters and myself will be manning the chat for questions that you post in there. We have a full agenda, so we are probably going to last all hour and a half today.

I will turn it over to our presenters from True Colors United, Dee Balliet and Angel Brown. Welcome, guys. Thanks for being with us today.

[00:02:37] Angel Brown: Great. Thank you, Susan. Hello, everyone. My name is Angel Brown. I am the associate director of Technical Assistance at True Colors United. I will be one of two facilitators for you today. I am joined by Dee Balliet. Dee, I can't see you. If you could introduce yourself, feel free.

[00:03:00] Dee Balliet: Good morning or good afternoon. I guess good afternoon for everyone now. Dee Balliet. I am senior program officer here at True Colors United. My pronouns are they/them. Super excited to jump into 201 today. It's been two years since the last one. Definitely excited to present some new material.

[00:03:23] Angel: Thank you. I'm going to say we have a lot of information today, so bear with us. We're going to try to keep us on pace. We encourage you to use the chat as Susan said. We will pause between sections if there's anything pressing we need to address. All right, just a sec. To get us started today, we are going to be

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talking through four different what we call lessons or topics. We're going to talk about equity in youth collaboration, YAB governance and how equity shows up in YAB governance, YAB sustainability, and power-sharing.

For the first lesson, equity in youth collaboration, we will hope to be able to get you all to these points here, have you understand the relationship between intersectionality and power. We also want to reframe adultism and talk about how you can be a true collaborator working with LGBTQ+ young people. You'll also be introduced to youth collaboration methodology and framework. Lastly, we'll talk about, of course, inequity and oppression, and how those two things negatively work against collaborative efforts.

All right. We're going to start off with some really meaty content, and we're going to start with a question. Just to level the playing field here so that we're all working with the same language and understanding, for us and as defined generally, oppression is the combination of prejudice and power and how they create the system that discriminates and works against some groups, often called target groups in a lot of spaces, to oppress other groups, often called dominant groups. Sorry, I switched that around, how target groups could discriminate against dominant groups. Excuse me.

Examples of systems of oppression and how power and prejudice work together include racism, sexism, homophobia, ableism, ageism, adultism, et cetera. Then the last thing, just to be stated here, is that systems of oppression really create environments that allow dominant groups to continue to execute and exert their power, control, and authority over others' limiting rights and basic resources and access.

We've defined oppression. We've talked a little bit about prejudice and power. We're going to talk about a concept called cycle of oppression. Cycles of oppression include manifestations of discrimination and oppression in the form of stereotypes, prejudice, discrimination, internalized oppression which we rarely talk about, how we internalize our oppression. When we think about cycles of oppression, we really use it to demonstrate how oppression functions in our society in a socialized way and is reproduced over and over again, unless we interrupt it and address it and dismantle oppression. In order to effectively interrupt this cycle of oppression, we must tackle oppression at every level.

Oppression exists at four different levels. We're getting ready to talk about those levels. Wait a minute. We'll talk about the levels in a few more slides forward, but we'll talk about it. There are some facilitators of oppression that make oppression possible. Power is the number one facilitator. Power is our ability to act, produce, mobilize, transform. Privilege is the second one. It's our individual access in dominant groups to give us privilege in our spaces. Then, lastly, dominance. Dominance, which is that collective belief and power that's given to the dominant group over the non-dominant or target groups.

Here are those four levels and four types of oppression that I mentioned. As I said, the onus is on us to address and disrupt oppression whenever we see it in our society, in our work, on a personal level. There are few ways that we've broken it down here. On a ideological level, that's where our beliefs, our value systems really

function. We think towards our religious, spiritual beliefs and values, the values that we hold about larger groups of people and our ideologies. Institutionalized oppression, which functions literally in our systems. It is the type of oppression that really creates harm on a societal level.

Think our universities, our state local agencies sometimes, school systems, those are examples of institutions that may function in oppression. Then there's the interpersonal oppression that I talked about a little earlier. The person-to-person-based harm. One-to-one. Lastly, internalized oppression. It is the oppression that we receive at these other levels that we take and we then integrate them internally into our own beliefs and values about ourselves and our peers and what's possible.

Just to give you a little bit more concrete information, we just took some language, some examples of language and how we see it show up in our work at an ideological level, where you might hear a colleague or older adult say something along the lines of, "You don't deserve Rapid Re-Housing. What are we doing all of this system change work for, youth collaboration efforts for?" That's an example of ideological level. At the institutional level, the institution or the local system, believes that Rapid Re-Housing simply doesn't work for youth and young adults, and therefore we're wasting our time investing in young people accessing services.

At the interpersonal level, it could be maybe a case manager or navigator saying to a young person, "Before you have housing you must do X, Y and Z things in order to make you better position to be housed." We know that people don't need to do things to be housed, people deserve to be housed period.

Then lastly, on a more internalized level, a young person may have experience and had some of these messages along their path, and then they begin to believe that, for example, I'm not mature enough to have my own home, or I'm not wise enough, I'm not old enough. I don't have the capacity. If we want to pivot away from the way those four levels of oppression show up in our work, here are some direct pivot from the previous statements. At an ideological level, I believe fully the young people deserve partnerships and we should work with them to create housing and systems that are responsive and work for young people.

Institutional level, Rapid Re-Housing is a viable housing option for all youth and we do not need to give them these parameters that are not rooted in equity and justice before we house them. At the interpersonal level, young people have everything that they need in order to be functional, whole and complete in the housing system, or once they're housed. Then lastly, maybe from a young person, I deserve my own housing, I have the capacity to manage the process. Those are just some examples of how to pivot away from those four levels of oppression.

Now I'm going to talk a little bit about adultism and other systems of oppression that we see often in our work and ways to tackle that. Sometimes, not sometimes, most times, oppressive behaviors function better and they're more powerful, they have an a greater negative impact when they work in tandem with other forms of oppression. You may have sexism and ageism functioning at the same time. Homophobia and adultism functioning at the same time. Understanding how systems of oppression work and the nuance of oppression, better equips us to address

systems of oppression in our work consistently. I talked about our different institutions, so I won't talk about that further.

In the last slide we talked about how oppression worked with multiple types of oppression functioning at the same time. We wanted to take a moment to talk about our multiple identities, and just name those, and how those are often the identities they get attacked in that tandem move of the systems of oppression. Of course, when we're thinking of our societal identities, we're thinking of some of the primary ones we hear frequently. Like our age, our ethnicity, race, religion, mental ability is one that we're starting to see more show up in our spaces, because we're clear in order to pivot away from oppression for people with different abilities, we need to acknowledge the power and the social identity in and of itself.

These are just some primary umbrellas, and I'm sure you all can get really expansive on identity indicators. What I'd like to invite you to do if you have if you are so inspired, looking at this social identity wheel, think about your identities that actually keep you safe and give you access in the world. Feel free, pick any one of these, if you're so inspired to do so and type it in the chat. List the identity that gives you the most power safety and access in the world. Dee, if you could watch the chat for me because, of course, I can't see it. Thank you. If we do have any folks post, if you could call those out? Okay, thank you.

When thinking about how things work in tandem, I've talked about how we have different identities. There's a concept, many of us have heard this before, so the concept of intersectionality isn't new for some of us and it may be new for some. Intersectionality and it acknowledges the interconnectedness of our social categorizations or identities and as they apply to us as individuals. It takes a look at the overlapping interdependent systems of discrimination and/or disadvantages that occur as a result of those intersecting identities. We saw that on the previous two slides ago, where we looked at someone who may be queer, and maybe have a different ability. That is an intersection.

Intersectionality addresses the nuance and the connection of the two at the same time. The intersections of our identity gives us the depth to who we are. A few things that we ask that people do and to consider, is always keeping the forefront of your mind the relationship between race and other identities. Especially in our society, as the race is a consistent and constant issue and opportunity. Also, keep in mind that the relationship between power and privilege, and how they function in our work. We already talked about the nuances of identity.

We had sexual orientation or queer identity, LGBTQ+ identity on the list, and so it is important for us to take a look at sexual orientation, gender identity and expression in detail. For one, common language, and two common understanding. Then three, how systems of oppression can function when it comes to sexual orientation, gender identity and expression. Plainly stated, sexual orientation describes who a person is attracted to. Some people are attracted to people of a particular gender, others are attracted to people of more than one gender, and some are not attracted to folks of any gender at all.

When we talk about sex assigned at birth, we're really talking about gender markers. Familiar gender markers, male, female. Some newer ones for folks, maybe intersex or other, but all of these gender markers are typically how we see gender indicated publicly. Gender identity is a person's individual sense of identity. Being male, female, both, non-binary or other identity around gender. The thing to remember about gender identity is that it is the internal functionality. It is the truest sense and belief of self. Gender expression, is one's way of how we indicate and express our gender externally, and our gender expressions don't necessarily always align with gender identity, nor sexual orientation or other markers.

Gender expression is really a standalone as is, and you cannot tell by a way that a person expresses themselves their gender expression, their identity. Please make note of that. It's important to ask pronouns. We are all fairly familiar with pronouns. We typically start our meetings that way, we introduce ourselves with gender pronouns, even though I did not do that. Angel, she/her.

Before I talk about common pronouns, it's important to acknowledge, recognize and ask people's pronouns because asking pronouns say that I value you and respect you as a person. In your work with young people, it is imperative that you make it a point to ask pronouns, constantly, consistently and in an authentic way. Some common pronouns are she/ her/hers, he/him/his which are gendered pronouns and then you have they/them/theirs, and Ze/Zir. Those are two more gender-neutral pronouns that we typically see where people are maybe non-binary identified or non-binary.

We see these gender pronouns in a lot of different places. We see them in our meetings, we see them in our work. It's important that we ask them, that we maintain and that we honor people's pronouns. We are not going to have time to discuss, but I do want you all to take note potentially of these three questions here because they are some good prompts on figuring out or thinking through how you can further equity discussion at your site.

How do you honor people's pronouns? Do you practice honoring pronouns at your agency? What does your organization or agency need to do to institutionalize honoring pronouns? Do we need to change documents? Do we need to change intake forms? Those kinds of questions should be asked. Here's a little case study on inequity and oppression and it was a case study. Skye was kicked out of her home at the age of 15 when she started to identify as Black trans woman. At 16, Skye found herself in the foster care system and was 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 at an all-male group home. At the group home, other program participants constantly made jokes about Skye's non-binary gender expression and she would get into fights which often caused the staff to call the police as a disciplinary method. Skye ran away and began to couch surf with friends that she met online and now resides at a transitional living program where there are no gender-neutral restrooms. This is a simple case study and some of the more extreme experiences that youth and young adults sometimes experience in their lives and then when interacting with systems of care.

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There were many opportunities throughout this particular case study in Skye's experience where people could have interrupted the oppression, neglect, and abuse that Skye was experiencing. The first place of interruption could have been when Skye was kicked out of the home more on a familial level, maybe extended family member offering support and helping navigate that conversation with the family. When Skye got to the first foster care system placement, of course, the placement was not aligned with Skye's identity. There was a mismatch there.

The services could have been interrupted there, someone could have stepped in and spoke to Skye's need to be placed in a child welfare placement that was more aligned with her identity. Subsequently, further on down in the scenario, the same thing. Someone could have intervened with taunting and abuse guy was experiencing at the group home with other participants instead of immediating that and creating new norms, new culture and addressing the oppression and abuse that Skye was receiving as a result of being a young trans woman before the police or instead of calling the authorities. I'll just stop there, instead of calling the authorities.

There were many opportunities for inequity and oppression to be addressed in this particular case study and the ball was dropped at least three different points of Skye's experience. As you're doing your work and being a collaborative partner with young people, it's important to understand oppression so that when they do have negative life experiences, you know when and where to interrupt to provide support, resources, information, and opportunities for healing. Sorry, just checking my time. We have a few recommendations for you all much like the questions that were on a few slides before.

We have some recommendations on what you can do to ensure that your space is more equitable and collaborative when working with youth and young adults. Create and identify processes for internalizing, addressing, releasing adultism, racism, other phobias, and prejudices that are a hindrance to this work. Embrace discomfort and vulnerability. These kinds of conversations aren't always easy but they are absolutely necessary to the work of YHDP.

Create and maintain a racial equity team. This racial equity team can exist amongst your YAB, it can exist amongst your organizational staff, it can be a community partner, racial equity team, it can look many different ways but create a team that is the team to drive and hold the equity conversation for you and your community as you do your YHDP work. Be sure to identify and use youth collaboration training resources. TCU has a learning community. You can always go to truecollegeunited.org. Register in our learning community and learn about youth collaboration strategies.

We also have resources that you can order, you can have on-site for you to support your work. Investigate how White dominant culture is showing up in your work. White dominant culture is a concept that we use in equity conversations to address larger systems of oppression and with the thinking that in the United States, there is a system of White dominant culture that manifests in every aspect of our work. We encourage people to-- Well, I see a typo there. We encourage people to address White dominant culture as you're doing your work in your equity efforts and caucus when it's needed.

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Caucus or other people might call them affinity groups coming together on a common identity or a common need so you may have a Black and Indigenous Person of Color caucus, a White caucus, you might have a youth caucus, older adult caucus. Those caucuses look a little bit different from racial equity teams. Those are more smaller shorter gatherings of individuals and usually around a particular issue or topic. In your efforts to do your equity work, we encourage you to hold space for equity goals. You have to build equity goals into your project work.

In order to do that, we encourage you to align equity goals with your systems change goals and activities, create equity goals that will give you a baseline at the start of your YHDP project. Holding states for equity goals requires that young people are actually at the table being collaborative partners building those goals and not just tokens like does this sound right to you. Here, again, are some discussion questions for you to take back and to chew on and think about as you get started on your YHDP project when you get started on your YHDP projects or in preparation. What do racial equity and gender equity currently look like for youth and young adults accessing services in your local organizations?

In policy and practice, how is equity addressed in your coordinated community plans? How were your YHDP projects address equity to those individual projects? How will they intentionally address equity and collaboration in their plans and what tools do you need to get that work done? Then at the bottom here, this is a very important point. How do I equip or how am I planning to equip youth and young adults members for working on a YHDP project with the capacity to do and lead equity work for the project?

Then, of course, how are we going to measure it? These are a lot of good questions to get you started, not an expensive list but I could tell you, if you start on these questions you'll be working for quite a bit of time. When it comes to collaborating on services, we all know that young young people sometimes require support from older adults to be equipped to actually do the work and make informed decisions. This is from a technical side, not from what young people know and have lived and have done before they got to you.

When it comes down to the technical side of our work, we need to equip them with the tools and the skills. In order to do that, we need to make sure that we reduce and eliminate power imbalances when they show up. We need to make sure that young people feel safe to contribute to decision making on our work or in our work. Then, we need to create systems that honor the power making decision of youth and young adults, and create safety in your work by differentiating between a young person's role as a participant and as a collaborator.

If you've got a young person who accesses services, who's a real rock star maybe in one of your programs, and they're invited to join the YAB and they join the YAB, but you're still engaging and working with them as if they're a client or a recipient, or a participant in your programs, you're not working with them as a true collaborator. Be clear about the role that the young people are at the table to serve or fill. I talked a little bit about providing tools and information for the young people so they are equipped to do the work when they get to the table. Here are some pointers, some

tips that we want you can to consider for leadership and professional development for youth and young adults.

Create a pipeline for youth and young adults with lived experience to become full-time employed individuals in your communities. Sometimes this is easy to do within our individual agencies and organizations, other times there are opportunities where you could create partnerships with other projects or sites in your region, in your community, to create full-time positions. You should be working towards this. We don't just want young people to serve on the YAB, do the project work and then there's nothing there on the other side. The goal is to actually transform the work, and a large part of transforming the work is changing the workforce and who is at the table.

Provide coaching support around cover letters and resume writing. Host virtual and in-person networking events for the youth and young adults on the YAB. Mentor YAB members. If you aren't the mentor, find mentors for YAB members. Create positions at your organizations and your agencies that are open to the YAB and then of course I mentioned this already, partner with other organizations that are willing to hire YAB members. I'm going to pause for a minute, because I feel like I have been talking for so long without checking in about the chat box or anything. Do we have any questions or comments in the chat? Oh great, okay. I don't know if you all can see this on my screen, but thanks, Dee.

Mentorship have proven to be invaluable relationship builder and communities with youth and young adults and older adult partners. Great. Are there any questions in the chat that have come up?

[00:34:06] Dee: No, none that I've seen.

[00:34:08] Angel: Okay. Sorry, I'm just being a weirdo here. [laughs] Everything that I told you on the previous slides, speaks to this first bullet. Set young people up for success. Before asking youth and young adults for their expertise, make sure you've done your work to pour into them to be an active meaningful collaborative partner. Reduce any barriers to participation or engagement. That requires you to utilize various different channels of engagement to seek feedback. You may be simply used to email and telephone, and working with youth and young adults who will require you to get on on Snapchat, Facebook, Twitter, TikTok, Instagram, as a form of communication. Just be flexible.

Also be clear and realistic about deadlines. Be honest about the scopes of work that the YAB members and youth and young adults sign up for. How much time it's going to require, and be realistic around what they are tasked with doing, making sure that their activities or assignments aren't overwhelming, and we aren't asking too much of them. This is an important piece that typically we forget to do this all the time. Highlight the impact of the work. Every few months, show a measurement of, we were here in January and now we're here in March. This is where we started in July and this is where we ended in December.

Highlighting the impact of the work really reinforces that one, we're moving, our efforts are shifting the local trajectory, but also it's a way to measure and take a look

at how we've performed, and if we need to change anything along the way. The other thing, we wanted to take a little bit of time to talk about youth collaboration during the time of COVID because we know that this is an exceptional time in our history, and circumstances are different than anything we've ever seen before.

Below are a few pointers out of Massachusetts, and what we have here are some hornets for keeping youth engaged virtually. YAB leaders or YAB coordinators should include phone and audio access to your meetings in addition to video conferencing. Try to use platforms that are universally user-friendly. Many of us use platforms like Zoom and Microsoft Teams. Those don't sometimes translate over to youth and young adult world.

We encourage you to look into other video conferencing platforms, such as freeconferencecall.com which now has a video conferencing feature that you can use, that is more user friendly and accessible for the general public. Check with YAB members before setting up a virtual meeting to make sure that they have access. That they can even attend the meeting virtually, and if they don't, there are some opportunities to identify supplemental funds to get young people connected.

When it comes to supplemental funding, I encourage people to go to the current batch of funders to see if are there any special technology funding grants that could be provided. That's just one tip. Also, we encourage people for those young people that don't have internet access to provide Wi-Fi access and sometimes that Wi-Fi access, you may be able to provide it, or you might find a resource that will give the youth and young adults Wi-Fi access. Housed young people may qualify for low budget internet packages. Some internet companies are offering packages as low as \$10 a month during the time of COVID.

It's worth the research to see who's offering what and what kind of discounts or lower cost internet packages exist. In youth and young adults that are enrolled in schools may have access already to Chromebooks or laptops that have been disseminated by their school, so they may be able to participate in virtual engagement in meetings that way. Then here's a list of HUD approved technology covered under CoC's planning dollars.

[00:39:21] Dee: Before you continue, we do have a question that came in the chat. Jess asked, do you encourage use of stipends for YAB members? Does that work better as a monetary payment over such as something like gift cards?

[00:39:38] Angel: Asking does cash work better than gift cards?

[00:39:42] Dee: Yes, I think that was a question there. Feel free to chime in, Jess too, if I got that wrong.

[00:39:42] Angel: It depends. It depends on the young people. I can't necessarily answer the question if cash or gift cards are better. The youth and young adults that you work with will tell you that. Also, there are some sites that do checks and do cash, right? There's some sites that do gift cards only. Sometimes sites might have a confluence of checks and gift cards.

There's always special considerations for young people and their income and how do we navigate their compensation from YHDP and making sure that it doesn't interrupt or kick them out of the qualification for other monies that they may receive on a monthly basis. When you gather your young people, if you currently have a group of youth and you don't know whether gift card or cash is the best option, you should ask them.

If you don't have a YAB yet, but you have a plan on building a YAB, that should be one of the first questions that you ask the YAB. If you have a YAB application or YAB info sheet that they fill out when they first get there, I would put that question on there. How would you like to receive payment? Then there's other sites that use cash app. There's many different ways and people are being really innovative in how they are getting the compensation to the YAB members.

The young people, youth, and young adults that you work with will answer the question of what's best. Of course, then you have to compare that with your agency, like financial system and how you have to manage that internally. What you may find is that you might have to change some of your financial distribution processes to meet the needs of the YAB. That's a way to be equitable at an institutional level at your agency, changing that policy if needed.

I hope I answered that. Dee, I promise I'm going to get through this next section really quickly because I know I'm really pushing it here. [laughs] For this next section, we're going to talk about, establishing collective agreements and the importance of that, talking about models of decision making, and then lastly, supporting young people, youth, and young adults as they access and utilize their personal power and autonomy.

Many of us are very familiar with group agreements, values, ground rules. These are just a few here, but it's important to establish group agreements, values, or ground rules at the start of your gathering efforts, at the start of your work with youth and young adults. Of course, your list will be tailored for your YAB or for the YAB, but these are just a few that we frequently see show up in YABs across the country. In addition to establishing some values and group agreements, you need to decide on your model of decision making or support the YAB in deciding on their model of decision making.

In deciding the model of decision making, there are four models here that we've highlighted, but there are other ways in which you can make decisions. These four we're all pretty much familiar with. You could use the majority rule model, where the votes decisions are all based on the majority vote. You could do a consensus voting that really makes sure people move along to the decision, not necessarily a yes or no, but can we do this together and we all agree that we can move in this direction. Not necessarily we all agree on the actual issue at hand.

Majority rule voting is of course when we were doing more than half of the-- Wait, that's up there twice. Sorry folks, typo. [laughs] I'm sorry to talk about that. Then there's unanimous voting, where all your decisions have to have a unanimous vote, no matter what. Unanimous voting can be the most restrictive style of voting. A lot of sites and a lot of YABs use the consensus voting model or a majority rule model but

it will be up to your YAB to decide their own model. It is imperative that you decide on a model at the start of your project first. In addition to a voting and decision-making model, the YAB will need to figure out the side on a governance model.

There are many different governance models that you could use, but these are the ones that we see most frequently across the YHDP YABs. These models where people have chairs and co-chairs, there's somewhere there's delegates and coordinators and leads. You could have a flat leadership style where there's an executive committee and a general form that handles the voting. You can have a more hierarchical structure where there is a president, a VP, delegates, secretaries or you can just do more of a collective group model where everybody is an equal contributor and leader in the governance of the YAB.

We got a few things we go to do at the top. We have to figure out compensation. We have to figure out group agreements, governance model, and then the next thing are our membership requirements. Again, these will be decided-- This is kind of wonky because you'll have to decide membership requirements before you do your recruitment, but then when you get your first batch of youth and young adults for that YAB, then they will help you refine this membership requirement that your YAB has.

Often, and of course we see this, we have youth with lived experience, youth and young adults who have a distinct desire to change the local housing system. Youth and young adults with organizing and mobilizing experience, LGBTQ+ individuals, BIPOC individuals, and the list can go on. The ones that you see here, like the primary membership requirements that we see showing up through and through across the country.

These are just some details for you to consider for your YAB membership process. What will it take for somebody to become a member of the YAB? What do they need to do in their application process? What are their membership terms? How long are they serving and in what capacity? Once you get your young people in the door, of course, we encourage you to start doing some planning. When you do your planning, we encourage people to use SMARTIE goals to help plan through their membership activities for the YAB.

Many of us are familiar with SMART goals, Specific, Measurable, Attainable/Assignable, Realistic, and Time Bound goals. What you see here, that's different as we've added Inclusive and Equitable. This, of course, speaks to all of the conversation we just had in lesson one about pivoting away from oppression. Making sure not only did the goals make sense, you can measure them, they can be assigned, realistic, et cetera, but that they're comprehensive, inclusive, and equitable. Here are some exam--

[00:48:12] Susan: Hey. How are you? Oh my goodness.

[00:48:19] Angel: Susan. Susan can you--

[00:48:21] Susan: [laughs] Oh my God.

[00:48:24] Angel: Thank you. Here are some examples. Two examples of SMART goal versus SMARTIE goal. On the left here we have a SMART goal build a YAB of 10 active members by November 2020. A SMARTIE goal which is more inclusive and equitable, would be 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. We've identified more qualitatively, how many, a little bit about who, and what addressing, kind of hitting all of our equity points there.

Then the example number two, develop a YAB budget. Great, make sense. A SMARTIE goal could be provide supplemental funding for YAB managed project budget that covers the cost of child care for YAB members with children. It's equitable because it takes into account those YAB members who may be parenting. It is inclusive because it takes into account their particular needs. It is innovative and actually gives a nod to innovative program approach for the supplemental funding.

When you're recruiting your young people, spread your word widely, not just your professional networks, but branch out into social networks. Go into virtual spaces where young people are to reach them. Focus on the demographics of the youth and young adults that we know we work with. Prioritize people with current or past experience of homelessness or housing instability. Also, if you have young people available at the time of recruitment, working with them to create those recruitment strategies.

Once you get the young people in the door, a way to keep them is create space for youth and young adults that maybe currently experiencing homelessness. Develop meaningful and intentional work plans for young people to meet and do remote work. Allow space for the YAB to discuss their needs and have action plan for follow up, and then follow up. Don't just leave their needs in the notes. Include language for membership requirements for off-boarding.

If someone leaves the YAB, replacement of that person for their responsibilities. Also, engage young people in creating your overall strategy for retention. When it comes to autonomy and power, it is our job to ensure that youth and young adults have their freedom and the agencies to be leaders in their own lives when they're in our spaces. Autonomy in general is something that we all have or we all can have access to. As the older adult partners, it's our job to make sure that the space it's in, environment facilitate autonomy.

Build trust, this may seem like a simple thing, but it will make or break the relationship with the youth and young adults on the YAB. Have meaningful engagement opportunities. Meeting should be meaningful, conversations should matter, follows up should happen, and coaching support should also occur. When it comes to sharing power with young people, and when working with youth and young adults on the YAB, just understand youth and young adults, they need to know that they have the power to change the system in your community.

They have the power to change the practice and policies within your organization, and that the power that exist with them should be reinforced by our work. Dee, I only have a few more slides, and I'm getting ready to kick it your way. Here are just a few

best practices for YAB members that are maybe in the CoC. It's important that, again, set them up for success. That means that the youth are thoroughly trained in all functions of the CoC conversations. That they'll be a part of the decision making structure of the CoC, the policies, the budgets, et cetera. Set them up for success.

Create the environment where youth and young adults can give input and feedback, and also receive input and feedback. Again, create clear realistic deadlines, as well as uplift the impact of their work. You'll see these things are starting to reoccur here, right? Continue best practice for YAB. YAB should be encouraged to generate ideas for your project work. They should agree on the planning and implementation activities that are conducted as a part of your project work, including informing the CCP and approving the CCP.

Questions to consider for CoC integration. Very similar to some other questions about equity at your orgs. How are youth and young adults incorporated into the CoC? The mission, and vision, and responsibilities, et cetera. We encourage you to ask and answer these questions in order to do some baseline setting, goal setting for yourself. Sorry, Dee. [chuckles] That is all for oppression, systems of oppression in governance. I'm so sorry to eek through there at the end. Dee, I'm turning it over to you now.

[00:55:03] Dee: Perfect. Thanks for that. Yes, let's jump into sustainability. I think we can get through this and maybe have some time for a few questions before we end. Hopefully, I think we're right at about two o'clock. Two o'clock for me, four o'clock for everyone else, I'm sure. We're going to jump into YAB sustainability. In this section, the goal is to understand the value of lived experience and how to uphold those voices on the Youth Action Board. Participants should also understand best practices for creating equitable relationships and learn techniques for leveraging the power and expertise of Youth Action Boards.

We had the building blocks for, how do we get a YAB? How do we do that type of building equity into the Youth Action Board? Then we also have to tackle retention and recruitment. Ensuring that not only are we getting young people to the Youth Action Board, but we're also making sure that there's infrastructure to allow those young people to thrive and stay on the Youth Action Board as well. Also, what do we do if young people aren't staying on Youth Action Board. Let's tackle some of that here.

The first would be keeping lived experience on the Youth Action Board. What is that, or why is that important? Being very mindful when we're creating our Youth Action Board of what the make up is of the Youth Action Boards. I know some Youth Action Boards specifically say that only young people with lived experience could be part of the Youth Action Board. Some YABs have it split up where there can be a percentage, or maybe 3/4th of people had to have lived experience. Then a quarter of people can be youth and young adults without lived the experience of homelessness or housing instability.

It's important that the lived experience stays on the Youth Action Board. I think the last thing that we ever want is having a YAB where there is that percentage of people that can join the youth action where they don't have lived experience. Then

you can imagine what that looks like when there are more people on the Youth Action Board who don't have lived experience than those that do, and that imbalance that that creates. Also, maybe some anxiety that might have for young people to join the Youth Action Board when they know they're not going to be there with other youth and young adults who have lived experience of homelessness and housing instability.

I think that's important to remember when thinking about building a retention plan. Youth and young adults with lived experience leading the work in collaboration with adult partners. I think what we've found is that, if we create the YAB-- Not if we create, but if we have open the space for youth and young adults to create what the Youth Action Board should look like for themselves, and allow them to lead the work in collaboration with adult partners. We see different outcomes that we probably haven't seen always. Because in the past historically we know, often times Youth Action Boards are just been an accessory to the bigger picture.

There hasn't always been equity or autonomy there for Youth Action Board to really thrive. Ensuring that we're allowing youth and young adults with lived experience to lead the work. I think it's important to ensure that young people stay in the Youth Action Board because if it's theirs, they built it, they created it, there's equity built into it. Then this is their own product to use. Identifying power imbalances and identify mitigation strategy.

For any young people coming into a Youth Action Board with adult partners that are pulling the strings there, I think it's important to understand that there's always going to be power imbalances with understanding that there's going to be people without lived experience. There's going to be people in positions of power that young people may not necessarily be able to access. It's important to understand those and identify them, and then also come up with strategies for how to navigate those.

What does it look like for adult partners to say like, "Hey, this is the power that we hold in this space, and how do we share that with youth and young adults with lived experience?" For Youth Action Board specialist or coordinators, once there is a Youth Action Board, how do those coordinators or specialist take themselves out of that space of the Youth Action Board, and allow the young people on the YAB to actually lead that space as well? What does it look like for youth and young adults with lived experience to become, to oversee the Youth Action Board? What does it look like for them to be hired after organization that oversees the Youth Action Board as well?

Identifying whenever power imbalances come up and then collaborating on strategies to get through them. That means, also having the space to say, "Hey, maybe this is an imbalance and how do we go from here?" That being a collaboration between adult partners and youth and young adults. The last thing we ever want is for adult partners to come to the Youth Action Board with ideas of how they're going to mitigate something already. I don't think there's much equity in that. Also, we haven't found that to be helpful when we're thinking about retention.

Allow youth and young adults to determine meeting spaces. I think this is one of the important things about keeping young people in a Youth Action Board, because

oftentimes the meeting space really determines who's going to show up. I've been in several communities where the meeting space has been highly inaccessible and/or it's been in places where young people don't want to go back to because maybe there's been some type of trauma there or maybe they've had some type of experience that they would rather not be at to holding meetings.

Allowing young people to determine meeting space is not having a meeting space next to a justice center, the juvenile justice center. Not having meeting spaces by a shelter, or near a shelter. A lot of times we wouldn't know not to do those things. However, if we allow the Youth Action Board members to say, "Hey, these are spaces that we would all feel comfortable coming to." That works a lot better than pre-determining spaces and then waiting for young people to show up and say, "Hey, this is working out for you all."

That's a great tool, I think, in retention, is to allow young people to determine where they're meeting. Providing mentorship and networking opportunities. We talked about mentorship already. I think that mentorship in communities when it's actually happened has worked out well. I think young people have been able to connect with a lot of adult partners that maybe they otherwise wouldn't have been able to, especially in YHDP.

We're asking young people to come sit at a table with plenty of adult partners who they've maybe have seen before, maybe they've received services from, maybe they've never seen before. It's been like a great bridge to be able to pair a young person with an older adult partner and just allow both parties to say, "Hey, this is what I want out of this relationship. This is maybe what I want to get more of." Or whatever that looks like. It looks different ways in several different communities.

I think those mentorship have been essential in relationship building. A couple of questions here to consider. What are we doing to ensure that youth and young adults stay on the Youth Action Board? What we do and what resources are available to sustain current YAB members and how do we make our retention strategy fail-proof?

I think it's important to ask all three of those questions when developing retention strategies to ensure that the YAB is prepared for whenever members may be having difficulties staying on the Youth Action Board. We have already some go-tos that we can think about or why young people aren't staying and how to increase that retention there. Next slide. Building equity within the YAB. For the Youth Action Board truly have equity, professional development and related training opportunities should be made available. I would say that some of this professional development can look several different ways. This has looked different ways I think in several different communities.

This can look like young people just having the opportunity to maybe work with the case manager and see what it's like on the side of case management, to see what it's like to actually maybe not be someone not receiving services but what it's like to be the person responsible for delivering those services. That is part of some mentorship because I want to refer back to that mentorship that I was talking about. that's like a basic.

Then we can move forward into really being able to develop a relationship with our youth and young adults and allow them to say these are some things that I would like to accomplish as far as professional development and then create the infrastructure that allows it to happen. That could be something as simple as maybe a budgeting course that the Youth Action Board can attend. It could also be something a bit more advanced as well for maybe young people to develop some transferable skills that allow them to gain employment, that allow them to-- Whether that's homelessness or whether that's in a totally different field.

There's multiple opportunities there to have the Youth Action Board to say like, "Hey, this is what we think professional development looks like for us and this is what type of training should be made available for us." Collaborative development for how the YAB will move from a subcommittee to an equal community in alignment with older adult-led committees.

Sometimes, Youth Action Boards are just like, "Hey, we built a YAB and they don't have much power. There's not much the Youth Action Board actually does besides maybe just being the yes group that says yes to this, no to that." Instead, figuring out how do we get the Youth Action Board to be an equal member just like any other committee that has adult partners on there.

Does that look like evaluating if the Youth Action Board is able to vote on things, tangible things, not just like oh, vote on if the bathroom should be blue or red but actually voting on tangible things that are going to produce an outcome that are going to directly affect youth and young adults. It's important that that development is worked on. Obviously, we have to start by building trust and work our way up.

Once we're there, then we should figure out how best to move the Youth Action Board from just being a subcommittee to an actual committee that has the same rights and responsibilities as any other committee would. Intentionality around decision making. The Youth Action Board has to be clear and reinforced to ensure equal partnering.

Whenever we tell the Youth Action Board, "Hey you are going to develop the YAB to look like whatever it is that you all want it to look like," that should also include being very clear about what decision-making power the Youth Action Board has and reinforcing that power to the Youth Action Board as well. That would look like a few YAB groups saying like, "This is the yes vote that the Youth Action Board gave us and here's what came out of that." Ensuring that we have youth and young adults on the board--

Sorry, I lost my train of thought. Ensuring that youth and young adults are a part of boards as well and have voting rights also, allows equal partnering. I know there's been a lot of communities that have struggled a little bit getting youth and young adults on their boards, specifically a lot of CoCs that have struggled a little bit with getting youth and young adults. Our recommendation is that at least two young people are put on the board, and that's so just one person doesn't have to bear the weight of voting for all young people or voting for the interest of all youth and young adults.

At least two, plenty more I would say, but a baseline should be two. I know that takes a little bit of haul. I know that some communities say that they have to re-write charters and things like that. True Colors United can provide a bit of technical assistance on that as we work on communities with that. It's important to ensure equal partnering as well when we're telling young people that they have decision-making powers to actually make sure that that's being reinforced and we can show what's come of that.

Creating reciprocal relationships that allow trust, communication, partnerships and elevation of youth voice. That goes back to that feedback loop. Once we've created trust or once we've built trust with youth and young adults, allowing open communication and just really a reciprocal relationship around partnership and collaboration, and ensuring that young people's voice are always elevated whenever they are in a space that's primarily adult-led. Next slide.

YAB members must be equally compensated for their time. I know there is some conversation in the chat box. Angel, you might have missed it. You were still on your slides. There was some conversation on the chat box around compensation or stipends and things like that. Recommendations is that young people should always be equitably compensated for their time, their expertise, their intellectual contributions or physical contributions.

When we're talking about compensations, that's always like a big haul, we always recommend that young people are paid at minimum living wage. I have a living wage calculator link in this slide show. It'll also be available in a few other places where you can actually check the region that you're in. We understand that \$15 an hour may not be the living wage in every area. I think it's even more than that. I think \$17.50 is the national living wage right now. Anyways, that fluctuates for different areas, and I understand that.

There's a calculator, we can actually go and see what it is but we say that should be the minimum living wage for young people. We know this work isn't a lot. Most young people on the Youth Action Board are going to be billing, if they're independent contractors, 40 hours a week for their work. When we say \$15, \$16, \$20 an hour, sometimes we have to stop, make sure people understand, like, we're not talking about a full-time position here. We're talking about someone who may be getting four, six hours a week.

In the greater scheme of things, that's not the most money ever. Sometimes I think that gets lost in conversation where people think, "Oh, we're paying, young people \$20 an hour. We have full-time staff, they don't make \$20 an hour." I think we have to come out of the idea that we're talking about a full-time employee versus a young person whose contributions may be less than five or six hours a week, or maybe less than 10.

Barriers that exist to funding though, include CoC's lack of multiple funding sources, inability to pay a living, or sustainable wage to the Youth Action Boards. Sometimes the CoC being the only funder for the Youth Action Board. We've encountered this in a lot of communities where the Youth Action Board might not be able to grow because the CoC is the only funding source for the Youth Action Board. If the Youth

Action Board grew four or six more people, then there wouldn't be enough funding to support all those young people.

We understand that as well, which is why we, really suggest at the creation of Youth Action Board, or when we're thinking about expanding Youth Action Board, that we reach out to the community and say, like, "Hey, we have a YAB here." We need more than one funding source, if we know that only one entity is not going to be able to fund a growing Youth Action Board. If the Youth Action Board has decided they don't want to cap membership at 10 young people, and they want it to be able to grow up to 20, then we need to think about multiple different funding sources, as well, and not just have that burden be on one place.

In some communities, that burden falling just solely on the CoC. To my next point, the CoC is often seen as the community leadership body solely responsible for the Youth Action Board. This should be a shared responsibility among stakeholders collectively. When we think about Youth Action Boards during YHDP, it's important that-- Oh, Angel, I don't have a screen anymore.

[01:12:37] Angel: I'm sorry. I clicked something on mine.

[01:12:43] Dee: There we go.

[01:12:43] Angel: Do you see it now?

[01:12:47] Dee: I can see the screen now. I think I was on slide-- Oh, no, not again.

[01:12:52] Angel: I'm sorry. Let me stop and then I'll restart. Sorry about that, Dee.

[01:12:57] Dee: That's okay. I think I was in my last point on that slide anyways. As I was saying, oftentimes, the CoC is seen as the only entity responsible for the Youth Action Board and YHDP. There's so many organizations at the table. Sometimes it just takes up facilitated conversation for the CoC, to say, "Hey, we can't take on the responsibility of funding the Youth Action Board all by ourselves. We need a little bit of support." I've been in rooms where that's happened. It's been like magic where a few other organizations have jumped in and said like, "Hey, we can send maybe two or three young people and we can also add in a little bit more for funding."

Like I said, at the bottom here, there's a link that goes to a living wage calculator. I encourage you, if you haven't been to the living wage calculator, click on it, you can put in-- I think you get a specific zip code. It might just be city and region, but multiple funding sources should be explored. Alternative funding, that can come through fundraising events, in-kind donations, unrestricted funds, divested funds and private donations. Unrestricted funding is necessary, oftentimes, for Youth Action Boards so that it's not necessarily tied to a specific deliverable or outcome. That this funding doesn't say, "X, Y, and Z must be done in order to get and maintain this funding."

This may be for young people who have technology needs and the YAB may say, "We want laptops," but there's no funding that we currently can use to buy laptops for young people and get those laptops to them or lease them to them or whatever that may be. Sometimes, that's where it's nice to have a bucket of unrestricted funds that we can use for things like that, that aren't tied to a specific deliverable or outcome.

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Then finally, paying YAB members living wages, funding programming, team building events, technology needs, professional development opportunities. That's all part of our equitable funding model that allows for more than just a traditional, a Youth Action Board members showed up for a meeting for two hours, they get paid for that. Going beyond that I put in team-building activities. I think it's important that we also allow for funds for the Youth Action Board to actually, team build with each other, get to know each other, and do things outside of just work events. That's important for team building, trust-building among Youth Action Board members as well. Also, just keep that in there. Next slide. That was that.

[01:15:39] Angel: If you could go back.

[01:15:42] Dee: You're good. Sorry, I got muted. I think this is our last section, right? Power-sharing.

[01:15:52] Angel: Yes.

[01:15:56] Dee: Next.

[01:15:57] Angel: Oh, sorry.

[01:15:58] Dee: I'm going to run through this here. Power-sharing. Power-sharing is a beast. I wish we had a whole another hour to cover power-sharing but we don't. What I want to do, though, is just give an overview of what this section is and follow-up, or some homework, go back through this a bit more. When we think about power, and what that is, power is a finance 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 afforded often by one or a few groups in order to achieve complete control. We defined this as oppression.

Of course, Angel talked about oppression at the beginning of our webinar, that went through the different types of oppression how that shows up in different ways. Oppression reinforced. Oppression is defined a systemic subjugation of a social group. Individuals belong to a dominant group have access to privilege and benefit. Think about oppression, that equals power plus prejudice. Some True Colors United think tanks here. What's an example of an oppression you've observed or experienced and what ways have you participated in dismantling oppression? If you've never navigated dismantling oppression which challenges kept you from doing so?

We think about power when it comes to Youth Action Boards because oftentimes, there's a power imbalance, often for when young people show up to adult-led spaces or adult dominated spaces that usually has to be called out in order for us to be able to begin to break down those power imbalances. Then work our way from there, as I talked about in that last section.

[01:18:04] Angel: Did I move you too fast?

[01:18:05] Dee: No, no, you're good. Types of power. It goes through power sources. I don't actually remember how many types of power we put in here. I just want to make sure I have ample time to go over some of these.

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[01:18:19] Angel: We have five.

[01:18:22] Dee: Five. Types of power. Legitimate power. This type comes from elected selector appointed position of authority, maybe underpinned by social norms. Think of Congress's power to declare war, or the power of a traffic officer to pull over someone speeding. Identify a source of legitimate power that has affected the movement to end youth homelessness there. You can put in the chat if you think of one or think of a few sources of legitimate power that's affected the movements to end homelessness.

Next slide. 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 off of the social responsibility norm, that we must help someone that is in need of aid. Which is most of the equitable power is the type of power that usually we navigate, or direct service providers navigate often when they feel the responsibility to help someone that is in need or it's their job to help someone in need. That's equitable power.

A couple of questions there too, a scenario type of power introduced here. How does it relate to your work in the movement to end homelessness? Think about equitable power and how equitable power relates to your space, and the movements to end homelessness. What happens when we fail to recognize equitable power, as well as dependence power as well? A few thought questions for us there. Referent power. This type of power is rooted in affiliations we make and or the groups and our organizations we belong to.

Think of the power that a leader has from their base. Feel The Burn, MAGA, if you remember any of those two or a union leader has from those in their union and unions and others that support unions such as labor unions. Then think about how does referent power affect how people experiencing homelessness navigate services? How can a community leverage referent power to support greater utilizations of community services? Then expert power.

This type of power is based on what one knows, their experiences such as lived experience. Expertise can be demonstrated by reputation, credential, certifying expertise and actions. Expert power can then be divided into positive and negative types. Positive type of expert power is used to influence one around instruction provided by the expert. Think about a professor teaching. Then negative type of expert power results from a person acting in opposition to the expert's instructions if the person feels the expert has personal gain motives.

Imagine hearing from someone in power who claims to have expertise, but the person or people in which they're sharing that expertise with feels as though that they're not doing so in a way that's equitable, as instead they're doing so for an ulterior motive to maybe even gain more power, to gain anything that doesn't involve an equitably built form of authority from the person with expertise.

There's a TCU tip that I put in here. Negative expert power often doesn't factor a common sense approach or may even be arbitrary to the average person due to its

ethical approach. Reward power, I think is our last one here 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.

Think about how does reward power show up in transactional relationships. How have youth and young adults have been oppressed by reward power historically when receiving services or collaborating with adult partners. I can think of a few ways. Sometimes young people showing up to a meeting or to give feedback and input and maybe just being given pizza for showing up or maybe being given a \$10 gift card for a week's worth of intellectual contributions. That sometimes is a negative form of reward power that we've seen historically. Then, finally, what's the benefit of reward power for youth and young adults and adult partners in collaborative relationships?

Awesome questions there to think about when we're going through each type of reward power. The goal is that identifying these different types of power will then allow us to understand how these can show up in our collaborations or in our relationships. Also, allow us to begin to build a strategy for how do we navigate around when some of these negative types of power imbalances show up and what we can do to either turn those into positive experiences of power. Also, how do we further power share among adult partners in youth and adults.

[01:23:34] Angel: Dee, I just want to let you know that I was wrong. There were two more, but I think I'm going to-- we will powerslide to take you right into your next part. Is that okay?

[01:23:45] Dee: Yes, no problem. [chuckles]

[01:23:47] Angel: Then I just have a note for the participants. I cannot see the chat box, but if you have put a question in the chat, unfortunately, I can't see it right now, but I am working to get another colleague to get in the chat box for you.

[01:24:02] Dee: Yes, I think there was a question from Stacy that said, "How does CoC fund YAB with the administrative or planning grants?" I think we have some-- if people can answer that in there as well. Then another question from Mariana which, have folks been successful using CDBG funds for YABs or other forms of youth leadership boards or programs who are advocating for CDBG funds for Youth Action Boards. That's a mouth full.

[01:24:34] Angel: You know the answer to that.

[01:24:39] Dee: I want to go back up to Stacy's question. How does CoCs fund Youth Action Boards with admin or planning grants? I think I've seen both. I don't want to speak for-- There's been plenty, but we've seen both where some communities have used some funds from planning grants for their Youth Action Boards and some haven't as well. I think there's a mixture there. Probably depending on what the goals of the Youth Action is. Susan answered the question around CDBG funds. There's that.

[01:25:12] Angel: That's right. I can't see it. That's how the screen left the first time. We only have about five more minutes. Don't beat me up, Dee. I didn't know if you want to just power through these last 6 or 10 slides or, what do you want to do?

[01:25:31] Dee: Yes, I don't think power through is going to give much of the content, is going to translate much of the content. Yes, maybe a better time to see if there's any other questions. We can answer those, wrap up our presentation and also refer people to understand that when the presentation comes out, there will be additional slides in here that we did not make it through. Do challenge you to go through those slides, feel free to reach out to me or Angel with questions if you have any questions about agency and power sharing. I also encourage you to get through our returning power and agency. I encourage you to get through those because that's an important component of why we broke down different types of power.

It also gets us to a better place where we can share power between adult partners and youth and young adults that's in an equitable way maybe in a way that we haven't explored already.

[01:26:31] Susan: Wonderful, thank you, Angel and Dee, so much. I feel we could probably stay here for another hour, hour and a half to keep talking through this. Thanks, everyone for staying on and participating in the chat and your questions have been great. Again, all of this material will be posted to the HUD Exchange in January. Look for that.

Yes, and if you have any questions at all we can probably put our email addresses in the chat as well so that you can reach out individually. Again, thanks everyone so much for joining us today. We will be having another series of webinars on building your planning team, working with technical assistants to help develop systems on preventing and ending youth homelessness.

Stay tuned for HUD Exchange. Let's surf messages about those future webinars. Again, thanks everyone so much. Happy holidays and see you in the New Year.

[01:27:42] [END OF AUDIO]