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NEW ORLEANS YOUTH MASTER PLAN DESIRED RESULTS STATEMENTS



The children and youth of New Orleans deserve lives filled with positive experiences and healthy relationships that deliver the results and successes outlined here simply because they are our children and youth, worthy of our collective best. The Youth Master Plan will apply the positive youth development framework and an equity lens, ensuring its design and implementation sets a path for every youth to have access to what they need to be successful. In return, our children and youth can become change agents who continuously improve New Orleans.

The Desired Results Statements were informed by lived experiences and youth perspectives; local sector-based expertise; and researched youth development goals and frameworks. The Desired Results Statements will go on to inform the creation of action strategies and steps of the New Orleans Youth Master Plan, and will ensure that our efforts are aligned with our vision.

ALL NEW ORLEANS CHILDREN AND YOUTH, BIRTH TO 24 YEARS, SHOULD

	BE SUCCESSFUL & THRIVING*	HAVE SAFE, HEALTHY & SUPPORTIVE <u>CONTEXTS</u> AND <u>ENVIRONMENTS</u> THAT ARE RICH IN OPPORTUNITIES	
	<p><i>WHAT DOES SUCCESS LOOK LIKE?</i> <i>WHAT DOES THRIVING LOOK LIKE?</i></p>	<p><i>WHAT DO WE NEED TO BE SUCCESSFUL?</i> <i>WHAT DO WE NEED TO THRIVE?</i></p>	
<p>Safety & Justice Protection & fair treatment</p>	<ul style="list-style-type: none"> • Be safe from direct and indirect forms of violence • Be safe from abuse and neglect • Be free from the impacts that incarceration has on family stability, economic opportunity and the safety nets that support children and youth • Be fully aware of basic rights, being able to advocate for self and/or others and operate with agency 	<ul style="list-style-type: none"> • Live in environments that are free from direct and indirect forms of violence • Live in environments that are safe from abuse and neglect • Live in environments that are free from the impacts that incarceration has on family stability, economic opportunity and the safety nets that support children and youth • Have opportunities to foster positive relationships and build trust with law enforcement, healthcare workers, and other first responders • Be entitled to fairness exhibited through fair processes and fair systems • Have opportunities to be supported and rehabilitated and have access to ready community-based alternatives to avert involvement with criminal systems 	<p>Supports for Safety & Justice Protection & fair treatment</p>

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<p>Space & Place Physical environment</p>	<ul style="list-style-type: none"> • Have the ability to navigate spaces in which to play, have fun, and exercise • Be fully aware of basic rights, being able to advocate for self and/or others and operate with agency 	<ul style="list-style-type: none"> • Have access to safe and affordable spaces in which to play, have fun, and exercise • Have safe and stable housing • Have consistent dependability of adequate food access and food security • Have reliable and adequate transportation options to get to school, work, after-school activities, health care providers, sports, play, arts & culture, and recreation • Live in resilient communities the promote environmental stewardship and champion equitable climate change solutions 	<p>Supports for Space & Place Physical environment</p>
<p>Health & Well-Being Physical, behavioral & social-emotional health</p>	<ul style="list-style-type: none"> • Be free from acute or chronic trauma and have the skills to be resilient, cope with, and navigate challenges • Be able to form positive, healthy relationships with adults and peers • Engage in healthy eating and nutrition to promote well-being • Adopt and maintain a healthy, active lifestyle • Establish lifelong patterns of healthy behavior • Make healthy choices, including choices related to sexual and reproductive health 	<ul style="list-style-type: none"> • Have reliable access to affordable and high quality primary and/or behavioral health providers (includes mental health) • Have opportunities to form positive, healthy relationships with caring adults • Have consistent access to affordable nutritious food • Have access to safe outlets for physical engagements and activities • Have access to sexual and reproductive health education and services 	<p>Supports for Health & Well-Being Physical, behavioral & social-emotional health services & supports</p>
<p>Economic Stability Sustainable careers & quality of life</p>	<ul style="list-style-type: none"> • Have the financial literacy and 21st Century skills needed to succeed in postsecondary education and the workforce • Have the ability to navigate diverse postsecondary education and workforce opportunities 	<ul style="list-style-type: none"> • Have access to diverse high-quality postsecondary and workforce opportunities • Be exposed and connected to career pathways • Have adult/family unit employment and/or support that model's equity as the context for youth success 	<p>Supports for Economic Stability Sustainable careers & quality of life</p>

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<p>Learning Cognitive, socio-emotional & credential qualifying</p>	<ul style="list-style-type: none"> • Are able to think critically and creatively to solve complex problems • Can deeply understand content and are able to apply their knowledge • Are self-aware and can engage meaningfully with others • Have the skills, mindsets and knowledge to reflect on and manage their own learning process • Set and work toward meaningful personal and credential-qualifying goals 	<ul style="list-style-type: none"> • Have access to high quality early care and education programs • Have equitable learning opportunities and positive learning environments that include arts, enrichment, culture, credential qualifying and socio-emotional learning • Receive timely and appropriate prevention, intervention, and treatment when they exhibit behaviors (chronic absence, truancy, behavioral incidents, etc.) that are predictors of negative academic outcomes • Receive fair and equitable disciplinary treatment in schools that support learning • Have exposure to future learning and career pathways 	<p>Supports for Learning Cognitive, socio-emotional & credential qualifying</p>
<p>Youth Voice, Agency & Identity Empowerment, opportunity to participate and contribute to community improvements</p>	<ul style="list-style-type: none"> • Value their unique lived-experiences and perspectives • Hold a positive sense of identity, purpose and direction • Actively engage in decision making processes that affect children and youth • Actively use their voice • Develop and apply leadership skills in a positive, visible, and meaningful way • Engage in civic and transformative change efforts • Co-create celebrations of successes and milestones 	<ul style="list-style-type: none"> • Be valued in their unique lived-experiences and perspectives • Be called on and actively engaged to participate in decision making processes that affect children and youth • Be adequately supported to have a voice and be actively and equitably engaged to use it • Have a consistent variety of opportunities to develop and apply leadership skills in a positive, visible, and meaningful way • Be included in real groundwork, civic engagement, and transformative change that can improve outcomes • Be a part of celebrations of successes and milestones 	<p>Supports for Youth Voice & Action Empowerment, opportunity to participate and contribute to community improvements</p>

*Includes: A SENSE OF SAFETY AND WELL-BEING, AGENCY, AN INTEGRATED IDENTITY AND A RANGE OF COMPETENCIES.
In each of these interrelated areas, our children and youth are prepared and ready for the next developmental stage.

NEW ORLEANS YOUTH MASTER PLAN DESIRED RESULTS STATEMENTS



Notes

The following parties adapted and updated the Youthshift Results Statements (drafted in 2013) to take shape as the Desired Results Statements:

- [Youth Advisory Board to CYPB](#)
- [Youth Master Plan Steering Committee](#)
- CYPB Team

Key Terms Defined

1. [Positive Youth Development Framework](#)

An intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

2. [Equity Lens](#)

Equity is when **people's race, gender, economic status, sexual orientation, etc.** do not determine their economic, social, or political opportunities. Distinct from equality, equity looks at **leveling the playing field**, ensuring the starting line does not determine where one finishes.