


## BERKELEY YOUTH EQUITY PARTNERSHIP (YEP): Overview for the Chancellor’s Community Partnership Fund 2024-25 Funding Cycle

10/18/23

**Overview:** The Berkeley Youth Equity Partnership (YEP, formerly known as Berkeley’s 2020 Vision) is a citywide initiative that strives for African American/Black and Latinx young people who live and/or go to school in Berkeley to thrive academically, physically, and emotionally. Inadequacies and failures within and across our systems have produced persistent racial disparities in student academic performance and physical and mental health indicators. With a racial equity lens, YEP collaborates to expand and strengthen resources and systems with the objective that all African American/Black and Latinx young people in Berkeley are: kindergarten ready; successful in school; college and career ready; healthy, connected, and resilient; and supported at school and at home.

In the past year, YEP clarified and redesigned its strategies as is reflected in the new YEP framework (below). Among its new priorities, YEP is deepening its commitment to youth development -- based on the recognition that African American/Black and Latinx youth need to have meaningful, leadership roles in shaping Berkeley’s equity work in order to achieve greater impact. In addition, the new YEP framework reflects an expanded focus on promoting youth resilience and connectedness and making sure that young people have aligned support from their families and educators.




## Berkeley Youth Equity Partnership (YEP)


**Vision:** African American/Black and Latinx young people who live and/or go to school in Berkeley thrive academically, physically, and emotionally.

**Objectives:** Every African American/Black and Latinx Young Person in Berkeley is:


Supported at School and Home




Kindergarten Ready




Healthy, Connected, and Resilient



Successful in School



College and Career Ready



**Strategies:** YEP prioritizes these approaches to achieve our objectives:


Build Equity-Driven, Inter-Agency Partnerships

Invest in and Strengthen Local Providers

Champion Innovative Equity Opportunities

*Guiding Principles: These values guide and shape YEP’s work:*

**Racial Equity | Youth-Centered | Results-Driven | Collective Impact**



**YEP Partnerships:** This initiative rests on the belief that the responsibility for ensuring that children and youth in Berkeley have what they need to fulfill their potential extends beyond school walls to the entire community – to public agencies, community organizations, businesses, families, and more. To this end, YEP partners collaborate to align and strengthen systems, to leverage resources, and to create and increase access to opportunities that support the success of African American/Black and Latinx young people. Berkeley’s Health, Housing and Community Services Department coordinates YEP, working closely with the Berkeley Unified School District (BUSD), Berkeley City College (BCC), and the University of California at Berkeley (UCB). A wide range of public agency, education, nonprofit, and other partners lend content expertise, shape the direction of this initiative, and represent the students and families they serve

**Social Determinants of Health:** YEP is housed in the City of Berkeley’s Health, Housing, and Community Services Department (HHCS). HHCS’s mission centers on addressing the social determinants of health (SDOH) – “the conditions in which people are born, live, learn, work, play, worship and age that affect a wide range of health, functioning, and quality-of-life outcomes.”<sup>1</sup>



YEP’s objectives closely align with two social determinants of health that are critical to the wellbeing of African American/Black and Latinx children and youth in Berkeley: *Education Access and Quality* and *Social and Community Context*. In addition, YEP’s objectives support two other SDOH: *Health Care Access and Quality* and *Economic Stability*.

<sup>1</sup> U.S. Department of Health and Human Services and Office of Disease Prevention and Health Promotion, [Healthy People 2030](#).

**Table 1. YEP Objectives Aligned with Key Social Determinants of Health**

		<i>YEP Objectives</i>				
		Kindergarten Ready	Successful in School	College and Career Ready	Healthy, Connected, and Resilient	Supported at School and at Home
<i>Social Determinants of Health</i>	Education Access and Quality	★	★	★	★	★
	Health Care Access and Quality	★				
	Economic Stability	★		★		
	Social and Community Context	★	★	★	★	★

**YEP Objectives:** YEP supports and/or aligns with programs that fall under one or more of the following *objectives*.

**Objective #1: KINDERGARTEN READY (ages 0 – 5)**

Early educational experiences and learning provide children with fundamental skills and foundations for lifelong academic and socio-emotional success.<sup>2</sup> Better access to affordable, high-quality child care, accessible information and resources about child development, and engaging opportunities for mutual support around parenting help pave the way for more African American/Black and Latinx children in Berkeley to thrive in kindergarten -- and beyond.

YEP strives to expand the kindergarten readiness of African American/Black and Latinx children ages 0 - 5 in Berkeley by: (1) increasing access to affordable child care for children; (2) ensuring high quality child care for children; and/or (3) educating and building mutual support among parents/guardians of children to promote healthy child development and a successful transition to Transitional Kindergarten (TK)/Kindergarten (K).

**Objective #2: SUCCESSFUL IN SCHOOL (TK – 8<sup>th</sup> Grade)**

Primary predictors of later academic success include 3<sup>rd</sup> grade reading proficiency, a critical milestone that marks young people’s transition from “learning to read” to “reading to learn.” Children who learn to read by 3<sup>rd</sup> grade are more likely to graduate from high school and less likely to experience socio-emotional and behavioral problems.<sup>3</sup> In 2021-22, only 33% of African American/Black 3<sup>rd</sup> graders and 51% of Latinx 3<sup>rd</sup> graders at BUSD tested at or above proficiency in English Language Arts (ELA) (compared to 82% of white 3<sup>rd</sup> graders).<sup>4</sup>

8<sup>th</sup> grade math proficiency lays the foundation for succeeding in an increasingly collaborative and technical professional world. Students who master basic math are more likely to succeed in advanced

<sup>2</sup> Unicef, [Early Child Development: For every child, early moments matter](#).

<sup>3</sup> Annie E. Casey Foundation, [Early Warning! Why Reading by the End of Third Grade Matters](#), 2010.

<sup>4</sup> [California Assessment of Student Performance and Progress](#), State of California Smarter Balanced Assessment Results, 2021-22.

math, which is strongly connected to future college enrollment and graduation.<sup>5</sup> In 2021-22, only 14% of African American/Black 8<sup>th</sup> graders and 54% of Latinx 8<sup>th</sup> graders at BUSD tested at or above proficiency in math (compared to 80% of white 8<sup>th</sup> graders).<sup>6</sup>

YEP strives to achieve equitable academic outcomes for African American/Black and Latinx students enrolled in BUSD, TK through 8<sup>th</sup> grade, by offering educational support activities delivered during the school day, extended day, and/or summer. YEP places a priority on tutoring activities that focus on English Language Arts and/or Math with program offerings that are attuned to the developmental stages of participating young people. Priority is given to programs offering “high dosage” or “high impact” tutoring<sup>7</sup>, defined as one-on-one tutoring or tutoring in very small groups offered at least three times a week, and for at least 50 hours over a semester.<sup>8</sup>

### **Objective #3: COLLEGE AND CAREER READY (6<sup>th</sup> – 12<sup>th</sup> Grade)**

This objective strives to empower young people so that they can successfully complete high school equipped to seize opportunities that advance their future education and/or career aspirations. Higher levels of educational attainment correlate with better health, improved social and emotional wellbeing, and greater economic and career success.<sup>9</sup>

In 2021-22, only 46% of African American/Black BUSD graduates and 62% of Latinx BUSD graduates had completed the coursework required for entry into the University of California (UC) and California State Universities (CSU) (compared to 79% of white BUSD graduates) – placing an inequitable limitation on future opportunities.<sup>10</sup> YEP focuses on providing African American/Black and Latinx students with academic support, information/resources, and experiences that position them for a wide array of post-secondary opportunities, choices, and successes.

YEP prioritizes activities that are designed specifically to achieve equitable college and career outcomes for African American/Black and Latinx BUSD students through academic programs, vocational training, internships, or other supports that help young people to envision and prepare for a future that includes success in college and/or a career of their choosing.

### **Objective #4: HEALTHY, CONNECTED, AND RESILIENT (TK – 12<sup>th</sup> Grade)**

In its *2023 Mental Health Needs Assessment* of BUSD, RDA Consulting reports that “families of color resoundingly shared that services and supports have not been focused towards honoring the diversity of student backgrounds and experiences...”<sup>11</sup> Other findings include a need for greater “focus on student wellbeing and prevention” (as opposed to “crisis” and “acute” services) and for a more diverse pool of mental health providers. The assessment also points to the desire of students of color and their families to have a greater sense of belonging at school. In line with these findings, this objective focuses on promoting the health, connectedness, and resilience of African American/Black and Latinx young people in Berkeley -- attributes correlated with higher academic performance and overall wellbeing.<sup>12</sup>

---

<sup>5</sup> Kidsdata.org, [Math Proficiency: Why this topic is important.](#)

<sup>6</sup> [California Assessment of Student Performance and Progress](#), State of California Smarter Balanced Assessment Results, 2021-22.

<sup>7</sup> Ed Research for Action, [Design Principles for Accelerating Student Learning with High-Impact Tutoring](#), February 2021.

<sup>8</sup> Education Week, [High-Dosage Tutoring Is Effective, But Expensive. Ideas for Making It Work](#), August 19, 2020.

<sup>9</sup> Robert Wood Johnson Foundation, Commission to Build a Healthier America, [Education and Health](#), 2011.

<sup>10</sup> DataQuest, [Four-Year Adjusted Cohort Graduation Rate.](#)

<sup>11</sup> RDA Consulting, [Berkeley Unified School District Mental Health Needs Assessment 2023.](#)

<sup>12</sup> For YEP Programming purposes, healthy is defined as a state of physical, mental, and social wellbeing; connectedness means young people feel cared about, supported, and feel a sense of belonging at school; and resilient means that young

This objective promotes the mental health, development, wellbeing, and sense of belonging of African American/Black and Latinx young people in Berkeley by promoting: (1) culturally competent developmental and behavioral health services intentionally designed to address the needs and experiences of African American/Black and Latinx youth; (2) community action and peer education programs built on the principles of positive youth development that strengthen young people's sense of self-efficacy, competence, and connectedness;<sup>13</sup> and (3) programs that develop positive racial/ethnic identity. This final strategy is associated with higher self-esteem and school engagement, lower rates of depression among young people of color, and may serve as a protective factor against the effects of racial/ethnic discrimination.<sup>14</sup>

### **Objective #5: SUPPORTED AT SCHOOL AND AT HOME**

Effective family-school partnerships -- in which the significant adults in a child's life work together with each child's best interests at heart -- set the conditions that enable young people to learn and thrive.<sup>15</sup> This objective draws from the work of Dr. Karen Mapp, which recognizes that family engagement in children's education is a powerful predictor of student academic success, behavior, and social skills.<sup>16,17</sup> At the same time, Dr. Mapp emphasizes that effective family engagement requires building and activating the capacity of both schools and families.<sup>18</sup> Funding for this objective primarily focuses on building and activating the capacity of parents/guardians to support the success of African American/Black and Latinx BUSD students. This objective strives to complement the work of BUSD's Office of Family Engagement and Equity (OFEE) and individual schools in building and activating the capacity of educators and school staff to support the success of African American/Black and Latinx BUSD students.

YEP prioritizes activities that provide parents/guardians with knowledge, skills, and tools that help them partner with schools to support their child(ren)'s education and help their children reach their full potential. YEP supports/aligns with programs that: are based on the knowledge that parents/guardians are experts on their children and their communities; engage parents as equal partners in supporting their children's learning and development; cultivate mutual trust and respect among parents/guardians and school staff; and tailor programming to help parents/guardians to engage with their children's learning in ways that are doable for them given the circumstances of their lives.

---

people are able to effectively manage stress, anxiety, and uncertainty, allowing them to bounce back from life's inevitable obstacles.

<sup>13</sup> Centers for Disease Control and Prevention, [Positive Youth Development](#).

<sup>14</sup> Deborah Rivas-Drake et al., [Ethnic and Racial Identity in Adolescence: Implications for Psychosocial, Academic, and Health Outcomes](#), Child Development, 2014.

<sup>15</sup> Edutopia, [The Home-School Team: An Emphasis on Parent Involvement](#), July 1997.

<sup>16</sup> Centers for Disease Control and Prevention, [Parent Engagement in Schools](#), August 7, 2018.

<sup>17</sup> Annie E. Casey Foundation, [Parental Involvement in Your Child's Education, The Key to Student Success, Research Shows](#), December 14, 2022.

<sup>18</sup> Karen L. Mapp and Eyal Bergman, [Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement](#), June 2021.