



Health, Housing, and
Community Services Department

PROGRAMS SUPPORTING HOMELESS SERVICES SUPPLEMENTAL SECTION

The Homeless Services Supplemental Section requires agencies to:

1. Select an eligible service category.
2. Agree to six core homeless services requirements.
3. Describe how the proposed program will contribute to achieving one or more System Performance Measures, if applicable.
4. Agree to service category core requirements.
5. Answer supplemental questions pertaining to the service category.

The City of Berkeley will be accepting homeless services program proposals in 14 service categories:

1. Alcohol and Other Drug (AOD) Treatment
2. Basic Needs (Drop-in Center, showers/laundry, lockers)
3. Benefits Advocacy
4. Coordinated Entry System (CES)/Housing Problem Solving/Street Outreach)
5. Emergency Shelter / Navigation Center (NC) (NC includes Rapid Rehousing and Housing Navigation Services)
6. Encampment Services
7. Housing Navigation Services
8. Homeless Prevention – Housing Retention Grants
9. Rapid Re-Housing / Flexible Subsidies (services and financial assistance)
10. Representative Payee Services
11. Street Outreach
12. Tenancy Sustaining Services
13. Transitional Housing
14. Workforce Development

Core Requirements

1. Participate in the North County Coordinated Entry System.
2. Provide all services utilizing a Housing First Approach
3. Agree to attend Alameda County North County Regional Coordination monthly meetings. Attendance by program manager and direct services staff required (Basic Needs, Encampment Services, Homeless Prevention categories, excluded).

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4. Agree to attend City of Berkeley North County Operations quarterly meetings. Attendance by Associate Director and/or Program Manager with program implementation authority is required.
5. Agree to participate in Homeless Management Information System (HMIS) and enter data within 3 days of program enrollment and exit (Basic Needs, Encampment Services, Homeless Prevention categories, excluded).
6. Agree to report on applicable current and future HUD, Alameda County and City of Berkeley System Performance Measures (SPMs) and targets.

System Performance Measures:

If your agency is awarded funding, you will be required to report on System Performance targets set by HUD, the City of Berkeley, and Alameda County. Depending on the specific category of homeless services you choose, you will need to explain how your program will contribute to achieving the performance measure(s) related to that service.

If there is no service measure that directly pertains to the homeless category you've selected (such as, Alcohol and Other Drug and Basic Needs Services), and you wish to describe how your program will contribute to a system performance measure, please add the service measure and an explanation in the narrative box provided. This option should only be used if your program is specifically designed to address one of the measures listed below:

1. Measure 1: Length of Time Persons Remain Homeless
2. Measures 2a and 2b: The Extent to which Persons who Exit Homelessness to Permanent Housing Destinations Return to Homelessness within 6 months – 2 years
3. Measure 3: Number of Homeless Persons
4. Measure 4: Employment and Income Growth for Homeless Persons
5. Measure 5: Number of Persons who Become Homeless for the First Time
6. Measure 7a: Successful Placement from Street Outreach
7. Measure 7b: Successful Placement in or Retention of Permanent Housing

Please choose a primary program category for your homeless service program (See list of choices in the dropdown menu). If you wish to include additional homeless services alongside your primary program, please select the additional services. For instance, if you are applying for shelter services as your primary program and want to include housing navigation services to help individuals transition to permanent housing, please select housing navigation as an additional service. Be sure to specify the number of additional services associated with the primary program. You are not required to select additional services to your primary program.

Primary Program: _____

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Would you like to add an additional service connected to the primary program?
(YES/NO)

If yes, how many additional services would you like to add? _____

I agree to the core requirements listed above **(YES/NO)**

1 Alcohol and Other Drug (AOD) Treatment

1. **Required** : Agency agrees to receive all referrals from the North County Housing Resource Centers and/or the City of Berkeley for all City funded beds.
2. How will the program accommodate participants with literacy and cognitive challenges?
3. If your program is specifically designed to meet a system performance measure(s), indicate in the table below which measure(s) you expect to meet and explain how you will meet those measures.

Add System Performance Measure from drop down list	Describe how the proposed program will specifically meet the system performance measure listed.

2 Basic Needs (Drop-in Center, showers/laundry services/lockers)

1. How will the program accommodate participants with literacy and cognitive challenges?
2. How will the program connect participants to North County Coordinated Entry crisis and housing assessments and resources to increase income and mainstream benefits?
3. If the program will provide showers and laundry services, Agency agrees to operate its shower program 7 days a week for a minimum total of 35 hours a week. **(YES/NO/NA)**
4. If your program is specifically designed to meet a system performance measure(s), indicate in the table below which measure(s) you expect to meet and explain how you will meet those measures.



Add System Performance Measure from drop down list	Describe how the proposed program will specifically meet the system performance measure listed

3 Benefits Advocacy Services

1. **Required** Agency agrees to receive referrals exclusively from the City of Berkeley for all City funded SSI service slots.
2. How will the program accommodate participants with literacy and cognitive challenges?
3. Measure 4: Employment and Income Growth for Homeless Persons. Explain how the program will utilize this funding to increase or maintain income for persons experiencing homelessness.

4 Coordinated Entry System (CES)/Housing Problem Solving/Street Outreach

1. **Required** Agency agrees to operate the North County Housing Resource Center (HRC) comprised of Berkeley, Albany, and Emeryville. Hours of operation will be Monday through Friday, 9 a.m. to 5 p.m. Agency agrees to provide a minimum of 16 posted drop-in hours per week and maintain a dedicated phone line with a voice mail box. Contractor shall make an effort to respond to voicemails within 24 hours during the week and 72 hours for messages received on the weekends. Agency agrees to providing HPS and crisis/housing assessments in the field.
2. **Required** Agency agrees to work with the City of Berkeley on local priorities and referral processes including participating in planning and implementation efforts to quickly refer people who are unhoused to interim shelter or other housing opportunities.
3. **Required** Agency agrees to operate the Housing Resource Center in compliance with the [Alameda County System Coordination Committee Guidelines](#)
4. How will the program accommodate participants with literacy and cognitive challenges?
5. **Required** Agency agrees that its operations will meet the requirements outlined in the **Client Services Section**. Please describe how the Agency will

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- implement the program to meet the requirements.
6. **Required** Agency agrees that its operations will meet the requirements outlined in the **Partnerships/Service Referrals Section**. Please describe how the Agency will implement the program to meet the requirements.
 7. **Required** Agency agrees that its operations will meet the requirements outlined in the **Data Collection and Reporting Section**. Please describe how the Agency will implement the program to meet the requirements.
 8. Measure 1: Length of time persons remain homeless. Explain how the CES will utilize this funding to reduce the length of time persons remain homeless. For example, how will the CES reduce the average and median length of time from CES program enrollment to housing placement?
 9. Measure 3: Number of Homeless Persons. Explain how the program will reduce the total number of homeless persons in Berkeley, Albany, and Emeryville (North County CES Resource Zone).
 10. Measure 7a: Successful Placement from Street Outreach. Explain how the program will utilize this funding to assist unsheltered individuals into sheltered or permanent housing destinations.

5a **Emergency Shelter Programs**

1. **Required** Agency agrees to accept referrals from Berkeley's Homeless Response Team and the North County Housing Resource Centers.
2. **Required** Agency agrees to maintain 24/7 shelter operations, unless agreed to by the City of Berkeley.
3. **Required** Agency agrees to remove curfew program requirements.
4. **Required** Agency agrees to add all available beds in HMIS daily, by 9 a.m., Monday – Friday.
5. **Required** Agency agrees to comply with [Alameda County Shelter Standards](#).



6. Does the program allow pets (non-ADA service and emotional support animals)? **(YES/NO)**. If yes, please describe your pet policy.
7. How will the program accommodate participants with literacy and cognitive challenges?
8. How will the program work more closely with the City’s Homeless Response Team and other outreach teams to move people quickly indoors?
9. How will the program ensure that it maintains a minimum 90% nightly bed occupancy rate? If the program utilizes bunk beds, describe program procedures that will ensure that all beds, including top beds, are filled.
10. Measure 1: Length of time persons remain homeless. Explain how the emergency shelter program will utilize this funding to reduce the length of time persons remain homeless. For example, how will the shelter reduce the average and median length of time clients stay in the shelter before being permanently housed?
11. Please include the program’s maximum capacity in the table(s) below:

Adult Only Shelter

	Men	Women	Total
# of Beds			

Family Shelter

	#
# of beds for entire shelter	
# of family rooms	

12. Indicate the number of beds reserved for other funders, and the number of beds available to the City of Berkeley for HRC /City referrals as part of this application:

# Adult Only beds	# of Family rooms	Funder	Priority Population	Restrictions



		City of Berkeley	HRC/City Referrals	

5b Navigation Centers

1. **Required** Agency agrees to accept referrals from Berkeley’s Homeless Response Team and the North County Housing Resource Centers.
2. **Required** Agency agrees to maintain 24/7 shelter operations, unless agreed to by the City of Berkeley.
3. **Required** Agency agrees to add all available beds in HMIS daily, by 9 a.m., Monday – Friday.
4. **Required** Agency agrees to comply with [Alameda County Shelter Standards](#).
5. **Required** Agency agrees to remove curfew program requirements.
6. Does the program allow pets (non-ADA service and emotional support animals)? **(YES/NO)**. If yes, please describe your pet policy.
7. How will the program work more closely with the City’s Homeless Response Team and other outreach teams to move people quickly indoors?
8. How will the program accommodate participants with literacy and cognitive challenges?
9. How will the program ensure that it maintains a minimum 90% nightly bed occupancy rate? If the program utilizes bunk beds, describe program procedures that will ensure that all beds, including top beds, are filled.
10. Measure 1: Length of time persons remain homeless. Explain how the emergency shelter program will utilize this funding to reduce the length of time persons remain homeless. For example, how will the shelter reduce the average and median length of time clients stay in the shelter before being permanently housed?



11. Please include the program's maximum capacity in the table(s) below:

Adult Only Shelter

	Men	Women	Total
# of Beds			

Family Shelter

	#
# of beds for entire shelter	
# of family rooms	

12. Indicate the number of beds reserved for other funders, and the number of beds available to the City of Berkeley for HRC /City referrals as part of this application:

# adult only beds	# of family rooms	Funder	Priority Population	Restrictions
		City of Berkeley	HRC/City Referrals	

6 Encampment Services (mobile shower/laundry, RV waste removal)

1. How will the program accommodate participants with literacy and cognitive challenges?
2. How will the program conduct housing program solving (HPS), crisis and/or housing assessments or connect participants to the North County Housing Resource Centers to access HPS and assessments?
3. How will the program connect participants to resources to increase income and mainstream benefits?
4. Measure 7a: Successful Placement from Street Outreach. Explain how the program will utilize this funding to assist unsheltered individuals into sheltered or permanent destinations.



7 Housing Navigation Services

1. Is the agency currently providing Housing Navigation Services?
(YES/NO)
If so, how many clients are currently enrolled in HMIS? _____
2. **Required** Agency agrees to accept all new referrals for City of Berkeley funded housing navigation slots from the City of Berkeley or North County HRCs.
3. **Required** Agency agrees to the City's Housing Navigation Standards. (link on RFP webpage).
4. How will the program accommodate participants with literacy and cognitive challenges?
5. Measure 2a and 2b: The Extent to which Persons who Exit Homelessness to Permanent Housing Destinations Return to Homelessness within 6 months – 2 years. Explain how the program will utilize this funding to reduce returns to homelessness among formerly homeless persons.
6. Measure 4: Employment and Income Growth for Homeless Persons. Explain how the program will utilize this funding to increase or maintain income for persons experiencing homelessness.
7. Measure 7b: Successful Placement of Permanent Housing. Explain how the program will utilize this funding to successfully place individuals in housing.

8. Homeless Prevention

1. How will the program accommodate participants with literacy and cognitive challenges?
2. Measure 5: Number of Persons who Become Homeless for the First Time: Explain how the program will reduce the number of persons entering homelessness, i.e. entering shelter or transitional housing.

9 Rapid Re-Housing / Flexible Subsidy Rental Assistance

1. **Required** Agency agrees to administer the program utilizing North County CES assessment information and in compliance with: 1) City of



Berkeley Emergency Solutions Grant Rapid Rehousing and Prevention Assistance Policies and Procedures, 2) Berkeley Shallow Subsidy program criteria, 3) Alameda County System Coordination Committee Guidelines for using local Rapid Re-Housing funds. (Links on RFP webpage).

2. How will the program accommodate participants with literacy and cognitive challenges?
3. Measure 1: Length of time persons remain homeless. Explain how the Rapid Re-Housing (RRH) Program will utilize this funding to reduce the length of time persons remain homeless. For example, how will the RRH / Flexible Subsidy Program reduce the average and median length of time the participant remains homeless?
4. Measure 2a and 2b: The Extent to which Persons who Exit Homelessness to Permanent Housing Destinations Return to Homelessness within 6 months – 2 years. Explain how the program will utilize this funding to reduce returns to homelessness among formerly homeless persons.
5. Measure 4: Employment and Income Growth for Homeless Persons. Explain how the program will utilize this funding to increase or maintain income for persons experiencing homelessness.
6. Measure 7b: Successful Placement in Permanent Housing. Explain how the program will utilize this funding to prepare participants to sustain their housing without an ongoing subsidy.

10 Representative Payee Services

1. **Required** Agency agrees to accept referrals for City of Berkeley funded services slots exclusively from the City of Berkeley.
(YES/NO)
2. How will the program accommodate participants with literacy and cognitive challenges?
3. Measure 7b: Successful Placement in Permanent Housing. Explain how the program will utilize this funding to successfully retain individuals in housing.

11 Street Outreach

1. **Required** Agency agrees to coordinate outreach efforts with City

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staff and other City funded outreach staff on an ongoing basis, including in preparation for encampment closures. Agency staff will provide support and referrals to available resources will not be asked to conduct resolution activities.

2. **Required** Agency agrees to work with City staff to provide flexible outreach Monday -Friday, between 7 a.m. to 7 p.m., as needed.
3. **Required** Street outreach will provide referrals to mainstream services.
4. How will the program accommodate participants with literacy and cognitive challenges?
5. How will the program conduct housing program solving (HPS), crisis and/or housing assessments or connect participants to the North County Housing Resource Centers to access HPS and assessments?
6. Measure 7a: Successful Placement from Street Outreach. Explain how the program will utilize this funding to assist unsheltered individuals into sheltered or permanent housing destinations.

12 **Tenancy Sustaining Services (TSS)**

1. Is the agency currently providing Tenancy Sustaining Services?
(YES/NO)
 - i. If so, how many clients are currently enrolled in HMIS?

 - ii. How many participants are currently enrolled in City of Berkeley Shelter Plus Care? _____
2. **Required** Agency agrees to accept all new referrals for City of Berkeley funded Tenancy Sustaining Services slots from the City of Berkeley or North County HRCs.
3. **Required** Agency agrees to the City's Tenancy Sustaining Standards (link on RFP webpage).

Will you be providing TSS services to City of Berkeley Shelter Plus Care (S+C) participants? (YES/NO)



4. **Required** Agency agrees to participate in S+C Operations Board Meetings. The Operations Board advises on S+C Policy and Operating procedures and meets every other month.
5. **Required** Agency agrees to have designated S+C case managers that exclusively provide tenancy sustaining services to City of Berkeley S+C tenants.
6. How will the program accommodate participants with literacy and cognitive challenges?
7. Measure 7b: Successful Placement in or Retention of Permanent Housing
Explain how the program will utilize this funding to successfully place individuals in housing and ensure that they retain that housing.

13 Transitional Housing

1. **Required** Agency agrees to accept referrals for City of Berkeley funded homeless services from the City of Berkeley or the North County Housing Resource Centers.
2. **Required** Agency agrees to add all available beds in HMIS daily, by 9 a.m., Monday – Friday.
3. **Required** Agency agrees to comply with Alameda County Shelter Standards, as applicable.
4. **Required** Agency agrees to remove curfew program requirements.
5. Does the program allow pets (non-ADA service and emotional support animals)? **(YES/NO)** If yes, please describe your pet policy.
6. How will the program accommodate participants with literacy and cognitive challenges?
7. How will the program ensure that it maintains a minimum 90% nightly bed occupancy rate? If the program utilizes bunk beds, describe program procedures that will ensure that all beds, including top beds, are filled.
8. Measure 1: Length of time persons remain homeless. Explain how the program will utilize this funding to reduce the length of time persons remain homeless in transitional housing.



9. Measure 2a and 2b: The Extent to which Persons who Exit Homelessness to Permanent Housing Destinations Return to Homelessness within 6 months – 2 years. Explain how the program will utilize this funding to reduce returns to homelessness among formerly homeless persons.

10. Measure 4: Employment and Income Growth for Homeless Persons. Explain how the program will utilize this funding to increase or maintain income for persons experiencing homelessness.

11. Measure 7b: Successful Placement in or Retention of Permanent Housing. Explain how the program will utilize this funding to successfully place individuals in housing and ensure that they retain that housing.

12. What's your target population? Families, TAY, AOD, DV, Vets, Other- Define.

13. Please include the program's maximum capacity in the table(s) below:

Adult Only Shelter

	Men	Women	Total
# of Beds			

Family Shelter

	#
# of beds for entire shelter	
# of family rooms	

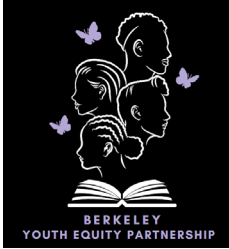
14. Indicate the number of beds reserved for other funders, and the number of beds available to the City of Berkeley for Coordinated Entry referrals as part of this application:

# Adult Only Beds	# of Family Rooms	Funder	Priority Population	Restrictions
		City of Berkeley	HRC/City Referrals	



14 **Workforce Development**

1. **Required** Agency will provide job training in sectors that are expected to grow and will result in jobs that lead to economic security and/or provides opportunities to develop career pathways.
2. **Required** Agency will demonstrate partnerships with other programs in order reduce duplication of services and to maximize services and funding.
3. **Required** Agency will demonstrate effectiveness in serving employers.
4. **Required** Agency will demonstrate effectiveness in placing program graduates in training- related employment that results in a living wage.
5. How will the program accommodate participants with literacy and cognitive challenges?
6. Measure 4: Employment and Income Growth for Homeless Persons
Explain how the program will utilize this funding to increase or maintain income for persons experiencing homelessness.



PROGRAMS SUPPORTING THE BERKELEY YOUTH EQUITY PARTNERSHIP (YEP)

This document provides background, context, and eligibility information for agencies interested in applying for funding through the Berkeley Youth Equity Partnership (YEP) and describes YEP's objectives and corresponding action areas. Prospective applicants are guided to select one action areas that best aligns with the proposed project or program. **Applicants are then asked to respond to two sets of questions: (1) Supplemental questions required for all YEP applicants; and (2) Supplemental questions specific to the selected action area. Please note: applicants must select an action area in order to gain access to the correct application questions.** Applicants seeking to fund multiple programs should complete this portion of the application separately for each program.

Background: 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.

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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:



Strategies: YEP prioritizes these approaches to achieve our objectives:



Guiding Principles: These values guide and shape YEP's work:

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



Context: 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."¹

Social Determinants of Health



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



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*.

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	★	★	★	★	★

Requirements for all Programs Funded by YEP: Please carefully review the below list of requisite elements that should be thoughtfully addressed in applications for YEP funding. Programs must align with the following requirements, in addition to the specifications listed by action area below.

- 1. Organizational commitment to serving African American/Black and Latinx young people and their families:** African American/Black and Latinx young people are YEP’s focal population. Applicants must fully dedicate YEP funding awards to serving African American/ Black and Latinx children, youth, and families who live and/or attend school in Berkeley.
- 2. Programmatic capacity to effectively serve African American/Black and Latinx young people and their families:** Applicants must demonstrate that proposed programs are positioned to appropriately and effectively serve African American/Black and Latinx young people and their families. Services should be designed and delivered in a manner that is relevant and responsive to the cultures and lived experiences of the YEP focal population.
- 3. Alignment with YEP priorities:** All funded programs must clearly align with one of YEP’s five objectives and one of that objective’s action areas. Organizations that accept YEP funding commit to tracking the assigned service measures and outcomes

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associated with the selected action area for the course of the 4-year funding cycle. Should any programmatic or other changes occur that impact an agency's ability to align with the chosen YEP priority, the agency should notify YEP staff to discuss how the changes will affect future funding.

- 4. Evidence-based, structured program design and delivery:** Applicants should demonstrate that the proposed program design and delivery is based on research, evidence, and/or data that validates the efficacy of the program's approach and supports the achievement of its goals. All programs must maintain an up-to-date, written program plan covering the full period for which services will be provided. This plan must include clear learning goals and follow a sequenced curriculum to guide program activities, including daily lesson plans and opportunities for participants to practice skills and reflect on what they are learning in every program session.
- 5. Family partnerships:** All proposed programs must include a family partnership component that creates opportunities for families and legal guardians to connect with the program and/or to each other, as appropriate based on the type of services offered. Family partnership activities may include, but are not limited to: family orientations, volunteer opportunities, family events, student celebrations/showcases, family member workshops, connections to resources, etc. Paper and electronic communications are not considered family partnership activities.
- 6. Interagency partnerships:** All proposed programs must include meaningful collaboration with one or more public or community agency partners to optimize participants' access to resources in our community. Public agencies that wish to apply for YEP funding are encouraged to do so in partnership with an aligned 501(c)(3) community partner. YEP funds may not supplant other public funding. Priority partnerships include, but are not limited to, programs that partner with BUSD to support the success of students enrolled at the Berkeley Technology Academy (BTA) and programs that align with BUSD's efforts to address the overrepresentation of African American/Black and/or Latinx students in special education (disproportionality).
- 7. Accessible and transparent public information:** All funded agencies must maintain a website that provides public information about the agency and the programs/services offered. Funded programs must post up-to-date program information and schedules (including dates, times, locations, and program contact information) for participants and their families publicly on their websites.

Selection of YEP Objective and Action Area: *Under one of YEP's five objectives, select one action area that your agency identifies as most appropriate for the proposed project or program for which you are requesting funding. Then respond to two sets of questions: (1) Supplemental questions required for all YEP applicants; and (2) Supplemental questions specific to the selected action area. Applicants must select an action area in order to gain access to the correct application questions. Applicants seeking to fund multiple programs should complete this portion of the application separately for each program.*

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

Rationale: Early educational experiences and learning provide children with fundamental skills and foundations for lifelong academic and socio-emotional success.² 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.

Eligible Programs expand the kindergarten readiness of African American/Black and Latinx children 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).

- *Affordable child care programs* must provide access to culturally responsive, structured, curriculum-based programming on key subjects³ that helps prepare young people for a smooth and successful transition to TK or K. Funded programs will be required to conduct routine developmental assessments on funded participants at recommended intervals and may be required to receive Quality Rating and Improvement System (QRIS) services sponsored by the City of Berkeley.
- *High quality care for children* includes services that deliver Quality Rating and Improvement Services (QRIS)/Quality Counts, including coaching, resources, and professional development, to child care centers, licensed family day care providers, and Family, Friend, and Neighbors (FFN) providers located in Berkeley. Eligible recipients of services include Berkeley child care providers who serve low-income African American/Black and Latinx families. Additional eligible activities include supporting providers to: conduct developmental assessments and child observations; support kindergarten transitions; access developmentally and culturally appropriate curriculum, lesson plans, and activities; and other QRIS services. Services are for child care providers that do not already receive QRIS support from other sources, and who demonstrate a commitment to improving the caliber of child care that they provide.
- *Family education/mutual support programs* are designed to help parents/guardians to promote the healthy development of their child(ren) and to support a smooth transition to TK/K. This funding is exclusively for parents/guardians of African American/Black and Latinx children ages 0 through 5. Eligible services include conducting outreach, trainings, workshops, coaching, and support groups that inform parents/guardians about child development, parenting supports and tools, and community resources with a focus on

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

³ Topics must include development of four skill domains that represent Kindergarten Readiness: Self-Regulation (e.g., managing emotions and staying focused), Social Expression (e.g., playing well with others), Kindergarten Academics (e.g., knowing the letters of the alphabet and counting), and Physical (e.g., running and jumping or holding a pencil). (First 5 Alameda County, [2021- 2022 Kindergarten Readiness in Alameda County](#)).



successful transitioning to TK/K. Programs must familiarize parents/guardians with BUSD, through activities such as: introducing families to BUSD's school selection process; organizing visits to BUSD schools; providing timely information about BUSD's family orientations; helping complete BUSD applications and documentation requirements; and connecting families with BUSD's Office of Family Engagement and Equity (OFEE).

- Action Area #1.1: Increase access to affordable care for children ages 0 – 5** by providing child care tuition scholarships, subsidies, or assistance to the families of African American/Black and Latinx infants, toddlers, and preschool-aged children.
- Action Area #1.2: Ensure high quality child care for children ages 0 – 5** by delivering Quality Rating and Improvement Services (QRIS), including coaching, resources, and professional development, to child care centers, licensed family day care providers, and/or Family, Friend, and Neighbors (FFN) providers based in Berkeley who serve low-income African American/Black and Latinx children.
- Action Area #1.3: Provide child development and kindergarten readiness resources and build mutual support** among parents/guardians of African American/Black and Latinx children ages 0 – 5 to promote healthy child development and a successful transition to TK/K.

Objective #2: SUCCESSFUL IN SCHOOL (TK – 8th Grade)

Rationale: Primary predictors of later academic success include 3rd 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 3rd grade are more likely to graduate from high school and less likely to experience socio-emotional and behavioral problems.⁴ In 2021-22, only 33% of African American/Black 3rd graders and 51% of Latinx 3rd graders at BUSD tested at or above proficiency in English Language Arts (ELA) (compared to 82% of white 3rd graders).⁵

8th 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 math, which is strongly connected to future college enrollment and graduation.⁶ In 2021-22, only 14% of African American/Black 8th graders and 54% of Latinx 8th graders at BUSD tested at or above proficiency in math (compared to 80% of white 8th graders).⁷

Programs funded under this objective are designed to help African American/Black and Latinx young people to reach their full academic potential. The action area below is based on

⁴ Annie E. Casey Foundation, [Early Warning! Why Reading by the End of Third Grade Matters](#), 2010.

⁵ [California Assessment of Student Performance and Progress](#), State of California Smarter Balanced Assessment Results, 2021-22.

⁶ Kidsdata.org, [Math Proficiency: Why this topic is important](#).

⁷ [California Assessment of Student Performance and Progress](#), State of California Smarter Balanced Assessment Results, 2021-22.



research demonstrating that tutoring, particularly high dosage tutoring, can significantly accelerate progress toward proficiency in ELA, Math, and other areas.⁸

Eligible Programs strive to achieve equitable academic outcomes for African American/Black and Latinx students enrolled in BUSD, TK through 8th grade, by offering educational support activities delivered during the school day, extended day, and/or summer.

Priority is given to programs offering “high dosage” or “high impact” tutoring, 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.⁹ Eligible programs will place a primary focus on English Language Arts and/or Math and will adjust program offerings according to the developmental stages of participating young people.

- Action Area #2.1: Provide tutoring, mentoring, and/or other academic support focused on increasing literacy and/or math skills and achievement** in, after, and out of school.

Objective #3: COLLEGE AND CAREER READY (6th – 12th Grade)

Rationale: 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.¹⁰

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.¹¹ The action areas below focus 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.

Eligible programs 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.

- Action Area #3.1: Provide cohort-based and/or one-on-one academic programs and social supports** to prepare middle or high school students for college and/or career.

⁸ Ed Research for Action, [Design Principles for Accelerating Student Learning with High-Impact Tutoring](#), February 2021.

⁹ Education Week, [High-Dosage Tutoring Is Effective, But Expensive. Ideas for Making It Work](#), August 19, 2020.

¹⁰ Robert Wood Johnson Foundation, Commission to Build a Healthier America, [Education and Health](#), 2011.

¹¹ DataQuest, [Four-Year Adjusted Cohort Graduation Rate](#).



- Action Area #3.2: Provide college preparedness and transition support to high school students and/or families**, such as college planning and advising, application and financial aid workshops, and support with college essays and applications.
- Action Area #3.3: Offer structured, hands-on opportunities to experience the world of work**, such as internships and/or apprenticeships, to high school students.
- Action Area #3.4: Support concurrent/dual enrollment and/or other related activities that create post-secondary momentum and degree/certificate completion** for middle and high school students.

Objective #4: HEALTHY, CONNECTED, AND RESILIENT (TK – 12th Grade)

Rationale: 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...”¹² 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.¹³ The action areas include both reactive (intervention) and proactive (prevention) activities.

The action areas supporting this objective promote the mental health, development, wellbeing, and sense of belonging of African American/Black and Latinx young people in Berkeley. The first action area focuses on culturally competent developmental and behavioral health services intentionally designed to address the needs and experiences of African American/Black and Latinx youth. The second action area focuses on community action and peer education programs built on the principles of positive youth development; these strategies can strengthen young people’s sense of self-efficacy, competence, and connectedness.¹⁴ The third action area includes programs that develop positive racial/ethnic identity. This 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.¹⁵

Eligible programs focus on one of the following three action areas related:

¹² RDA Consulting, [Berkeley Unified School District Mental Health Needs Assessment 2023](#).

¹³ For YEP Programming purposes, healthy is defined as a state of physical, mental, and social wellbeing; connectedness means that young people feel cared about, supported, and a sense of belonging at school; and resilient means that young people are able to effectively manage stress, anxiety, and uncertainty, allowing them to bounce back from life’s inevitable obstacles.

¹⁴ Centers for Disease Control and Prevention, [Positive Youth Development](#).

¹⁵ Deborah Rivas-Drake et al., [Ethnic and Racial Identity in Adolescence: Implications for Psychosocial, Academic, and Health Outcomes](#), Child Development, 2014.



1. **Developmental and behavioral health services** (TK – 12th Grade) provide African American/Black and Latinx young people with the services and supports needed to address their unique developmental and mental health needs. Eligible programs promote young people’s healthy development and emotional well-being and help students and their families develop effective strategies to navigate school and life, connect them with resources, and promote strong family-school communication. Providers are knowledgeable and skillful offering strategies and practices that integrate cultural competence and address racial trauma. Services are offered in locations that are convenient and comfortable for young people and their families (e.g., a child’s home, school, trusted community organizations). Programs serving students in K – 8th grade should be aligned with BUSD’s Response to Instruction and Intervention (RTI²) and Positive Behavioral Intervention and Support (PBIS) strategies and social-emotional development curricula.
 2. **Youth community action or peer education programs** (6th – 12th Grade) engage young people in identifying, understanding, and addressing issues that are important to them and/or affect their lives. Eligible programs provide young people with leadership experiences (e.g., by providing them opportunities to co-facilitate, identify and define issues and topics, choose activities, and shape program direction) and amplify “youth voice” to influence the places, spaces, and decisions that impact young people and their communities; promote positive peer relationships; and incorporate intentional adult mentoring/support. Cohort-based models are strongly recommended for this action area.¹⁶
 3. **Identity-building programs** (TK – 12th Grade) that foster a positive sense of racial/ethnic exploration, learning, and meaning. Programs may include racial/cultural affinity groups, movement/wellness classes, peer support, and other structured programming directly tied to African American/Black or Latinx cultures, and intentionally designed to build positive racial/cultural identity for young people and meaningful connections within identity groups.
- Action Area #4.1: Provide developmental and behavioral health services and supports** that meet children’s unique needs and promote children’s healthy development and school success.
- Action Area #4.2: Provide youth community action or peer education programs** on issues that impact young people and their communities.

¹⁶ Cohort programs are offered simultaneously to a stable group of students, who learn and work together as a community to achieve shared goals. Effective cohort programs promote the development of meaningful peer relationships and strengthen teamwork skills, while also providing an appropriate level of adult support and guidance.



- Action Area #4.3: Provide activities that promote the development of positive racial and cultural identity and build identify-affirming connections among young people.**

Objective #5: SUPPORTED AT SCHOOL AND AT HOME

Rationale: 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.¹⁷ 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.^{18,19} At the same time, Dr. Mapp emphasizes that effective family engagement requires building and activating the capacity of both schools and families.²⁰ 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.

Eligible Programs will provide parents/guardians with knowledge, skills, and tools that help them partner with schools to support their child(ren)'s education and ensure that their children reach their full potential. Programming should build on the knowledge that parents/guardians are experts on their children and their communities. Strong applicants will engage parents/guardians as equal partners in supporting their children's learning and development. Programs should be designed to cultivate mutual trust and respect among parents/guardians and school staff. In addition, strong applicants will have the ability to 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. Programs that take place on BUSD grounds must have a written letter of commitment from the school principal or BUSD administration that states that the school/district has approved the use of the facility for the dates and times the program is scheduled.

- Action Area #5.1: Provide parents/guardians with knowledge, skills, and tools that help them partner with schools to support their child(ren)'s education.**

¹⁷ Edutopia, [The Home-School Team: An Emphasis on Parent Involvement](#), July 1997.

¹⁸ Centers for Disease Control and Prevention, [Parent Engagement in Schools](#), August 7, 2018.

¹⁹ Annie E. Casey Foundation, [Parental Involvement in Your Child's Education, The Key to Student Success, Research Shows](#), December 14, 2022.

²⁰ Karen L. Mapp and Eyal Bergman, [Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement](#), June 2021.



SUPPLEMENTAL QUESTIONS REQUIRED FOR ALL YEP APPLICANTS

All applicants for Berkeley Youth Equity Partnership (YEP) funds must complete the table below and respond to the following required questions. Then each applicant also must respond to the supplemental questions specific to the action area associated with their funding request.

1. Provide an unduplicated count by race/ethnicity of Berkeley program participants served last fiscal year (7/1/22 – 6/30/23). Berkeley participants include students who live in Berkeley or attend school at the Berkeley Unified School District (BUSD).

Please only include participants who identify as African American/Black or Latinx. If you previously received funding from YEP, the information entered should match information your program provided on its FY 23 2nd Half Program Report.

RACE	FY 2023	
	Non-Hispanic Ethnicity	Hispanic Ethnicity
Single Race Categories		
American Indian/Alaskan Native		
Asian		
Black/African American		
Native Hawaiian/Pacific Islander		
White		
Combined Race Categories		
Black/African American & American Indian/Alaskan Native		
Black/African American & Asian		
Black/African American & Native Hawaiian/Pacific Islander		
Black/African American & White		
Other Combined Race Categories		
TOTAL		
TOTAL SERVED		
Youth Equity Partnership Priority Population Served	#	%
Black/African American (Non-Hispanic Ethnicity)*		
Hispanic (Non-Black/African American)**		
Black/African American (Hispanic Ethnicity)		
TOTAL PRIORITY POPULATION SERVED		
*Includes the following single race category: Black/African American (Non-Hispanic); and the following combined race categories: Black/African American & American Indian/Alaskan Native (Non-Hispanic); Black African American & Asian (Non-Hispanic); Black/African American & Native Hawaiian/Pacific Islander (Non-Hispanic); and Black/African American & White (Non-Hispanic).		
**Includes people identifying as “Hispanic Ethnicity” in the single and combined race		



categories, except Black/African American (Hispanic Ethnicity).

2. Describe how the proposed program will support the goals of the YEP objective and action area that you are applying under.
3. Describe your agency's history and successes serving African American/Black and Latinx young people who live and/or go to school in Berkeley? What expertise and assets does your agency/program bring to working with these populations?
4. Describe your agency's experience providing the proposed services, including how long your program has been providing these services. Please describe any significant modifications or improvements to services or programming that have been made in the last two years based on the results of evaluations, client satisfaction surveys, client outcome data, or other feedback mechanisms. Why were the changes needed and what was the impact of the changes?
5. What curriculum does your program follow? Who designed the curriculum, and why did you select it? *(If your program does not use a formal curriculum, please describe your program's approach/philosophy for providing services, how services and activities are structured to achieve desired outcomes and how you know that the services your program provides are having the desired impact on the participants served.)*
6. How can a potential participant (1) learn more about your program; and (2) contact your agency directly about participating, or having a family member participate, in your YEP-funded services. Please provide the following information relevant to contacting your YEP-funded program (This information may be posted on the YEP webpage):

Program specific webpage address:

Program point person name (*first and last*):

Program point person title:

Program point person email:

Program point person phone #:

Comments (optional):

7. How will your program's services/activities be tailored to be culturally responsive to African American/Black and/or Latinx participants and their families?
8. How does your program ensure that staff (including paid and unpaid tutors, volunteers, or interns) provide culturally competent services and supports to the African American/Black and Latinx participants served?



9. How does your program track participant progress? How does your program determine which participants are not progressing toward their goals? In such cases, how does your program intervene and respond to the needs of participants who are not “on track”?
10. What are the services, interventions, and/or activities that the average participant will receive in the upcoming fiscal year? Please specify type of service, # of sessions, length of sessions, # of weeks, etc. and formulas to show your calculations. If there are significantly different levels that participants engage with your program, feel free to provide a few different examples with calculations.

Example: in the upcoming fiscal year our program anticipates, on average, each participant will participate in a total of 185 hours of services from our program, including:

- 132 hours of small group tutoring (2 sessions/week x 90 minutes/session x 44 weeks/year = 7,920 minutes/year ÷ 60 minutes/hour = 132 hours/year)
 - 33 hours of college counseling (1 session/week x 45 minutes/session x 44 weeks/year = 1,980 minutes/year ÷ 60 minutes/hour = 33 hours/year)
 - 20 hours of mentoring (2 sessions/month x 60 minutes/session x 10 weeks/year) = 1,200 minutes/year ÷ 60 minutes/hour = 20 hours/year)
11. How will the proposed program meaningfully engage the families of participants? (i.e., If the proposed program primarily serves students, how will their parents/guardians be involved? If the proposed program primarily serves parents/guardians, how will their child(ren) be involved?)
 12. Describe specific ways that your program collaborates with other service providers and/or community partners (including schools or city programs). Which entities does your program collaborate with most closely and how does this collaboration benefit your program participants?
 13. How does your agency measure this program’s impact? Please provide data or evaluation results that demonstrate improvements that the proposed program has achieved with YEP’s focal population. (Some anecdotal information may be included here, but your response should primarily focus on quantitative data that illustrates how your program is changing the lives of the individuals it serves.) *If this is a new program, please describe how you plan to evaluate its impact.*



Please respond to the set of questions that corresponds with your request's action area.

SUPPLEMENTAL QUESTIONS SPECIFIC TO EACH ACTION AREA

KINDERGARTEN READY

For agencies applying to increase access to affordable care for children ages 0 - 5 by providing child care tuition scholarships, subsidies, or assistance to the families of African American/Black and Latinx infants, toddlers, and preschool-aged children:

1. To which age groups does your program currently offer care? Check all that apply:
 - Infants (up to 1 year)
 - Toddler (1 – 3 years)
 - Preschool (4 – 5 years)
2. How does your program structure program activities and the learning environment to achieve the desired outcomes while meeting the learning and socio-emotional needs of participants?
3. How do you determine which families receive tuition assistance and at what level?
4. How does your program assess the developmental wellbeing and progress of students? Which assessment tool(s) do you use? When and how often do you conduct assessments on participants and how do you follow up when an assessment or observation yields development concerns?
5. How does your program define “full-time” vs. “part-time” students?

For agencies applying to ensure high quality child care for children ages 0 – 5 by delivering Quality Rating and Improvement Services (QRIS), including coaching, resources, and professional development, to child care centers, licensed family child care providers, and Family, Friend, and Neighbors (FFN) providers located in Berkeley:

1. To which types of providers will your proposed program offer QRIS services? Check all that apply:
 - Licensed Child Care Centers
 - Family Day Care Homes
 - Friend, Family, & Neighbors (FFNs)



2. How does your program conduct outreach to and engage Berkeley child care providers, particularly family day care and Family, Friends, and Neighbors (FFN) providers who might be uncertain about participating in QRIS activities?
3. How does your proposed program build providers' capacity to deliver culturally responsive care to African American/Black and Latinx participants?
4. How and how often do you assess the quality of care at a given provider's site? How do you determine priorities on a site-by-site basis?
5. To how many and to what type of Berkeley-based child care providers did you provide QRIS services over the last 3 years (please specify active and maintenance sites)?

	FY 2021	FY 2022	FY 2023
# of Berkeley-based Licensed Child Care Centers supported			
Names of Berkeley-based Licensed Child Care Centers supported			
# of Berkeley-based Family Day Care Homes supported			
Names of Berkeley-based Family Day Care Homes supported			

For agencies applying to educate parents/guardians of children ages 0 - 5 about healthy child development and preparing for kindergarten:

1. How will you identify and conduct outreach to families, with the goal of reaching African American and Latinx families in Berkeley with children ages 0 through preschool who are likely to enroll their children in BUSD?
2. How will you work with parents/guardians whose work hours, disabilities, and/or primary language is an obstacle towards participating in the proposed program?
3. Describe a lesson plan for one of your program's sessions, including the goals of the session, the activities to support achieving that goal, and how your program evaluates the impact of each session on the participants.
4. How does your program promote connection and mutual support among parents/guardians? How will you assess if your program has been successful in creating parent-to-parent connections?
5. What, if any, child care and/or structured activities will you provide to the children of program participants during parent/guardian sessions?



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6. What specific skills, knowledge, and/or tools will parents/guardians who participate in your proposed program acquire to help promote their children's smooth transition to and success in TK/K. What specific activities does your program offer that familiarize and connect parents/guardians with BUSD's processes, systems, and school sites?

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2180 Milvia Street, 2nd Floor, Berkeley, CA 94704 Tel: 510.981.5400 TDD: 510.981.6903 Fax: 510.981.5450
E-mail: CommunityAgencyRFP@berkeleyca.gov



Please respond to the set of questions that corresponds with your request's action area.

SUPPLEMENTAL QUESTIONS SPECIFIC TO EACH ACTION AREA

SUCCESSFUL IN SCHOOL

1. What are the primary skill(s) that your proposed program is seeking to help build? Please check all that apply:
 - Reading/Literacy/English Language Arts
 - Mathematics
 - Other. Please describe: _____
2. How do you structure program activities and the learning environment to meet the learning and socio-emotional needs of your students?
3. How does your program complement and/or coordinate with school day instruction at Berkeley Unified School District?
4. How will your program measure improvements in Math and/or English Language Arts (reading) proficiency over the course of each contract year? What data sources will you use, what point will serve as the baseline measure for each student, and when and how will you assess progress? (Example: Our program has each family sign a permission slip allowing our program access to last year's and this year's report cards. We compare last year's 2nd semester math grade with the first semester math grade this year to measure improvement.)
5. How many volunteer or paid tutors does your program employ in a given year. Please describe your agency's approach to the recruitment, selection, supervision, and training of staff, volunteers, or interns.



Please respond to the set of questions that corresponds with your request's action area.

SUPPLEMENTAL QUESTIONS SPECIFIC TO EACH ACTION AREA

COLLEGE AND CAREER READY

1. How do you structure program activities and the learning environment to meet the learning and socio-emotional needs of African American/Black and Latinx students?
2. How does your programs align with and support related strategies being implemented in the Berkeley Unified School District (BUSD) and/or Berkeley City College (BCC)?
3. How will your program measure improvements in Math and/or English Language Arts (reading) proficiency over the course of each contract year? What data sources will you use, what point will serve as the baseline measure for each student, and when and how will you assess progress? (Example: Our program has each family sign a permission slip allowing our program access to last year's and this year's report cards. We compare last year's 2nd semester math grade with the first semester math grade this year to measure improvement.)
4. What percentage of African American/Black and Latinx participants in your program fulfilled all of their A-G requirements as of graduation in the 2022-23 school year? What specific steps will your program take during the coming year to maximize the number of students who meet their A-G requirements?
5. Please describe your agency's approach to the recruitment, selection, supervision, and training of staff, volunteers, or interns.



Please respond to the set of questions that corresponds with your request's action area.

SUPPLEMENTAL QUESTIONS SPECIFIC TO EACH ACTION AREA

HEALTHY, CONNECTED, AND RESILIENT

For agencies applying to provide developmental and behavioral health services and supports that meet children's unique needs and promote their healthy development and school success:

1. How will you tailor your program's services/activities to meet the socio-emotional needs of and to be culturally relevant to African American/Black and/or Latinx participants and their families?
2. Describe where program services will be located, how participants will be referred to your services, and how you will determine eligibility for services/activities.
3. Please describe how your program will be coordinating with the relevant school site(s). If your services will take place during the BUSD school day, how will services be coordinated to minimize classroom learning loss and to support students in making up any missed academics due to their participation in the program?
4. How do your program's services align with BUSD's socio-emotional and behavioral strategies/approaches?
5. How will you work with parents/guardians whose work hours, disabilities, and/or primary language is an obstacle towards partnering with your agency in support of their child(ren)?

For agencies applying to provide youth community action or peer education programs on issues that impact young people and their communities:

1. How will you tailor your program's services/activities to meet the socio-emotional needs of and to be culturally relevant to African American/Black and/or Latinx participants and their families?
2. Describe where program services/activities will be located, how participants will be recruited to your program, and what criteria you will use to select participants.
3. Please describe how your program is coordinating with relevant school site(s). If your program takes place during BUSD school hours, how will services be coordinated to minimize classroom learning loss and to support students in making up any missed academics due to their participation in the program?

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4. Please describe your program's philosophy for working with young people. How does your program align with the principles of positive youth development? Please give examples of how your program applies positive youth development principles to your programming.
5. How do your program's services align with BUSD's socio-emotional and behavioral strategies/approaches?
6. What are your program's expectations around program and school attendance? How will your program define and address any lapses in program and school attendance?

For agencies applying to provide activities that promote the development of positive racial and cultural identity and build identify-affirming connections among young people:

1. How will you tailor your program's services/activities to meet the socio-emotional needs of and to be culturally relevant to African American/Black and/or Latinx participants and their families?
2. Describe where program services/activities will be located, how participants will be recruited to your program, and what criteria you will use to select participants.
3. Please describe how your program is coordinating with relevant school site(s). If your program takes place during BUSD school hours, how will services be coordinated to minimize classroom learning loss and to support students in making up any missed academics due to their participation in the program?
4. Please describe your program's philosophy for working with young people. How does your program align with the principles of positive youth development? Please give examples of how your program applies positive youth development principles to your programming.
5. How do your program's services align with BUSD's socio-emotional and behavioral strategies/approaches?
6. What are your program's expectations around program and school attendance? How will your program define and address any lapses in program and school attendance?



Please respond to the set of questions that corresponds with your request's action area.

SUPPLEMENTAL QUESTIONS SPECIFIC TO EACH ACTION AREA

SUPPORTED AT SCHOOL AND AT HOME

1. How will you tailor your program's services/activities to be culturally relevant to African American/Black and/or Latinx families?
2. Describe where program services/activities will be located, how participants will be recruited to your program, and what criteria you will use to select participants.
3. What are your expectations around program attendance? How will your program define and address any lapses in program attendance?
4. What, if any, child care and/or structured activities will you provide to the children of program participants during parent/guardian sessions?
5. How will you work with parents/guardians whose work hours, disabilities, and/or primary language is an obstacle towards participating in the proposed program?
6. What specific skills, knowledge, and/or tools will parents/guardians who participate in your proposed program acquire to help them better support their child(ren)'s educational success?



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PROGRAMS SUPPORTING WORKFORCE DEVELOPMENT SUPPLEMENTAL QUESTIONS

1. Agency will provide job training in sectors that are expected to grow and will result in jobs that lead to economic security and/or provides opportunities to develop career pathways.
(YES/NO)
2. Agency will demonstrate partnerships with other programs in order reduce duplication of services and to maximize services and funding.
(YES/NO)
3. Agency will demonstrate effectiveness in serving employers.
(YES/NO)
4. Agency will demonstrate effectiveness in placing program graduates in training-related employment that results in a living wage.
(YES/NO)
5. Employment and Income Growth for Homeless Persons:
 - a. Explain how the program will utilize this funding to increase or maintain income for persons experiencing homelessness:

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