



Request for Qualifications: Mentoring

#	QUESTION	ANSWER
1	I have read the intent closely and it appears that these funds are for African American men and boys. Does this mean that if [a community based organization] were to apply to serve Latino youth, would we be considered ineligible because we would not be serving African American youth?	<p>The Culturally Specific and Responsive (CSR) funds align with and are intended to advance the long-term educational goals of Our Best, the City's racial equity project aimed at improving life outcomes for young Black/African-American men and boys (page 2). The CSR – Mentoring Services RFQ is a Request for Qualification intended to assess an agency's qualifications to perform a scope of work. As such, there are no direct funds associated with this RFQ but a determination of an organization's placement on a preferred provider roster. The RFQ is open to CBOs who meet one or more of the criteria for eligibility (outlined on page 5) and also included below. Therefore, a CBO that serves Latino youth would be considered eligible for the RFQ because they serve youth from a historically underserved group. "Historically underserved students" are defined as "students who experience systemic inequities in education achievement because of their race, ethnicity, socioeconomic status, refugee and immigrant status, English proficiency, special education needs, community wealth, familial situations, housing status, sexual orientation, or other factors." (page 10)</p> <p>CSR Mentoring RFQ Eligibility criteria:</p> <ul style="list-style-type: none"> • Focused implementation and prioritized support to young Black/African-American men and boys and/or other historically underserved groups; • Demonstrate a clear commitment to targeted universalism as a driver for advancing educational equity; • Use culturally responsive practices, pedagogy or exemplary curricula; • Have staff or an implementation team that reflect the priority student population for this investment; • Are geographically located in areas of high concentration of the priority population for this investment; • Utilize the local community as an extension of the classroom learning environment; • Use professional development that is culturally responsive throughout the contract period; • Utilize authentic student leadership and development in implementation; • Have capacity to collect, analyze, and evaluate data (e.g., recruitment, track student performance and progress, adjust programmatic practices); • Governance structure that provides oversight on organizational budget, operations, and data; • Experience/track record of achieving positive outcomes for young Black/African-American men and boys