

## A Guide to Partnering With Young Leaders to End Youth Homelessness

# Training Tool 6: Designing Meetings for Effective Youth Partnerships

This training tool is designed to help committee chairs and facilitators design their meetings to engage and support youth partners. Ensuring that meetings are accessible to young leaders and supporting young leaders' engagement are the "Ninth and Tenth Commandments" to cultivating authentic youth partnership.

First, it is important to reflect on how the meeting will be structured. How would someone new to a meeting get acclimated to the meeting environment, and how would they gain enough knowledge and understanding to feel comfortable in collaborating in discussions and making decisions?

Once strategies are in place to orient and incorporate new members into meetings, the next step is to address power dynamics that youth and young adults experience when they work with other people in professional settings.

**This tool describes how to put into practice the Ninth & Tenth Commandments of Authentic Youth Partnership.**

## Elements of Meeting Design

This section describes the important factors to consider when designing meetings that promote productive youth partnership. A *Meeting Accessibility Checklist* is included in the Appendix.

### **1. Ensure that the time and location of meetings are accessible.**

In order for meetings to be accessible to young leaders, consider whether the location, times, and modes of communication used for meetings work for youth partners.

Young people are likely to have limited access to transportation and have other responsibilities that can make it challenging to attend meetings at the predetermined time. Without a full-time position in this field, young people are juggling their education, childcare, and part-time jobs which often have inconsistent schedules and inflexibility. Reach out to youth partners before

creating schedules, and reschedule existing meetings if necessary in order to ensure young leaders are at the table.

Childcare should be available or compensated, if needed. Time of day has a tremendous bearing on whether childcare will be needed, and it is recommended to ask young people whether childcare will be an issue or not. Can they only come to meetings at a certain time? Can they bring their child to the meetings or do further childcare options need to be offered? Consider helping youth partners acquire free or reduced cost childcare resources. Arrangements must be made with very clear communication to the young leader in order to ensure things go smoothly for them and their child.

Transportation barriers also need to be addressed properly. Bus passes should be given when buses are accessible and easy to use, but if there is no good bus system in place, consider carpooling or reimbursing them for taxi or Uber/Lyft rides.

Providing different ways to access meetings electronically is crucial. While phone calls are always an option, video calls are preferred because they give young leaders more presence and visual context for meetings. Reading visual cues and providing their own visual cues are an important part of communication and video calls help to provide that.

Remember that involving youth partners in meetings should not be an afterthought; they are as much a valuable part of the meeting as anyone else and arrangements for *equity* should be made to ensure each member can still attend despite their individual barriers.

## Reflection Activity

If it has been difficult to get young leaders to attend meetings, time should be spent reflecting and asking why this might be the case. By doing so, barriers can be identified and addressed. Try viewing the situation from a young person's perspective and reflect on the following three questions:

**1. Is the location where our meetings are held easy to access for people without vehicles?**

Some places may have access to bus routes, but taking the bus can take a while and may require young people to take multiple buses and walk between stops. Bus schedules depend on location and time of day. Make sure to check that bus routes are easily available to the meeting location.

**2. What are some challenges that youth partners may be experiencing due to the location and timing of our meetings?**

Take into consideration time spent traveling to meetings; waiting for a bus and traveling by bus takes much longer than a car ride. Young people have other responsibilities that can cause a conflict due to the time young people spend traveling. What young people are being asked to do goes beyond the time they spend at a meeting - make sure that they are compensated appropriately with these considerations in mind.

Some young people have a difficult time taking the bus due to physical disability, fear for their own safety, or even just a lengthy route. Even in a place with a robust transportation system, be ready to accommodate these kinds of barriers.

### 3. What are some ways to address these challenges?

A few examples of solutions:

- Work with youth partners to identify other places where meetings can be held.
- Identify a partner that can provide transportation to meetings. There might be a place where a young person can be picked up that is convenient for the driver and easily accessible to the youth partner.
- Provide access to the meeting through video and phone calls. Set this up even before anyone may need it. Ask young people what works best for them. If these alternate modes of communication are implemented, special care needs to be taken so that these methods are effective and allow those using them to participate in the meeting. See the section below on facilitation for more guidance.

## 2. Increase accessibility by keeping young people connected.

### Reminders

When youth partners are experiencing housing instability, it becomes difficult for them to keep track of meeting times and dates. It is a good practice to send reminders to youth partners and check in with them to make sure they are okay. When youth partners are going through a difficult time in their life, there is no better time to role model good organizational and self-care habits. Continue to be a strong and consistent support in their life even when they may be distant; this is when they may need the help most.

**TIP:** Use multiple forms of contact (Google Calendar, Facebook, Text) to ensure that you use the most accessible and preferred method of contact for the young person.

### Absences

Take notes for youth partners when they miss meetings and ask them for their opinion or feedback on what was discussed in the meeting. Absences are rarely a product of apathy, and youth partners may be struggling in ways that are not obvious. Rather than punishing absence, ask them what is going on and if there is any way they may need help.

## 3. Prepare youth partners for meetings.

- *Is it enough to invite youth partners to meetings without providing them with an orientation or training?*

- *How would it feel joining a work meeting without knowledge of the technical terms, acronyms, or topics discussed in the meeting?*

Youth partners have experience and insight that is crucial to developing solutions that effectively address youth homelessness, but in order to contribute this expertise, youth partners need to receive proper training about housing-related topics and systems that are often discussed in meetings. A basic understanding of these topics is not enough for young people to fully participate and engage in discussions. Training and guidance should be provided by mentors and partners.

## Scenario

Youth partner Alex is invited to the Suburban Access Committee meeting in Baltic, Connecticut. He knows that the meeting will be about young people's access to housing-related resources and has prepared some points for the conversation. Halfway into the meeting, the committee chair asks Alex about his personal experiences with a housing program. Service providers around the room are interested in what he has to say and want to brainstorm solutions. Alex gets excited about this; however, the conversation quickly shifts to discussions about wait times and other system data. Alex wants to be a part of the brainstorming and decision making, but does not fully understand the conversation and does not know how to contribute his ideas to the conversation.

### Ask yourself:

- How would it feel to be in this same situation as Alex?
- Did the committee consider the level of knowledge Alex had on the subject?
- What would have helped Alex contribute to the conversation after he shared his experience?

### How to Improve Alex's Experience

Before the meeting, the committee chair could:

- Review the meeting agenda with Alex and provide some background so that he could follow the discussion in the meeting.
- Provide Alex with a list of acronyms and an opportunity for him to ask questions before the meeting.

During the meeting, the committee chair could:

- Ask partners not to use acronyms during the meeting so that new youth partners can follow along. If someone uses acronyms, ask them to define the acronym. However, don't expect youth partners to learn the acronym the first time that they are defined to them. There are a lot of acronyms and it will take several meetings to learn them.
- If the group has a difficult time remembering to not use or define acronyms during a meeting, use a game to help remind partners when they accidentally

use them. For example, set up the game by saying that every time someone uses an acronym without defining it, they will have to stop what they are saying and do something for five seconds, like a funny dance or whistle a song or something else. In addition to breaking the group's "acronym-using" habit, it can help break the ice for newcomers and build group trust.

- Facilitate the conversation so that the Alex has the space to share his experiences and ideas for solutions.

### **Explanation**

Youth partners have expertise that is valuable; however, it is difficult for them to provide that expertise when not properly prepared for meetings. Workgroups and committees commonly use acronyms and technical terms without proper briefing. By preparing Alex for the meeting, and making the discussion more accessible to him, he will have the knowledge and confidence to contribute solutions.

### **Training**

Youth partnership is a long-term investment. Ensure that young people feel prepared for meeting topics, and that they are compensated for this training and education.

Youth partners will likely need education on the following topics:

- How the homelessness service system works, including: coordinated entry, assessments, prioritization, and types of resources that are available.
- The organizational structure of the campaign and efforts.
- Organizations and entities that play key roles in the work.
- Acronyms. Create a list with information about the acronyms that you use.

Please see Tool 4 [Orienting and Training Youth Partners](#) for more guidance.

### **On Acronyms and Language**

While youth partners need to be educated on acronyms and these systems, the meeting should also be accessible for all partners that are present. Other partners at the table come from a variety of organization and system backgrounds. Thus it is unlikely that everyone at a meeting will know the same acronyms and systems under discussion. Providing background information and training for everyone, not just youth partners, will ensure that all members are able to fully understand discussions and participate fully in decision-making.

## **4. Create an agenda that provides space for engagement.**

When creating the agenda, keep in mind that meetings need to be structured in a way that offers opportunities for youth partners to engage in the discussion. As youth partners are not likely to be familiar with all the topics of discussion, intentionally build in additional time in the agenda for questions and briefing/debriefing. Here are some tips:

1. Make sure there is time in the agenda for questions and clarification.
2. Make the goals of the meeting clear.

3. Agenda items should have descriptions outlining key points.
4. If decisions are to be made during the meeting, make sure that there is time to provide background/context in a clear and concise way so that all partners are informed and can contribute to decision-making.
5. Limit the number of items on the agenda to provide enough time for complete understanding and discussion of critical agenda items.
6. If youth partners ask to be added to the agenda to speak on an issue, organize the agenda items so that youth partners are not at the end of the agenda to ensure that they have the time that was allotted for them. It is fairly common in meetings that the last agenda items are rushed or even tabled for the next meeting.
7. Meeting agendas should be sent in advance and at least one point person should be available to review the agenda items with youth partners prior to the meeting.
8. Youth partners should also have a point person during meetings. This person should help support youth partners in meetings and be ready to receive feedback from youth partners about how meetings go.

## **Activity: How to Create an Accessible Meeting Agenda**

### **1. Review the sample meeting agenda below.**

In this fictitious example, the agenda is to be used by school staff to plan an upcoming school trip. The meeting typically consists of the principal and teachers. For the first time, they invited students to attend so that they could provide input. When reviewing the agenda below, consider what it would be like to see this agenda for the first time and coming to this meeting as an outsider.

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### **AGENDA**

**School Staff Meeting**  
**Monday, February 20th, 2020**  
**11:00 am-12:00 pm**  
**ABC Public School**  
**Conference Call: 888-888-888**

- 1. Student Tethering vs Surveillance (15 minutes)**
- 2. Itinerary (15 minutes)**
- 3. Stimulation for a Unit (20 minutes)**
- 4. DATTCO / Bluebird (10 minutes)**

**5. BOE Affordable Lunch (20 minutes)**

**2. Fund Acquisition (20 minutes)**

**3. Staff Payment (10 minutes)**

**4. Staff Benefits (10 minutes)**

**2. Reflect on what you read.**

Did this agenda make sense? Why or why not?

TIPS: Minimize the use of acronyms on the agenda and provide more information and context for each item.

To offer more context on the purpose of this fictitious meeting, the school staff wanted to use the meeting time to:

1. Decide whether students would pair up or have chaperones.
2. Identify the exhibits they wanted to bring the students to.
3. Identify how the exhibits will fit into the lesson plans for their class.
4. Decide on which company they will be getting transportation from.
5. Discuss getting affordable meals through the Board of Education.
6. Discuss ways to fundraise for the trip.
7. Discuss the salary of teachers.
8. Discuss the benefits of teachers.

**3. Take a stab at improving the sample agenda.**

Now that an overview of the agenda has been provided, think of how it can be improved to maximize the accessibility of the meeting and the discussions about the items. Take into consideration what is relevant to student's expertise, knowledge, or perspectives. Consider the following questions:

- Is it clear what the goals of each discussion are? What could be added to the agenda in order to introduce each topic and its goal?
- How can this agenda be improved in order to make discussions more accessible to partners not familiar with the conversation?
- How can students contribute to each item? In what ways can they contribute to the meeting? Do all of these items need to be discussed by everyone in the room?
- Does time need to be set aside for questions? How can the meeting be restructured to involve young people or make space to them to contribute to the discussion?

- How can the agenda help in the facilitation of the meeting? What changes can be made in order to do this?

Take about 10 minutes, working individually or in a group, to suggest changes to the sample agenda.

#### **4. Review the revised agenda below.**

Is your revised agenda different or similar to the one below?

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### **AGENDA**

**School Staff Meeting  
Monday, February 20th, 2020  
11:00 am-12:00 pm  
ABC Public School  
Conference Call: 888-888-888**

**Goal:** Plan for the upcoming zoo field trip.

#### **1. Welcome and Introductions (5 minutes)**

#### **2. Student Buddy System vs Chaperones (20 minutes)**

Decide whether students pair up or have chaperones.

#### **3. Selecting Exhibits (20 minutes)**

Select the exhibits the students will go to during the trip. What are students interested in and what is feasible?

#### **3a. Identify Exhibits Supplemental to Lesson Plans (20 minutes)**

Identify how exhibits will supplement students' lesson plans.

#### **4. Board of Education Financial Aid for Lunch (20 minutes)**

Discuss new funds from the Board of Education for affordable lunches.

#### **5. Raising Funds for the Trip (25 minutes)**

Discuss how to raise funds for the trip, and identify ways that students and community partners can fundraise.

#### **6. Additional Questions or Concerns (10 minutes)**

This is time that has been set aside in case there are additional questions or concerns. We can discuss next steps for the trip, as well as next steps for the staff meeting.

The following changes were made to the agenda:

1. Meeting goals were made explicit.
2. Agenda items were described to provide context for students to prepare for the meeting in advance and feel more confident and able to participate.
3. Items that were not relevant to students or some of the other staff were removed and additional time was added to other agenda items. The reason for this change is to allow more time for the discussion and to slow down the pace of the meeting so that students would feel more comfortable adding to the discussion. Adding more time also creates space for facilitators to introduce each topic and explicitly state the aims or goal of the discussion for each item.
4. It is important to have welcomes and introductions in meetings.
5. Time was set aside at the end to provide students another opportunity to provide input on the topics that were discussed in the meeting. This time can also be used by group to identify what should be on the next agenda.

## **5. Conclusion.**

While a simple agenda may be the norm in meetings, it is crucial to understand that a fleshed out agenda can make meetings more effective and accessible for all participants, especially those not familiar with the topics of discussion. The structure of the meeting and the agenda sets up the meeting for success. Some of these recommendations may be difficult to implement, but always work towards improving the accessibility of your meetings.

As a facilitator or partner at the table, be considerate of youth partners' contributions to the meeting and work with them to identify ways that might help them participate. This could be by slowing down the pace of the meeting, setting designated times for youth partners to participate, spending more time preparing them for meetings, or spending more time when introducing each new topic of the agenda. The more robust your meetings become, the more effective they will be in all regards, as many of these concepts are relevant not only to new young partners but to all new partners that come to meetings.

## **6. Facilitate to support engagement of youth partners.**

When it comes to work culture in meetings, consider what it is like to be a newcomer to meetings. Is it easy for people to get their word in? Do discussions often contain the same people talking most of the time? Are people often being cut off?

These questions are relevant not only for youth partners, but for other partners as well. Here are some tips for creating meeting environments that are friendly to youth partners:

1. Meetings are affected greatly by their pace. A fast paced environment may not be conducive to collaboration with new or outside partners as they may not be as knowledgeable about the content discussed in meetings and may not be able to get their word in due to the pace of conversations and discussions. If someone has a question in a rushed meeting, they are not likely to ask it. Youth partners can feel nervous about speaking up in meetings, and they will often mute themselves so that they do not take away precious time.
2. Create an environment that limits people cutting each other off during meetings, and speak up against it when it does happen.
3. If someone has a hard time getting a word in, signal to the group that the partner would like to speak and offer them the floor. Talk to the youth partner before a meeting to figure out how they would like to signal when they would like to speak, such as a placing their hand on the table, raising a hand or object, or even just a nod to the facilitator.
4. Avoid having a select few people dominate discussions. If other group members are not participating, there is likely a breakdown in communication, an overexertion of power, or both. It is both the facilitator's and the group's responsibility to speak up and level the playing field.
5. When an agenda item is being touched upon in a meeting, the facilitator should give an overview, context, and lay out the decisions that need to be made. This ensures that everyone has a clear understanding of the topics of the discussion. This is important not just for young people but also other professionals around the table.

## Phone Meetings

Issues are exacerbated when meetings are held over the phone. This is because phone meetings have no visual cues to determine if someone would like to speak, which makes it harder for people to know when they can talk. It is recommended to slow down conversations in both in-person and phone meetings and pose questions such as: "What does everyone else think?" and "Do other people agree?"

Ultimately, the goal is to make it so that youth partners (and all partners at the table) get to a point where they feel comfortable adding to the conversation. It is important to consider that while youth partners should be given opportunities to speak up in meetings, these moments should not be the only times when youth partners feel comfortable speaking up.

## Length and Structure

Work with youth partners to determine if the length of the meeting works for them. Consider having a break every 90 minutes. Having 5-15 minutes gives youth partners time to take a mental break so they can digest information and be ready to engage in the next discussion. Having that time also allows them to ask questions and get a better understanding of the meeting.

Additionally, if meetings are rushed, it will be more likely that what youth partners' say will not be fully acknowledged by those at the table, which may appear like their ideas are being brushed off. A lack of feedback and feeling rushed could reduce youth partners' participation in discussions because they may feel that their input is not valued by the group.

## 6. Be aware of power dynamics.

Understanding and acknowledging power dynamics is crucial in learning how to promote youth partnership. It is necessary to create an environment that allows youth partners to have as much input and presence as any other member at the table.

When youth partners are new to meetings, they are likely to feel uncomfortable with the setting, and may feel like outsiders in conversations. They may not be used to these kinds of environments. Professionals at the table also may not be used to working with young people in these capacities.

When young people are speaking, others around the table should:

1. Show that they are listening.
2. Acknowledge what is being said.
3. Engage with their ideas.

### Scenario

You are a young person new to a working group that recently started incorporating youth partners into their efforts. As a youth partner, you have been prepared and trained; however, you have had a difficult time adjusting to the setting because you feel like you don't have the same knowledge base as the other professionals and don't have the same professional experience. It feels daunting to put yourself into the discussion because you feel like what you have to say is not valuable or won't be taken seriously.

- How can a committee chair or facilitator help you feel more comfortable to contribute your expertise in meetings?
- Do you feel that your ideas are valued in the same vein as other partners around the table?
- Do you feel that partners are listening and reacting to you in a way that is similar to when other partners around the table speak up?
- Can you think of appropriate ways that partners can encourage and demonstrate that they value your contributions to the discussion?

### Tips on How to Improve:

- Let youth partners talk first. Sometimes, by having youth partners open up the floor, it provides an open space for them to express their ideas. Youth partners are active participants when they take the lead.
- Make sure that the youth partner is well prepped prior to the meeting --- if they are having a difficult time participating in discussions, talk with them prior to the meeting so you can get a sense for their thoughts on topics of discussion so you can ask them to expand on their thoughts during the meeting.
- If it becomes apparent that some partners are dismissive or ignore youth partners' contributions to discussions by not acknowledging them or quickly moving on from their thoughts, step in and give youth partners the floor again.

- Posing questions to youth partners can also be a way to give them the floor. While this is a good strategy, ask youth partners prior to doing this, as some may prefer that you don't.

### **One Youth is a Token, Three is a Team.**

Meetings are often overwhelming for individual youth partners when they attend solely by themselves. To provide adequate power and presence in meetings, there should be at least three youth partners invited to meetings until they are more comfortable.

- Young people support each other in meetings. They can bounce ideas off each other and clarify topics of discussions with each other.
- Having at least three youth partners makes it easier for them to speak up because they can back each other up when they are speaking. Youth partners who are more comfortable can give the floor to another youth partner.
- Having more of a presence makes it so that what is discussed by youth partners is less likely to be compartmentalized or easily dismissed.
- Having several young people will offer more representation of different backgrounds and demographics.

### **Decision-making**

Young people need to have equal votes in decision-making. Youth partners should not take on solely an advisory role without any involvement in decision-making.

## **7. Get feedback from youth partners.**

Debriefing with youth partners after meetings is important. Some youth partners may feel more comfortable discussing their ideas one-on-one. If youth partners in the group are not ready to debrief immediately after the meeting, consider planning another time to discuss the meeting. Ask youth partners if the discussions were easy to follow, whether they need any clarification, and how comfortable they felt during the meeting.

### **Beyond the Meeting**

Youth partners need to be connected to the work beyond just meetings. Asking a youth partner to join a meeting once a month limits what both you and the youth partner receive out of the partnership. A youth partner who stays engaged is able to participate in more conversations and projects and gains better understanding of the work.

How can youth partners remain involved in the work outside of meetings?

#### **1. Offer more opportunities for involvement.**

- Meet with youth partners outside of meetings to discuss important issues on an individual and more in-depth basis.
- Provide opportunities for youth partners to be involved.

- Find room in your organization to employ young people. The more they are able to get involved in this work, the more likely they are going to be a strong and consistent partner.

## 2. Communication Outside of Meetings

- Share meeting notes and outcomes of decisions in emails after meetings. This keeps people who are not able to make it to a meeting in the loop.

## 8. Use trauma-sensitive language in meetings.

Youth partners have valuable expertise due to their lived experience. Discussions about their experiences can touch upon aspects of their lives that may be difficult for them to discuss and can trigger emotional reactions related to past trauma. Using trauma-sensitive language means to intentionally remove or replace words that may cause unnecessary stress, anxiety, or pain to those who are at increased risk of retraumatization.

*“Words are singularly the most powerful force available to humanity. Words have energy and power with the ability to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble.”*

*Yehuda Berg*

### The Importance of Using Trauma Sensitive Language

Written by The Information Access Group

[https://www.informationaccessgroup.com/news/trauma\\_sensitive\\_language.html](https://www.informationaccessgroup.com/news/trauma_sensitive_language.html)

Language matters and words have power. When speaking to someone who has been through trauma, particularly about that trauma, you need to think carefully before you speak and speak with intention. We need to be aware of the words we choose, the tone we use and how we phrase our questions.

Things to consider when aiming for trauma sensitive language:

- no labels
- no judgement
- no jargon

Which words to use and avoid will depend on the individual and their situation. A person's preferred words can also change. You need to speak to individuals and ask what their preference is. As an example, the word 'survivor' is generally preferred to 'victim', but in some instances 'victim' can be the preferred term. This choice can depend on where, or at what stage, a person is in regard to their trauma. We all need to be more aware of how other people's history and situations might affect them and think about how what we say impacts others.

In addition, asking youth partners to share their lived experiences in meetings is not trauma-sensitive; this can be re-traumatizing. Youth partners' stories of their lived experiences are valuable to understanding how to improve services and prevent youth homelessness; however, it is inappropriate to place a magnifying glass on youth partners' struggles and see those stories as their primary contributions to the work. There are ways that youth partners can use their lived

experience to inform decision-making without the expectation or need for them to tell their story. Also, if youth partners are asked to share their stories but are not asked to stick around for important decisions and discussions, this can be a sign of tokenism instead of authentic youth partnership.

TIPS:

- Always ask what the purpose of sharing youth partners' personal experiences is.
- Broach the subject carefully; do not push youth partners to tell their stories in any way.
- If youth partners agree to share their personal experiences, they have to do it on their own terms. Do not push them to share information that they do not feel comfortable sharing.
- If working with individuals outside of the campaign/group such as other organizations or the press, it is necessary to ensure those entities are not going to take advantage of youth partners for their stories. In order to minimize issues, discuss tokenism with the outside partner, and prepare the youth partner so they understand that they can say no when they are pushed for personal information.

# APPENDIX

## Meeting Accessibility Checklist

<p><b>Barriers to Attendance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth partners are available during the time frame of our meetings.</li> <li><input type="checkbox"/> Youth partners find our meeting location to be accessible (near a bus route) and safe.</li> <li><input type="checkbox"/> Transportation can be arranged for youth partners, if needed.</li> <li><input type="checkbox"/> Childcare options are offered, if needed.</li> <li><input type="checkbox"/> Video or phone conferencing is available, if needed.</li> <li><input type="checkbox"/> Youth partners are receiving fair compensation.</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth partners are asked if they would like meeting reminders and their preferred method of contact.</li> <li><input type="checkbox"/> If youth partners miss a meeting, there is someone who contacts them to check in and keep them informed.</li> </ul>
<p><b>Agenda</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting goals are clear and explicit.</li> <li><input type="checkbox"/> There is adequate time in the agenda to allow for questions and discussion.</li> <li><input type="checkbox"/> Agenda items include brief descriptions.</li> <li><input type="checkbox"/> Agenda items that involve a decision have ample time allocated so that there is time for a proper introduction to the item, time for discussion and questions, and decision-making.</li> <li><input type="checkbox"/> All agenda items are relevant to everyone in the meeting. If some agenda items are only for two or three people, remove those items from the meeting agenda and schedule a time to discuss that item with the small group.</li> <li><input type="checkbox"/> There are no acronyms or technical jargon in the agenda.</li> </ul>
<p><b>Preparing Youth Partners</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Before youth partners attend a meeting, they have received proper training about youth homelessness, programs, systems, and terminology often discussed in meetings.</li> <li><input type="checkbox"/> Youth partners have a mentor or someone who provides training and guidance before, during and after meetings. This mentor reviews the agenda and prepares youth partners for the meeting.</li> </ul>