

# Accelerate: High-Dosage Tutoring Request for Applications (RFA)

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## Overview and Objectives

Literacy is a critical predictor of educational and lifelong success. Louisiana is working urgently to improve literacy outcomes and ensure all students are reading on grade level by the end of grade 3, and also recognizes that there is a need to continue building foundational skills beyond third grade. All Louisiana students must be proficient in reading in order to successfully transition to higher grade levels and to become college and career-ready.

Similarly, Louisiana is working to improve elementary math outcomes to ensure all students are proficient in math. The coherent nature of mathematics requires all students to develop solid foundational math knowledge and skills in preparation for success in Algebra and to become college and career-ready.

Louisiana recognizes that high-dosage tutoring leads to increased student learning. The purpose of this RFA is to identify organizations that will provide tutoring services through the Accelerate: High-Dosage Tutoring Initiative. Local Education Agencies (LEAs) can choose providers for the Accelerate: High-Dosage Tutoring Initiative and engage directly with those entities to provide tutoring services.

## Accelerate: High-Dosage Tutoring

The Accelerate: High-Dosage Tutoring Initiative is a result of Senate Bill 508 of the 2024 legislative session. This bill provides high-dosage tutoring for certain low-performing students in grades kindergarten through five that is school-day embedded. Tutoring providers for this initiative must meet all the following criteria:

1. Incorporate direct instruction by tutors using formative assessments aligned with grade-level content and Tier 1 classroom instruction.
2. Be sustained for a minimum of ten weeks.
3. Be provided at least three times per week, in approximately thirty-minute sessions, which shall be embedded in the school day.
4. Use assessments throughout the school year to monitor student progress.
5. Be based on high-quality instructional materials that are aligned with state content standards and that are specifically designed for supplemental instruction.
6. Be individualized and provided at a ratio not higher than four students to one tutor.
7. Be provided by a high-quality tutor.
  - a. A person with training in using high-quality instructional materials and who receives ongoing oversight while providing high-dosage tutoring.
  - b. Staff of a high-quality tutoring provider.
  - c. Current or retired teachers.
  - d. Trained paraprofessionals.
8. Be provided by a consistent tutor or by a limited, consistent set of tutors throughout the student's supplemental instruction period.
9. Be provided in accordance with guidelines on research-based best practices grounded in the science of reading and effective accelerated instruction strategies.

Once approved, tutoring providers must uphold the criteria mandated by the RFA annually to remain on the Louisiana Accelerate: High-Dosage Tutoring approved provider list.

## RFA Application/Selection Process

The table below outlines the RFA process for the Louisiana Tutoring Initiative. The approved applications will be reviewed periodically by the Louisiana Department of Education.

Louisiana Tutoring Provider RFA Process		Application Window
<b>Step 1</b>	Tutoring applicants submit an application <a href="#">here</a> . New users will need to create an account and select the Louisiana Tutoring Initiative Provider RFA.	<p>Opens August 1, 2025 Closes October 3, 2025</p> <p>Opens December 1, 2025 Closes February 6, 2026</p> <p>Opens April 6, 2026 Closes June 5, 2026</p>
<b>Step 2</b>	The LDOE schedules and convenes review panels to review applications. Rejected applicants receive feedback and will have one opportunity to resubmit their applications.	Reviewed within 30 days of submission
<b>Step 3</b>	Approved tutoring providers will be added as options in the Louisiana Tutoring Vendor Guide.	Within 14 days after approval and provider information submission

## Required Application Components and Format

Tutoring applicants submit an application [here](#). No cover letters, executive summaries, or organizational marketing materials will be accepted.

Tutoring Provider Application Template: Required Components Description		
Section	Application Section	Template Section Components
1	<b>Tutoring Organization Information</b>	<ul style="list-style-type: none"> <li>● Contact information</li> <li>● Organization overview <ul style="list-style-type: none"> <li>○ mission statement</li> <li>○ founding year</li> <li>○ corporate structure <ul style="list-style-type: none"> <li>■ operations</li> <li>■ supervision</li> </ul> </li> <li>○ achievements or recognitions</li> </ul> </li> </ul>

2	<b>Organization Goals and Background</b>	<ul style="list-style-type: none"> <li>● Organization goals</li> <li>● Summary of tutoring experiences</li> <li>● Quality measurement of tutoring services</li> </ul>
3	<b>Organization Description and Scope of Services</b>	<ul style="list-style-type: none"> <li>● Approach to foundational literacy and numeracy instruction</li> <li>● Alignment to high-quality curriculum and assessments <ul style="list-style-type: none"> <li>○ specific names of curriculum and instructional material</li> </ul> </li> <li>● Method of instruction/technologies used to deliver tutoring</li> <li>● Qualifications of tutors <ul style="list-style-type: none"> <li>○ background checks must align with the school system's expectations</li> </ul> </li> <li>● Tutor effectiveness <ul style="list-style-type: none"> <li>○ monitoring</li> <li>○ evaluation</li> <li>○ support</li> <li>○ training</li> </ul> </li> <li>● Scope of services <ul style="list-style-type: none"> <li>○ number of tutors</li> <li>○ tutor-to-student ratio</li> </ul> </li> <li>● Supporting students with English as a second language</li> <li>● Supporting students with disabilities</li> </ul>
4	<b>Engagement and Support</b>	<ul style="list-style-type: none"> <li>● Plan includes how the provider will engage and collaborate with school system leaders and school leaders about: <ul style="list-style-type: none"> <li>○ each child's progress and needs</li> <li>○ coherence between classroom instruction and tutoring services</li> <li>○ students' performance data to effectively group students</li> </ul> </li> </ul>
5	<b>References</b>	<ul style="list-style-type: none"> <li>● Letters of Support <ul style="list-style-type: none"> <li>○ head of organization</li> <li>○ evidence of results</li> </ul> </li> </ul>

6	Appendix	<ul style="list-style-type: none"> <li>• Scope and sequence for a select grade level</li> <li>• Tutoring session lesson plans               <ul style="list-style-type: none"> <li>○ <b>Literacy Only</b> Attach six detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational literacy skills. Tutoring session lesson plans must be provided for all grade levels (i.e., one lesson plan for K, 1, 2, 3, 4, and 5 for a total of six).</li> <li>○ <b>Math Only</b> Attach six detailed tutoring session lesson plans, which include facilitation notes. Math lesson plans must address foundational numeracy skills. Tutoring session lesson plans must be provided for all grade levels (i.e., one lesson plan for K, 1, 2, 3, 4, and 5 for a total of six).</li> <li>○ <b>Literacy and Math</b> Attach twelve detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational literacy skills. Math lesson plans must address foundational numeracy skills. Tutoring session lesson plans must be provided for all grade levels (i.e., six literacy plans must cover all K-5 grade levels and six math plans must cover all K-5 grade levels for a total of twelve).</li> </ul> </li> </ul>
7	Certify Application	<ul style="list-style-type: none"> <li>• Signature and date required for consideration</li> </ul>

## Application Evaluation Criteria

### Evaluation Criteria

LDOE provides rigorous evaluation criteria for RFA applications. Applications are evaluated based on:

- 1) Ability of the provider to help Louisiana achieve key education goals
- 2) Commitment of the provider to serve young learners, including English language learners and students with disabilities
- 3) Quality of tutoring, coherence with school-based learning, and proposed instructors
- 4) Commitment of the provider to engage stakeholders

All determinations of whether or not an application meets these evaluation criteria will be indicated on a “Pass/Not Pass” basis. The LDOE will interpret these evaluation criteria as indicated in the table below.

Evaluation Criteria	How the Evaluation Criteria will be Assessed: Evaluation Sub-Components
<b>Section 1:</b> Provider’s information and mission align with Louisiana Accelerate: High-Dosage Tutoring.	1a) Provider’s tutoring organization information aligns with the Louisiana Accelerate: High-Dosage Tutoring Initiative. 1b) Provider’s organizational mission aligns with the goals of the Louisiana Accelerate: High-Dosage Tutoring Initiative. 1c) Provider includes founding year and corporate structure.
<b>Section 2:</b> Provider communicates organization goals and background.	2a) Provider’s organizational goals align with the goals of the Louisiana Accelerate: High-Dosage Tutoring Initiative. 2b) Provider has relevant experience to conduct the work. Provider has a history of effective completion of work and/or favorable reviews. 2c) Provider includes a plan for quality measurement of the organization's services. Include specific data collected.

<p><b>Section 3:</b> Provider demonstrates the ability to achieve key tutoring program goals.</p>	<p>3a.1) Literacy: Provider’s methodology and approach to reading instruction are aligned with <a href="#">structured literacy</a>. Literacy instruction is also aligned with the science of reading.</p> <p>3a.2) Math: Provider’s methodology and approach to math instruction are aligned with the locally adopted HQIM and embeds an <a href="#">acceleration approach</a> to addressing unfinished learning. *Tutors must also agree to complete the required foundational numeracy training.</p> <p>3b: Literacy</p> <p>3b.1) Provider communicates a sound strategy to support reading achievement.</p> <p>3b.2) Provider will align services to the high-quality curriculum used in Louisiana schools. Providers must include the curriculum name. Materials must align with the science of reading and avoid three-cuing.</p> <p>3c: Mathematics</p> <p>3c.1) Provider communicates a sound strategy to support math achievement.</p> <p>3c.2) Provider will align services to the high-quality curriculum used in Louisiana schools. Providers must include the curriculum name. Materials must align with numeracy foundational skills.</p> <p>3d) Provider presents a clear plan for the use of technology to deliver services.</p> <p>3e) Provider lists reasonable qualifications, hiring process, and background checks for tutors.</p> <ul style="list-style-type: none"> <li>● Accelerate: High Dosage Tutoring requires tutoring to be provided by an individual who meets at least one of the following criteria: <ul style="list-style-type: none"> <li>(a) A person with training in using high-quality instructional materials and who receives ongoing oversight while providing the high-dosage tutoring.</li> <li>(b) Staff of a high-quality tutoring provider.</li> <li>(c) Current or retired teacher.</li> <li>(d) Trained paraprofessionals.</li> </ul> </li> </ul> <p>3f) Provider describes a plan to assess tutor effectiveness. Plan includes how tutors will be monitored, evaluated, and supported.</p> <p>3g) Provider includes tutor training requirements.</p> <p>3h) Provider includes the current number of available tutors and the maximum tutor to student ratio for tutoring sessions.</p> <p>3i) Provider is committed to serving all learners, including students with disabilities and English Learners.</p>
<p><b>Section 4:</b> Provider engages and collaborates with all stakeholders.</p>	<p>4a) Provider describes a plan for collaborating with school system leaders and school leaders to ensure instructional coherence.</p> <p>4d) Provider describes a plan for collaborating with school leaders on student goals and performance data.</p> <p>4e) Provider describes a plan for collaborating with school leaders on grouping students.</p>
<p><b>Section 5:</b> References</p>	<p>All references attached should be one-page documents. Provider</p>

	<p>includes:</p> <p>5a) Letter of support from head of organization</p> <p>5b) Letter of support with evidence of results</p>
<b>Section 6:</b> Appendix	<p>6a) Provider includes a scope and sequence for a select grade. Include one for math and one for literacy if applying for both content areas.</p> <p>6b) Provider includes tutoring session lesson plans using the following guidelines:</p> <ul style="list-style-type: none"> <li>○ <b>Literacy Only</b> Attach six detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational literacy skills. Tutoring session lesson plans must be provided for all grade levels (i.e., one lesson plan for K, 1, 2, 3, 4, and 5 for a total of six).</li> <li>○ <b>Math Only</b> Attach six detailed tutoring session lesson plans, which include facilitation notes. Math lesson plans must address foundational numeracy skills. Tutoring session lesson plans must be provided for all grade levels (i.e., one lesson plan for K, 1, 2, 3, 4, and 5 for a total of six).</li> <li>○ <b>Literacy and Math</b> Attach twelve detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational literacy skills. Math lesson plans must address foundational numeracy skills. Tutoring session lesson plans must be provided for all grade levels (i.e., six literacy plans must cover all K-5 grade levels and six math plans must cover all K-5 grade levels for a total of twelve).</li> </ul>
<b>Section 7:</b> Certify Application	7a) Provide signature and date to certify application responses

## Evaluation Process Notes

LDOE evaluation teams will evaluate each application based on the Evaluation Criteria.

- Applications must “pass” all seven eligibility standards to be accepted. In order to “pass” a standard, the provider must meet each sub-component of that standard.
- A provider’s application package will be accepted and listed on the Louisiana Tutoring Initiative Provider Page if:
  - the application achieves a “pass” on all seven evaluation criteria; and
  - the application conforms with all of the RFA’s administrative and legal requirements.
- No appeals will be considered at any stage.
- Unsuccessful applicants are encouraged to submit new proposals during future RFA application processes.
- LDOE may observe approved programs and review resources periodically to ensure alignment with tutoring program quality.

# List of Appendices

## Appendix 1: Miscellaneous Resources

Resource	URL Link	Information Included
<b>INACOL National Standards for Quality Online Teaching</b>	<a href="http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-teaching-v2.pdf">http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-teaching-v2.pdf</a>	National standards that provide teachers a set of criteria for effective online learning to guarantee that the teachers are better able to understand the technology, new teaching methods and digital course content to foster a personalized online learning environment for every student.
<b>Instructional Materials Review</b>	<a href="https://louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews">https://louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews</a>	Curriculum vetted and annotated by the instructional materials review process.

## Appendix 2: Definitions

1. Application Time Frame
  - 1.1. Applications are accepted on a rolling basis. It is solely the responsibility of all applicants to make sure their application is completed.
2. Applicant Code of Conduct
  - 2.1. Applicants are responsible for determining that there will be no conflict or violation of the Ethics Code once they begin working with students, schools, and families. Ethics issues are interpreted by the Louisiana Board of Ethics.
3. Public Disclosure
  - 3.1. All materials submitted in response to this request become the property of the State. Selection or rejection of an application does not affect this right.
  - 3.2. Only information that is in the nature of legitimate trade secrets or non-published financial data may be deemed proprietary or confidential. Any material within an application identified as such must be clearly marked in the applications and will be handled in accordance with the Louisiana Public Record Act, R.S. 44: 1-44 and applicable rules and regulations. Any application marked as confidential or proprietary in its entirety may be rejected without further consideration or recourse.
  - 3.3. By submitting, the applicant grants the State of Louisiana Department of Education the right and license to republish its application, if the Department so chooses, as an example or sample application for the edification of other applicants.



#### 4. Determination of Responsibility

- 4.1. Determination of the applicant's responsibility relating to this RFA shall be made according to the standards set forth in LAC 34: 136. The State must find that the applicant:
  - 4.1.1. Has adequate financial resources for performance, or has the ability to obtain such resources as required during performance.
  - 4.1.2. Has the necessary experience, organization, technical qualifications, skills, and facilities, or has the ability to obtain them.
  - 4.1.3. Is able to comply with the proposed or required time of delivery or performance schedule.
  - 4.1.4. Has a satisfactory record of integrity, judgment, and performance.
  - 4.1.5. Is otherwise qualified and eligible to receive an award under applicable laws and regulations.
  - 4.1.6. Applicants should ensure that their application contains sufficient information for the State to make its determination by presenting acceptable evidence of the ability to perform the services called for by this RFA.

#### 5. Right to Prohibit Award

- 5.1. Any public entity is authorized to reject an application from, or not award the contract to, a business in which any individual with an ownership interest of five percent or more has been convicted of or has entered a plea of guilty or nolo contendere to any state felony or equivalent federal felony crime committed in the solicitation or execution of a contract or bid awarded under the laws governing public contracts under the provisions of Chapter 10 of Title 38 of the Louisiana Revised Statutes of 1950, professional, personal, consulting, and social services procurement under the provisions of Chapter 16 of this Title, or the Louisiana Procurement Code under the provisions of Chapter 17 of this Title.

#### 6. RFA Addenda

- 6.1. The State reserves the right to change the calendar of events or revise any part of the RFA by issuing an addendum to the RFA at any time.

#### 7. Waiver of Administrative Informalities

- 7.1. The State reserves the right, at its sole discretion, to waive administrative informalities contained in any applications.

#### 8. Application Rejection

- 8.1. Issuance of this RFA in no way constitutes a commitment by the State to award a contract. The State reserves the right to accept or reject, in whole or part, all applications submitted and/or cancel this announcement if it is determined to be in the State's best interest.

#### 9. Withdrawal and Resubmission of Applications

- 9.1. An applicant may withdraw an application that has been submitted at any time up to the date and time the application is due. To accomplish this, a written request signed by the authorized representative of the applicant must be submitted to the RFA Coordinator.

#### 10. Subcontracting Information

- 10.1. Unless provided for in the contract with the State, the prime contractor shall not contract with any other party for furnishing any of the work and professional services herein contracted for without the express written approval of the State.

## 11. Cost of Preparing Applications

- 11.1. The State is not liable for and costs incurred by prospective applicants prior to issuance of or entering into a contract. Costs associated with developing an application, preparing for oral presentations and interviews, and any other expenses incurred by the applicants in responding to this RFA are entirely the responsibility of the applicants, and shall not be reimbursed in any manner by the State of Louisiana.

## 12. Errors and Omissions in Applications

- 12.1. The State will not be liable for any errors in applications. The State reserves the right to make corrections of amendments due to errors identified in applications by the State or the applicant. The State, at its option, has the right to request clarification or additional information from the applicants.

## 13. Corporation Requirements

- 13.1. If the applicant is a corporation not incorporated under the laws of the State of Louisiana, the applicant shall have obtained a certificate of authority pursuant to R.S. 12:301-302 from the Secretary of State of Louisiana.
- 13.2. If the applicant is a for-profit corporation whose stock is not publicly traded, the applicant shall ensure that a disclosure of ownership form has been properly filed with the Secretary of State of Louisiana.

Please contact [tutoring@la.gov](mailto:tutoring@la.gov) with any questions.