Implementing Principles of Reimagine Minnesota in a Period of

REMOTE TEACHING AND LEARNING:

Education Equity in the Age of COVID-19

MINNEAPOLIS FOUNDATION

From the authors of
Expanding the Vision of Reimagine Minnesota: A Collective Education Roadmap for Action
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THE STATUS QUO IS NOT OUR DESIRED OUTCOME.

We do not want to "return to normal" if it means you can still predict a child's education and life outcomes by knowing their race and zip code.

Moving Beyond "Normal"

By R.T. Rybak and Patrice Relerford, The Minneapolis Foundation.

As the impacts of a global pandemic change so many parts of our lives, people across the globe search desperately for some shred of what could be seen as "normal." It is not surprising, then, that this report on how we consider education inequities in this time begins with the simple, obvious statement: "We should not expect each day to be normal in the age of COVID-19."

"Normal" has been disrupted for every school-aged child in the United States—and beyond—as the classroom has abruptly moved from the schoolhouse to your house. Distance learning on a mass scale was implemented on the fly, placing an enormous new burden on teachers, paraprofessionals, school leaders, caregivers and parents with, to date, mixed results. This "new normal" has had significant challenges.

But "normal" has another connotation for those of us committed to attacking education inequities. The reality in American education today is that unacceptable racial inequities exist. The status quo is not our desired outcome. We do not want to "return to normal" if it means you can still predict a child's education and life outcomes by knowing their race and zip code.

This context is important as you read this report because the baseline is not to try to recreate the "normal" of traditional education. Instead, our goal is to do as much in this moment as possible to advance new and promising approaches that could give us insight into how to disrupt the status quo in an inequitable education system.

Background

This document complements the <u>2019 Expanding the Vision of Reimagine Minnesota Report</u> which built on an extensive multi-year engagement and collective roadmap effort led by the Association of Metropolitan School Districts (AMSD). Produced by the University of Minnesota's College of Education & Human Development in partnership with The Minneapolis Foundation and other funders, the 2019 report provided overviews of current research and practical recommendations related to themes raised in the original Reimagine Minnesota roadmap. We also partnered with AMSD and Paula Forbes to convene 1500 students from across the Twin Cities metro area at The Student Conference – a student-designed, student-led forum where teens voiced their perspectives on education. Their main advice for education leaders included: reduce competition and foster collaboration between schools and districts, support individualized learning and build trust between adults and students.

As the COVID-19 pandemic grew and educators moved to decentralized distance learning, we recognized many of the themes in the report were even more relevant as social crises often exacerbate existing inequities. This led us to turn back to the team of researchers at the University of Minnesota for insights into what students, parents, teachers, educators and policy makers should be considering as they implement new learning strategies while continuing efforts to disrupt education disparities.

KEY INSIGHTS

Students and Families

The importance of the student voice was a major theme in the original 2019 Reimagine Education roadmap and was reinforced during The Student Conference – as well as the importance of effectively engaging students of color by building more relevant experiences into the curriculum.

Both points are raised again in this report, which states: "the new blended educational context (home and school) can create opportunities for students to share their ideas...and develop new criteria for the types of knowledge that are valued."

Because learning is taking place in the home, the role of family is also enhanced. The authors suggest teachers can elicit ideas about what knowledge is meaningful to family members and their communities, which may encourage more interaction with students. Teachers can encourage students and families to "engage in offline tasks and then share their experiences online."
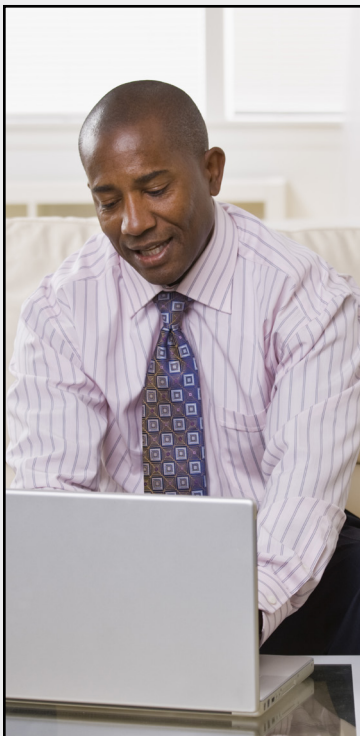
Teachers and School Leaders

Distance learning has created many obstacles to traditional learning. However, the authors encourage using this unique moment to step back from assuming all students should learn in the same place at the same time. The concepts of absenteeism and attendance should be revaluated and this new report encourages less time-dependent strategies such as ongoing learning communities using online platforms and social media.

"Given this sudden need to transition," the authors say, "it is reasonable to expect a degree of relaxation on the expectation that all academic standards be realized as originally intended." The report also encourages instructors to factor issues of privilege into who can shelter at home and who can work from home

Minnesota Policy Makers

This report includes short- and long-term policy implications, including temporarily disconnecting enrollment and attendance in our education funding and improving access to mental health services, workable technology, high speed internet access and other equity issues.

Due to the pandemic, this report was done on a more expedited timeline than typically desired. In this case, it was written and released in less than three weeks. However, we felt that quick turnaround was essential to have an impact on a real-time crisis. We expect to return to this work at a later date, when we have the luxury of reflection, to explore what other lessons we can learn.

We cannot predict at this time what we will learn long term, but we can clearly say the lessons we eventually learn and advocate to be put into practice will not be intended to return us to the unacceptable status quo.

READ THE FULL REPORT

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REMOTE TEACHING AND LEARNING:

A Response to COVID-19

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Critical Consciousness

in the Context of COVID-19

Education leaders and teachers should not expect each day to be normal in the age of COVID-19. In the midst of this pandemic, teachers are teaching, parents are teaching and supporting learning, and many children are responsible for their own learning. COVID-19 has placed a spotlight on social disparities in healthcare, education, job-security, housing, etc. There are increased opportunities for youth to engage with family and others in critical conversations to humanize what we are seeing—and not seeing—in the media. To enhance these conversations, a level of critical consciousness may need to be developed. According to Paulo Freire (1974), critical consciousness is, "learning to perceive social, political, and economic contradictions & to take action against the oppressive elements of reality" (p.4). Developing one's critical consciousness must be intentional. Essential to becoming (more) critically conscious are self-reflecting and humanizing our *other*.

Self-Reflection

Being self-reflective requires one to analyze and monitor one's own personal actions and beliefs. This is especially important as we disentangle how personal beliefs impact our view of the world. We are socialized to have certain beliefs, often blaming specific communities for social and societal ills. This means we must ask ourselves questions such as:

- Why do I have this belief about specific groups of people?
- How has society shaped the beliefs I have?
- What critically grounded source or critically conscious person might help me understand why I have these beliefs that may not be evidence-based?

Humanizing our "Other"

It is common for individuals with minimal experiences with people of other cultures to accept the narratives the mainstream media creates about specific races and ethnicities. In fact, some people often do not view themselves as racialized beings. However, race is socially constructed. An important step to humanizing people that are culturally or racially different from ourselves, our *other*, is to consider:

- What is my culture?
- What critical perspectives will I need to engage (read, watch, etc.) so that I am able to humanize my *other*?

Action Steps

1. **Take time to work on yourself.** Working on yourself will enable you to make decisions that meet the needs of a broader population, rather than a selected few who are culturally and racially similar to yourself. In many ways, societal ills directly impact the lives of many Black and Brown families across the US, which has been exacerbated due to COVID-19. You can counter the status quo.

2. **Think critically about COVID-19.** Self-reflection and humanizing our other will enable us to think critically about what is happening to people in the midst of COVID-19. During this pandemic, we are grateful for essential employees who are working on our behalf each day so that others can stay healthy and shelter in place. However, we must be critical of this notion of sheltering in place. Who can and who can't shelter

in place? Who can work from home? Who is being diagnosed with COVID-19 (the disease caused by the SARS-CoV-2 virus) at disproportional rates? As parents support continued learning at home, consider what disparities might not support all Minnesota youth to continue to engage in learning with schools closed.

3. **Act. Engage.** Being critically conscious enables us to see and counter systemic inequities that are being perpetuated in the age of COVID-19. Consider how sheltering in place and practicing physical distancing, for those who can, is supportive of a greater good. How can you support people in your community during this time? How can we engage others in being critically aware about social inequalities?

Articles to support conversations about critical consciousness:

- [Social Distancing Is a Privilege](#) by Charles Blow
- [How Racial Health Disparities Will Play Out in the Pandemic](#) by Dr. Uché Blackstock
- [Child Hunger and the Coronavirus Pandemic](#) by Ed Trust and Hunger Free America
- [US Schools Trying to Teach Online Highlight a Digital Divide](#) by Suzanne Woolley, Nikitha Sattiraju, & Scott Moritz

Reference

- Freire, P. (1973). *Education for critical consciousness* (Vol. 1). London, UK: Bloomsbury Publishing.

Multi-Tiered System of Supports (MTSS)

Faced with challenging standards, complex curricula, diverse student needs, and now a global pandemic that has forced a sudden transition to distance learning, implementing a Multi-Tiered System of Support (MTSS) framework allows districts to effectively and efficiently navigate obstacles and evolve to effectively identify and address students' needs. MTSS provides the structure and systems needed to take on the digital divide, which is concerned with access to technology as well as social and contextual factors – geographic, economic, racial, ethnic, educational, and gender demographics. District leaders need to take measures to ensure that the digital divide does not exacerbate societal disparities.

Applying an MTSS Framework to Distance Learning

Assessment

Some universal screening and progress-monitoring assessments may be available in a format that allows them to be completed by the teacher/interventionist within a virtual venue.

- Ensure that standardized aspects of the assessment (e.g. reading directions verbatim) are maintained. Consult resources from your assessment vendors directly for additional information.

Another option is to provide the information and support necessary to the students' caregivers so that they can complete the assessments and return the results.

- Communicate a detailed assessment schedule; provide reminders and technical support.

Data-Based Decision Making

Decision making should continue to be data based as we engage in teaching and learning remotely. What data are your district able to obtain and monitor in a distance learning environment? What resources are available for responding to student data? Many measures and sources of data will need to be altered for application within distance learning. Therefore, consideration must be given to how assessment results and other forms of data will be recorded and accessible in a systematic manner. A few practices to consider include:

- Establish an inventory of available data and assessment resources to identify and align student needs with support.
- Create conditions to support timely data entry and graphical data displays for decision making.
- Decision-making teams should virtually involve a broad base of stakeholders.
- The process for making decisions should be operationalized with clear, established decision rules.
- Demonstrate caution in comparing data obtained during a temporary transition to distance learning with previous data obtained in a traditional format. Using local standards is advised.

Multi-Level Instruction
Universal (Tier 1), Supplemental (Tier 2), & Intensive (Tier 2) Instruction

Given this sudden need to transition, it is reasonable to expect a degree of relaxation on the expectation that all academic standards be realized as originally intended. Maintain research-based curricula and intervention materials for target populations (including all subgroups). Provide training and support to staff responsible for delivering instruction.

This is a crucial time to convene and determine what effect distance learning will have on the transition to subsequent grade levels. Additionally, updates to how teaching and learning are being defined must be well articulated within grade levels for a consistent educational experience. Differentiating instruction is especially misunderstood as it relates to distance learning (Beasley & Beck, 2017). Effective differentiation is based upon student data. Identifying how this data will be gathered and made available is crucial to inform instruction.

Addressing social-emotional/behavioral needs is fundamental to instruction. The PBIS framework and other social-emotional/behavioral resources can be adapted to establish behavioral expectations for the virtual classroom setting. For additional resources see Florida PBIS COVID-19 Guidance document.

Interventions should remain standardized, administered by staff who have received appropriate training, and considerate of group size and dosage. For additional information on intervention via distance learning, see this resource document.

Case managers, teachers, and service providers must identify how services identified within their IEP or 504 Plans can be applied within a distance learning format. For additional information see this SETDA video via edWeb.

Infrastructure

In districts where MTSS implementation is a high priority, all staff understand that MTSS is a framework to prevent all students, including those with disabilities, from having academic or behavioral difficulties. Staff must be aware of how they can access resources and submit requests for additional support. An MTSS framework requires four teams: district-level, building-level, grade-level, and problem solving. School leaders should consider how these teams will continue to operate and communicate with one another in a distance learning format.

MTSS implementation requires that this undertaking is a high priority. Transitioning to distance learning requires extensive professional learning, especially as it relates to technical assistance and support. Leaders should identify what supports are needed and to design, fund, and implement ongoing professional learning accordingly.

Updated distance learning schedules must be aligned to support multiple levels of intervention. Consider what resources need to be updated or replaced to address the needs of all learners.

Leaders should assist staff in identifying cultural and linguistic factors (as well as intersections therein) in adapting instructional, assessment, and intervention. For additional information see NYU Metro Center's Guidance on Culturally Response-Sustaining Remote Education document.

Attend to resource needs as well as the psychological and emotional adjustments that students must make when transitioning to a new educational environment.

Develop a Communication Plan and consider:
- How will parents/caregivers be informed and involved?
- How will staff be informed and given opportunities for collaboration?

Fidelity & Evaluation
Consider the effects of distance learning on the evaluation of both student-level data and implementation fidelity. Consider:
- What updates have been made to educational practices?
- What are the indicators of these practices that identify whether they are being performed with fidelity?
- Consult Michigan's Tiered Fidelity Inventories for additional guidance.

Learning, Cognition, and Student Voice

In this period of remote-learning and social-distancing, students are well positioned to make connections between the academic knowledge shared in formal education contexts and experiential knowledge from their daily lives. Teachers can take advantage of the new blended educational context (home and school) to:

- create opportunities for students to share their ideas,
- elicit ideas from family members,
- develop new criteria for the types of knowledge that are valued, and
- create knowledge structures that are more meaningful and relevant to students, their families, and their communities.

These new structures are likely to be more complex with links not only between new and existing scientific knowledge but also between scientific knowledge and culturally relevant knowledge that is based on the practices and beliefs in families and communities.

Longer, open-ended assignments that focus on real-world problems can prioritize students' voices and promote the complex cognition described above and 21st century skills such as collaboration and communication that will lead to deep learning.

Teachers can prompt students and families to engage in offline tasks and then share their experiences online. Allowing students and families to structure assignments so that they fit their everyday lives will strengthen cultural connections. As students complete assignments, teachers can use online platforms and social media to create an interactive community where classmates look at each other's work and share their thoughts about their peers' projects, ideas, and experiences.

When assignments are student driven and culturally responsive, students and families will generate and refine ideas together, and the entire learning experience will be more meaningful and engaging. They will recognize that issues that are personally relevant are important and that the things that they value in their homes and communities are also valued in their schools.

On the Roles of Assignments, Assessment, and Grading

To support the academic, cognitive, social, and emotional development of students during extended periods of remote learning, educators should consider the fundamental role of assignments, assessment, and grading to support learning. The primary role for most assignments and assessments must be for formative purpose. When we focus on the formative purposes of assessments, we deepen our understanding of what students know and can do, of what students are learning. When assessments are used for formative purposes, students receive clearer messages about what is important in the subject matter—about what is valued in the subject. We amplify the learning power of assessments when they encompass local ways of knowing and doing, when they incorporate the knowledge and traditions valued by students and their families and communities. To ensure assignments and assessments serve formative purposes and support learning, they are used as vehicles to provide useful and informative feedback to students, answering students' questions:

- How did I get here?
- What can I do next and what else can I try?
- And why should I care?

To be true to the formative purpose of assessment, we cannot score or grade these activities or assessments. When we put a score value or grade on assessments, it is a signal that the learning is done and the score is the result. Even if that score is accompanied by feedback, students do not look beyond the score. We cannot grade assessments used for formative purposes without destroying their potential contributions to learning. In remote learning especially, assignments become part of the social context and reflect the health of relationships in the academic arena. Feedback on learning activities becomes part of the communication between teachers, students, and families—useful and informative feedback (not praise or judgment) builds developmental relationships.

Grading remains an important component of educational processes. Grading should consistently focus on meeting standards, the content expectations of what students should know and be able to do. Grading is an important tool to provide evidence of achievement of the state standards and course expectations. But during times of great challenges, grading must play a secondary role, with a flexible acknowledgment of access, opportunities, expectations, and effort on all sides of teachers/schools and students/families.

School Finance Considerations

in the Context of COVID-19

The novel coronavirus (COVID-19) has highlighted the interconnectedness of each component of the educational system and simultaneously laid bare the deep inequities that lurk within. Here we summarize some of the fiscal implications for education of the impacts of this pandemic and the potential for action on the part of key policymakers. Although the virus affects everyone, some communities are harder hit in a web of interrelated factors. Disparities in internet access, usage, and academic support have expanded existing gaps found in absenteeism and rates of unmet mental health needs.

Internet access, usage, and academic support

The digital divide among communities has reignited questions regarding the role of the state in providing a thorough and efficient education for its students. Students served by rural communities, from low-income households, and who identify as Black or Brown are less likely to have broadband Internet at home. The state's role in addressing these gaps vary depending on the community.

In rural communities, the absence of broadband is primarily related to infrastructure, and there are no quick fixes to wiring communities with fiber. Providing smartphones to generate local hotspots is a possibility but is not ideal because of data caps and the high price associated with that strategy in more remote areas. There is an important role for regional service agencies to partner with the state and local communities to ensure the delivery of educational services. Perhaps these agencies can facilitate drop-off points in which printed school assignments are shared.

In metropolitan communities, making access to the internet free or providing smart phones to create home Wi-Fi hotspots are key strategies; some of these strategies are occurring in Minnesota communities. State policy makers can help local leaders in these efforts. Beyond gaps in reliable access to the internet is disparate access to the technology on which many educational platforms rely. Lower-income families tend to have older devices and limited software which can limit the ability of students to participate on the assigned platforms. Many school districts are trying to provide workable devises to students; equalizing the differential capacity of districts to achieve that aim is an area in which the state could provide additional assistance.

Policymakers must not lose sight of the importance of the relationship between teachers and their students in the learning process. Flexibility in new ways to deliver the curricula and the appropriate integration of technology requires further professional development. For many cash-strapped school districts, that might require the transfer of funds from other programs.

Absenteeism

Despite the best efforts of many committed educators, the challenges of the coronavirus have exacerbated the absentee rates of students. This is especially true in communities where schools have resource challenges in terms of high rates of poverty of the students they serve or the relatively low fiscal capacity of the district. One way in which to alleviate the inadvertent effects of punishing districts that see their attendance rates drop precipitously is to temporarily decouple state funding from enrollment and attendance counts. This allows districts to defray the fixed costs associated with educating students who are attending.

Mental health support

The coronavirus has brought a lot of loss in its wake, from the loss of rituals to the loss of loved ones. Further, the national death rate as a result of COVID-19 is disproportionately high among African Americans. All students may require additional mental health services during this crisis, and this is especially true for those communities that are hardest hit. Currently, the push to improve academic outcomes and to decrease achievement gaps among student groups has been primarily on classroom instruction and academic strategies. The onslaught of the crisis may point to the need to reprioritize state funding so that more dollars are also provided to counselling and other forms of emotional support for students and the adults in their lives.

Supporting the Whole Student:

Academic, Social, and Emotional Learning

Cognitive development, social development, and personal identity development (among other aspects of development) are intertwined – they co-occur. And the success of one area of development depends on the success of the others. Learning is a social activity. In a period of remote schooling and instruction, that social context is severely interrupted. Now more than ever, children and youth need opportunities to be whole and engage in positive activities that address all aspects of development. As a foundation for development, and the key ingredient of all successful youth development practices, relationships must continue to be present, enhanced, and central.

Because of the disruption of the social contexts in classroom and schools, relationships students have with peers, teachers, school leaders and other staff have been disrupted—the familiar contexts that support learning have been disrupted. We also acknowledge that those familiar contexts do not support learning equally among all students, as educational inequities and disparities in opportunity are persistent problems. For many students who have experienced trauma and those that have not, this is a new source of trauma that must not be underestimated. Although the current COVID-19 social restrictions are intended to prevent significant contagion and greater harm, they introduce additional challenges for educators, families, and students, and they also disrupt the status quo. We have the ability to rise to the new challenges and focus greater attention on the context factors that really matter. We can newly create opportunities to build and re-establish relationships and new ways of learning.

Now more than ever, relationships must be developmental (Search Institute). To help all children and youth succeed in challenging times, developmental relationships will provide a nurturing context where youth can continue to thrive, as youth have a natural capacity for positive development. Borrowing from Search Institute's developmental relationship framework, five aspects are known to promote the power of developmental relationships [download a printable version of the framework].

1. Express Care: Show me that I matter to you.
2. Challenge Growth: Push me to keep getting better.
3. Provide Support: Help me complete tasks and achieve goals.
4. Share Power: Treat me with respect and give me a say.
5. Expand Possibilities: Connect me with people and places that broaden my world.

There are many online resources to support academic, social, and emotional learning. Some of these resources are provided by Minnesota organizations. These are offered as resources, tools, and activities that are immediately available and easy to implement. They not only address the social and emotional learning needs of students, but also teachers, families, and others who work with youth.

Online Resources, Tools, & Activities for Youth and Adults
- Ignite Afterschool's resources for how Minnesota's afterschool programs are continuing to support families and young people: Afterschool Resources.
- Search Institute's checklist: Building Developmental Relationships During the COVID-19 Crisis.

- MENTOR's tips for maintaining connection with young people during a time of social distancing: Connection in a Time of Social Distancing.
- Teaching Tolerance's recommendations and resources for A Trauma-Informed Approach to Teaching through Coronavirus.
- University of MN Extension's Coping with COVID-19 for dealing with stress, supporting food insecurity, and managing income loss. And as you facilitate more online meetings, consider these four tips from University of MN Extension.
- Pear Institute Resources and Strategies on social and emotional balance, STEM planning tool, adult strategies, tips for teens in English and Spanish, and other youth strategies.
- Move This World provides online resources focused on supporting mental health, including videos, activities, and other tools.
- School-Connect and SEL Launchpad host a series of videos and handouts in their SEL Lessons Online series.
- xSEL Labs provides a number of freely available resources online including SEL Activities and SEL Implementation Worksheets. This cite does require sign-in, but at no cost.
- Transforming Education has made available a full recording of their Trauma-Informed SEL Webinar and you can download their Trauma-Informed SEL Toolkit.

APPENDIX

Building Developmental Relationships During the COVID-19 Crisis

Search INSTITUTE

Search Institute's research is demonstrating that when young people experience developmental relationships with parents, educators, youth program staff, and other adults their outcomes are better, their risk behaviors are lower, and they are more likely to be on the path to thrive in life. Staff in schools and youth programs do not need to and should not stop seeking to build developmental relationships with young people while they are at home during the nation's response to the COVID-19 crisis. Every time you take one of the relationship-building steps below in the critical weeks ahead, place a check next to it and know that you have made a valuable contribution to helping young people weather this storm.

Express Care: Show me that I matter to you.

☐ Send a text, email, video, or note that says they matter to you personally and you are thinking about them during this crisis.

☐ Ask how they are spending their time at home during the crisis.

☐ Tell them that you believe in them and you know they will get through this difficult time, then move on with learning and growing.

Challenge Growth: Push me to keep getting better.

☐ Let young people know that you expect them to keep up with the work of your school or program even though times are difficult; hold them accountable if they don't put in the effort.

☐ Encourage or require young people to use the time at home to focus on learning or doing something that they have been struggling with in your class or program.

☐ Ask young people what they are or could be doing to help their parents, siblings, or others get through this difficult time.

☐ Ask young people to set one personal goal for something they want to achieve during the time away from your school or program, and then periodically check in on their progress.

Provide Support: Help me complete tasks and achieve goals.

☐ Ask young people how they are feeling about the world, themselves, and the future during the crisis. Indicate that you really hear them when they respond and that you care about their feelings.

☐ Send notes to parenting adults to suggest ways they can help young people stay connected to the work of your class or program while they are at home.

Share Power: Treat me with respect and give me a say.

- ☐ Ask young people what rules and norms your class or group should follow as you work together remotely. Give them voice and choice in shaping your new ways of working and being together.

- ☐ Let young people design and/or lead some of the virtual activities and lessons you assign to the class or group.

- ☐ Invite young people to tell you how they think you can support them during their time away from your school or program.

- ☐ After you have been working together via technology for a while, ask young people for their feedback on how it is going and make adjustments to incorporate their feedback into your subsequent work with them.

- ☐ When you can, offer choices rather than mandating a single option.

Expand Possibilities: Connect me with people and places that broaden my world.

- ☐ Send young people something to watch or read that will be new to them and that you normally wouldn't have time to focus on in your regular class or group.

- ☐ Tell young people about a crisis or difficult experience you went through when you were young and share how that crisis or experience shaped who you are today.

- ☐ Ask young people to use the Web and social media to explore how young people very different from them around the country or around the world are experiencing the response to COVID-19.

- ☐ Create opportunities for young people to evaluate how authorities at the local, state, and national level are responding to the crisis and to consider what they would do differently if they were in power.

- ☐ Hold a virtual chat using video or text with someone who works in the job or field that is the focus of your class or group, but who you would not have been able to connect your students to in person due to distance or other factors.

Download the research-based Developmental Relationships Framework which identifies key actions young people need to experience in relationships in order to be resilient and thrive. A total of 20 actions are organized into the five elements listed on this sheet. For the research behind it, visit www.search-institute.org/developmental-relationships/

Search INSTITUTE

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
Express Care Show me that I matter to you.	• **Be dependable**............Be someone I can trust. • **Listen**...........................Really pay attention when we are together. • **Believe in me**...............Make me feel known and valued. • **Be warm**.......................Show me you enjoy being with me. • **Encourage**...................Praise me for my efforts and achievements.
Challenge Growth Push me to keep getting better.	• **Expect my best**............Expect me to live up to my potential. • **Stretch**..........................Push me to go further. • **Hold me accountable**...Insist I take responsibility for my actions. • **Reflect on failures**........Help me learn from mistakes and setbacks.
Provide Support Help me complete tasks and achieve goals.	• **Navigate**.......................Guide me through hard situations and systems. • **Empower**.......................Build my confidence to take charge of my life. • **Advocate**......................Stand up for me when I need it. • **Set boundaries**............Put limits in place that keep me on track.
Share Power Treat me with respect and give me a say.	• **Respect me**.................Take me seriously and treat me fairly. • **Include me**...................Involve me in decisions that affect me. • **Collaborate**..................Work with me to solve problems and reach goals. • **Let me lead**..................Create opportunities for me to take action and lead.
Expand Possibilities Connect me with people and places that broaden my world.	• **Inspire**..........................Inspire me to see possibilities for my future. • **Broaden horizons**........Expose me to new ideas, experiences, and places. • **Connect**.......................Introduce me to people who can help me grow.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.