Saint Paul's Framework for Youth Success

Through interviews and listening sessions, over 350 parents, youth, teachers, business leaders, youth workers and community members contributed to this framework. The framework calls the Saint Paul community to action to ensure all our young people develop the skills, qualities, and knowledge necessary to thrive as productive, contributing citizens in the 21st century. Community includes community organizations, businesses, parents, youth, and community members and also includes the public sector such as schools, the City and county. **This framework is to be read from the bottom up.**

Community Supports for Youth

- Parents and guardians who are respected and supported in their role and engaged as partners.
- Teachers and youth workers reflect and understand youth in Saint Paul.
- Equitable access to meaningful out-of-school-time learning opportunities.
- Resources to help access and navigate post-secondary and workforce options.
- Tutors, mentors and other relationships that support youth in their education and learning.

Successful youth are

Learners
Contributors
Navigators

Successful youth STRIVE to:
- have a vision and passion
- set goals and work towards them

And are:
- Resilient
- Persistent
- Determined

Successful youth are grounded in

Culture   Supportive   Self
                 Relationships

Saint Paul's Framework for Youth Success

Young people will be best prepared to build their skills as learners, contributors and navigators when they have hope for a positive future and have support as they strive to meet their goals. It is important for young people to start from a strong foundation where they are grounded in:

• their culture and heritage.
• who they are- their strengths, passions and potential.
• positive peer and adult relationships stemming from community, family, and guardians.

This is most likely to occur when the community, in partnership with parents and guardians, provides support to young people to:

• develop a vision for their future and identify their passion(s).
• be resilient, persistent and determined.
• set goals and work toward them

In Saint Paul, we believe each young person will be better able to identify and achieve their dreams and goals when the community, in partnership with parents and guardians, support young people to build their skills as learners, contributors, and navigators.

LEARNERS
Young people value and are engaged in learning so that they:
• can identify patterns.
• understand the past, how it influences the present and how the present will influence the future.
• are literate in terms of reading and writing, information, and technology.
• observe and solve problems using critical thinking.
• employ creativity and creative thinking.

CONTRIBUTORS
Young people are co-creators of a greater good and engaged in efforts larger than themselves through:
• civic engagement, service learning, and volunteerism.
• stewardship of their communities and environment.
• work-life and internships.

NAVIGATORS
Young people can traverse different situations successfully and are able to:
• make positive, healthy life choices while declining involvement in risky behavior.
• identify and adopt appropriate cultural norms (e.g. workplace, family and friend settings, school, cross-culturally).
• communicate well in social and interpersonal situations.
• access resources (e.g. out-of-school-time, post-secondary, workforce, physical and mental health resources).

The following community supports are important to ensure that every young person can be a successful learner, contributor, and navigator. The public sector, in the partnership with the community organizations should commit to ensure:

• Parents and guardians are engaged in decision-making while being respected and supported in their role.
• Teachers and youth workers reflect and understand the young people they work with.
• Equitable access to relevant and consequential out-of-school-time learning opportunities for all youth in Saint Paul.
• Tutors, mentors, and other community supports are in place and used to support success in formal education.
• Resources to access and complete post-secondary options are available and utilized.