

Community Collaborative of Tahoe Truckee Resource Sharing Meeting

June 1st, 2021



AGENDA

Welcome

10:00 am to 10:10 am

Housing Update

10:10 am to 10:20 am

Tara Zuardo, The Mountain Housing Council

Nevada and Placer County Update

10:20 am to 10:25 am

*Jazmin Breaux, Truckee/Tahoe
Health and Human Services*

Resource Sharing Around the Room

10:25 am to 10:40 am

Break

10:40 am to 10:45 am

CCTT Race and Equity Work

10:45 am to 12:00 pm

*Learning Journey: Facilitation &
Holding Conversation (Part 2)*

Small groups: Show and Tell

2 min each

Find an object/item/anything in your virtual space that brings you joy!
Please share with your group.

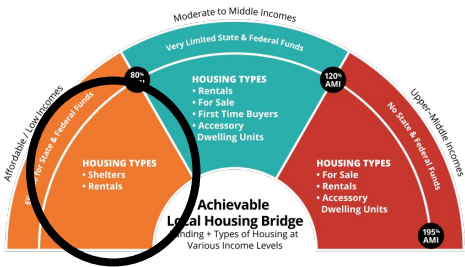


Accelerating Housing Solutions: The Mountain Housing Council

**Tara Zuardo
Mountain Housing Council**

Truckee Artist Lofts

What's Open?



Size	Income Level	1 person	2 person	3 person	4 person
<i>Studios, One, Two, & Three Bedroom Units</i>	<i>Up to 50% AMI</i>	<i>\$31,450</i>	<i>\$35,950</i>	<i>\$40,450</i>	<i>\$44,900</i>
<i>Three Bedroom Unit (one left)</i>	<i>Up to 80% AMI</i>	<i>\$50,300</i>	<i>\$57,500</i>	<i>\$64,700</i>	<i>\$71,850</i>



How To Apply

- Go to <https://www.truckeeartistlofts.com/living-at-tal>
- Email application (or questions) to [**info@truckeeartistlofts.com**](mailto:info@truckeeartistlofts.com)

Coldstream Commons

48 One & Two Bedroom Units

Applications Available June 1



Units	Income Level	1 person	2 person	3 person	4 person
10 Units	Up to 30% AMI	\$18,100	\$20,650	\$23,250	\$26,200
24 Units	Up to 60% AMI	\$37,740	\$43,140	\$48,540	\$58,200
12 Units	Restricted to those with disabilities, pursuant to HUD 811 requirements				

Get On Coldstream Commons Interest List

- **Call 916-561-0324**
- **Leave a voicemail with your name and address.
They will mail you an application.**
- **Applications will be mailed**



DIVERSITY, EQUITY, & INCLUSION

Part 2: Facilitating and Holding Conversations

Second Session



“Not everything that is faced
can be changed, but nothing can
be changed **until it is faced.**”

- James Baldwin

DEI | AGENDA

- | | | |
|----|-------------------------------------|------------|
| 1. | Learning Journey & Session Overview | 3 minutes |
| 2. | Meeting Agreements | 8 minutes |
| 3. | Terminology | |
| | a. Microaggression | 15 minutes |
| | b. Calling in versus Calling Out | 10 minutes |
| 4. | Tools | 10 minutes |
| | a. Beliefs and Value | |
| | b. Conversation Agreements | |
| | c. Common Phrases | |
| 5. | Practice | 20 minutes |
| 6. | Debrief Practice | 5 minutes |
| 7. | Close | 3 minutes |

CCTT RACE AND EQUITY LEARNING JOURNEY

“To ensure that the governance, operations and programming of the CCTT and partners are driven by equity and re-distribution of power and resources to dismantle structural racism.”

LEARNING JOURNEY | TOPICS

Learning Journey Stage		What?	When?	What We did
Part 1	Frameworks	Overview of Frameworks for an organization to use in order to infuse racial and social equity into their culture and programming	April 2021 Resource Sharing Meeting	Awake to Woke to Work
Part 2	Facilitation/ Holding Conversations Part 1	Providing participants with tools, guides, and practice holding conversations about race.	May 2021 Resource Sharing Meeting	- Living Room Conversation - Terminology: Anti-Racist vs Racist and Allyship vs Solidarity
Part 2	Facilitation/ Holding Conversations Part 2	Providing participants with tools, guides, and practice holding conversations about race.	June 2021 Resource Sharing Meeting	Partners will review the definition of microaggression and practice Calling in and Calling out.
Part 3	History/US/Society	Background on the origin of the concepts of race; racism in our laws and policies; understanding structural and strategic racism		
Part 4	Internal	How we feel and perceive race and racism; bias, privilege and fragility		
Part 5	Interpersonal	How race plays out in interpersonal relationships, how to recognize racism and microaggressions, how to be in solidarity and speak up, and how to accept and own mistakes we will all inevitably make		
Part 6		Examining how racism plays out in our industry (nonprofits) and specific areas (philanthropy, direct service, etc)		
Part 7		Assessing our individual organizations; using a framework to develop and implement plans		

LEARNING JOURNEY IMPLEMENTATION

What:

- Materials & resources we have found to be helpful
- Not experts, not trainers- learning with you all
- Draw from wisdom of the crowd
- Partnership with TTCF Board Ad Hoc & CCTT DEI Committee
- Feedback!

When:

- Last hour of each CCTT Resource Sharing Meeting (11:00 am -12:00 pm)

How:

- Posting all info on Slack Channel- 1 tool in toolbelt
- Ground each meeting in Meeting Agreements

GOALS AND INTENTIONS FOR THIS TOPIC TODAY

Goal: To provide ideas, guides, practice and time to reflect on conversations about race.

Intention: an increase in confidence and commitment to engage in conversations

GUIDELINES FOR AUTHENTIC AND PRODUCTIVE CONVERSATIONS ABOUT RACE

Annie E Casey Foundation

“Candid conversations about race are not easy. They often elicit feelings of grief, anger, frustration and a fear of being judged or misunderstood. But productive conversations about race are crucial. They allow perspectives to be exchanged, insights to be shared and beliefs and assumptions to be addressed in positive ways.

Productive conversations create understanding, growth and empathy.

Most importantly, they are the first step in generating ideas and solutions for ending the unfairness that cause tremendous obstacles for the children, families and communities at the heart of the work for social change.”

MEETING GUIDELINES

- 1. Bring your best self.** This requires self-knowledge and self-awareness. Self-knowledge allows you to see what causes you pain and conflict and enables you to embrace your contradictions and inconsistencies.
- 2. Be an active listener.** Active listening involves paying full and careful attention to the other person. Most people need time to open up and might not be willing to immediately share their personal stories, hopes, fears and/or concerns.
- 3. Be kind and generous.** Being kind and generous allows us to communicate better with others, to be more self-compassionate and to be a positive force in other people's lives.
- 4. Stay engaged.** Staying engaged requires you to be morally, emotionally, intellectually and socially involved in the conversation. Staying engaged means that you are listening with curiosity and willing to deepen your understanding. Staying engaged might also require you to sustain the conversation even when it gets uncomfortable or diverted.
- 5. Be open and suspend judgment.** Listening with an open mind includes being receptive to the influence of others. Suspending judgment also means listening to what the speaker has to say for understanding, not just to determine whether the speaker is right or wrong.

MEETING GUIDELINES

6. *Speak your truth.* Speaking your truth in authentic and courageous conversations about race requires a willingness to take risks. It means that you will be absolutely honest and candid about your own thoughts, feelings, experiences and opinions and not just saying what you perceive others want to hear. Speaking your truth will require you to speak from the “first person” and use “I” statements.

7. *“Lean in” to discomfort.* Leaning in to discomfort will require you to let go of racial understandings and stereotypes that you may be holding onto in order to move forward. Leaning into discomfort will require you to sit through moments of embarrassment, confusion, anxiety and/or fear.

8. *Enable empathy and compassion.* Empathy and compassion allow you to understand the other person’s point of view. When you are empathetic, you are more understanding, patient and kind. Expanding your capacity to feel empathy will also allow others to enter your circle of human concern.

9. *Expect and accept that there may not be closure.* It is not likely that you will resolve your personal understanding about race or another person’s racial experience in a single conversation. The more you talk about race with another person, the more you learn and the more they will learn.

Meeting Guidelines

- 1. Bring your best self.*
- 2. Be an active listener.*
- 3. Be kind and generous.*
- 4. Stay engaged.*
- 5. Be open and suspend judgment.*
- 6. Speak your truth.*
- 7. “Lean in” to discomfort.*
- 8. Enable empathy and compassion.*
- 9. Expect and accept that there may not be closure.*



Invitation to Brave Space

By
Micky ScottBey Jones

*Together we will create brave space
Because there is no such thing as a “safe space”
We exist in the real world
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love
We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our brave space together,
and
We will work on it side by side.*

TERMINOLOGY

TERMINOLOGY

May 2021 Resource Sharing Meeting:

- Allyship vs. Solidarity
- Non racist vs. Anti racist

Today:

- Microaggressions
- Calling in versus calling out

TERMINOLOGY- MICROAGGRESSION



Derald Wing Sue
Columbia University

“The **everyday slights, indignities, put-downs and insults** that members of marginalized groups experience in their day-to-day interactions with individuals who are often unaware that they have engaged in an offensive or demeaning way. ”

Often discussed in a racial context, but **anyone in a marginalized group** — be it as a result of their gender, sexual orientation, disability or religion — can experience one.

Daily onslaught of microaggressions leads to real mental and physical health consequences

TERMINOLOGY- MICROAGGRESSION



MICROAGGRESSION

“Microaggressions seem small; but compounded over time, they can have a deleterious impact on an employee’s experience, physical health, and psychological well-being.

In fact, research suggests that subtle forms of interpersonal discrimination like microaggressions are *at least as harmful* as more-overt expressions of discrimination”

**When and How to Respond to
Microaggressions
Harvard Business Review
July 2020**

SMALL GROUP DISCUSSION - 10 MIN

BIG GROUP SHARE OUT- 3 MIN

Guiding Questions:

- Think about the times you have seen a microaggression.
- What happened?
- What helped you to act or kept you from acting?
- What new learnings emerged from those experiences?

TERMINOLOGY- CALLING IN, CALLING OUT

A woman with long brown hair, wearing a blue patterned top, is speaking. She is in a room with a lamp and a vase in the background.

Calling Out:

- Publicly letting someone know that their words or actions are unacceptable and will not be tolerated
- Interruptive in order to prevent further harm

A woman with long brown hair, wearing a blue patterned top, is speaking. She is in a room with a lamp and a vase in the background.

Calling In:

- Having a private, personal conversation with an individual who has used oppressive language or behavior
- Addresses the behavior without making a spectacle out of it

Cityline, *T&T Say What?* <https://www.youtube.com/watch?v=tAW2-ganAZ4>

VIDEO- CALLING IN, CALLING OUT



When you commit a microaggression

Breathing Smog: In our culture, there are SO many stereotypes and sources of misinformation about race. These stereotypes are so pervasive that they are in some ways like “smog.” ... ubiquitous and widespread across an entire community. We all just have to admit that we’ve all been smog breathers. We’ve all been influenced by these ambient cultural stereotypes (see [“implicit bias.”](#)) If you live in a community with smog, you end up breathing smog sometimes. And we have to admit that sometimes we breathe OUT some smog. We say or do things that are influenced by the ambient cultural stereotypes, even on an nonconscious level.”

And we can all take actions to eliminate the smog.

WHAT TO DO...



- **Intent vs impact**
- **If you screw up, apologize**

TOOLS & EXAMPLES **For Organizations**

A 3-Part Approach

3-PART APPROACH

Part 1: Set Grounding- Shared Beliefs & Values

Part 2: Create Conversation Agreements

Part 3: Common Phrases

PART 1: SET GROUNDING- SHARED BELIEFS & VALUES

CCTT Values:

- 1) Social Justice
- 2) Inclusivity
- 3) Equity
- 4) Leadership Development
- 5) Capacity Building

PART 2: CREATE CONVERSATION AGREEMENTS

Conversation agreements can set the stage for discussions that are both respectful and honest. They can be referenced when a problem arises, if the problem is a violation of the agreements.

Meeting Guidelines

- 1. Bring your best self.*
- 2. Be an active listener.*
- 3. Be kind and generous.*
- 4. Stay engaged.*
- 5. Be open and suspend judgment.*
- 6. Speak your truth.*
- 7. “Lean in” to discomfort.*
- 8. Enable empathy and compassion.*
- 9. Expect and accept that there may not be closure.*

PART 3: COMMON PHRASES

- Agree on common phrases for a group
- Have your own common phrases

COMMON PHRASES TO CONSIDER

To stop the flow and address a comment (microaggression)

Choose an agreed-upon group phrase, such as “Time Out”
And an action: Hand raise, a paper of a certain color, an emoji.

Have a way to provide terminology

“Terminology Update: The most common term we use / I think is used is _____” (for an identity)

Have a way to ask terminology

“Terminology Alert: Can someone tell me what this term means?”

Have a process or phrase to transition back to conversation

“Thank you (both/all?) for your openness/bravery/humility. OR Thank you for ensuring we adhere to our group agreements. We will not tolerate disrespect. Is there anything from this conversation that we want to capture, put in a parking lot for later? ”

Have words for effective apologies.

“I’m sorry. Thank you for pointing this out / for your grace / for the opportunity to learn.”

**Ask questions to others;
make statements about yourself “I”**

“That statement makes me feel uncomfortable because I think (people/society...) ”

COMMON PHRASES TO CONSIDER, CONT..

If you are nervous about speaking / engaging in a conversation

Try pre-empting that fear by prefacing : “I know this is a delicate subject and I may say the wrong thing, but I’d like to try to talk about this so I can learn more. Please feel free to tell me if I screw it up.”

If you say something that is hurtful or harmful and you realize it, or it’s brought to your attention

Try: “I apologize for my actions and how they have impacted you. Although my intention was not to cause any harm, I see it did and will try to do differently in the future.” OR
“It sounds like what I was trying to say came across differently than how I intended it. Can you help me understand how you heard what I said? That might help me try again.”

If someone else says something harmful – seemingly unintentional

Try: “Time out. What I heard you say is _____. You may not realize it, but that statement is/ feels / could be disrespectful / harmful to _____ (because _____).”

If someone else says something critical, judgmental or negative about a person or identity group

Try: “Time out. We agreed to be respectful. That (statement/comment) is disrespectful to _____”

If you disagree

Try: “Can you share more about how you came to that perspective?”
“I don’t agree, but let’s try to reach understanding
My experience is different...”

“Scholar, historian and author Ibram Kendi tells us there are only two options in any given moment — racist and antiracist. We are all, he says, both victims and perpetrators, having been indoctrinated from childhood with racist ideas.”

<https://fromprivilegetoprogress.org/about>

PRACTICE: SMALL GROUPS

Logistics:

- 1 Facilitator and 2 or 3 participants
- Chat Box!

What:

- Pre scripted scenarios will be dropped into chat box- all work place focused from colleagues and open source resources - Edweek.org & Whats Up?! Pittsburgh
- Practice 2 scripted scenarios
- Debrief after each one
- And then:
 - Practice using examples from the chat box OR examples from the group.
 - Use common phrases
 - Debrief after each round

Materials for you:

- Handout with common phrases
- Scenarios in chat box
- Debrief questions in chat box

ROLE PLAY PRACTICE #1

SCHOOL SETTING

Colleague A: "Let's put that new Asian kid in Gifted and Talented next year!"

Colleague B: "What do you mean by that? Can you help me understand your logic?" *This allows your peer to explain themselves in a way that can confirm or clarify potential biases.*

Colleague A: "Asians always do well in science and math. It makes sense for him to take advanced courses."

Colleague B: "Do you think that Asians have an inherent ability for certain subjects? I think such a blanket statement could be a disservice for such a diverse population. I don't think it is appropriate to make a Gifted and Talented recommendation based on an assumption. How are the student's scores?"

ROLE PLAY PRACTICE #2

A colleague makes an anti-black comment:

Colleague A: "Jayson, not surprisingly, isn't doing well in school and his mom is of course, not involved. She is not showing up to parent teacher meetings".

Colleague B: "In our school, we don't talk about students that way."
"Anywhere High School values equity and celebrates student differences. When you said that, I felt that you were putting down Jayson based on his race. At AHS, faculty use differences to *uplift* students."

Here, you reference the institutional values, use an "I" statement, and name the appropriate behavior, invoking an anti-racist response that works toward changing behavior.

PRACTICE SCRIPTS- SMALL GROUP REFLECTIONS

Facilitator: Debrief Guide

1. Playing my role felt _____
2. If I were the (role), I would probably use a phrase like _____ in order to _____
3. I have observed comments like these and _____
4. Other comment: _____



CLOSE

Please share in the chat box 1 thing you are going to do to take care of yourself



VISIT US

11071 Donner Pass Rd
Truckee, CA
96161

MAIL

PO Box 366
Truckee, CA
96160

EMAIL

alison@ttcf.net

PHONE

530.587.1776

FAX

530.550.7985

[@ttcfgives](#)



Thank you!